

SENATE MEETING

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SEPTEMBER 9, 2013

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LEE X. BLONDER, CHAIR

CONNIE WOOD, VICE-CHAIR

J. S. BUTLER, PARLIAMENTARIAN

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

LISA GRANT CRUMP, COURT REPORTER

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BLONDER: I'd like to call the meeting to order. Can everyone hear me? Okay. Well, I'd like to welcome all of you to the first meeting of the 2013-2014 academic year for the University Senate. Welcome to new Senators, returning Senators and guests. First item on the agenda is we need to have a motion to waive Senate Rule 1.2.3 to allow the Senate to consider because the agenda because the agenda was not set out six days in advance. Would someone like to make that recommendation?

GROSSMAN: So moved.

BROTHERS: Name, please?

GROSSMAN: Bob Grossman, A and S.

WASILKOWSKI: Second.

BLONDER: Is there a second?

WASILKOWSKI: Greg Wasilkowski.

BLONDER: All in favor? Opposed? Abstained? Motion carries. Thank you.

I'd like to welcome President Capilouto, he's also the University Senate Council Senate Chair and he's going to be

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giving you a State of the University Address.
President Capilouto?

CAPILOUTO: Good afternoon. Thank you for passing that recommendation to allow me to be on the agenda. And welcome back from what I hope has been an enriching summer that has given you a sense of renewal.

I want to start with deep gratitude for the fast paced and successful 2012-'13 year that we all together completed.

Thank you for your teaching, scholarship and service. I'm glad you're here so that together we can prepare for this year and the years to come.

Today I want to take the opportunity to share with you how far we've come, I believe, together over the last two years. And share with you a bit of what lies ahead for the University of Kentucky.

We have a great deal to be proud of. I think that milestones in our priorities were reached. But more important, we learned from one another and are able, in position, to set new priorities for our horizon.

I appreciate the feedback last spring on the Faculty Survey regarding my performance. You acknowledged the process and you noted areas of concern. In particular, graduate education and research.

I take your feedback seriously. These matters and others will be discussed in particular over the next several months as we adopt a new strategic plan for our University now that we're about to complete 2009 to '14 strategic plan.

What I've learned most over the past two years is that in order to prosper, in order to meet this shared leadership of teaching, research and service, we must develop mutual trust.

I'm asserting every day and so must you to each other and to those who serve. And we'll only get there through your continued participation and engagement in the governance of this University.

You probably don't remember this but this is all I remember about this whirlwind when I was named the preferred candidate and I came to campus for the first time.

I stayed up until three in the morning because my daughter said she wanted to be part of this and, you know, you can never go to sleep until your children are quote home.

She arrived at three, I went to bed. I came to a campus forum and I thought about what I should say and what I was feeling at the time. And I thought of the most important question you can ask yourself everyday about what you do and that is why am I here.

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And I said that day, and I can say it more even emphatically today, I'm here because I believe in you and I am not alone. The community believe in you, believe in us.

In the evaluation that the Board of Trustees conducted of my performance, it was noted that there's sometimes confusion about what I think the vision is for the University of Kentucky. So I'm going to try to share that with you.

First I think we should be a top choice for the best and brightest student. And for those students who are not the best and brightest students, I want us to deal with them as individuals in a way that so that when they leave the University of Kentucky and receive this high quality degree, they will be among the best and brightest.

I want us to be the top choice for pioneering research and discovery. To answer the questions of our day to ensure a better tomorrow for our community.

And then finally I want us to be a leading provider of service expertise, solace and sophisticated care for the communities we serve and we heal. And I know we do this and I feel it and see it every day.

So this is a simple statement. I know how complex it is to implement. I know it's essential for your disciplines, and the fields you push forward every day, to open new frontiers.

It's going to require a new solution, new health challenges. It's going to require change. But without changing our values and principles.

To reach what I think we've been able to accomplish in the last couple years, I put trust in you.

When I arrived here we had a very ambitious Board of Trustees who told me they first said they wanted a new strategic plan in 60 days. And I thought that that was unfair to me, but unfair to you.

But it was important to ask the question where are we and where do we need to go.

So we charged a committee of faculty and staff to examine our data, identify areas of strength and need, and make recommendations within our previous plan as sort of guideposts of what we should focus on in the next couple of years.

This group said we need to improve undergraduate education and I believe we have. We're recruiting top students, we're making more opportunities for our learning communities, and we expanded our Honor's program.

We said we needed to invest in our teaching and research facilities. And I think we are building more facilities at a

faster rate than any time in our modern history.

We said we needed to pay our people more. We put together a salary plan that is the largest one in two decades. I do not take much solace in this though. Looking at recent data we still lag behind. This must remain a priority.

And we began introducing to ourselves, to each other, greater accountability, transparency, and innovation into our planning processes.

You probably remember this, I'll never forget it. We shared a two year budget process, remember, that outlined in detail what we wanted to do with salaries, tuition, monies for building new space.

We didn't get it right the first time, but we started early. I don't think anybody starts a year in advance with planning. But we did. It was not a hollow gesture, we made changes when we needed to.

Now we're going to take another step. It won't be complete with this one step, and that is our creation of our Financial Steering Committee that worked on the development of a new budgeting model.

One built on the simple principles of accountability, transparency, trust and innervation.

One that allows the colleges to better plan to take control of the future than any model that is more centrally focused.

So this greater centralization of decision-making, I think is one of the greatest manifestations of shared governance.

We're going to give you the resources, the information, and the flexibility to make the decisions to guide your colleges.

So we're opening that budget process. We have more work to do. And the Provost will be talking about that in the meeting she will have with you next month.

Finally, we passed a budget, our Board of Trustees did, at the end of the year that I think reflected this crucible within which we had advice from the University Review Committee, advice from the many meetings that I had throughout campus, advice from deans, and the obvious deliberations brought forth at the many forums we had.

We took your recommendations. We made adjustments, and I'm proud of what we were able to do.

On the right side of this slide are the five goals in our 2009-'14 Strategic Plan. We put this slide together for our Trustees to illustrate that we worked as best we can to align our resources with our goals and priorities.

This is why the planning we

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undertake in the next several months and year is going to be so important for our future.

I'm not the only who believes in you. Our students believe in you. And they're coming here at historic rates. And you got to realize that is not the case around the country.

This is a headline from the Wall Street Journal recently that reports a decline in enrollment for the first time since 2006.

Enrollment across the United States went down by half a million. Both

undergraduate and graduate enrollment went down. Especially in those students age 25 and on.

We've got to better understand what that means for us.

But we bucked the trend last year. In 2012 we had the largest, most diverse and best prepared freshman class in our history. We had 71 National Merit Scholars, that placed us 11th in the country amongst 125 public universities.

We just got, late Friday afternoon, our 2013 data. It's still preliminary. And as we review these we see that the 2013 class is going to break records as well.

It's the largest first year class with more than 4700 students. It's the largest total enrollment at the University of Kentucky.

I think it reflects that there's confidence and belief in us to shape a positive future.

We have a record number of students with a 31 to 36 on their ACT and a quarter of this class has a GPA of 4.0 or higher.

Proudly, we have a record number of African American and Hispanic students in the first year class. And when you look at our total enrollment we have a record number of African American, Hispanic, and international students.

This is at a time when people have choices to make about where they want to extend their education.

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But all of us know we have work to do. I have shared this slide with you before. Last spring we also got information on the fall 2006 cohort that we had made. It had the lowest six year graduation rate in recent history.

It was down to 57.6 percent. This concerns me and I know it concerns you. It should concern all of us.

We look around us. There have been universities in our state and elsewhere that have made progress on this front.

Our own athletic department over the last decade has increased their graduation rate by ten percentage points. And this past year, their six year graduation rate exceeded this 57.6 percent.

We looked carefully at what they choose as majors and whether they clustered classes and all, and they're distributed in courses and classes like the general student population.

I think the University Review Committee that we charged last year looked at these data and others and pointed out why we need to emphasize our undergraduate education.

I know of no great research university in this country that doesn't boast an outstanding undergraduate program.

I know we're not going to turn back. We're making many investments and choices and we'll continue to make progress.

