

UNIVERSITY OF KENTUCKY
SENATE

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Regular Session

February 12, 2007

3:00 p.m.

W. T. Young Library
First Floor Auditorium
Lexington, Kentucky

Dr. Kaveh Tagavi, Chair

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KAVEH TAGAVI, CHAIR

SHEILA BROTHERS, SECRETARY TO SENATE COUNCIL

ROBYN BARRETT, COURT REPORTER

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1 CHAIRMAN TAGAVI: Okay. Colleagues, I'm
2 going to go ahead and start. We
3 have a more than full agenda, so I'm
4 a little bit nervous about this and
5 I'd like to start as soon as I can,
6 so here we go. The minutes of the
7 special January 29th Senate meeting
8 is not ready yet. We had it only
9 two weeks ago, so it's not ready.
10 We will bring it to you next time.
11 My apologies. I have, as my first
12 announcement, last time I mentioned
13 about our Parliamentarian that you
14 don't see sitting at the end of the
15 table there or somewhere in that
16 table. He is not feeling good, and
17 he was supposed to get a pacemaker.
18 I think it did not work.
19 Subsequently, I received a letter
20 from him resigning from his -- his
21 position. I will miss him dearly,
22 but after all, he -- he was
23 Parliamentarian for 35 years, at
24 least. We have these two get-well
25 cards that many of you probably have

1 signed. What I'd like to do is you
2 don't have to sign both of them,
3 maybe one from the front, one from
4 the back. Those of you who did not
5 get to sign, if you wish, if you
6 would like to sign, please go
7 ahead. This is your chance. I will
8 be sending you a note -- notice very
9 soon regarding a new parliamentary
10 that by Senates rules we must have,
11 so please. Self-nomination is
12 okay. I can tell you that. Oh,
13 yes. For a minute I had a moment
14 of -- could not follow what this
15 was, but of course the College of
16 Law is going through a review, and I
17 have sent all the Senators an
18 e-mail. Please respond to it.
19 Also, we need suggestions regarding
20 academic area advisory committees.
21 I have gotten enough suggestions for
22 the law school review, but I have
23 not received nearly enough
24 suggestions. This is very
25 important, and I'd like to ask you

1 to, either as Senators of your
2 colleges or implore your college
3 councils or your college faculty to
4 recommend those that you -- you
5 think are going to be best serving
6 on these committees, which really
7 decide some of the most important
8 things for the faculty. So, again,
9 we have not received enough
10 nominations. Please send us your
11 nominations. March Senate meeting
12 is one week later than usual, so
13 mark your calendars, please. All
14 right. By Senate rule, the Ombud
15 has to give a report, and the report
16 of previous year is usually done
17 during fall semester. We are a
18 little bit late, but I am the Ombud,
19 so this is why I'm giving this
20 report. I am not -- you guys have
21 the report in your hands. We are
22 submitting in advance. I am not
23 going to read every word. I'm going
24 to show this to you. If there are
25 any questions, you are more than

1 welcome to stop me, and we will
2 discuss it and I will answer to the
3 best of my ability. Thanks to
4 Michelle Sohner for preparing this
5 report. Okay? These are the
6 overall statistics. Here are the
7 nature of complaints, according to
8 the different type of complaints
9 that the Ombud office deals with.
10 These are the colleges that these
11 complaints have initiated, and these
12 are the number of cases. These are
13 the rest of the colleges or units.
14 If anybody has a question, you can
15 stop me if you want to. These are
16 the classification of students
17 originating those complaints, first
18 year, sophomore, and so on. Here
19 are four-year comparisons regarding
20 cases handled and those that we have
21 a single contact and questions are
22 raised, answers are given, advice
23 are given, and then the person
24 doesn't come back because either
25 they are satisfied or maybe not

1 satisfied, but these are the numbers
2 for the last four years. And these
3 are the most frequent complaints for
4 the last four years categorized:

5 Grades, progress, promotion
6 instruction, and academic offenses.

7 Are there any questions regarding
8 the Ombud report? Yes.

9 FORGUE: Ray Forgue from Agriculture.

10 Did you suggest any differences or
11 patterns since we've instituted the
12 new procedures for handling academic
13 offenses?

14 CHAIRMAN TAGAVI: Okay. For the new
15 one, I was only one year, so there
16 is no pattern for one year, but of
17 course there is data from previous
18 years. Joel, may I ask you to
19 comment on that, please? Our
20 present Ombud, Joel Lee, here.

21 LEE: Yeah, I'm Joel Lee. I became the
22 Ombud in July, and Michelle has
23 tabulated that information for fall
24 semester. We have had a substantial
25 increase in number of cases. There

1 were 91 over fall semester, which is
2 more than doubling the previous
3 year. I think this may still be
4 underreporting the number of
5 instances under the rules. I've had
6 several cases where students have
7 visited me at the beginning of this
8 semester indicating they've received
9 failing grades in courses, assuming
10 that the reason for their failing
11 grade being an issue of dishonesty,
12 but they have not been formally
13 notified of a charge at that point.
14 So what we then do is go back to the
15 instructor to inquire, and the
16 typical response is: I didn't
17 understand the rules have changed.
18 So this larger number may still be
19 underreporting the number of cases
20 over fall semester.

21 CHAIRMAN TAGAVI: Bob.

22 GROSSMAN: While we're on that subject,
23 do you know what's happened to the
24 number of appeals? Has it increased
25 or decreased?

1 LEE: Actually, completed appeals are a
2 modest number at this point. I'm
3 anticipating the appeals committee
4 is going to be very busy this
5 semester.

6 CHAIRMAN TAGAVI: Any other comments?
7 Agenda item number three, New
8 Department of Neurosurgery. This is
9 the time log. I have decided that
10 on these agenda items, we would
11 inform you what the procedure has
12 been and at what time frame. The
13 rationale is, among other, is help
14 in recruitment for neurosurgery,
15 faculty standard for other medical
16 schools across the country is to
17 have separate departments for
18 individual surgical specialties. I
19 have Dean Perman and Dr. Byron Young
20 here. Thank you for being here in
21 case there are some questions to be
22 raised. You have the proposal in
23 your handout. This is a -- this is
24 a motion coming or proposal coming
25 from Senate Council. It doesn't

1 require a motion or a second, but
2 the recommendation is that the
3 University Senate approve a new
4 Department of Neurosurgery.

5 Dr. Perman or Dr. Young, would you
6 like to say a few words before I
7 open it up to the Senators?

8 PERMAN: I'd be happy to. Thank you,
9 Dr. Tagavi, and I appreciate the
10 Senate considering this. The
11 discipline of neurosurgery, like
12 most surgical disciplines, has
13 probably until the 1980's been
14 predominately housed within a
15 Department of Surgery. What's
16 happened over the past 20 years,
17 perhaps 25 years, is that the
18 academic rationale for having the
19 various disciplines of surgery
20 housed under a single department,
21 that's evaporated. In the old days,
22 surgeons of various stripes all had
23 several years of general surgery
24 before they specialized. That's
25 akin to people in internal medicine

1 or in my discipline, pediatrics,
2 having a general knowledge of a
3 broad field prior to becoming
4 trained in a subspecialty, and that
5 model also fit surgery for the
6 longest of time. But things have
7 changed, and it is no longer the
8 case that one has a grounding in
9 surgery, in general surgery, for
10 example, abdominal surgery, on one's
11 way to be a neurosurgeon or an
12 orthopedic surgeon or an
13 otolaryngologist. Now, our
14 department, our Department of
15 Surgery for the longest period of
16 time has kept the various
17 disciplines that are surgical under
18 one roof, but the rationale is no
19 longer there for many.
20 Ophthalmology, for example, is its
21 own department and has been for
22 quite some time. The Senate
23 approved Orthopedic Surgery as a
24 department in 2005, and neurosurgery
25 also fits into that rubric. They've

1 gone their separate ways. We can't
2 hold surgical disciplines together
3 simply because they are bonded by
4 the fact that they cut. I happen to
5 be a pediatric gastroneurologist,
6 and it would not be appropriate for
7 me to fit into a Department of
8 Medicine simply because there are
9 people in the Department of Medicine
10 who also use an endoscope like I

11 do. We can't hold academic
12 disciplines in medicine together
13 simply by common technique. As
14 Dr. Tagavi showed you, I am
15 particularly concerned, in an era
16 where well over 80 percent of
17 American medical schools have
18 independent departments of
19 neurosurgery, that in this critical

20 area we will not be able to recruit
21 academic faculty, and certainly once
22 Dr. Young decides that he is ready
23 to step down as Chair, a Chair of
24 Neurosurgery, if recruiting -- if
25 we're recruiting them to a section

1 within the Department of Surgery.
2 It's no longer the state of
3 affairs. So for these reasons,
4 number one, there's a different
5 grounding than there used to be to
6 hold people together as surgeons of
7 various stripes, and also our
8 ability to continue to attract the
9 best academic faculty in
10 neurosurgery, it is very important
11 to me and to the College of Medicine
12 that we create a Department of
13 Neurosurgery. This has the total
14 support of our faculty council and
15 then the other committees that the
16 Chair has indicated to you.

