

SENATE MEETING

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OCTOBER 13, 2014

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ANDREW HIPPI SLEY, CHAIR

ALICE CHRIST, VICE-CHAIR

J. S. BUTLER, PARLIAMENTARIAN

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

LISA GRANT CRUMP, COURT REPORTER

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CHRIST: Welcome to the October 13, 2014 Senate meeting. It's going to be conducted by me, Alice Christ, your secretary, because our Chair is absent, at a leadership conference.

Okay. For people who missed last time, this is our try out of our new voting method. We're doing double sign-ins. Both the sign in sheet inside and inside because it's with these precious implements with which we can conduct votes, including our first vote on registering in the presence here.

So everybody have your clicker? Be sure it's your own clicker with your name on it. The voting screen will come up when people have finished picking up clickers and signing in and taking their seats, in about one and a half minutes.

And in the meantime, remember to turn off your media, phones, put them on vibrate. And if you want to be recognized to speak, when you're recognized, identify

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yourself, name and college, please.

The attendance slide is our voting screen. Are you here today? Click one, if you are. And it looks like people are almost finished. When I change the screen it will give us our results. Done. The other two or three people is, of course, because we want you on a committee.

Okay. Our first item on the agenda is approval of the minutes. We received a few corrections to absences that had excuses and I'm looking at a much better representation on our present numbers this month and last month. So thank you all.

Hearing any objections? No objections, the minutes from September 9th are approved.

This is the leadership conference that our Chair is attending. He leaves us with announcements; however, so most of them are on the screen.

I think it's important to recognize who the Chair of your committee is. So we have a list of the committees, standing committees of the Senate. There are other committees. But the standing committees and their Chairs, and I will just ask the Chair of each to stand up when I come to that name.

Committee Chairs have a thankless job of demanding participation from the membership. So we hope that you, the membership, will be generous about not blocking out huge amounts of your time according to your own individual preference, but we only use formal job appointment time as an excuse to not answer that you are available for a potential committee meeting time.

It's, of course, Mondays at three, could be a time that most people ought to be available. And we need a very good excuse not to be available. Other Mondays then the second of the month.

So here are the Chairs: Academic Advising is Phil Kraemer. Is Phil Kraemer here? Yes, in the back, turn around anybody on that committee. Academic Facilities, your Chair is me. But I'm looking to hand it over to somebody else. Academic Organization and Structure, Ernie Bailey, stand up. Disability, Accommodation and Compliance, Terry Malone, stand up. Distance Learning and E-Learning, Sharon Lock, we don't have a Sharon Lock to stand up? Institutional Finances and Resource Allocation, a joint committee with the staff, this one is very important, Jeremy Crampton and George Scott. And the Library Committee Chair has an excused absence for the semester but will be active. Research and Graduate Education, Bruce Webb. Oh, thank you. Retroactive Withdrawals, Tom Nieman.

MR. NIEMAN: That's me.

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CHRIST:

Thank you. Rules and Elections, Connie Wood. Stand up. We don't all know who you are, just most of us. And Advisory Committee on Privilege and Tenure, Mary Kay Rayens, stand up. No?

Okay. This was some Senate Council business from the last two weeks. Andrew and a couple of members of Senate Council met with the student senators and had a little reception and discussion of the importance of their role in shared governance and advising on academic policies that might affect them in particular.

So he and they are working towards assigning interested student participants to appropriate committees, and student members will be added in the next week or so as those discussions develop. And I think people thought it was a good, positive experience all around for engaging our most interested membership here in some of the policies that we endorse.

I think our Chair would be able to tell us more about some issues between the Student Senate and University Senate that are being negotiated about student code, University Appeals and other kinds of things, maybe even calendars.

So can we introduce our student senators? I will just read all the names hoping that I pronounce them more or less correctly, and you stand up as I reach the end of the list. Chelsea Folmar, Ashley Zepeda, Christian Oberst, Rebecca Stratton has an excused absence, Anne Prather, Rosanna Osorio, Hannah Botts, Charlie McManus, Samantha Dunn, Nolan Jackson, Patrick Grace, Seth Profitt, and Isaac Hallam. Very good. Thank you, too, for being flexible about your schedules for these committee meetings.