Let's talk some about graduate education. It's something about which many express concern.

So this always amazes me. When I attend preview nights, and even at graduation, potential students and undergraduate students want to take their picture with me. And my daughter's standing around, she really can't believe it.

But at graduation, the doctoral students want to take their pictures with you. They come here because of you. Not me.

Graduate students wisely review their mentors, the choices they have around the country.

This is why it's so important to me to have a faculty of talented resource, the most precious resource, that is paid a competitive wage.

So what's happened in our graduate and professional level. First of all, the enrollment numbers did decline slightly. But over the past few years our selectivity became stronger. It was harder to get in a graduate program at the University of Kentucky.

I'm happy to say though that our yield, those who we extended an offer to, in terms of their choice to attend, went up. Four or five years ago 52 percent came, now

it's up to 58 percent.

We set as a goal in our 2009-2014 strategic plan to award 780 doctorates. These are professional doctorates and research PhDs, they were combined together. We've had growth in both since 2009.

We're up 54 in the number of PhDs we awarded and some 117 on the professional doctorates. And that was largely attributed to the growth in the doctorate programs in nursing and physical therapy. That's a change in those terminal pre-status by those governing organizations.

So over the next several months we're going to look closely at the trends in graduate education here and across the country.

As I started to look I see that we have been able to avoid some of the more difficult choices many universities have made. I looked at AAU universities and saw significant decreases in enrollments, in stipends, and so forth.

We need to rethink how we're going to make certain our programs, especially those that are small, can thrive intellectually and financially.

We're going to have to work together to figure out how to do those things.

Somebody else that believes in you, I say our community, state, and nation, and to me it is best exemplified by a publicly traded company, EDR, that is willing to put \$500 million of their private equity into revitalizing our campus residential experience.

When you ask them why they chose to come here, they recognize that it as a strong investment. Everybody around the country watches what's going on here now.

They wanted to partner, to bring their extra piece to the table to match our excellent programs. They want, with us, to provide the very best residential college experience you can find anywhere.

They worked at a rapid pace, seven days a week, ten hours a day to open these Central Halls, next door, 600 beds. And before they're open and before anybody could see the inside of them, 3,000 students in our freshman class indicated those as their first choice as a place to live.

We're now finishing other facilities, circling the library and then over on the Avenue of Champions. By 2015 we'll have 4,000 new beds. But within these facilities, more so than you'll find anywhere in the country, are 175 new learning spaces.

We have an opportunity to redefine, reconceptualize the undergraduate experience and be a beacon in this country.

I remember at one of the forums

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when I talked about our setting aside money so that we could use to cover debt in the future many people expressed doubts that the Kentucky General Assembly would ever give us such permission.

Well, they did this year. Only two members of that higher Body voted against our proposal to spend \$265 million of self-generated resources to restore the core of this campus.

When I visit these people they have great respect for what you do. They're enthused by the momentum we have on campus and they are willing to trust us.

Before, my first year here, when I'd go around and talk about the things we needed to do, I'll admit that it was with lots of suspicion. At least the glances on their faces, that's what I felt.

This summer when I visited legislators across the state, I got asked more often, gee, what else is UK thinking about in terms of future facilities, what can we do to help.

So first, the Gatton College of Business and Economics is represented here on the left, and this is when you go in a grand entrance, you're going to see a three-story atrium here.

On the left side is the old exterior wall, it's in brick now, but it will be covered with a very attractive wood. On the bottom floor, gallery space for students and faculty. We want this to be accessible to students 24 hours a day.

This is what we hope we can do with other spaces at the University in the future.

At the far end on the bottom will be a cafe, second floor, a training room, open, and the top floor meeting room. On the side here meeting rooms, small rooms for students to gather and learn together.

This is a \$65 million project. We had to ask permission to issue debt on this, even though we planned to raise all of the money through philanthropy.

People can't pay these pledges off immediately, they need four or five years.

I'm happy to report that we have raised \$35 million thus far. We're going to have a groundbreaking in October. And I hope by then that we will have crested \$40 million. Another example of people believing in you and the University of Kentucky.

And this building is used by six other colleges. It's going to have a standard space that I think will open opportunities for everyone.

Next, and this is the one where our - when those legislators said to me, are all these projects shovel ready? And I said yes, they are. The \$100 million academic science building was a little less shovel ready.

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But we are working hard. Dean Kornbluh, with faculty and administrators, have visited colleges around the campus to look at -- around the country, to look at the very best in new facilities. And I'm sure we're going to exceed those in our dreams for this facility.

This will be modern labs for students to learn, modern classrooms. Right now the top two floors will be shelved for research space which I think will be good for the future.

We're going to work on philanthropic opportunities to finish that space.

And lastly, \$100 million for Commonwealth Stadium. And let me speak to that again because I know expenditures in athletics are sometimes a source of angst here.

Mitch Barnhart and I, when we talked about partnering such that athletics would invest \$65 million in that first phase of \$100 million science building, we looked at each other and said let this not be the last project on which we partner.

To understand the finances of college athletics, first of all, we're one of a large handful of self-sufficient programs in the country. Our students do pay, and this is a historic amount, \$700,000 in total fees that go to athletics. That pales to what you see across the country.

But what is unique here at the University of Kentucky are the millions of dollars that float back to athletics. Central to this is success in first year football program and basketball programs.

We have 22 sports. Those are the only two that generate revenue. Football, twice as much as basketball. (Inaudible). But those 100 student athletes and what happens there make possible 400 scholarships for the other student athletes in 20 sports.

So we're investing here to remain competitive. We are highly confident that these investments will be paid for by the new revenues generated from Commonwealth Stadium.

So this is something that is a long time coming. This is a depiction of what the Board will vote on tomorrow, and that is extending the scope of the plans for the new home for the School of Art and Visual Studies.

It will be up to \$15 million of investment. We are nearly doubling that investment to make sure that that space is, and will be, ideal for students and faculty can realize their fullest.

We'll also approve tomorrow at the Board of Trustees' meeting, I'm confident, \$1.7 million for the Schmidt Vocal Art Center. Monies raised entirely through

philanthropy.

I do hope in the future that many buildings on this campus are replaced. Until such time we need to do everything we can to make them environmentally sound and safe.

So the Board will also approve tomorrow some upgrades and replacements in mechanical systems in the College of Fine Arts Building over the next two years to be some \$3 million.

We will also ask the Board for approval to relocate our Early Childhood Lab. You know that is on Washington. That facility, where our students learn and we also provide a service, is unacceptable. I think the state, who licenses us to take these kids there, has told us the clock is ticking.

You know last year we purchased Lexington Theological Seminary. Part of that space there is shelf space. So through loan, private gifts, and University resources, we will ask for approval to fill in some of that shelf space over there so this learning and service opportunity will continue.

The work that all of you do, and we do together, has incredible impact in this state. Alumni, legislators, donors, are enthused and energized by what you do.

I have the great honor of sharing with them countless stories of success here. They are all your stories, not mine.

We'll continue to believe in you and trust in you and fight every day for those public resources.

But I must share with you realistically what we see on the horizon. First is state funding. We had to make difficult decisions to accommodate the largest budget cut in our state's history, \$20 million. It now totals \$50 million from its peak in 2008 and these are recurrent. To be realistic that these will remain flat and I hope will not decline.

Federal research gave the support, adjusted their inflation, NIH and I believe NSF, had their lowest budget levels in more than a decade.

Every opportunity I have, last week I met and spoke and wrote about what concerns me most if we do not sort out this sequestration. It's not just the discovery that we're going to miss, we are going to lose a generation of scientists.

So we will push and continue to push.

All of you certainly have heard what the President said two weeks ago when he talked about greater accountability in higher education. And he may be able through executive order to start looking at financial aid and other resources to several outcome measures of these performance measures we're

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seeing at the federal level. It's becoming very popular across states and there's strong conversation here in Kentucky.

So we have to be realistic that these sort of forces are going to be ones that we're going to deal with. So that day is very different I think when I started and the students, I remember this country being so excited by higher education.

We were in an expansion mode and now day after day we get these signals and questions and doubt. Still I believe we can find a way forward.