17 SNOW: Diane Snow, College of Medicine.
18 I can see the benefit for the
19 Neurosurgery Department forming, but
20 what would be the effect on the
21 current Surgery Department by losing
22 those individuals?

23 PERMAN: Well, the -- the principal
24 concern that has been raised is
25 whether there is a financial

1 impact. And in the materials that
2 were provided in developing this
3 proposal, that's been addressed. I
4 think it's been addressed very
5 collegially between the parent
6 Department of Surgery and
7 Neurosurgery. The way the divisions
8 within Surgery function is that
9 income raised by the departments --
10 raised by the divisions, rather, is
11 kept quite separate. What's been
12 important to the Department of
13 Surgery has been the contribution of
14 the various divisions in supporting
15 the overhead of the department. And
16 I think by -- by virtue of concern
17 about this and a discussion, I think
18 what's been planned is that the
19 independent Department of
20 Neurosurgery will continue, if you
21 will, to purchase services,
22 infrastructure services from the
23 Department of Surgery, which will
24 mitigate the financial impact. And,
25 again, I think you have in your

1 packet information to that effect
2 and support from the parent
3 Department of Surgery.

4 CHAIRMAN TAGAVI: Any other question?

5 Okay. Then, we are ready to vote.

6 All those in favor of this
7 recommendation, please indicate so
8 by raising your hands. Opposed?
9 Abstain? It's unanimous, motion
10 carries. Thank you, Dr. Young.

11 Thank you, Dean Perman. Next item,
12 item agenda four, is: New program.
13 It's the University Scholars Program
14 between BS in Electrical Engineering
15 and MS in Biomedical Engineering.
16 This is the time log. Rationale is
17 that this would allow bright
18 undergraduate engineers to pursue
19 biomedical engineering MS program.
20 And by the way, there is no BS
21 biomed engineering program at UK.
22 It also helps to keep such students
23 at UK instead of losing them to, for
24 example, U of L that does have a
25 similar program. You have the

1 proposal in your handout. The
2 recommendation coming from Senate
3 Council is that the University
4 Senate approved the University
5 Scholars Program between BS in
6 Electrical Engineering and MS in
7 Biomedical Engineering. It doesn't
8 require -- it's already a motion.
9 It doesn't require a second since
10 it's from Senate Council. We have
11 been told ahead of time that there
12 would be an amendment from the floor
13 by Graduate School Dean Jeannine
14 Blackwell. Go ahead.

15 BLACKWELL: I would like to propose the
16 amendment that this new program go
17 into effect already for spring
18 semester 2007 because I have
19 students who are interested in
20 participating in it who will be
21 graduating in the end of this
22 semester, and they are currently in
23 course work.

24 CHAIRMAN TAGAVI: Based on my
25 understanding of University

1 Scholars, this is something that
2 they would have done otherwise;
3 therefore, it is very easy to do it
4 somewhat retroactively. I need a
5 second for that amendment.

6 CIBULL: Second.

7 CHAIRMAN TAGAVI: Let's first
8 concentrate on the amendment only.

9 GROSSMAN: Yeah, I'm just curious. When
10 you say they're going to graduate,
11 is that from the BS program?

12 BLACKWELL: Yes, from the BS program.

13 GROSSMAN: Okay. So they just want to
14 continue on and --

15 BLACKWELL: Right, and we would like to
16 be able to count that course work
17 that they're currently in.

18 GROSSMAN: Thanks.

19 CHAIRMAN TAGAVI: Any other comment
20 regarding the amendment? Okay. All
21 those in favor of the amendment,
22 please indicate so by raising your
23 hand. Opposed? Abstain? It's
24 unanimous; amendment motion
25 carries. Now let's open the

1 discussion, open the floor for a
2 discussion on the main motion
3 amended. We have Regina Hanneman, I
4 should say. Is she --

5 MS. HANNEMANN: I'm here.

6 CHAIRMAN TAGAVI: You are here. Do you
7 want to say anything?

8 MS. HANNEMANN: I think it's pretty much
9 said.

10 CHAIRMAN TAGAVI: Okay. Name, please.

11 BOLLINGER: Chris Bollinger, Economics.

12 It's just a friendly question. Is
13 there a logic why it's specifically
14 electrical engineering being
15 combined with the biomedical
16 engineering? I just don't know
17 about the disciplines to --

18 MS. HANNEMANN: There is already a
19 University Scholars Program in
20 effect between Mechanical
21 Engineering and Biomedical
22 Engineering, so that's already true,
23 and now it's the Electrical
24 Engineering Department who asked to
25 do the same as the Mechanical

1 Engineering.

2 BOLLINGER: Thank you.

3 CHAIRMAN TAGAVI: Very good question.

4 Any other comments or questions? We
5 are ready to vote. All in favor of
6 this motion amended, please indicate
7 so by raising your hand. Opposed?
8 Abstain? It's unanimous; motion
9 carries also. Thank you, Regina.
10 Item five: We the faculty are
11 solely in charge of the calendar,
12 which as a Senator when I found out,
13 I was amazed, but that's actually
14 true. So here we have these one,
15 two, three, four, five, six, seven,
16 eight items. The first two is about
17 the majority of the campus; then we
18 have them for the Medicine, Law and
19 Dentistry. For obvious reason, they
20 have their own calendar. I have to
21 confess, when I was sitting there, I
22 never liked when motions were put
23 together, but since I'm here, I
24 prefer to do it this way. But if
25 there is any objection, even one

1 percent, we will vote on this one by
2 one because that's the fairest way
3 of doing it. Any suggestion or
4 questions? Of course, I'm doing
5 that to save time, obviously.

6 VOSS: I have a question.

7 CHAIRMAN TAGAVI: Name?

8 VOSS: Steve Voss, Political Science. I
9 seem to recall that last time we
10 considered the calendar, there was
11 discussion about the Wednesday
12 before Thanksgiving and -- and in
13 consideration of that being a
14 holiday, and because -- because I
15 got the impression that that was
16 under discussion, I didn't ask
17 anything then. I guess I'd like to
18 know if my recollection is correct;
19 and if so, what's -- what's
20 happening in that area.

21 CHAIRMAN TAGAVI: Is there anybody from
22 Calendar Committee who wants to
23 respond to that? Otherwise, I will
24 go ahead and respond myself. Your
25 recollection is partly correct.

1 There is -- there was discussion
2 considering to change that. Even
3 if, let's say, we changed that
4 today, it probably will not affect
5 the next two years of calendar
6 because so many campus activities
7 rely on these calendars that it
8 wouldn't be prudent to change it
9 immediately. Having said that,
10 there is a committee at the Senate
11 Council level appointed to come up
12 with some recommendations initiated
13 by Student Government or their
14 Senators, and part of that is to
15 have either the Wednesday before
16 Thanksgiving or perhaps even the
17 wheel week to be academic holiday
18 and do away with fall break and some
19 other adjustments. To my knowledge,
20 the committee will be ready to make
21 a recommendation to Senate Council
22 definitely by mid-March. This is
23 the way I recall it, so that's the
24 answer to your question. There was
25 a question there.

1 GROSSMAN: I was going to ask pretty
2 much the same question. So the
3 tentative calendar that we approve
4 now may be changed -- the 2009/2010
5 tentative calendar that we're voting
6 on now may be changed in light of
7 the recommendations of the Calendar
8 Committee?

9 CHAIRMAN TAGAVI: I have to assume, yes,
10 because it's called tentative.
11 Otherwise, why would it be called
12 tentative? But I have also been
13 told that there are so many campus
14 activities, including when students
15 move into dorms or -- or cafeteria
16 planning --

17 GROSSMAN: Yes, but we're only in 2007
18 now. It seems like two years should
19 be plenty of time -- two and a half
20 years should be plenty of time to
21 plan for those things, so --

22 CHAIRMAN TAGAVI: Let me answer it this
23 way. If we have a recommendation
24 which is approved, we will apply it
25 as soon as possible. When that

1 would be, I really cannot tell you.
2 Are there any other questions
3 regarding these one, two, three,
4 four, five, six, seven, eight
5 calendars? Yes. Name, please.