Andrew negotiated a reasonable settlement for the problem of the vacancy in the Healthcare Colleges Council Chair. It must be an administrator. So we have an upcoming administrator who is going to take a period of initiation under Sharon Stewart, who will be the Chair pro tem, until we mentor our new replacement, Pam Stein, Associate Dean for Academic Affairs, Dentistry. And that's been hanging over our heads since last summer, I think.

The President sent us a charge to Senate Council to develop a faculty discipline policy. And the Senate Council established a subcommittee to answer that charge. If you're interested in the charge, it is in the Senate Council agenda for, what was it, September 29th, to go. And this is the membership of the committee.

The President has placed Marcy Deaton at the disposal of the committee for the purpose of legal advice.

TAGAVI:

Can I ask a question?

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CHRIST: Yes.

TAGAVI: Kaveh Tagavi, Engineering.  
Have you decided when this committee comes up with a proposal, would it directly go to administration, go through Senate Council, come to the Senate? Can you share that now?

UNIDENTIFIED: You need the prior slide?

CHRIST: Yes.

TAGAVI: And if you have the charge, and it's very short, can we look at it, please?

CHRIST: I don't have it as a slide, but it is posted on the Senate web page on the Senate Council Agendas, September 29th. And pdf's include the President's letter and some background material.  
I guess in terms of your other question about the process, the committee, the subcommittee is reporting to the Senate Council weekly as work develops. So I'm not sure that Senate Council has decided what to do with those reports. So far we've had one report which is that a meeting has been scheduled. Would you like to say anything about that?

WATT: I mean, I think our expectation is that it would come to this Body, ultimately.

CHRIST: Another ad hoc committee, this is to address questions that came out of issues before the Committee on Privilege and Tenure that Professor Testa, I think, is reporting on later today in 5B.  
But it came to the attention of various people that we don't have explicit guidelines about expectations for probationary periods, productivity for provisional periods that have been extended and maybe not only by family leave according to the federal law, but by the University Policy of Family Leave. So the Senate Council appointed, added some nominees to that committee.  
The program proposal forms are posted and approved for use by the Senate Council. So if you have colleagues with new undergraduate programs, they can now use the same system that we have been using for individual courses.

BROTHERS: No, no.

CHRIST: Sorry.

BROTHERS: It's just a new form.

CHRIST: Sorry, I was dreaming. But the form includes a division of everything you need to know for the Senate approvals and everything you need to know to get it through CPE approvals. So it should preclude having to make up your own narrative, trying to get to what people want to know. There's a slot for every piece of information.  
I don't have anything to report as Secretary. I do have to report that our Parliamentarian has retired temporarily, possibly, and we will be seeking a new

Parliamentarian. But it hasn't happened for today. So please don't try something very complicated. I don't think our Agenda is, doesn't lend itself to anything too complicated today.

So I'd like to invite the Faculty Trustees to report or/and to question.

WILSON: As Bob and I had mentioned at the last meeting, we want to make available for questions at these meetings, in addition to any time. So if you have any questions you'd like to address, if you have any difficult ones, I'll refer you to Bob.

BRION: Gail Brion, Engineering.  
The President's request was to look at a disciplinary procedure. Can you explain to us how the Board of Trustees is viewing this?

WILSON: Sure, I can give you my impression. I think the Board of Trustees is, of course, concerned when difficult cases reach the press and it proves problematic for the University when it comes up.

It's strategically imperative to find out ways to try to do the best we can to (inaudible). I don't think the Board has a specific opinion in terms of the President's memo is not Board-driven.

He really wants ways to effectively govern the University and deal with people who are doing egregious things. I think the issue of minor and major things, what constitutes that, is not something the Board is concerned about.

The Board is concerned with how can the major problems in faculty and administrative behavior exist and fester for long periods of time. That's (inaudible).

GROSSMAN: If I could just add, the specifics that the President is looking for is something between giving someone a good talking to and terminating their tenure and firing them. So right now our Administrative Regulations don't really have any sanctions in between those two things.

And so if one of us is, say I'm behaving badly, and it doesn't rise to the level of terminating tenure and firing me, there's really not much the administration can do. So they're looking for some intermediate steps, somewhere between those two things.

But again, the President has this in mind, it's been driving by some of the cases that some of you may have seen in the press. Although, in my mind, all of those would have been firing offenses anyway,

So I'm not just -- I think it's on the consciences of the Board and I think the President decided to use this as an opportunity to try to develop some intermediate level sanctions.