We controlled our administrative costs and made some difficult choices and cuts. I believe that we can be wise in the future. And those that find deficiencies and become more effective I think can control that future.

I think our recent NCI designation is instructive. Now I arrived here two years ago but this idea was seeded long before I got here. And here's the thing I take with this.

First it began with top talent. We recruited Mark Evers from Texas, and he brought a team with him. Why did he come, because he knew there were talented people here.

He got here with this dream of NCI designation, this center of excellence, and he knew he had a variety of schools in which he partnered. Because in cancer research you got to demonstrate that you can solve things at the cellular level and at the community level. So we could weave together that pact.

We kept our focus. First the state, it was our priority, we built a College of Pharmacy building. We have two shelf floors at the top of that building for research.

We used University funds to complete that space. We also had tax designation, cigarette excise taxes and taxes for cancer registry develop that we focused on this initiative.

We also had clinical revenue as a result of our investment in the hospital five or six years ago. So in total we were able to weave together \$114 million. We also had significant donor support.

So the lessons from that committee are we can achieve even in difficult times. So how are we going to afford these aspirations, you know, how are we going to find our way forward.

I want to step back to our budgeting in the last year. That slide I showed earlier had \$57 million of new revenues that we were able to expend on our priorities here. \$31 million of that is generated by tuition fees. A 3 percent increase, lowest increase in 15 years,

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represents a third of that \$31 million. The other two thirds came from increases in enrollment and a change and mix in the class.

We had a big uptake in our out of state students who pay a higher tuition rate. And that is one way to get there, it's not the only way to get there.

Our retention numbers, which we'll report tomorrow, are very encouraging. Won't go far enough, but it's promising. That too helps. We do that because it's the right thing to do.

And I want to say as we focused on undergraduate enrollment, it was not at the expense of graduate education. We did it because it was the responsibility we owed to our state and our students.

It allowed us the financial, I think, capability to put together a competitive salary plan. It allowed us also to generate those revenues that we can use to finish that academic science building, although we're going to turn to philanthropy first.

So I'm encouraged by our progress. In the year ahead we'll look for new strategies, especially in our planning process, so that we can advance our research and graduate education. And I look forward to Provost Riordan's leadership.

Recently Moody's, the rating agency, I think they should call themselves the Moody Blues, this group has a negative forecast for higher education. It's pretty dire when you read it. But it says that those that diversify their revenue streams and control cost have a bright future.

The ability in part to self-fund our future through these resources will define us. I'm confident in the progress we've made.

We'll fight every day for state and federal support, but we will have to turn to one another to earn our way forward.

Last Friday we had a concluding meeting of the design phase, that group that looked at our new values based financial model. I want to thank the members of that Steering Committee. The work is not done. The expertise was invaluable.

Going forward in a partnership year, the Provost announced a whole other level of engagement and involvement so that we can continue to refine on this model towards the date of implementation.

What are the basic principles that are going to guide us through that. First, transparent, transparency of information and the resources that go to colleges so you can have a plan. Trust in one another to make strategic decisions. And our accountability which is a two-way street.

We need to have more confidence in

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what we provide as service in our central administration units and we're going to work to earn it.

Next month at this meeting, I believe Provost Riordan will share with you what I think you'll find to be an impressive plan of engagement as we shape our next strategic priorities. It will involve faculty and staff at every level and other constituents who serve us.

I'm not going to try to steal her thunder. I get excited every time she tells me about it. It's still a work in progress. But you'll hear a lot next month.

I walk this campus a lot and it fills me with inspiration. Last Friday night I will say that our campus was a little noisier than usual. So these students will keep you up but that's a good thing.

But one of the places that I frequent is this wall in the Kentucky Chandler Hospital. It's on the second floor of the mezzanine. I go there for soulful search of inspiration.

Why does it mean so much to me? There are I think 130 panels there that fade in and out of pictures from every town in Kentucky. And on those faces I see why we're all here. It's for those people. We derive our demand from what they need and what they expect.

Because of the vision you helped create when I arrived on this campus, I think we have much on which to look back over the past two years with pride.

We garnered resources in innovative ways and we hopefully empowered you in ways that will be further manifest in all that we do.

Recently, someone shared with me Robert Frost's poem, stopping by the woods on a snowy evening. He says the woods are lovely, dark and deep, and I have promises to keep, and miles to go before I sleep. And miles to go before I sleep.

We do have miles to go. It will be a journey we take together. And I know it will be a rewarding one because I believe in you. Thank you.

BLONDER: We have time for a few questions for the President. Please remember to state your name and affiliation.

HIPPISLEY: Andrew Hippisley, Arts and Sciences.

You reported a lot of numbers and a lot of record-breaking numbers. One record-breaking number was this 57.6 percent graduation rate which was breaking the record the wrong way.

And I wondered what strategies or committees or fixes the University administration had in mind?

CAPILOUTO: Sure. And I may turn to Dan O'Hair

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that is here I believe who led some efforts in this last year and tomorrow we will report the highest first year retention rate. We're still looking at our third and fourth year retention rate.

We looked, the Planning Committee, the Strategic Review Committee looked at lots of data on reasons why students are not successful.

I will say this before I turn to Dan. There is no, you know, silver bullet here. Every student has its own set of circumstances that they deal with. So it's not going to be just one simple thing we do. We're going to have to do a variety of things.

So I'll turn first to Provost Riordan and then Dan O'Hair. You can say anything about what we're going to do on the retention front.

RIORDAN:

I'm so glad you asked that question. I think it's one of those statistics that makes all of us get a pit in our stomach when you bring in these students and you're able to see our first and second year retention going up, why aren't we getting them towards graduation.

It's something that we're going quickly put a team together. I know Dan will talk a little about what we've been doing but we've got to make some changes pretty quickly.

I just looked at the data that showed our retention from second to third, third to fourth year, and our numbers are going up on retention, but somewhere we're losing them after the fourth year.

So we need to get a little bit more granular, take a deeper dive in terms of the data for why we're losing those students and not bringing them to graduation.

Thanks for asking the question. I hope you'll be a part of the solution. If you want to be part of the team come up and see me after the session.

Dan?

O'HAIR:

Those of us that have been looking at those data over a period of time have come to identify the cohort '06 as infamous. The '06 students were a perfect storm. There were a lot of different variables that collided at once. Whether it was the type of students that we brought in, but early on, even from first semester to second semester, we were concerned about this particular cohort.

Now it is likely to be an outlier where we certainly (inaudible). But that doesn't mean we're not going to keep our foot on the gas about how we increase second to third, third to fourth.

We are making progress first and second. We're turning this very large, slow

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moving, aircraft carrier around the Kentucky River and heading it in the right direction.
But each time that you make progress first to second you have an opportunity to go second to third and third to fourth. You have to start with that first transition (inaudible).

So we put together a six part model that looks at everything. It looks at what we consider to be creative mission variables all the way to meaningful engagement, trying to reduce challenges and barriers for students based on whether it's as far as classes or whether it's block classes and times that they're offered and so forth.

As the President and the Provost mentioned, we're getting better and better at looking at granulated data so that we can start approaching students on a case-by-case basis. Not just as a cohort or not just as a group of students, but as individual students.

The past year we haven't been using Hobson's retaining. It went dark on us. It's a communication system for students who are at risk. It's back up and running.

It's going to be available to all of our faculty to be able to contact students who they feel may be at risk of (inaudible) or even dropping out of the University.

So we do welcome everyone to become a part of the finish with class systematic approach to student success that we need.

CAPILOUTO: I want to share one powerful story. On move in day the students were coming in and there was a student over at Keeneland Hall who was just in the A and S Wired program.

This student, he was a sophomore, and he was so excited about welcoming new students. And he told me he had given them some talks. So I told him to send me the talk. And I got it late one evening. And he described his first year here at Haggin Hall.

And he said there was something about the place. He remembered he didn't even say hi to someone when they passed each other in the hall.

This summer I think he had spent time, is this right, Mark, he was calling students to learn why they didn't come back.

And he said he realized what had happened for him hadn't happened for these students. And that is this opportunity for engagement.

He befriended some students in the A & S Wired program, got himself involved in that. And that was his sense of community.