6 GREISSMAN: Richard Greissman, Provost's
7 Office. Just for the record, the
8 Provost's Office is aware that we
9 have come to the end of our leash on
10 winter intersession. We need to do
11 an assessment and we probably will
12 come back to -- because I think this
13 past Winter Session might be the
14 third of the three years, if I've
15 counted properly, and so we'll have
16 to come back to consider Winter
17 Session calendar for the future, but
18 only after we have shown its
19 efficacy or not.

20 CHAIRMAN TAGAVI: Yes. My understanding
21 is that that report is coming soon.

22 GREISSMAN: Yes, it is. I just want to
23 acknowledge that it is.

24 CHAIRMAN TAGAVI: Thank you.

25 GREISSMAN: Thank you.

1 CHAIRMAN TAGAVI: Are we ready to vote?
2 All those in favor of approving
3 these calendars, please indicate so
4 by raising your hands. Opposed?
5 Abstain? We have one abstain, and
6 motion carries. Oh, okay. List
7 of -- KCTCS submits to us the list
8 of BCTC candidates for degrees.
9 There is a long history. We have
10 gone over this several times. I
11 just would remind you that be
12 patient; this is only going to go on
13 till 2010. because of this
14 arrangement, we have to do this for
15 some time, and there is a
16 peculiarity in a sense that by, I
17 guess, by memorandum or by
18 understanding or by law, UK is
19 giving these degrees. In fact,
20 these do not go through the regular
21 procedure at the -- by approval from
22 BCTC. So every time we call the
23 counterpart of myself at BCTC and
24 ask them if there are any
25 correction, and in fact they have

1 given us a correction, but since
2 these have already been approved by
3 the KCTCS Board of Trustees, it
4 could take a long time, and
5 that's -- that's the explanation for
6 what you see on the bottom of -- of
7 the screen. We have received some
8 corrections and additions, but it is
9 working its way through the system.
10 Having said that, this is a
11 recommendation, doesn't require a
12 second. We are ready for discussion
13 if there are any. All right. Yes,
14 there is discussion.

15 FORGUE: I guess I'm concerned about the
16 parenthetical. I'm going to assume,
17 then, for the sake of this vote
18 we're going to have here that we're
19 not saying, by approving these
20 names, that there won't be any other
21 names. This has always made me
22 nervous. I don't mind if someone --
23 you know, if they can attest to us
24 that person A, B or C has met the
25 requirements for a degrees there or

1 even here, that we can then go ahead
2 and approve those. What makes me
3 nervous is then that takes on the
4 appearance of that's what we
5 approved for a particular semester
6 and then there isn't anybody else,
7 so anybody that shows up and says
8 I've done what I needed to do, I
9 need the degree, we'd say no.

10 CHAIRMAN TAGAVI: In fact, we would say
11 no unless we approve it again. We
12 would have another amendment or
13 addendum to this in the future.
14 Technically speaking, the
15 (inaudible) thing is not part of the
16 motion. It's just to put everybody
17 on record that we have received some
18 corrections from the BCTC faculty,
19 and it is working its way through
20 the system.

21 FORGUE: But these are errors of
22 omission as opposed to errors of --
23 where there's somebody on the list
24 that is saying, oh, we're going to
25 take it back.

1 CHAIRMAN TAGAVI: Yes, in fact, you're
2 correct. If somebody who is not
3 supposed to be there is there, we
4 are not too concerned in a sense
5 that the Registrar will check
6 everyone. And in fact, there are
7 always people who are -- probably
8 would finish, but they do not
9 finish. So these are all
10 conditioned on fulfilling the
11 requirements. The concern is about
12 those who are supposed to be in
13 there and they are not, and you're
14 correct. This is a list of those
15 who were supposed to be there, and
16 they are not, but it's working
17 through its way through the system.
18 It will come to us.

19 FORGUE: Another list, then.

20 CHAIRMAN TAGAVI: Yes, a very short
21 list. I can tell you it's less than
22 a dozen. Are we ready? Are there
23 any other questions or comments?
24 Okay. All those in favor of this
25 recommendation, please indicate so

1 by raising your hands. Opposed?
2 Abstain? It is unanimous, and the
3 motion carries. Honorary degree
4 nominations: I have to go through
5 this because it sets the stage
6 why -- what we are doing and why we
7 are doing it. According to the GR
8 4, page 1, the majority -- the 94
9 elected faculty shall be full-time
10 faculty elected from and by the
11 respective college faculties. The
12 elected faculty representatives of
13 the University Senate have the
14 authority assigned to the faculty of
15 the university under KRS 164.240 to
16 recommend to the Board of Trustees
17 the conferring of earned degrees
18 from the University and the
19 conditions for an award of honorary
20 degrees. The University Senate
21 membership, composed of both elected
22 and ex-officio members, is
23 authorized to perform all other
24 functions delegated by the Board of
25 Trustees to the University Senate.

1 directly -- that's why this is truly
2 a joint committee -- four by the
3 President, and Jeannine Blackwell as
4 the Dean of Grad School is the Chair
5 of this committee. This committee
6 has met, and now here we are. The
7 recommendation is -- and we need a
8 motion on this because it is not
9 coming through the Senate Council.
10 Senate Council was presented this,
11 but I made it clear to the Senate
12 Council that we -- the Senate
13 Council neither had the authority to
14 approve or disapprove. All we had
15 the authority was whether or not to
16 put it on the agenda, and we agreed
17 to put it on the agenda. Therefore,
18 I need a motion; an amendment by GR
19 rule is acceptable. The
20 recommendation is that the elected
21 faculty representatives of the
22 University Senate approve the
23 nominees submitted by the University
24 Joint Committee on Honorary Degrees
25 and send the recommendation to

1 President Todd for the President to
2 submit it to the Board of Trustees
3 in his role as the Chair of the
4 University senate. Before I ask
5 Dean Blackwell to come here, and I
6 don't know if you were going to
7 mention that we would like to,
8 although we cannot make this a
9 closed session, but we would like to
10 ask you to not talk about this or
11 disclose information if there are
12 any press people. We are just
13 asking you; we cannot force you to
14 please not to publicize what is
15 being discussed here. Having said
16 that, Dean Blackwell, please.

17 BLACKWELL: Do you want to actually get
18 that motion accepted before I
19 present the candidates?

20 CHAIRMAN TAGAVI: I think you can go
21 ahead and --

22 CIBULL: (Inaudible.)

23 CHAIRMAN TAGAVI: No, we can't. You
24 have to present the candidates first
25 and then ask for a motion.

1 BLACKWELL: Okay. I thought you were
2 having two -- two different things.
3 Okay. Thank you all. First off, I
4 would like to thank any of my fellow
5 committee members who have chosen to
6 come today from the Honorary Degree
7 Committee, the Joint Committee.
8 It's a larger committee with more
9 faculty representation on it, and I
10 hope that you're going to be pleased
11 with the nominees that we've put
12 forward for nomination, and here
13 they are: Nick Clooney, Juanita
14 Fleming, and Virginia Fox are the
15 three nominees that our committee
16 chose, and these are in alphabetical
17 order. Nick Clooney, a broadcast
18 journalist, author, television host
19 and columnist and humanitarian. He
20 is a member of the Kentucky --
21 University of Kentucky Journalism
22 Hall of Fame, the Ohio Broadcasters
23 Hall of Fame, was named among the
24 Best in the Business of Television
25 News by the Washington Review of

1 Journalism, an author in broadcast
2 journalism treating topics of
3 cinema, social activism, and
4 American life and has spoken to
5 students of journalism across the
6 country about the power and
7 responsibility of journalists in
8 democracies. Most recently, I would
9 like to say, many of you know his
10 work through his three columns a
11 week in the Cincinnati Post and the
12 Kentucky Post since 1989. He was
13 also probably well-known to you as a
14 writer/researcher for American Movie
15 Classics, which is the way many of
16 us first saw him. And -- but he has
17 been in news and broadcast
18 journalism for 50 years. He already
19 holds an Honorary Doctorate of Fine
20 Arts from NKU and from Thomas More
21 College. Most recently he has made
22 several -- collaborated with KET on
23 several documentaries, sometimes in
24 voice-over, sometimes as a
25 researcher in a voluntary capacity

1 to highlight and focus on the arts
2 and culture of Kentucky and
3 particularly Northern Kentucky, and
4 later this spring there will be a
5 series on Northern Kentucky in which
6 he has participated. In 2006 he
7 made the documentary "In Search of
8 Darfur," which was a documentation
9 of a trip that he and members of his
10 family took to Darfur in connection
11 with the International Rescue
12 Committee, and this documentary was
13 part and parcel of a substantial
14 donation that the Clooney family
15 made in order to help alleviate
16 conditions in Darfur and to focus
17 national attention on the situation
18 in the Sudan. That is to Nick
19 Clooney. He has been seeking to
20 bring awareness and a resolution to
21 the humanitarian crisis in Darfur
22 and has made many public
23 presentations on that. "Nick
24 Clooney has always, always put his
25 actions to work along with his