WILSON: And I would invite you to read the

President's charge. In essence, it's a very complex task. And I think after the first meeting of our committee, it's even more complex than I had imagined. I think anything will come back before this Body.

CHRIST: I just want to make sure that academic freedom is preserved for faculty.  
WILSON: Absolutely. I don't think you'll have any disagreement with folks on the committee.

GROSSMAN: Any other questions?

WILSON: This week is the Board Retreat which will involve a lot of sitting and listening on our part. The conference is focused heavily on research and so I have written to several researchers asking for specific problems.

But I would hope this Body can send either Bob or me, or both of us, issues that you see going forward for the research mission that we should be aware of as we move into listening to the administration's view of where we're headed with the research mission.

GROSSMAN: It's about a day and a half, and much of it will be focused on research. I'm sure we'll have a lot to tell you about that at the next Senate meeting. Any other questions?

MAZUR: Carol Mazur, College of Ed.  
Two things. I can't find the charge on the Senate site. Where is that?

CHRIST: Senate Council.  
MAZUR: Okay, I'll keep looking.

CHRIST: And agendas.  
MAZUR: Senate Council Agendas, okay, thank you. And the second point, did I understand you said the disciplinary sort of effort will also look at for faculty and administrators?

WILSON: It depends on how you -- that may be partially my own interpretation.

MAZUR: I like it.  
CHRIST: That was part of the discussion.

WILSON: You can read the charge. And I think part of the charge can be seen as inviting that as well.

MAZUR: I got it. Thank you.

WILSON: Thank you.

GROSSMAN: A difference between a faculty, a regular faculty position and faculty administrator position is, the faculty administrator's serve at the pleasure of the President or the Provost, and so there is already a mechanism for terminating them for egregious behavior, whereas it is a lot more difficult to (inaudible).

So there is that difference, but I think the President put this in our lap as here, you deal with this hard problem. I think, my sense is that the committee will try to take the opportunity.

MAZUR: To make it more difficult.

GROSSMAN: Exactly, exactly.

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MAZUR:

Thank you.

PRATS:

Armando Prats, A and S.

Did the Board express any concern as to how it came to be the case that a virulent anti-Semite was invited to speak to high school students (inaudible) at this University?

GROSSMAN:

I think that happened after the last Board --

WILSON:

We haven't had a Board meeting since that time.

PRATS:

Is it likely that the Board will make a statement (inaudible) regarding this issue?

GROSSMAN:

I think it's unlikely. There are some comments going around on the listserv. I think that's public knowledge.

WILSON:

Yeah.

GROSSMAN:

Going around on the listserv praising the President for his statement. So I think at least some of the Board members either view it as the end of the matter or don't want to give this bozo any more publicity. You can put bozo in the minutes.

CHRIST:

Is that it for questions then?

WILSON:

Once again, please write and contact us when you have issues about anything related to faculty issues.

GROSSMAN:

One person did email me asking me about the strategic plan and when the faculty are going to see it. And I don't really know the answer, but I'm going to ask some questions at this next Board meeting about that. What the status of that is and when will it be available to be a pinata for us to take laps at. Maybe you can talk to us a little bit about the strategic plan.

RIORDAN:

I think this weekend they'll be doing some of the research part and that will be public and those presentations will be up. So I think that's kind of the first (inaudible).

GROSSMAN:

Okay, great.

CHRIST:

All right. We have an invitation for input from Susan Carvalho.

CARVALHO:

Thank you. As Interim Dean of the Graduate School, it's my pleasure to convene the University Joint Committee on Honorary Degrees, JCHD, which is a joint committee of the Senate and the administration at large.

But what I want to stress here is the Senate role, not only in seeing three nominees later in the semester and approving or not approving them, but in putting forward names.

This is an important duty across campus, but I think even more incumbent on Senators, to think carefully about people who you would be proud to have on stage held up as models to your students.

So as you know, the Honorary Degree titles are distinct from the current doctorate titles in universities, so it's not

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a PhD, it's a Doctor of Humanities, Doctor of Sciences, et cetera. These are honorary titles given to people who have demonstrated sustained achievement and distinction in national or international significance.