And this sense of community, whether it's band or music or theater or a learning program is so important.

When I walk the campus at night what troubles me most is when I see a student

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walking alone. And usually when I go up and talk to them and say how's it going, you know, my fears are revealed.

You know, kids with groups, kids studying together and all, they learn from each other, they support each other and they're very wonderful partners I think in the student success.

Our facilities will help, but we're going to have to have great programming to further advance it.

BLONDER: Other questions for the President?
Thank you very much.

CAPILOUTO: Thank you. All right. Bye bye.

BLONDER: Okay. The next item on our agenda is approval of the minutes. We distributed the minutes from May 6, 2013 and they're ready for approval.

We didn't receive any corrections. Would anyone like to make any corrections at this point? Okay. Because there are no corrections, the minutes from May 6, 2013 stand approved as distributed by unanimous consent. Thank you.

Next introductions. And this is a work live slide. Some of us are showing lives and some of us are showing work.

So I, as you know, am the Senate Council Chair. In a former life I was a runner. Connie Wood, Arts and Sciences, the Senate Council Vice-Chair. Greg Wasilkowski, from Engineering, Senate Council member, Alice Christ, Fine Arts. Debra Anderson, Nursing.

David Pienkowski, who is also a scuba diver, from Engineering. Jenna Day is one of our SGA Representatives, she is the current Miss Kentucky. Roshan Palli, SGA President. Scout McCamy, another SGA Representative. Gail Brion, from Engineering. Liz Debski, Arts and Sciences. Dave Watt, College of Medicine and fisher person in Alaska. Andrew Hippisley, Arts and Sciences.

We have two faculty trustees who are ex-officio non-voting members of Senate Council, John Wilson from College of Medicine and Irina Voro from Fine Arts. Sheila Brothers, as you know, is from the Office of Senate Council, she's the Administrative Coordinator. Sheila is also the Staff Trustee.

And Janie Ellis who isn't here today is from the Office of Senate Council and she is a staff assistant. Laura Anschel from the Office of the Academic Ombud is our Sergeant at Arms and J.S. Butler is a professor in the Martin School of Public Policy and Administration, he's our Parliamentarian. Lisa Crump is our court reporter.

In addition, Sonja Feist-Price, from College of Education is the Academic

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Ombud. The Provost Office Liaison to the Senate Council is Richard Greissman. Sean Cooper is our Associate Registrar. The Staff Senate Chair is now Jeff Spradling and he's Director of Robinson Scholars Program.

We have new Senators some of whom have been reelected to the Senate. In the College of Agriculture there are Professors Arthur, Brown, Lee, McCulley and Webb. In Arts and Sciences, Doolen, Firey, Harling, Ilahiane, Murphy, Odom, Shen, Wilhelm. In B and E, we have Ferrier and Hulse. In Education, Lewis, McCormick, Nash. Communication, Hertog, O'Conner. Engineering, Hilt, Sekulic and Yost. Fine Arts, Baker. Medicine, Blonder, Schoenberg, Smyth and Vasconez. And Nursing, Scott. We are still waiting on the final results from the College of Dentistry.

We also have eight new student Senators this year, Alex Bugg, Jenna Day, Stephanie Bellot, Scout McCamy, Ryan Galloway, Scott Tracy, Zach Evans, Peter Van Wie and Roshan Palli.

I'd like to welcome everyone. And would the new faculty and student Senators please rise and be recognized. Thank you very much.

Continuing with the announcements, the Senate Council approved changes to the PharmD admissions policies on behalf of the Senate this summer. The pharmacy faculty approved the changes awhile ago, but they had not been presented to the Senate for approval.

The Senate Council passed a motion to change the name of the Senate Council's ad hoc committee on Best Practices for Distance Learning to Distance Learning and e-Learning and to make it a standing committee of the Senate.

We had additions to the degree list approved by Senate Council Chair. One student was posthumously added for May 2013. The student had completed over 120 credit hours.

Two students added to the September 2013 degree list, one student added to the May 2013 degree list, and one student from Medicine added to June graduation. Approved by the Senate Council were two students to the May 2013 degree list.

In December on December 17th we're going to be having our Annual Stakes Reception. We do this together with the Staff Senate.

This is an opportunity for Senators to meet members of the Board of Trustees and it usually takes place around 2:30 in the afternoon on the 18th floor of Patterson Office Tower after the Board meeting.

You'll be getting additional details about that. So please try to put

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that on your calendar and attend. It's an opportunity to talk with members of the Board.

Sheila Brothers is taking a five o'clock class this semester so she will be leaving Senate meetings shortly before five and a member of Senate Council will take notes after Ms. Brothers leaves, and we also have our court reporter.

Chair report. The President alluded to the faculty evaluation. As I mentioned in an email I sent out to University Senate, the Board of Trustees Chair, Brockman, asked me to present the results of the faculty survey to the Board Executive Committee. Vice-Chair, Connie Wood, attended that with me and helped me with that.

The Board is going to consider the results of the faculty survey and the evaluation of the President, and the results are posted on the Senate Council website. You go to the website and click on related links. It's on the right-hand side of the page and you can see them.

I want to review some things about the University Senate just to get everybody on the same page.

So the University Senate is a mixed constituency body meaning that the voting membership comprises about 75 percent elected faculty, 15 percent elected students, and 10 percent ex-officio administrators.

So 94 elected faculty Senators represent the 18 colleges. These are the voting members. One emeritus professor votes. The two faculty trustees vote in the Senate. And we have up to 18 elected student members, including the SGA President, who vote. And every year 11 or 12 ex-officio administrators are voting members of the Senate.

This Body is often referred to as a Faculty Senate and that's why I'm showing the slide to point out there are other voting members. It's a mixed constituency Body.

In 2013-'14 the ex-officio voting members include the Provost, who votes every year, the student member of the Board of Trustees, two faculty Trustees, the Associate Provost for Undergraduate Education and deans of the College of Agriculture, Food and Environment, I think it got that right, Arts and Sciences, Business and Economics, Fine Arts, the Graduate School, Medicine, Nursing, Public Health and Pharmacy.

As per GR IV, only elected faculty Senators vote on the degree list and the Honorary degrees. And we'll be voting on those today so I'm going to ask only elected faculty Senators to cast their vote.

I wanted to just go over Robert's Rules because we run these meetings according

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to Robert's Rules. So business comes before the Senate through main motions that are seconded. Committee recommendations do not need seconds.

The motions may be amended, that requires a second and a vote. While an amendment is before the Senate, discussion must be limited to the amendment and not about the main motion.

Amendments can be amended but not further. Most motions are approved in this Body by a simple majority vote via a show of hands. No one should speak a second time as long as there are Senators desiring to speak for the first time.

And calling the question to stop the debate requires a two thirds vote and is not debatable.

We have some old business now. The first item of old business is Andrew Hippisley is going to present, this is the proposed new BA/BS in Information Communication Technology. Some of you may remember, this came to the May Senate meeting and we voted to send it back to Committee. Andrew?

HI PPI SLEY: This is a recommendation that the University Senate approve for submission to the Board of Trustees, the establishment of a new BA/BS program, Information Communication Technology in the School of Library and Information Sciences within the College of Communication and Information.

What's been proposed is training in the application as opposed to design and development of Information Communication Technology.

Most ICT programs in Kentucky emphasize design and development, but here emphasis is on application.

Suitable job destinations for students of UK would include software application specialist, computer network professionals, database assistants and administrators and IT security officers, et cetera.

The main aim is to expose students to theoretical underpinnings of ICT as well as practical applications of technology.

There is a prerequisite, Microsoft Competency Certification, Word, Access, Excel and PowerPoint.

There are various required courses at different levels. At the 200 level, for example, is Information Literacy and Critical Thinking. At the 300 level, ICT in Society. At the 400 level, Consumer Behavior. These are just examples.

Within this program there are two areas of emphasis or options, which have their own requirements. I'll just tell you about one of them.

ICT Commercialization which would

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require an introduction to Integrated and Strategic Communication, Media and Database Management and a choice of two courses from a set of seven including, for example, e-Commerce Regulation.

There are a number of student learning outcomes which include, example, understand the history of ICT and its importance in society.