1 values," from the Scripps Howard
2 Foundation. "A lifelong career
3 dedicated to journalistic and
4 broadcast enrichment and
5 entertainment of the Commonwealth,"
6 from Malcolm Wall at KET. Our
7 second nominee is Dr. Juanita
8 Fleming. Nurse -- many of you don't
9 think of her in the nurse category,
10 but that has certainly been part of
11 her distinguished career --
12 educator, author, consultant, and
13 above all, leader in higher
14 education. She was a professor and
15 administrator in the UK College of
16 Nursing and in the UK Medical Center
17 from '75 to '91. Then she was the
18 liaison for the University of
19 Kentucky to the, at that time,
20 Council on Higher Education in those
21 critical years for our university,
22 '91 to 2001. She became emerita in
23 2001, a role model and mentor to
24 African American faculty, professor
25 emerita, and following that, Provost

1 and Vice President for Academic
2 Affairs at Kentucky State University
3 during a time of change and
4 challenge for our sister university
5 and fellow land grant, KSU, from
6 2003 until 2006. But she is
7 retiring from that position at the
8 end of this term, so she is going to
9 be finally, finally being --
10 finishing up this long and
11 illustrious career, a career in
12 public health nursing and nursing
13 education from 1957 until her UK
14 retirement, author of numerous
15 publications, nearly continuous
16 funding in nursing, public health,
17 and children at risk from 1968 till
18 2002. And I know many of you
19 scientists out there are lusting
20 after that kind of a funding
21 record. The first woman and the
22 first person of color to serve in
23 the President's Cabinet at the
24 University of Kentucky, president
25 emeritus with joint appointments in

1 nursing and education, an ACE
2 Fellow, Distinguished Member Award
3 from the American Nurse's
4 Association, Lifetime Achievement
5 Award from the Association of Black
6 Nursing Faculty, and a Living Legend
7 Award from the American Academy of
8 Nurses. "The greatest
9 accomplishment that I believe merits
10 recognition with this award is her
11 humanitarian service and ability to
12 visibly and invisibly support young
13 faculty members, the local
14 community, and those who may be
15 hopelessly disenfranchised"; that
16 from Denise Jones. "Whatever her
17 involvement, Juanita brings to it
18 her special brand of leadership,
19 vision, and commitment," from Bob
20 Hemingway, former chancellor of the
21 University Lexington campus, which
22 is the only title we'll give him
23 right now. And, "In many ways,
24 Dr. Fleming is an academic diplomat
25 and an ambassador of the American

1 dream, establishing criteria for the
2 inclusive notion of a
3 nondiscriminating workplace, equal
4 access to constitutional rights, and
5 a moral responsibility for fellow
6 citizens," Debra Harley. The third
7 nominee is Virginia Fox, pioneer in
8 public broadcasting, advocate for
9 children's programming, CEO of KET,
10 and most recently Secretary of
11 Education of the Commonwealth of
12 Kentucky. She resigned from that
13 position last summer. The first and
14 only female CEO of a national
15 organization in public broadcasting,
16 the creator of SERC, the first
17 public interstate consortium for
18 satellite and distance learning back
19 in 1980, and the creator of the
20 first national ITV satellite
21 schedule for serving public school
22 students with remote learning
23 possibilities. She was awarded the
24 Best of Kentucky Technology
25 Leadership Award last year, the

1 Liberty -- Learning in Liberty Award
2 presented by the National School
3 Public Relations Association, the
4 CPB Lifetime Achievement Award in
5 2002, and she is a seventh-
6 generation Kentuckian. She has an
7 MA in library science from UK and is
8 in the UK Hall of Fame, Alumni Hall
9 of Fame, a pioneer in distance
10 learning and bringing satellite
11 technology into the classroom to
12 reach millions of students. And her
13 last act as Secretary of Education
14 was KEN, a high-speed P through 16
15 education telecommunications network
16 that supports a set of seamless
17 management, instructional and
18 research applications. One of her
19 last quotes in that official
20 capacity was, "Our task is to
21 develop a seamless network to
22 support lifelong learning," and I
23 think that we can safely say that
24 that is what she did with her own
25 life. So there are the three

1 nominees.

2 CHAIRMAN TAGAVI: Thank you, Dean
3 Blackwell. Okay. How do I -- I
4 have to do this all? Can I go back
5 exactly where I was or -- while she
6 is helping me, you saw the
7 recommendation. Now I need a
8 motion, but before somebody moves
9 this, if there is one person who
10 wants to -- these three to be
11 considered separately, I will
12 entertain that because under
13 Robert's Rules of Order, that's the
14 only fair way of doing it. So I'd
15 like to hear first if anybody wants
16 to separate these and vote on them
17 one by one. I don't hear anything.
18 Okay. Now I will entertain a
19 motion. Dean Blackwell?

20 BLACKWELL: I move that these three
21 nominees be accepted for
22 presentation to the president and
23 transmittal to the Board of
24 Trustees, if that's the right
25 language.

1 CHAIRMAN TAGAVI: Well, I have the
2 motion for you ready, but you did a
3 good job.

4 BLACKWELL: Okay. What he said, that.

5 CHAIRMAN TAGAVI: Is there any second?

6 BOLLINGER: Chris Bollinger, second,
7 Economics.

8 CHAIRMAN TAGAVI: Now we are ready to
9 discuss this recommendation. Bob
10 Grossman.

11 GROSSMAN: What are the degrees being
12 recommended for these people?

13 BLACKWELL: They will be doctor of
14 humane letters in all three cases.

15 CHAIRMAN TAGAVI: In fact, Bob, that's
16 why I was so sorry when you left
17 Senate Council, because you have a
18 very sharp mind and a sharp eye.
19 Will you amend that so we would add
20 it to the --

21 GROSSMAN: Amend what?

22 CHAIRMAN TAGAVI: Amend the statement --

23 GROSSMAN: To say --

24 CHAIRMAN TAGAVI: Honorary degree -- is
25 that okay, Dean Blackwell --

1 BLACKWELL: Sure.

2 CHAIRMAN TAGAVI: -- to recommend

3 that --

4 GROSSMAN: (Inaudible) nominees and

5 approve the nominees.

6 CHAIRMAN TAGAVI: Because this is really

7 our decision, and it has to be

8 transferred to be given to the Board

9 of Trustees.

10 GROSSMAN: Okay. I guess I would like

11 to add a sentence, propose an

12 amendment that would add a sentence

13 saying, "We recommend that the three

14 candidates each receive a doctor of

15 humane letters."

16 CHAIRMAN TAGAVI: Is that correct, Dean

17 Blackwell?

18 BLACKWELL: (Nodding affirmatively.)

19 CHAIRMAN TAGAVI: Can you accept that as

20 a --

21 BLACKWELL: Friendly, yes.

22 CHAIRMAN TAGAVI: The person who

23 seconded, is this okay?

24 BOLLINGER: Sure.

25 CHAIRMAN TAGAVI: Discussion on the

1 amendment first, only on the
2 amendment. Yes.

3 SNOW: I was going to suggest a shorter
4 way. You could say honorary degrees
5 of humane letters (inaudible).
6 Would that not say the same thing?

7 GROSSMAN: Sorry?

8 SNOW: You could just say University
9 Joint Committee (inaudible) honorary
10 degrees of humane letters.

11 BOLLINGER: (Inaudible) honorary degrees
12 (inaudible).

13 CHAIRMAN TAGAVI: Okay. Are there any
14 other suggestions, questions,
15 discussion regarding the amendment?
16 Okay.

17 WALDHART: Enid Waldhart,
18 Communication. Why don't we just
19 add it in the first part of the
20 sentence, "approve the nominees for
21 honorary degree of humane letters,"
22 and then we don't have to have two
23 sentences.

24 CHAIRMAN TAGAVI: Do you accept that,
25 Bob Grossman?

1 GROSSMAN: I think that two sentences
2 are fine.

3 CIBULL: This is what happens when you
4 take English out of the English
5 course.

6 CHAIRMAN TAGAVI: What we could do, of
7 course, I'm just saying that as a
8 matter of fact, we could not approve
9 the amendment and then we would have
10 another amendment. Are there any --
11 any other question regarding
12 amendment? No more suggestions, but
13 just discussion about the
14 amendments. Okay. Let's vote on
15 the amendment. All those in favor
16 of the amendment, please indicate so
17 by raising your hand. Opposed?
18 Abstain? The amendment carries.
19 It's unanimous. Now let's discuss
20 the original motion amended. Bob
21 Grossman.