And I'll just say that we mentioned that a tie to Kentucky is very appropriate but not required. And the regs say that we recognize and appreciate those who have made significant contributions to society, the state, and the University, sending a message that principles, values and contributions are important. Well chosen (inaudible) affirm and dignify the University's own achievements and priorities.

And I'll just say that in some past years nominations have been slim, not because there aren't deserving candidates out there, but because it seems like hard work. And it is, to think of someone and then propose them and then you know there's work to follow.

But we do have an easier process which is to not do a complete nomination but to submit a suggestion. And that would mean sending the name and a brief rationale, submitting that on our website. The deadline is Wednesday.

You should have received an email a couple of weeks ago about that. This is your final chance here, final reminder. A name and a brief rationale by Wednesday, and/or a complete nomination dossier by November 1st.

If you submit a suggestion and you don't want to submit the full dossier, we might ask you questions, but we'll look for someone to prepare the nomination dossier.

A nomination dossier consists of a letter of nomination outlining the reasons, a CV, two supporting letters, other optional materials. Then the committee will convene, rank order the nominees, the top three will be presented first to Senate Council and then to full Senate and finally to the Board of Trustees. This will be for conferral of the Honorary Degree in May.

I'll add two notes. One, we can confer the degree outside the May date during the spring semester, if an occasion warrants. Not without some difficulty, but it can be done. And two, nominees must be present to receive the awards. So we can't nominate people who won't confirm their willingness to show up.

However, that request to them happens after the nomination phase. If they are selected as one of the top three, we will go and ask them if they can be present. And if not, we will go to number four. If the committee wants to draw a line and say we don't want anyone below X, we are not obligated to give these degrees.

We are limited to five per year. We'll be giving two in December. So we have



a limit of three, but we're not obligated to (inaudible).

So I present this to you, at Andrew's request, that the Senate needs to have an active role in who is representing us on stage and held up as models for our students. Any questions? Any information I can offer? More inviting invitation I can present?

CHRIST: That reduction of labor ought to be an inducement to pay a little more attention. Thank you.

CARVALHO: If you google uky honorary, it will go to our website. Thank you.

CHRIST: This is important. It really is only the faculty of the Senate who award degrees. So even though it's a joint committee representing the University, the faculty in the Senate are the people who really should be at the base of the deciding who are good representatives for us.

And I think looking at some recent history, people might be wanting to branch out from some of the more conventional kinds of nominations and look for more diversity, more different kinds of accomplishments. And that's likely to come from people you know rather than just somebody who is already famous in the community. So please do put on your thinking caps and see if you can come up with some nominees for the May graduation, that's the big one.

So Paula Pope, Co-Chair of the UK Sesqui centennial Celebration Committee has a proposal to make a special diploma for the calendar year of our sesqui centennial.

POPE: I've been giving some instruction on saying sesqui centennial.

CHRIST: Are you the other co-chair?

HAMILTON: No. As I said at the Council meeting, my only role on the committee is to learn how to smoothly say sesqui centennial.

POPE: As you are I'm sure aware, this point of 2015 is the University's 150th anniversary. We will have a number of special events throughout the year. But in particular, we're going to have Founders Week in February, as February 22nd is actually the anniversary date. And you'll be hearing more about those special events.

But we thought that one of the very important, and perhaps most lasting, things we should do is for the graduates in the year 2015, to note on their diploma this it is the University's sesqui centennial year. We are changing -- we are proposing changing in the very last line which normally would just have the date. It would say: in the University's sesqui centennial year of 2015.

At the recommendation of the Senate Council, we have added the logo or word mark for the sesqui centennial. So the University's seal is still on it but we

balanced it with the sesquicentennial word mark. And again, this is just for the year 2015. Any questions?

DEBSKI : Liz Debski, A and S.  
We're all sitting here and glad you can say it, but you can't spell it.

POPE: We left out the S, thank you. It will be correct on the diploma.

CHRIST: I think this is a demonstration.

POPE: Yes. This is not --

CHRIST: They're just dropping the wording and the logo onto the standard graduation template. And I think it's an older template, too, because --

UNIDENTIFIED: It obviously predated spell check.

POPE: Yes. This is something that we got from the people who actually generate the diplomas, just again, as a mock-up.