There is also a plan in place to assess such student learning outcomes and the program itself. One of instruments will be looking at the employment record of graduates and surveying not just the graduates, but the employers as well as to see what they think about the graduates.

There is a specified faculty of record. The Director of the School of Arts and Sciences is automatically the director of this program.

All SLIS faculty will be members of faculty of record and only SLIS members will have voting rights.

There were a number of issues that came up the last time we recommended this and these have all been resolved to the satisfaction of the person who called the issues, the Science head. And these include, for example, job destinations are now - ought to reflect only applied type jobs for ICT students. There will be no programming and development.

The modification also includes confirmation that there really is no accrediting agency associated with this degree.

Currently the CS, the current CS, Computer Science Database course called 405 will be made available to all ICT students if they want to pursue it.

And fourthly, and maybe the most important one, is there are plans for future collaboration between the ICT program faculty of record and Computer Science.

I should also say that in the revised proposal, a letter from the Chair of Computer Science has signed off on all of these issues.

BLONDER:

So we have a motion on the floor from Senate Council that the Senate approve for submission to the Board of Trustees the establishment of a new BA/BS program in Information Communication Technology in the School of Library and Information Sciences within the College of Communication and Information.

Is there discussion for or against the motion? All in favor? Opposed? Abstained? Motion carries. Thank you, Andrew.

Next item on the agenda is the August 2013 degree list. This is the second of two degree lists. We approved the first

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one at the May meeting.

There were two undergraduate additions as a result of institutional / clerical errors. So we have a recommendation on the floor from the Senate Council that the Elected Faculty Senators approve UK's second August 2013 degree list for submission through the President to the Board of Trustees as the recommended degrees to be concurred by the Board.

Is there discussion? All in favor? This is just - I'm sorry - elected faculty Senators only. Opposed? Abstained? Motion carries. Thank you.

Next we have the proposed December 2013 Honorary Degree Recipients and Jeanni Blackwell, Dean of the Graduate School, will present that.

I should mention that here in December we will be conferring an Honorary Degree to Deborah Hersman. Deborah Hersman was approved last spring, but she was not able to come and accept her degree, so she will be one of the people that's coming in December.

BLACKWELL:

Thank you. And hello to everyone. I'd like to first thank the Joint Committee. Those of you all who are new Senators, the committee is jointly appointed by the Senate, so there are five members from the Senate, and by the President.

And I am the ongoing Chair of this committee and so I'd really like to thank all the people who are listed here who participate in our deliberations.

We are very dependent on all of you all and your colleagues to give us nominations. We are not supposed to solicit nominations, nor are the committee members themselves to nominate, so that we can be objective in our decision-making.

So we're really dependent on you all to come up, to step up to the plate, for nominations of people with real distinction.

The first nominee that has been submitted to Senate Council, who is now brought forward, is Wil James, Jr., who is the President of Toyota Motor Manufacturing of Kentucky. He currently holds a BS in Mechanical Engineering from Old Dominion University. And he is proposed for the Honorary Degree of Doctor of Engineering.

And here are some highlights from his life and accolades. Of course he has been the President of Toyota Motor Manufacturing since 2010. The first African American president of the largest auto plant in America. He has been named one of the top 100 most influential blacks in corporate America.

He's the Chair of the (inaudible) Committee, for the Lexington Area Arena Task Force, which is the renovation of Rupp. So

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he is serving locally as well.

He has served on the Board of Directors at the Kentucky Chamber of Commerce, on the Board of the Bluegrass Economic Advancement Movement and the Board of Affiliates for the National Society of Black Engineers.

He has served on the Board of Regents of Kentucky State University, the Urban League of Louisville, the Kentucky Humanities Council and the Partnership for Youth and Organizations.

So that is the presentation of Wil James.

The second nominee is Dr. Michael T. Nietzel who has his degrees, BA, MA and PhD in Clinical Psychology. We are proposing - we propose to Senate Council that Dr. Nietzel be awarded the Honorary Degree of Doctor of Letters and here are some premiere highlights.

He's currently the senior advisor of the Office of the Missouri Governor since 2010. He was the President of Missouri State University, which I misspelled there, ignore that, 2005-2010. And served as the Chair of the Board of the University Presidents for the State of Missouri. So he was in that leadership position.

He's nationally recognized as a researcher and practitioner in Forensic Psychology.

He had, as many of you know, a distinguished career at the University of Kentucky from 1973 until 2005.

He was the Provost of the University of Kentucky, the first, from 2001 to 2005, a crucial time in the reorganization of the University.

And somebody told me that we actually did have another Provost for about three months at one time in the distant past, but I don't know about it.

He was a major implementer of the top 20 research plan and the RCTF arrangements that were part of the higher education reform here in the State of Kentucky.

He fostered the establishment of the UK Center for Research on Violence Against Women, the UK Center on Trauma and Children, and was in work in the establishment of the President's Commission's on Women and on Diversity.

He is the donor of UK's ME and VD Nietzel Visiting Distinguished Faculty Award, which he funded in honor of his parents. And that has been established since 1997 and has been given to 68 doctoral programs in the University.

So in summation: the Joint Committee has recommended the award of Honorary Degrees to Wil James Jr., Doctor of

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Engineering, and Michael T. Nietzel, Doctor
of Letters. I'll be happy to answer
questions if anybody has any questions.

BLONDER: So by Senate Rule we are to vote on
each nominee separately. So the first
recommendation from the University Joint
Committee on Honorary Degrees of the Senate
Council is that the elected Faculty Senators
approve Wilbur W. (Wil) James Jr., as the
recipient of an Honorary Doctorate in
Engineering for submission through the
President to the Board of Trustees as the
recommended recipient of an Honorary Degree
to be conferred by the Board.

Is there discussion for or against
the recommendation? Vote by the Elected
Faculty Senators only. All in favor?
Opposed? Abstained? Motion carries.

The next recommendation is from the
University Joint Committee on Honorary

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Discussion for or against the
motion? Yes?

CHRIST: This isn't -
BLONDER: Name and college.
CHRIST: Alice Christ, Fine Arts.
I notice this particular
recommendation is not coming from the Senate
Council.

BLONDER: The Senate Council is not required
by Senate Rules or by the ARs, to make a
recommendation, positive or negative. In
this particular case a motion was made to
send it forward to the Senate Council without
a recommendation.

CHRIST: Thanks for clarifying.
BLONDER: Pardon me?
CHRIST: Thank you for clarifying.
BLONDER: Is there other discussion for or
against this motion? Okay. Elected Faculty
Senators only please vote. All in favor of
this recommendation please raise your hand.
Opposed? Abstained? Motion -

BROTHERS: I'm sorry. The abstentions again
please?

BLONDER: Motion carries.
BLACKWELL: Just a word. Until these
nominations are confirmed by the Board of
Trustees these are not yet elected and we
would appreciate you maintaining the
confidentiality about these that are - these
that are being sent forward to the Board of
Trustees.

BLONDER: And that's tomorrow, the Board
meeting?

BLACKWELL: I don't know. Sheila, is it?
BROTHERS: No. October.
BLACKWELL: No, it's in October.
BLONDER: Okay. So that's October 16th, 17th,
something like that.
Okay. Next we have a committee
report, Senate Rules and Elections Committee
Chair, Davy Jones, is going to discuss the
proposed changes to Senate Rule 3.3.0,
procedures for processing courses and changes
in courses and Senate Rule 3.3.3, procedure
to be used to designate how non-credit
bearing courses such as MOOCs, Massive Open

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JONES: Online Courses, will be processed. Davy?
I just want to segue into this with a few slides that you all will recognize as part of the orientation presentation I give each year to the new set of Senators.

So again the role of the University Senate is one of the primary educational policy forming agencies of the University. And we take note that since 1970 education has been defined as happening in all three Mission areas of the University.

In each of these venues the faculty create and deliver educational content. And so to the extent that any policy needs to be made at the University level, the University Senate makes that educational policy.

Since 1970 at the level of departments, it's the department faculty that has jurisdiction over educational policy making. And again, we see educational policy making occurs in all three Mission areas. This might be the instructional area here, research, service, outreach programs.