22 GROSSMAN: Yeah, I have a question. Has
23 the -- I know that during this whole
24 process there was a discussion about
25 the president didn't want to be

1 forced to nominate people that he
2 didn't want to nominate if the
3 Senate had the power to nominate and
4 stuff, so is the president on board
5 with these nominees?

6 CHAIRMAN TAGAVI: Dean Blackwell?

7 BLACKWELL: Yes.

8 GROSSMAN: Okay. And then I have one
9 more question. Was there no one
10 outside the borders of the
11 Commonwealth who might have been
12 considered for an honorary degree?
13 I just think it's striking that all
14 three people are local.

15 BLACKWELL: There were other nominees
16 who had -- but all of the nominees
17 had some sort of tie to the
18 university. There were some that
19 lived outside the geographic area,
20 yes. But we would be happy to have
21 a very large pool of nominees any
22 and every year.

23 CHAIRMAN TAGAVI: Any other questions,
24 comments? Okay. We are ready to
25 vote. All those in favor of this --

1 BROTHERS: Elected faculty, just elected
2 faculty.

3 CHAIRMAN TAGAVI: Faculty has to vote on
4 this. All those in favor of this
5 recommendation, please indicate so
6 by raising your hands. Opposed?
7 Abstain? It's unanimous, and the
8 motion carries. Thank you. Item
9 number 8: Last year President Todd
10 appointed Professor DeSantis to be
11 UK's Faculty Athletics
12 Representative to the NCAA. Part of
13 his responsibility is to oversee
14 UK's 22 sports teams and
15 periodically report to the Senate.
16 The purpose of this presentation is
17 to DeSantis's responsibilities and
18 briefly discuss some of his academic
19 concerns about UK Athletics.
20 Professor DeSantis, thank you for
21 being here.

22 DeSANTIS: Well, thank you for inviting
23 me.

24 CHAIRMAN TAGAVI: Do you have your
25 own --

1 DeSANTIS: I do, yeah.

2 CHAIRMAN TAGAVI: You would like to
3 handle it yourself, or do you need
4 help?

5 DeSANTIS: Let's see.

6 CHAIRMAN TAGAVI: There are some here,
7 USB (inaudible), but don't block me
8 out because I have to come back to
9 mine.

10 DeSANTIS: Close this and see if --

11 BROTHERS: If it doesn't show up, the
12 ports on the monitor may not work.

13 DeSANTIS: Okay. Great. Hello
14 everybody. It's good to see
15 everybody again. Last time I was
16 here, I was presenting my
17 committee's report of the External
18 Review Committee for USP, and today
19 I have a different hat on, and
20 that's of the Faculty Athletic
21 Representative to the NCAA. I guess
22 the question we should start out
23 with is what is a Faculty Athletic
24 Rep or a FAR? In fact, I didn't
25 know it existed until President Todd

1 called me into his office. In
2 general, the Faculty Athletic Rep
3 oversees the university's athletic
4 programs, ensuring academic
5 integrity and keeping an eye out on
6 the welfare of our student
7 athletes. In many ways -- in many
8 ways, I'm kind of a bridge between
9 the two worlds of academics and
10 athletics. The position is actually
11 mandated by the NCAA, so any
12 university that has at least one
13 sports team has somebody like me.
14 And I think one of the great things
15 about the position is that it's
16 appointed and funded separately, in
17 this case from President Todd, and
18 so I'm able to work independently
19 but in cooperation with the Athletic
20 Department and our 22 sports teams.
21 In fact, I'm wondering whether you
22 all know we have 22 sports team. I
23 didn't. Before I took over, I knew
24 we had two. We have, of course,
25 men's basketball and men's football,

1 but I bet you many of you may not
2 realize we have a coed rifle team
3 that recently beat Army for the
4 conference championship, as well as
5 volleyball and tennis and golf and a
6 lot of really other great sports.
7 Let me talk about my
8 responsibilities because in many
9 ways it took me about a year for me
10 to figure out what I'm doing and
11 what my goal and task is. I think
12 the first responsibility I have is
13 really being the eyes and ears for
14 President Todd, since he can't be
15 over there enough, and I'm not sure
16 how much enough is. And so it's
17 often claimed that the Faculty
18 Athletics Rep's responsibility is to
19 be in the thick of things, to be
20 around, to meet regularly with our
21 administrators and our coaches and
22 our athletes, and I do this both at
23 home and on the road. When I took
24 over the job two years ago, I
25 decided that I was going to travel

1 with all of our sports teams as well
2 to get a true sense of what life on
3 the road is like for our student
4 athletes, and then periodically I
5 report back to President Todd on
6 issues of compliance. And some of
7 you may remember the embarrassment
8 that we faced a few years ago and
9 one of his strong assertions was
10 let's make sure we're never
11 embarrassed as a university again,
12 so I'm trying diligently to make
13 sure that doesn't happen. I report
14 back on team culture and climate,
15 letting him know what life is like
16 for our student athletes on the
17 road, Title IX issues, which is the
18 gender equity issues, making sure
19 that our female athletes are
20 afforded all the rights of our male
21 athletes, and finally student
22 athlete welfare, and I'll talk a
23 little bit more about that in a
24 second. My second responsibility is
25 far less entertaining and

1 enjoyable. I work with our
2 compliance offices dealing with
3 issues of academic integrity, and
4 the tasks are numerous, and most of
5 the time they're not real exciting,
6 but they really are necessary. In
7 case you are wondering, there's
8 actually someone that oversees all
9 this stuff. We make sure that every
10 student athlete that takes the
11 playing field is certified; that is,
12 academically eligible. Every year
13 we give all our coaches and
14 assistant coaches a certification,
15 an NCAA certification exam to make
16 sure that everybody's familiar with
17 the most current NCAA rule book,
18 which is right now 552 pages long
19 and getting longer. I oversee any
20 grade changes in any cheating cases,
21 which is a really great idea. We're
22 able to pull all those cases out of
23 athletics, and we handle it over
24 here in academics. I have to
25 approve all waivers and appeals that

1 are any anomalies that seem a bit
2 fishy to make sure that there's no
3 sign of impropriety. Once again, I
4 handle that with President Todd.
5 And I chair an Academic Integrity
6 Committee, which is a relatively new
7 creation which is a wonderful idea.
8 Once a month I meet with different
9 groups on campus. Our committee is
10 comprised of folks over in Financial
11 Aid and Admissions. Phil Kraemer
12 sits on the committee, folks over in
13 Compliance and athletic
14 administrators. It's a great way to
15 keep up open lines of
16 communication -- opened. We express
17 concerns and questions, and it
18 really is a great way to facilitate
19 transparency so the right hand knows
20 what the left-hand is doing most of
21 the time. The third responsibility
22 is to represent UK's academic
23 priorities and faculty interests,
24 and hopefully I haven't let you down
25 yet. Along with serving on the

1 University of Kentucky Athletic
2 Board of Directors, I get together
3 three to four times a year for
4 extended meetings. These meetings
5 last anywhere from four to five days
6 with the other faculty athletic reps
7 in the SEC. Now, most of you know
8 we compete in a conference called
9 the Southeast Conference. It is the
10 biggest and the most profitable
11 sports conference in America, thanks
12 to our southern football tradition.
13 Three times a year, we get together
14 and we sit around and we develop new
15 proposals. So at the time that I've
16 been working with the SEC Faculty
17 Athletic Reps, we've developed
18 proposals on missed classes,
19 mandatory attendance policies,
20 minimum ACT/SAT scores, length of
21 the season. Along with proposing
22 new policy, we also evaluate
23 proposals that come from other
24 stakeholders. We're not the only
25 people that propose legislation.