CHRIST: So this is a question, a motion. We recommend that the Senate approve the proposed sesquicentennial format for diplomas that will be awarded during the 2015 calendar year. Is there discussion of this? Seem like a good idea?

Shall we call the question? Okay.  
You get to use your little number one in favor --

GROSSMAN: Is this elected faculty senators only to vote on this?

CHRIST: The vote is automated. The prompt is automated. If you accidentally vote for something that you're not entitled to, it won't count you. But it is an elected faculty senate vote because it's an award of degree vote.

Also, if you change your mind in the middle, until we close the polls you can change your vote by just hitting a different button. It will replace your previous vote.

Any last minute panics, is everybody done? Okay. Let's see what it came out to. Four people don't like it. That's pretty compelling. Thank you.

The motion to approve the sesquicentennial format for diplomas awarded in 2015 has carried.

All right. We have --

TAGAVI : Can I ask a question on that, please?

CHRIST: Yes.

TAGAVI : Kaveh Tagavi, Engineering.  
Is that a final approval meaning that that recommendation is to the administration or is this we are in charge of it and this is it, it's done?

CHRIST: I think it's ours.

BROTHERS: Yes. The Senate Rules say that the Senate has authority over the content of diplomas. So this is it.

TAGAVI : Thank you.

CHRIST: Report on Retroactive Withdrawal Appeals, Tom Nieman.

NIEMAN: Good afternoon. I promise I won't

take more than 45 minutes because  
(inaudible).

I Chair the Retroactive Withdrawal Appeals Committee and it's kind of a thankless job in a lot of ways and rewarding in others. We hear a lot of (inaudible).

This year we had -- the previous year we had 91 appeals for retroactive withdrawals. And of the 91, we approved 76, about 84 percent of the appeals were approved and about 12.5 were not approved. And there's several, two or three, that we've tabled waiting for more information, et cetera.

This is up from the previous years. We thought we were getting this down to some reasonable numbers. Last year it was 74, the year before it was 78 and now it's up to 91. But we have larger enrollment, and with 30,000, 91 is not all that big a number.

We meet about 8 to 9 times a year, so we have about ten of those cases that we deal with at every meeting. So you can imagine, they're fairly lengthy. And a lot of the people who are appealing, they come to the meeting and make their case, which they're welcome to.

Most of our cases last year were medical. A real broad range from illness to injury to various psychological problems which caused them not to be able to do as well as they would like during the semester.

Now keep in mind, they did not withdraw from a semester, so they had grades and grades vary from, you know, be all Es to some Es, to some Ds and a few Cs and Bs. A broad range of things.

Others were, interestingly this year, were a lot of family type problems, death in the family, parental divorces, or problems of that nature. And which is a little bit unusual.

No criminal cases this year, which we generally have some of those. We're okay on that.

The other thing that the Board deals with is requests for partial withdrawals. And the most are, unless it's really compelling, we do not accept a partial withdrawal. So like if you have four or five courses and you have a withdrawal for two or three of those and keep two or three. Unless it's very, very compelling, we don't do that. It's either the whole semester or none.

And that's pretty well it. I can entertain questions if there's any. All right. If not, we'll go back and have at it again. So thank you very much.

CHRIST:

Thank you. Stephen Testa? Well, read the report which was delivered by pdf on our agenda. And since he isn't here, you couldn't have asked him questions anyway.

But it is that report on our Senate

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agenda that led to the idea of being more specific about family leave and extended probationary period expectations.

I think the President has already agreed to expand the charge of his committee, which at first was family leave, to cover issues in Stephen Testa's report to the Senate Council and the Senate.

If you have questions about it we might look at them in the other business at our next meeting or you can bring them to the Senate Council and we will address them or pass it on.

Ombud's Report, Sonja Feist-Price.  
Good afternoon.

FEIST-PRICE:

I'd like to just share with you information about the Academic Ombud's 2013-2014 academic year report. For starters, I'd like to recognize Laura Anshel, who assisted with the statistical computation of this report.

So for the 2013-2014 academic year we saw just under 500 cases, 497 to be exact. And of this number, 365 were non-academic offense issues. There were a total of 132 academic offense issues. And this is the first decrease we've seen in four years.

We had been seeing a steady increase over the years, but we're happy to say that the 2013-2014 year represented our first decline and we're hoping that we'll continue along those lines.