And so all three Missionaries, the department faculty are responsible for making policy about the educational programs that will contain an institutional (inaudible) rather than individual activities that an individual faculty member may perform.

Same at the level of a college, the college is responsible for the instruction venue, research venue, residency programs, outreach service functions to the extent that they haven't delegated that and approved it out to a department faculty.

So again in a nutshell, education in all three areas, not just courses and degrees that are credit bearing, in all three areas faculty create and deliver educational content.

Now this occasion for adding some refining to the Senate rules to get everybody on page about what these GRs are actually reflecting more completely into the Senate rule, the GRs, the governing regulations.

This was occasioned by the University developing its first MOOC course, and these are non-credit bearing course, but it's been created and delivered by faculty that contains the sanction of the institution behind it and has the same from individual activity that an individual faculty may be performing.

So we have here some modification to Senate rules to make clear how do these kind of courses get vetted and who is responsible for the integrity of the content of these courses that contain the institutional sanction behind it.

And the modification to the Senate rules that you have in front of you here basically says that the Senate does have some

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- it has approved some non-credit bearing courses that have been connected with certain degree programs.

The Senate already has some non-credit bearing courses, but the vetting here is non-credit bearing courses that also do not count towards any certificate or degree.

Those do not need to reach the Senate for any kind of vetting or approval process. That happens at the level of the college.

The college can delegate it down to a particular department if it's a departmental program. If it's college level sanctioned then it's the college level mechanism.

So if there's no credit bearing and it's not going to be used toward any course or degree, it does not have to - one more exception, it does not have to come to the Senate.

So MOOCs, for example, are not at this time, are non-credit bearing and are not used toward a particular degree, the new MOOC that was proposed this year did not have come to the Senate, rather the final approval happened within the level of the college.

And I think I saw Dean Kornbluth here, he was with us when we were drafting this -- this language, and he described it in their college as the University's first MOOC, which I believe is about Chemistry and Arts and Sciences, it was vetted through this process and given final approval at the level of the college and in conformity with this new rule as though this was already in place.

The one exception that has - these kind of courses have to go a little higher above because to be vetted is we do have a few educational units that are not in a college. The Honors Program is not in a college, it's over at the Provost Office.

We do have a few multi-disciplinary research centers that are not in a college that report to the Vice President. If those particular educational units were to develop a MOOC, for example, there's no college level vetting body above that.

So to serve that purpose, merely for those rare situations, the first level inside the Senate of one of the three councils, either the Undergraduate Council, the Graduate Council or the HCCC, will serve the purpose of being a college level oversight and render final approval for those courses.

This language that we drafted was sent to all the college faculty councils, it was sent to the three councils of the Senate, they have a small role, perhaps it's vetted through them. The Senators all received this over the summer to look at.

We received a few comments back, a

few editorial things that we put in here. In response to one faculty council of a college, we have a sentence in here specifically saying this rule does not apply to individual activities of a faculty member or other UK employees in which they may use the UK logo simply to indicate their status as a UK employee.

So this is not meant to get involved in anybody's individual activities in rendering service to the public. It's only concerned with who's got responsibility when this is going to have an institutional sanction behind it.

UNIDENTIFIED: Do we have that language on a slide, Davy?

BLONDER: We have a motion. So I'm not sure -

UNIDENTIFIED: That's okay.

GROSSMAN: It's in the handout.

BLONDER: Pardon me?

GROSSMAN: It's in the handout.

BLONDER: So we have a recommendation that the University Senate approve the proposed changes to Senate Rule 3.3.0 and 3.3.3 effective immediately. Is there discussion?

HULSE: David Hulse, College of Business and Economics.

Would this rule apply to continuing education courses that some colleges have offered for many years?

JONES: Yeah. It keeps the control in the college. The Senate is not getting involved in that at all other than to say we expect you colleges to run your show.

HULSE: Right. But those colleges would need to, in some way or shape or form, find approval for those?

JONES: Yeah. There needs to be some kind of mechanism inside the college if we leave it up to the college, and each college may do it differently if they want.

STEINER: Shelly Steiner. When you --

BROTHERS: Name please?

STEINER: When you use an acronym you should really spell it out the first time.

BLONDER: That's my fault. I'm sorry. Next time. Massive Open Online Courses, but yes, that's my error. Other questions, discussion? All right, then let's vote. All in favor? Opposed? Abstained? Motion carries. Thank you.

Next we have an update on Presentation U by Dianne Snow and Deanna Sellnow.

SELLNOW: We're back.

SNOW: The last time we came before you was February 2013. At that time we were on the pre-side of being accredited.

We are happy to tell you, hopefully all of you know by now, as we are through that process, that the SACS Review Team was on campus, checked off every check box and we

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now have reaffirmation of accreditation. And even better than that, of the six commendation, that the University received three of them, for QEP.

SELLNOW: A couple of things about the QEP and their endorsement of it as our project is moving forward, one was a process that we really did try to be intentionally inclusive throughout the process of determining a topic throughout the years from fall of 2009 until it was accepted in April of this year.

So that, we're really pleased with the process of it and for our on-campus involvement in that. Another thing that they said about it was that our 30 credit UK Core (inaudible) program they thought was a little bit slight, but because of the vertical integration of the QEP taking learning outcomes to up into the majors gave it more teeth. So that was something they said was really important.

SNOW: Yes. We had the good fortune of meetings with Provost Riordan and talked with her about Presentation U. We're now going to move from QEP to the actual title of it, Presentation U. And so we're on the same page and we're excited about getting this going. We're working out a lot of the details.

We're moving forward with all the 100 page document that we put forward to SACS, and we're starting on a little planning program, and we're going to tell you just a little bit about where we are in that planning process.

Maybe not, it doesn't want to move. Sheila, it doesn't want to move. Thank you very much.

SELLNOW: So this is a reminder that Presentation U - it's targeting upper division undergraduate students in two ways through a presentation center for student tutoring and a faculty fellows program.

The presentation center for student tutoring, we've been very busy all summer working on identifying a space for that and how we can - where is the best place to put that center for student tutoring, and we're moving forward on that and we're still on target for getting things started January 2014, that's the idea with that.

The faculty fellows program, in talking to the Provost, the first cohort of 25 faculty members, we'll be placing a call for that first cohort very shortly. And so we need you to bring that back to your colleges so that you can identify exemplar teachers who would be excited about integrating this into their courses so that we can have broad involvement again across our campus.

We'd like to have somebody from every college in this first cohort so that we

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start this off the right way.

SNOW:

We're continuing our role as cheerleaders here that you've seen us do since 2009. We think it's really critically important that this first cohort of faculty be our cheerleaders for Presentation U initiative.

It's going to really matter who takes on those roles initially and learn this process and be a spokesperson for the next incoming line of our cohorts after that.

Remember that the learning outcomes for these two initiatives are very based in things that we've identified that our students are greatly in need of. They'll demonstrate competent communication in written and oral and visual as producers of information supplied within an individual discipline, and that those faculty fellows will demonstrate the ability to implement written, oral and/or visual communication assignments that reflect disciplinary definitions of competent communication.

Those are really the core foundations of how we're moving forward with both the student access to this and the faculty fellows program and these will be going simultaneously.

SELLNOW:

So we're a little bit behind in terms of where we thought we were going to be starting in the spring. Once we had the endorsement of the SACS Site Visit Team we were kind of in a slowdown mode until we got our new Provost here on campus and so now we're speeding it back up and we're going light speed at this point.

So we're in the process of appointing an implementation team. The implementation team for this first go-round is going to be key individuals with expertise in the various multi-modal communication forms so we can really provide the right kind of instruction to faculty fellows across the University. Then once those faculty fellows get on board, they'll be replacing members periodically on the team with people from the various colleges as this expertise develops.

And the advisory board will be cross-disciplinary and community professionals that can advise us about the kinds of communications they want in the professions.

We have drafted the calls for the various directors and coordinators to help make this happen and that's at the Provost Office right now. Dianne and I have agreed to serve as interim co-directors until those people are in place.

SNOW:

We've been working with the facilities management individuals on the Presentation U space. It's looking like the W.T. Young Library is the best space for students. We don't know if that will be the

case for all aspects of this program. So that is one place that's being considered.