1 Our AD, and our AD is a man named
2 Mitch Barnhart, wonderful man I'll
3 tell you a little bit about in a
4 second, compliance officers, head
5 coaches, the league and the NCAA in
6 general. And I think the Faculty
7 Athletic Reps generally view
8 themselves as being the academic
9 conscience of NCAA athletics. And
10 finally, responsibility number four,
11 and this is, I think, the part of
12 job that I really enjoy the most,
13 because I really like working with
14 students, and so I serve as an
15 advocate for our student athletes
16 and their rights. I monitor time
17 demands on our student athletes,
18 practice/competition schedules, life
19 on the road, team climate, anything
20 that may concern the rights and
21 responsibilities of our student
22 athletes. I try to at least keep
23 one finger on the pulse of our
24 student athletes and the
25 relationships they have with their

1 coaches and administrators. I serve
2 as a member of a couple of
3 committees -- in fact, we like to,
4 as you folks know, create
5 committees -- Student Athlete
6 Welfare Committee, Transfer Appeals
7 Committee. One thing that we
8 started doing a few years ago that I
9 found to be really helpful, at the
10 end of each year, Mitch Barnhart,
11 who's our AD, and Sandy Bell, who's
12 our director of compliance, we get
13 together with all exiting senior
14 students athletes when it's all said
15 and done and they have nothing to
16 losing. And we sit down and we ask
17 them how they enjoyed their
18 experience, whether there were ever
19 any signs of impropriety, of
20 cheating, did boosters ever try to
21 give them the old hundred-dollar
22 handshake. And so far in two years
23 we have heard nothing but really,
24 really wonderful things from our
25 student athletes, which makes me

1 feel good. And finally I also
2 established an office over in CATS
3 because I realized that if I was
4 going to keep an eye on our
5 athletics, I was going to have to
6 spend more time than just on the
7 playing field. So I have an office
8 over in CATS, which is our Center
9 for Athlete and Tutorial Services.
10 So it's a great way to interact with
11 our students as well as monitor the
12 activities at CATS. I would be
13 remiss if I didn't say something
14 about CATS. Prior to taking this
15 job, I had this general idea that
16 the folks over in athletics were a
17 den of -- it was a den of thieves
18 run by a bunch of manipulators and
19 exploiters. I have found out that
20 in fact that's not the case, and the
21 folks over in CATS are a wonderful
22 group, so if anybody in here knows
23 Bob Bradley, shake his hand and tell
24 him thank you for the great job he's
25 doing with our student athletes.

1 And he's just done a really
2 wonderful job for our 550 student
3 athletes trying to work their way
4 towards a degree. What have I
5 learned so far about athletics? As
6 I said, before I took this job, I
7 was probably as cynical as any
8 faculty member can be about student
9 athletics. I went to Alabama. We
10 were big-time college sports, and
11 then I went to Indiana where Bobby
12 Knight -- so by the time I got here,
13 I was thinking, oh, come on, are you
14 kidding me? I was wrong,
15 pleasantly, I'm glad to say.
16 Administrators and coaches are not
17 conspiring to exploit students.
18 They're not paying recruits, and
19 they're not undermining our academic
20 mission. Now, here comes my really
21 bold statement, and I wrote it about
22 a week ago and I thought about
23 whether -- I've had a lot of
24 opportunity to work with a lot of
25 wonderful departments, a lot of

1 hard-working faculty members, but as
2 of now, this is my bold and
3 assertive claim. The folks over in
4 athletics are the hardest-working
5 people on this campus I have ever
6 met. They start very, very early,
7 and they leave very, very late. In
8 fact, the folks in athletics don't
9 leave until the last light is turned
10 off and the last competitor goes
11 home. These folks truly are

12 invested in UK in ways in which I
13 never imagined they would be. They
14 deeply care about student athletes
15 in ways that I think would humble
16 many of us professors locked in our
17 research rooms and isolated from our
18 students, but here's the problem.
19 They are under constant pressure to
20 win from a very loud and boisterous
21 fan base, and they don't have
22 tenure, and so they're caught in
23 this push/pull dichotomy between
24 trying to do the right things at all
25 times and knowing that they're

1 really just one loss away --
2 Saturday night, for example -- away
3 from being fired, away from being
4 booed off campus. So I feel really
5 bad for them most of the time, given
6 the demands placed on them. But as
7 I told Mitch Barnhart, I really
8 believe that the folks over in
9 athletics have nothing to hide and
10 everything to brag about, and so
11 hopefully you folks will get out
12 there. Hopefully they'll get out
13 there more and help us cross the
14 divide that separates us, which is
15 Euclid, metaphorically and
16 literally. I'm going to ask some --
17 turn it over to some questions and
18 answers, but I anticipated our two
19 biggest questions, and let me try to
20 address those pretty quickly.
21 Misconception number one is that
22 athletics is a financial drain. Do
23 you need me to wrap up?

24 CHAIRMAN TAGAVI: No.

25 DeSANTIS: Okay. Athletics is a

1 financial drain on the university.
2 For 12 years before taking over
3 this, I just assumed this was the
4 case, that they keep draining money
5 and more money away from our
6 libraries and our departments and
7 our research institutions. What I
8 found out is this is a moneymaker.
9 University of Kentucky Athletics
10 generates 61 million dollars a year
11 and is a self-supporting
12 institution. There's only about 40
13 universities in America that can
14 make this claim. As you can guess,
15 the two moneymakers are football and
16 men's basketball. Something you may
17 not know: For every one dollar
18 basketball makes, football brings in
19 two. Of this 61 million dollars,
20 they fund 19 nonrevenue sports.
21 We're now calling nonrevenue sports
22 Olympic sports. It sounds a little
23 less corporate, I guess. University
24 of Kentucky Athletics also transfers
25 a million dollars back to President

1 Todd for nonathletic, need-based
2 scholarships, and last year they
3 committed 1.36 million dollars over
4 ten years to the Singletary
5 Scholarship. This 61 million
6 dollars does a lot of things for a
7 lot of people, but one thing that I
8 didn't know is that about 25 percent
9 of all this money gets directly
10 funneled back to UK for
11 scholarships. I always assumed that
12 student athletes go to school for
13 free here, but in fact University of
14 Kentucky Athletics pays market price
15 for every in-state and out-of-state
16 student they recruit. And in fact,
17 they pay also all their utilities
18 and maintenance costs on the
19 facilities. The second
20 misconception I think that many of
21 us may have, at least I did, is that
22 our student athletes are bad
23 students. Truth of the matter is,
24 and I'm still quite surprised by
25 this, is that they do remarkably

1 well. They do remarkably well,
2 given the fact that they really have
3 two full-time jobs. They're full-
4 time athletes, it seems, and full-
5 time students. And I tell you, I've
6 done a lot of traveling with these
7 kids, and when I get off the road,
8 the last thing I want to do is wake
9 up the next morning and do anything
10 productive. But these kids,
11 sometimes we land at 3:00 or 4:00 in
12 the morning; these kids are in their
13 classes at 8:00 and 9:00 in the
14 morning, and I'm shocked by their
15 diligence. Let me give you an
16 idea. This fall, for example -- in
17 any given semester, in fact, we are
18 slightly above or slightly below.
19 This fall we were slightly below.
20 The overall team, you can see, is a
21 2.84. The campus overall GPA was a
22 2.87, but that's only half the
23 story. You can see that we had nine
24 teams with above the all-campus GPA,
25 and five of those nine teams had

1 above a 3.0. And in case you were
2 wondering, the lowest GPA on campus
3 of our student athlete teams was
4 football, with a 2.2, and our
5 basketball had a 3.2 this semester,
6 just slightly beaten out by our
7 women's gymnastics team. With all
8 this said, these about 547 student
9 athletes also invest about 1,900
10 hours of community service a year.
11 So I, at times, am really humbled by
12 how hard-working and diligent our
13 young student athletes are. So with
14 that said, let me turn it over to my
15 colleagues and see if you have any
16 questions I may be able to answer.
17 If I can't answer, I'm sure I know
18 somebody that can find the answer
19 for me.

20 CHAIRMAN TAGAVI: Are there any
21 questions for Professor DeSantis?

22 DeSANTIS: Ray, how are you doing?

23 FORGUE: I'm good.

24 DeSANTIS: Good.

25 FORGUE: I don't know whether you saw it

1 or not. There's a letter in the
2 paper this morning. On Monday they
3 do (inaudible) where people could
4 write in, and the concern of the
5 gentleman who was writing was about
6 the different spending aspects,
7 coach salaries, things like that.

8 DeSANTIS: Yeah.

9 FORGUE: And I understood the
10 misconception about the self-
11 supporting. I've never had that one
12 because that's one of the first
13 things I heard here was that UK
14 sports actually pays more than for
15 itself.