83 percent of those charged with an academic offense had no contact with the Ombud Office. 11 students contacted the Ombud Office; however, they did not appeal their offense. 8 students appealed their academic offense charge.

In total, 24 students were sent to the University Appeals Board for a hearing. And of this number, 4 students are -- they're pending, their case is still pending at the University Appeals Board. 9 students appealed their grade in the course.

We had one case of cheating and the student that appealed their academic offense charge was denied, which means that they lost the appeal. 7 students were charged with the offense of plagiarism, 2 students appealed the severity - no, I'm sorry - 2 students appealed the offense charge of plagiarism. One student won the offense, the other student lost the appeal for the offense.

We have 5 students -- we had 5 students that appealed the severity of the offense. 4 students won the appeal, which means that the appeal was upheld, and 1 student lost the appeal.

And so we also had some students that went to the University Appeals Board, 3, in fact, due to failure in making the necessary progress in their program of study.

So that is in a nutshell, an

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overview of some of the numbers that were reflected at the Academic Ombud Office.

But I would also like to introduce to you our new Ombud, Michael Healy, Professor Healy. He is a professor of law. He has agreed to serve as the Academic Ombud for the current year. He's been a professor at the University of Kentucky since 1990. He is a former chair of the University Appeals Board and he served as the Associate Dean for Academic Affairs in the College of Law for four years.

CHRIST: Thank you. Questions? Are there questions?

GROSSMAN: Bob Grossman, Trustee.  
So in the cases of the severity of (inaudible) and appeal for the plagiarism cases, and you said they were upheld, how, what was the remedy in those cases for the severity of offense? I mean, did the Appeals Board tell the faculty member what grade they needed to give or penalty they needed to give or did they just return it to the faculty member and let them (inaudible) or what?

TESTA: When it comes to the Appeals Board, the University Appeals Board will (inaudible) the person who is the chair of that committee, I really think he's the best person that can elaborate on, you know, how those cases were handled once they were upheld. I really can't elaborate.

CHRIST: The Senate Council has asked him for a more detailed report on some of those issues. So we may do that in the future. Debra?

ANDERSON: Debra Anderson, College of Nursing.  
I've got a question about the classification of source, the contact. It has faculty members down for 61, source of contact. So is that faculty who are contacting you related to student issues or do some faculty contact the Ombud for faculty concerns?

FEIST-PRICE: Faculty members contact the Ombud Office for classroom-related issues. So it might be clarification about the dead week policy, clarification about, you know, how to charge a student with an academic offense. And so it varies in terms of the issues. But it's typically related to classroom kinds of student-related behavior.

ANDERSON: Just a follow-up question. Where do you -- if a faculty member contacts you thinking that the Ombud service is for faculty as well as for students, where do you refer those faculty?

FEIST-PRICE: I have had instances where faculty will contact the Ombud Office regarding faculty kinds of issues and they're referred to the Office of Faculty Advancement and Institutional Effectiveness.

ANDERSON: Okay, thank you.

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CHRIST: Is that it for question? Thank you.

FEIST-PRICE: Thank you.

CHRIST: Deanna Sellnow, progress on --

SELLNOW: Progress report.

CHRIST: -- Presentation U.

BROTHERS: She'll need the clicker.

SELLNOW: This is our semester Senate update that we need to do for SACS. As you might recall, that the University of Kentucky takes Presentation U, you are the ultimate presentation, for our QEP, which was endorsed by SACS in April of 2013.

What's been happening since then is if you remember there's two components to the program, two learning outcomes. One is designed for the students, to be able to demonstrate competent communication as producers of information as defined within their individual disciplines. And this kind of goes in tandem with the GCCR.

So it's to kind of help with that, but it's not just about the GCCR. Any upper division courses that faculty would like help with integrating multimodal communication instruction, assignments and outcomes in those courses. And to help faculty do that, we have a Faculty Fellows program so faculty can actually do the teaching and the grading of those assignments in their classes.

Just to let you know what we've done since the endorsement of the Presentation U program, in the Spring of 2014 we had our first Faculty Fellows Cohort where we identified actually 26 faculty members that worked with us on redesigning syllabi, creating assignments and instruction for their courses. We actually did this via an Implementation Team because we did not have our permanent personnel hired at that time.