It's very important that it be in a place where students want to be and very important that it's in a central location where everybody will visit it.

The implementation group will be the ones who will help us to hire and train mentors so that we have everybody on the same page in this beginning phase.

SELLNOW: And basically the gun has been --

SNOW: The starting gun has been fired.

SELLNOW: That's right. We've had five years now to get this thing to be inculturated across our whole campus. We've got five years to make this part of our campus culture in terms of instruction, evaluation, assessment, product and performances of these multi-modal communication things into the majors, the upper division courses of our undergraduate curriculum.

So as the President was talking about earlier today, that we really want to focus on student success at the undergraduate level, this is yet another piece of that puzzle that we are filling in.

So we're hoping that you'll be excited about this, take it back to your colleges, get people excited about that first cohort group that we're going to be putting a call-out for starting with that - that will start in January.

It's a three semester commitment, it's not unfunded in the mandate, it's honorary for each semester of participation.

SNOW: Another thing you can take back to your departments is a thank you. Anyone who has served on any of these committees that began in 2009 to the point where we've received accreditation, we thank all of you. Some of you are in the room and we appreciate your help very much.

If you did not come to the thank you breakfast you missed out on a little present from us, you can contact us and we will make sure you get yours.

SELLNOW: I'll take questions.

GROSSMAN: Bob Grossman, A and S.

I actually have two questions. The first one is I understand failure is not an option but what happens if SACS comes back in five years and says this didn't really work out like you promised?

SNOW: We've had an in depth discussion about that and what SACS wants to see is that we're putting our best foot forward so we had a very detailed plan and that we followed that plan. If the plan was not appropriate that we modified it as we went. They did not want us to (inaudible) no matter what.

So if we get to the end of the five years and we realize this is not the best fit for our University that will meet our needs,

we can tell them why that's the case and that is our five year report.

SELLNOW: And assessment is crucial throughout this process so we can adjust the plan every year if we need to as assessment warrants.

SNOW: (Inaudible) said this was definitely called for and we had a lot of enthusiasm (inaudible).

GROSSMAN: My second question is sort of related to that. Are we going to have to do this again five years from now with the plan and all that?

SELLNOW: My guess is yes.

SNOW: The answer is yes, but it can be as I understand it something that dovetails on Presentation U. So if we identify another portion of this that became very important in the process then we can make that our QEP. And the QEP does not have to be as enormous as we took on for this. We did not know that in the beginning.

It can be a much smaller project. It should be whatever is needed of our students to improve student learning and to improve the environment for student learning.

GROSSMAN: So given that this process started five year -- four years ago, does that mean you're starting next year with the next QEP?

SNOW: We'll be thinking about it.

STEINER: Shelly Steiner. Arts and Sciences. Two questions also. What percentage of upper division undergraduates do you project will be in this process?

SELLNOW: Well, it's actually going to be, it's actually going to go in tandem with the GCCR, which is the revised graduation writing requirement. So it would be every single degree that is supposed to have a learning outcome related to composition and communication in the major and then this will actually feed that.

STEINER: (Inaudible).

SELLNOW: Eventually if they get a major.

SNOW: We have this 100 page document and put forth an impact report that's able to show if there's 25 faculty fellows involved, each of them an average of 30 students in each of the classrooms that they go to, the impact was a very large number of undergraduates.

STEINER: The second question is what did the - what weaknesses were expressed by - you said they expressed some weaknesses about the core because of the follow-up.

SELLNOW: They said that 30 credits was very shallow, they thought that was shallow for (inaudible) teaching program, they said because we were vertically integrated in one of those learning outcomes, they thought that it gave it more teeth.

STEINER: Thank you.

BLONDER: Other questions?

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DEBSKI : Liz Debski, A and S.
I'm just wondering how many students are you hoping to put through in the first go through of this?

SELLNOW: Well, the first semester we'd like to have 25 faculty fellows and if they each teach a class of 25 students, that's what we're saying is sort of our minimum expectation that first semester.
And each semester we'll get another 25 faculty and hopefully the first 25 faculty will continue to teach their courses so it will be a snowball effect.

SNOW: And also keep in mind that those are the students that will be in the classrooms of those faculty fellows, but in addition to that, their session will be open for any students who require help. We'll be keeping assessments of all the students who use the (inaudible).

DEBSKI : Now those faculty fellows who represent sort of the majors, so I'm just wondering say for my own department, Biology, we have a lot of majors, are we then going to --

SELLNOW: Well, the GCCR and the Presentati on U faculty fellows program are different. But the faculty fellows program will help support that GCCR and we'll be talking more about that as we move forward.

SNOW: And we'll be encouraging a lot of this diversity that we count on, on the first cohort who take part.

BLONDER: Other questions? Thank you very much. You have a question?

CHRISTI ANSON: Eric Christi anson, Arts and Sciences.
Is the information you presented here visually, is it going to be an attachment with the University minutes for this meeting?

BLONDER: Yes.

SNOW: You can also see the 100 page document on the UK website, all the plan that we put forth to SACS is there.

BLONDER: Thank you very much.
The next item on the agenda is an update on UK's Hosting of the April 2014 National Conference on Undergraduate Education and Dianne Snow is going to present that.

SNOW: I'll take off my QEP hat and put on my NCUR hat. In just a few minutes I will update you on where we are in the National Conference on Undergraduate Research. Since the last time I came to you with an update we have been incredibly busy with so many teams.
We probably have about 75 people or more, really when you count volunteers, we're over 100, people who are involved with putting this together.
We have a large number of team leaders. Those of you in the room who

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are involved or anybody in your units, thank you very much.

This has been a tremendous labor of love and I've been very appreciative to all the people on campus who have to do safety and all those kinds of things, facilities have been working so carefully with us about this.

As you know, it's going to be April 3rd to the 5th, that's a Thursday and Friday and half of a Saturday in 2014. And we came to you earlier and asked for classes to be redirected for this event.

This is kind of avant garde for us but we need a procedure for the NCUR conference, and that is that we're hosting this at a time when our classes should be in session as opposed to having it in the spring break time when our campus is empty.

And we did that for a very good reason because we wanted people to be able to see what's going on at the University of Kentucky and interact with all of our students.

So classes will be redirected. The majority of them will be in the classroom building. There will be some other locations on campus, I'll show you in just a moment.

But we would like for the faculty to release all of their students from all classes so they can all participate. And we would like for you to give them some kind of assignment to be able to come back to you and say that they volunteered or came to the National Conference on Undergraduate Research.

So we have (inaudible) Hyatt who is a team leader for our volunteers. Mary Ellen (inaudible) we can do it, I promise you we can. We have so many volunteer situations that these students can come and say that they participated. We have two hour, four hour, whole days blocked for students to be involved.

Hopefully so many of our students will be actually presenting their research or any kind of (inaudible) for a presentation. We have lots of opportunities.

So we're going to have about 4,000 extra students on our campus. It's going to be very exciting and very fun. For any of you have been to this conference at any other institution, I know that this is really a blast. Students have a great time together, they learn lots from each other and it's one big education party.

We have about 30 team leaders in place, and Kathryn Wong is our project management, she's helping us get a template for each team so that there's a time line for each person.

The accommodations are already

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filling up. People from schools all across the nation have already booked hotels in our city getting for this.

We have all the facilities reserved. A thank you to Wayne Ritchie and David Timoney, they're helping us with classrooms and some registrar. And Gus Miller and all of the others on the team who helped us do that.

Transportation, as you know, for any kind of conference is an enormous piece. For this to be successful the transportation is going to have to be successful and we've spent a lot of time on that.

The safety and Risk Management people whose services are all on board helping us. Dining services are open and on board.

PR is starting to put out information. There is a very delicate plan that they have that they do so well on when to send out what information so that it comes out at the right time.

We now at this very moment have out-called proposals for open houses. So if you would like to be involved in NCUR in some way showing off what your units do, please fill out this proposal, send it to us.

We will provide transportation from a central location so that students from across the country can come and see what's happening in your unit.

We really, really want every aspect of this campus to be involved in this meeting. It's not just for a small subset (inaudible) campus.