16 DeSANTIS: Uh-huh (affirmative).

17 FORGUE: But his complaint was about
18 some of the spending that was being
19 done on those things and probably
20 not understanding that the money is
21 generated by the sports themselves,
22 but the bottom line, which is the
23 part I'm wanting to make kind of a
24 question about is that his
25 perception was that if that's the

1 way they want to spend their money,
2 then maybe I shouldn't be giving --
3 and I'm not quoting here -- then
4 maybe I shouldn't be giving money to
5 the university because it's not, you
6 know, being used appropriately. And
7 that one concerns me because I think
8 a lot of people out there in the
9 public believe that, you know, money
10 that's being spent on athletics
11 could be spent on libraries, could
12 be spent on anything else, and so
13 why should they give money for those
14 particular causes? And I don't know
15 what to do about that, but I'm
16 hoping for more educational kinds of
17 things to the public about where the
18 money comes from and where it goes
19 and --

20 DeSANTIS: I know. You know, it's an
21 issue I wrestle with all the time,
22 that our basketball coach and our
23 football coach make more money than
24 our president and our deans and --
25 well, needless to say, they make

1 more money than I do. So, yes, I'm
2 torn about the inflated salaries,
3 but this question -- for example, we
4 just had a wonderful booster, a guy
5 named Joe craft, give us \$6 million
6 for our \$32 million practice
7 facility. And if any of you would
8 like to take a tour of the facility,
9 I'd happy to walk you around. The
10 question we're wrestling with is
11 would Joe Craft give the Department
12 of communication \$6 million, and the
13 answer we most -- we always hear is
14 absolutely not, right? Joe has
15 funded some scholarships over in
16 Engineering, but the bottom line is
17 athletics gets money that we
18 wouldn't normally get. Our
19 response -- and I don't want to be
20 an apologist, and I don't want to
21 sound as if I've bee co-opted to
22 blindly support athletics, but the
23 response that athletics would have
24 is that once our alums leave,
25 athletics is their conduit back to

1 the university; so in fact, instead
2 of taking away money that we would
3 normally get, their argument is that
4 they keep the alumni base in touch.
5 In fact, if you went to the game,
6 there were 24,500 boosters there
7 that are now more in touch and more
8 enthusiastic about the University of
9 Kentucky and are probably far more
10 likely to give than if UK hadn't
11 fielded a competitive basketball
12 team. That's their assertion. I'm
13 not sure how accurate it is, but I
14 can tell you at least the alums that
15 I meet -- one of the jobs when I go
16 on the road, I often like to keep an
17 eye on the boosters because the
18 boosters make me very nervous. When
19 you look back through the long
20 history of screw-ups, boosters are
21 almost always, always involved. So
22 boosters make me nervous, and they
23 come on the road with us, football
24 and basketball, especially. For the
25 last two years I've been talking to

1 boosters, and they've made it very
2 clear that the money they're giving
3 to basketball and football is
4 specifically for basketball and
5 football, and they would not be
6 interested in endowing a chair in
7 communication or in journalism or in
8 political science, but it's an
9 issue.

10 GRABAU: Larry Grabau, College of
11 Agriculture. I know you know me,
12 Alan. I wanted to make sure that
13 Sheila heard that. I've got two
14 questions, which one comes out of
15 what Ray said and one which is
16 separate. The first question is a
17 very personal one that I'd like to
18 have you answer in public.

19 DeSANTIS: Uh-oh.

20 GRABAU: How are you going to keep from
21 getting co-opted over time and
22 become part of athletics instead of
23 remaining -- maintaining your
24 integrity as an academic
25 representative. Okay? So while you

1 think about that --

2 DeSANTIS: Thanks.

3 GRABAU: The other is this: You know,
4 I've been a faculty member here for
5 a while too, and I don't know if I
6 am as cynical about athletics as you
7 were or less, but I have had some
8 experiences that were very positive
9 and some that were very negative.

10 DeSANTIS: Oh, yeah.

11 GRABAU: And here's -- here's another
12 sort of public question. Are you
13 open -- do you encourage faculty to
14 send you comments? You know,
15 so-and-so on the rifle team is doing
16 a great job; such-and-such coach
17 told their students to do this. Are
18 you open to that feedback from
19 faculty, or would you rather have us
20 just keep our fingers off the
21 doggone key board, you know?

22 DeSANTIS: No. Let me address the
23 easiest, which was question number
24 two. As you see, part of my
25 responsibility is being your

1 representative in the heat of
2 battle, and so one of the reasons
3 I'm doing this presentation is to
4 let everybody know that there is
5 somebody called a Faculty Athletic
6 Representative and this is what we
7 do. I had no idea people like this
8 existed, so please let me know.
9 That's kind of one of my jobs, and
10 that's why I intervene when there's
11 a grade change or there's a cheating
12 case. But it would be really,
13 really helpful that if you had a
14 great student or a difficult
15 student, we know. I'll tell you
16 what; I can't think of an
17 exception. With our 22 sports, we
18 have coaches that are no-nonsense
19 coaches because an embarrassment in
20 the classroom reflects very
21 negatively on them. And so if you
22 let me know and I let a coach know,
23 needless to say, it will be taken
24 care of. The last thing they want
25 to have happen is them to be, number

1 one, embarrassed in public and,
2 number two, for them to -- to appear
3 as if they are not all in favor of
4 their student athletes graduating
5 and taking athletics and academics
6 very seriously. Second question:
7 How do I remain from being
8 co-opted? Keep meeting with you
9 guys, I guess. It's -- when I first
10 took the job, you're a bit
11 overwhelmed. It's, wow, I have
12 absolute and total access to
13 everything? You know, that lasts
14 for about six months, and then what
15 you realize is the large majority of
16 your time, you're really dealing
17 with wonderful student athletes.
18 This year I spent four days on the
19 road with our women's soccer team on
20 a bus going to northwestern, and I
21 spent four days in Georgia with our
22 baseball team. I spent five days at
23 Westpoint with our rifle team.
24 There's nothing glamorous about
25 eating at diners and sitting on

1 buses and spending long periods of
2 time talking with our student
3 athletes about their dreams, about
4 their aspirations, about their
5 goals, about their fears, about
6 their majors. It took about six
7 months before all that was shred
8 away. And as I said when I was
9 going through my priorities, I saved
10 the fourth one for last because
11 that's the one that really matters
12 to me: Making sure that when moms
13 and dads drop their kids off that we
14 really take care of them and that we
15 take our promise to them seriously.
16 And I'll tell you what; when I was
17 18, 19, 20 years old and an
18 undergraduate at James Madison, I
19 would never have been able to handle
20 the incredible responsibility and
21 the balancing act that these young
22 student athletes do with community
23 service, athletics and travel and
24 their academics. It's truly
25 remarkable. Some of the greatest

1 kids I have ever met are student
2 athletes. Okay.

3 MR. MILLER: Joe Miller, College of
4 Communications. I'm just curious.
5 You know, I'm not sure if this falls
6 into one of your misconceptions, but
7 I have the sense as many do that the
8 student athletes get a tremendous
9 amount of assistance --

10 DeSANTIS: Uh-huh (affirmative), sure
11 do.

12 MILLER: -- when needed in academics.
13 And is there ever any sense that
14 sometimes that balance towards the
15 nonathlete, you know, who's maybe at
16 risk, you know, gets shortchanged?

17 DeSANTIS: Yeah. CATS, by the way, is
18 also funded 100 percent by
19 athletics, and so the folks over in
20 CATS are always reminding me that
21 the tutors and the helpers that the
22 student athletes get aren't being
23 drained from elsewhere. That was
24 one of my concerns; I'm thinking,
25 "Well, aren't these student athletes

1 really given preferential treatment
2 that no other athlete or no other
3 student is given?" And the answer
4 is yes, but -- well, let me give you
5 an idea. Our golf teams spend a lot
6 of time on the road and out of
7 class, and it's one of the things
8 that we're really fighting for as
9 faculty reps. They can't get on the
10 golf courses on Friday, Saturday,
11 and Sunday because of white guys
12 like me, and so they're on there
13 Mondays, Tuesdays, and Wednesdays.
14 They're missing class. At one of
15 our counts, we found that the
16 University of Florida golf team
17 misses 30 percent of all their
18 classes, which is so absolutely
19 unacceptable. So these are kids are
20 coming back and without CATS,
21 without a tutorial service and a
22 system in place where they're able
23 to make up the work and given
24 guidance and attention, it would be
25 virtually impossible for these kids

1 that we're dragging out of their
2 class to represent our university to
3 pass. On the 21st I'm on the panel
4 with Myles Brand, who is the
5 President of the NCAA. We're going
6 to Orlando. And one of the issues
7 I'm going to bring up is: When did
8 it ever become acceptable for
9 student athletes to ever miss
10 class? I mean, at what point did we
11 decide as the NCAA and as a
12 legislative body that it was okay
13 for our students to ever miss class
14 for a competition? And in the best
15 of all worlds, I don't think a
16 student athlete should ever leave
17 campus until 5:00 on Friday, and
18 they should be back in their
19 dormitory room by 6:00 on Sunday.
20 And somehow this whole system has
21 become so corrupted and perverse
22 that now we have student athletes
23 missing 30-35 percent of their
24 classroom time, and so it breaks my
25 heart once again for the kids

1 because these kids are really,
2 really struggling to hang on. And
3 let me say something about
4 University of Kentucky Athletics. A
5 change like that cannot happen with
6 us because as soon as we begin to
7 make radical change, we fall in the
8 basement in the SEC. And if the SEC
9 were to make radical changes, we
10 would fall in the basement of the
11 BCS. If change like this is really