Renovations also began for the Presentation Center where tutoring and workshops take place as part of the hub in the basement of this library. You should go down and look at it, it's really cool.

Then in the summer of 2014, we actually hired the key personnel to help run the program. The space renovations downstairs were completed, but I put sort of, because they're still not actually completed. But we are operational.

We also have a space over in Champions Court 1. The study has a space there for doing tutoring in complement to the Commons. And we have a place there for Presentation U North in Champions 1 as well for that group of students, close to where they live.

Right now, fall of 2014, we've also identified and are working with Faculty Fellows Cohort 2, which is another 25 faculty that we're working on redesigning their syllabi.

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We are also still working with the faculty -- who wrote this QEP document. My gosh, this is a lot of work.

The Faculty Fellows Cohort 1 are actually teaching the courses that we helped them redesign and we're working with them on the actual teaching of the courses.

And the applications are now open for Faculty Fellows Cohort's number 3 and number 4. Number 3 will start in the spring. We will help them redesign their syllabi and create the assignments and instructions for them to teach in the fall. And Faculty Fellows Cohort 4 will start in the fall.

So we'll be fully implementing by spring when we have 75 Faculty Fellows that will be at different places in the three semester sequence. The tutoring is happening at those two locations beginning this fall.

And we also have -- there's some things we just want you to know, we have faculty workshops, we have faculty consultations individually with us, we have tutoring for students.

We also will do student workshops. We've been doing generic student workshops that we call Presentation U Power Hour on Thursdays at 3, Academic Integrity will actually be one that we'll do this Thursday at 3:00.

We also, you can go to our website, which is right there, and you can sign up for help with your classes, your students, if you want us to do workshops with your students. Students can go there to sign up for tutoring and consultations.

You can also see who the Faculty Fellows are, we have them listed by Cohort 1, Cohort 2, by colleges, so that you can see we are doing what we said we were supposed to do, which was broad representation across the colleges of the University. So far, so good.

But please encourage people to apply for Faculty Fellows Cohort 3 and Cohort 4. Cohort 3 deadline is October 31st already. So it's a very easy application, but if they want to get started in January, they should go to that website and apply to be a Faculty Fellows.

Less than five minutes.

CHRIST: It was, thank you. Three and a half, very expeditious.

Any other business? This is the slot that we can use to prepare for things that might come up as other business which is not for action today. But are there issues that people want to raise that deserve the Senate's attention?

FERRIER: Walter Ferrier, B and E.

With this new system here, I'm just wondering where does the data go? And if only records are maintained in some sort of database or if they just disappear like an

CHRIST: instagram photo?  
 They are maintained. The policy question I guess of exactly how to get at them has not been decided. Remember, there were three --

BROTHERS: It's at the Rules Committee. We sent to the Rules Committee.

CHRIST: Oh, that's right. It's at the Rules Committee. Thank you, Sheila. Thank you, Connie. So it's in discussion. A proposal will no doubt come before you pretty soon.

FERRIER: Thank you.

CHRIST: Other Senate issues of concern? Educational policy?  
 Something you might think about before the next meeting, when the Agenda comes out, there's going to be this slot again. Now sometimes our Agenda is packed, but there are times when a little pre-discussion of things on the minds of faculty in your colleges might be useful.  
 But for today, I think this is like the record short Senate meeting of all time. Thank you, Andrew, for arranging it so well.  
 It's time for a motion, wait, folks, to adjourn. Don't take away your clickers. Remember to dump them in the box in the back. Motion to adjourn? Thank you.

C E R T I F I C A T E O F S E R V I C E

COMMONWEALTH OF KENTUCKY )  
COUNTY OF HARRISON )

I, LISA GRANT CRUMP, the undersigned Notary Public in and for the State of Kentucky at Large, certify that the facts stated in the caption hereto are true; that I was not present at said proceedings; that said proceedings were transcribed from the digital file(s) in this matter by me or under my direction; and that the foregoing is a true record of the proceedings to the best of our ability to hear and transcribe same from the digital file(s).

My commission expires: April 6, 2015.

IN TESTIMONY WHEREOF, I have hereunto set my hand and seal of office on this the 10th day of November, 2014.



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LISA GRANT CRUMP  
NOTARY PUBLIC, STATE-AT-LARGE  
K E N T U C K Y                      NOTARY ID 440572