These are our plenary speakers. (Inaudible) my co-chair, in this organization (inaudible). We have been responsible for plenary speakers but this has come with a lot of other input from all of our Steering Committee and various teams. And we decided to give this meeting a very Kentucky flare.

So Dr. Pearse Lyons will be our initial plenary speaker. Kris Kimel who just got an honorary doctorate there apparently, he's coming from KSTC and KY Space talking about innovation. Nikki Finney is going to be coming back from South Carolina to talk about poetry and Dr. Bailey from Ag is going to (inaudible) and be talking on Saturday.

And at that time we are also going to be inviting a lot of high school students from around the state who will be participating in that particular part of the program.

There will be ten poster sessions and ten oral sessions. The poster sessions are happening in Memorial Coliseum, that will be all day Thursday, Friday, and half of Saturday. We will end up with about a 1,000 total posters.

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The oral presentations will be happening mostly in White Hall classroom building, a couple in Miller, a couple in Main and RGAN. And then again on Thursday, Friday and Saturday.

And then the Fine Arts performances will all take place in the Singletary Center.

And we are doing our best 0-000 and our PR to make sure that you all participate 0000 that we don't get the Sciences 00000. We're putting our heads together for that.

Left it looks like is all hard work. There will be some fun associated with the event. On Thursday night Kris Kimel's talk, who is our second plenary speaker, will be downtown at the Lexington Center Bluegrass Ballroom. His talk about innovation will be featured along with a Kentucky proud dinner.

We are anticipating about 500 tickets sold for this particular event. And afterward we'll have a Meet the Speaker.

And then on Friday night we're kind of releasing the masses downtown. We're going to have what we call, it started as the Limestone Shuffle, but it's changed somewhere to Limestone Shindig.

We're going to be working with local vendors and they will have participation for all the students to get discounts at the various restaurants all through Limestone and into downtown.

And we're starting at nine o'clock at the Red Mile, we'll have a bus taking students to see this up and coming Kentucky band called Sundry Best.

So you can participate in any of these activities that you are interested in.

And on Saturday after the meeting is over and everyone is a little bit exhausted but still has some energy left in them, we'll be going to either the Kentucky Horse Park, the Red River Gorge for a Zipline tour, the Risk Management people just about fell on the floor when we told them that one, Keeneland Race Track and Buffalo Trace Distillery, again most of the students are under 21.

But these are ticketed events and we anticipate about 50 people in total will take part in each of these.

And remember we don't only have students coming, it's their faculty members as well. So that 4,000 will be having different age groups as well.

So that's NCUR's 2014 update in a whirlwind tour. I have lots more information for you if you're interested in that. I'll answer one or two questions if you have them.

BLONDER:
BUTLER:

Questions for Dianne?

J. S. Butler, Graduate School.

What is the role of the graduate faculty, graduate programs, Master's students and doctoral students?

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SNOW: Every single person on this campus, nobody has a label of what their status is, every single person is involved in some way or another to take part in this.

This is a conference for undergraduate students so the presenters are undergraduates. But we have people who are participating and volunteering in all areas.

BUTLER: In what way?

SNOW: There are going to be people outside giving instruction. There will be people talking to students. We have a graduate fair that is taking place as part of a poster presentation that will feature about 100 schools across the country talking to the students about entering into graduate school, and our school of course will be one of those.

And we also have an employer fair that's going to be taking place at the same time so that employers can come and talk to students or graduate students and undergraduate. Okay.

BLONDER: Jeannie?

BLACKWELL: Jeannie Blackwell, Graduate School.

For the open houses, graduate and professional programs can also open up their areas for these students to come and visit. So it can be a very great recruitment activity for some of the best undergraduates in the country.

LEWIS: Wayne Lewis, College of Education.

BLONDER: Please give your name and affiliation.

LEWIS: Wayne Lewis, College of -

BLONDER: Oh, I'm sorry.

LEWIS: The question is you referenced faculty members coming from the various institutions. I hadn't thought a whole lot about that. Will there be specific events for us to host faculty members (inaudible) areas.

SNOW: Thank you. I was trying to keep under my five minutes but I will tell you quickly there's one thing that's a part of this also that's called faculty administrator network.

They'll be about twelve sessions that are designed by the Council on Undergraduate Research in Washington who will be the working body for this particular conference. They will decide what the topics are and they will staff those people who come and give those presentations.

When I went last year I attended one on garnering resources for undergraduate research. They have various topics like that that are built in for the administrators and faculty. So take a look during the registration, there'll be a full menu that tells you what those are. Thank you for that question.

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WASILKOWSKI: Greg Wasilkowski, Engineering.
I have a question concerning
quality control. What kind of - would there
be a peer review process?

SNOW: There's a panel every year by our
system that's put out by the Council on
Undergraduate Research, they have their own
system that they use (inaudible) institution.
Ours is being personed by Robyn
Cooper and she has gone to many of you in
this room I'm sure (inaudible) to find team
leaders for each of the areas that we will be
submitting a presentation.
And then in there are 10, 12, 15
reviewers for each of those. So they'll have
a rubric that they use in order to determine
whether someone's abstract is accepted for
publication and (inaudible).
And this year we'll be using that
as well. Normally we have our own internal
competition for the one that we send to NCUR,
but this year because we have so much work to
do for this conference, we're going to use
that particular procedure solely for our
students so everyone will submit directly to
the NCUR review board.

BLONDER: Other questions? Thank you very
much.

SNOW: Thank you.

BLONDER: The next item on the agenda is the
proposed change to Senate Rule 1.4.2.5, the
Senate Research Committee.
At the June Retreat of the Senate
Council, Senate Council discussed this.
The recommendation that the Senate
Research Committee shall currently be
responsible for reviewing University Research
Policy and their implementation. And Senate
Council at the Retreat added it shall also be
responsible for reviewing graduate education
policies and their implementation.
In addition it's got a
recommendation to the University Senate
regarding those policies and the priorities
for them. It was felt that we didn't have a
committee that would cover this and that this
would help us.
So we have a positive
recommendation from Senate Council that the
Senate approve the proposed changes to Senate
Rule 1.4.2.5 effective immediately.
Discussion? Yes?

CHARNI GO: Richard Charnigo, Public Health.
If the name of the committee now is
Graduate Education should the first sentence
then read the SRGEC should be responsible?

BLONDER: Say that again?

CHARNI GO: If the committee name now goes
Graduate Education, should the first sentence
of the description now read the SRGEC shall
be responsible for --

BLONDER: Oh, yes. Yes, it should.

BUTLER: Is that a typo or do I need to

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propose that as an amendment?
BLONDER: Well, yes, I think we need --
GROSSMAN: It's a minor correction.
BLONDER: It's a minor correction. All
right, we'll add that then if no one objects.
Thank you. Thank you very much.
Other comments?
BALTHON: Justin Balthon, Educational
Leadership Studies.
This committee will not have any
responsibility with curriculum, would it?
Graduate curriculum would still go through
the usual -
BLONDER: That's correct.
BALTHON: - channels?
BLONDER: Yes. Okay. Let's vote. All in
favor? Opposed? Abstained? Motion carries.
Thank you.
Senate Council decided to have an
opportunity for other business that people in
this room might want to bring up. Does
anyone have any other business before we
adjourn?
GROSSMAN: Actually, just very, very briefly.
In your introduction, your
announcements, you mentioned about Pharmacy
admissions policy and you said the Senate had
never approved the Pharmacy admission policy,
but I don't think that was actually correct.
BLONDER: Well, the Senate hadn't approved
the changes that were made recently in the
last few years with Pharmacy policy.
GROSSMAN: But those weren't substantial
changes.
BLONDER: Right.
GROSSMAN: Okay. I thought you were referring
to the ones that were made in the mid 90s --
BLONDER: No.
GROSSMAN: - that were never incorporated in
the books.
BLONDER: No. Anything else? May I have a
motion to adjourn? The next meeting is
October 14th.
WOOD: So moved.
BLONDER: Second?
WASILKOWSKI: Second.
BLONDER: All in favor? Opposed? Abstained?

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)

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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 6th day of December, 2013.

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