12 going to happen, it has to happen at
13 the NCAA level. It'd have to be
14 mandated at a systemic level. And
15 so the folks at University of
16 Kentucky Athletics are really
17 working hard to work inside a really
18 corrupt system. The system is
19 really, really broken, as I don't
20 need to tell you. The good news
21 is -- and I think you all can sleep
22 soundly -- is that the folks working
23 within this corrupt system here are
24 really great people. Mitch
25 Barnhart, our AD, has surrounded

1 himself with a lot of really good,
2 energetic, moral people that are
3 swimming as hard as they can to keep
4 up with all the other really good
5 AD's that are swimming as hard as
6 they can to keep up, and there has
7 to be some end to this madness
8 somewhere. So on the 21st, I'm
9 going to ask Myles Brand about how
10 this process started and when it's
11 going to stop. The bad news is the
12 pendulum is still swinging the other
13 way. There is this ever, all-time
14 encroachment on student athletes.
15 There is no season. When we were in
16 college, there used to be seasons.
17 There was football season, and the
18 football kids could go home for
19 summer. Now there is no such thing
20 as off-season or on-season. 365
21 days a year, these student athletes
22 are either playing in competition or
23 training for competition. And so
24 that's my second concern: Our
25 student athletes are really losing a

1 well-balanced life in college where
2 they have, yes, athletics augmenting
3 the collegiate experience; but in
4 terms of social and cultural and
5 intellectual and spiritual, there's
6 no time for any of that anymore
7 because these kids are on a
8 treadmill that no one will pull the
9 plug on. So I hope the NCAA will.
10 Unfortunately, we can't at this
11 level.

12 HOUTZ: Bob Houtz, Agriculture. A lot
13 of faculty members are under
14 significant pressure to acquire
15 significant funding for their
16 research programs, and it's pretty
17 hard to convince a lot of agencies
18 to give us that money. And when it
19 gets here, we usually pay about 48
20 percent overhead on that or
21 somewhere thereabouts. So as happy
22 as I was to see the contributions
23 made by athletics, do I understand
24 that they pay 25 percent overhead?

25 DeSANTIS: Yeah, 25 percent of their --

1 HOUTZ: That's a pretty good overhead
2 rate.

3 DeSANTIS: Uh-huh (affirmative), it is.
4 And in fact, if you have been
5 following the news, you found out
6 that University of Kentucky Board of
7 Directors just increased ticket
8 prices and everybody's outraged
9 about increased ticket prices. But
10 what they forget is, as tuition has
11 been steadily increasing, University
12 of Kentucky Athletics is now paying
13 higher rates. And so that was, in
14 fact, one of the demands that Mitch
15 was faced with, that they're paying
16 for 550 student athletes to come to
17 school. Tuition keeps increasing,
18 but their bottom line hasn't. So
19 that was one of the major
20 motivations for asking for our
21 increase in basketball prices and K
22 Fund donations.

23 DIEDRICHS: There was a misunderstanding
24 of that question. I think you need
25 to go back.

1 university, but that makes
2 University of Kentucky the number
3 one vendor of UK Athletics. Most of
4 our money gets dumped back into
5 maintaining Athletics here at the
6 university.

7 CHAIRMAN TAGAVI: Question here?

8 THELIN: John Thelin, Education. You
9 mentioned the self-support at UK.

10 DeSANTIS: Uh-huh (affirmative).

11 THELIN: And that is extraordinary,
12 being only one of 40 universities,
13 but when there's a new essentially
14 exclusive athletic facility for
15 (inaudible) sports, how much does
16 the Athletics Association pay in
17 terms of buying the land or annual
18 rental?

19 DeSANTIS: Okay. That is so far outside
20 the realm of my knowledge. If you
21 would like, Rob Mullens, who is our
22 money man or CFO, has access
23 probably at his fingertips to all
24 those questions. I'm afraid that I
25 may speak out of turn and give wrong

1 information, and so if the committee
2 would like, we could always schedule
3 Rob to come in and ask the difficult
4 questions about financing and money
5 and ticket prices and the like.

6 THELIN: Let me -- your point about
7 paying utility and maintenance
8 costs --

9 DeSANTIS: Yeah.

10 THELIN: In fact, that's a fairly recent
11 development that -- with President
12 Todd, who I think about two years
13 ago --

14 DeSANTIS: Uh-huh (affirmative).

15 THELIN: Happened to under -- just,
16 oops, discover that.

17 DeSANTIS: Uh-huh (affirmative).

18 THELIN: So that self-congratulations
19 may be very good for the last two
20 years, but it overlooks over a half-
21 century of where essentially general
22 administration (inaudible) was
23 billed, so that I would -- I applaud
24 the self-support, but I think some
25 of those points, including rental

1 and land, if you were to rent
2 university space on the open market,
3 and the Athletics Association is a
4 private corporation --

5 DeSANTIS: Uh-huh (affirmative).

6 THELIN: That would have to be factored
7 into your annual operating cost or
8 for the purchase of land.

9 DeSANTIS: Uh-huh (affirmative).

10 THELIN: Or if you add in, like, does
11 the Commonwealth of Kentucky pay for
12 the box seats renewals and the
13 construction and improvements on
14 Commonwealth Stadium.

15 DeSANTIS: Uh-huh (affirmative).

16 THELIN: There's a lot of expenses that
17 are being covered by other groups
18 that's being left out of the balance
19 sheet.

20 DeSANTIS: As I said, the FAR's primary
21 responsibility is to oversee
22 academic integrity and student
23 athlete welfare. I would love to
24 have Rob Mullens come in here and
25 field these questions because this

1 is clearly outside my purview.

2 CHAIRMAN TAGAVI: I have a suggestion.

3 If Senators send me concise
4 questions, I will put them all
5 together without any names of
6 Senators and send it to Alan and ask
7 Alan --

8 DeSANTIS: And I can forward it to Rob.

9 CHAIRMAN TAGAVI: -- to get answers, and
10 then I will report back to you by
11 e-mail or otherwise. Questions?
12 I'm just going to go from front to
13 the back. Yes, name.

14 FROST: Chris Frost, College of Law. I
15 have sort of a philosophical
16 observation about misconception
17 number one, and that is the notion
18 that the Athletics Department is
19 self-sustaining and is a separate
20 corporation in form is one that we
21 often hear. However, like any sort
22 of wholly-owned subsidiary in the
23 business world or division in the
24 business world, Athletics does owe
25 its existence to the existence of

1 the university. So I don't think
2 it's a necessarily complete answer
3 to say Athletics is self-
4 supporting. The question, instead,
5 might be what could athletics do
6 more for the university as opposed
7 to whether the university has to put
8 money in. So that's sort of a
9 philosophical observation. The
10 second point I'd like to get your
11 reaction to specifically is, again,
12 on misconception one, the notion
13 that athletics is able to generate
14 money without pulling it from the
15 rest of the university -- donations
16 without pulling it from the rest of
17 the university I think misses one
18 important point, and that is that a
19 lot of the money that Athletics is
20 able to raise directly relates to
21 Athletics' control over the tickets
22 to basketball and, to a lesser
23 extent, football.

24 DeSANTIS: Right.

25 FROST: That may be perfectly

1 appropriate as a -- as a policy
2 matter. However, I think that in
3 some of the academic units, the
4 deans are a little hamstrung by
5 their inability to get and use
6 tickets --

7 DeSANTIS: Oh, yeah.

8 FROST: -- to entertain, to -- you know,
9 if we had a million-dollar donor or
10 a six-million-dollar donor over at
11 the College of Law, I don't think we
12 would be able to necessarily promise
13 that person athletic tickets. And
14 so I think that -- that is an
15 important distinction that can't be
16 lost. A lot of what Athletics
17 generates are by those -- what used
18 to be the Blue and White
19 (inaudible).

20 DeSANTIS: Yeah, it's remarkable. For a
21 floor seat, for example, it will
22 cost you about a quarter of a
23 million dollars. To be a member, to
24 sit in those really great seats
25 that, of course, I never sat in

1 before this job, you're looking at
2 about a 10-to-15-thousand-dollar per
3 year, per seat donation. So without
4 a doubt, that's how basketball
5 generates the large majority of
6 their funds. For football, a lot of

7 the funds come from television
8 revenue and revenue sharing.

9 CHAIRMAN TAGAVI: I would like to stop
10 in about ten minutes, so I'm going
11 to give you a fair warning of ten
12 minutes. Questions? Yes. I'm
13 going from front to the back. Yes.

14 DEBSKI: Liz Debski, Biology. I'm
15 wondering if there's any current or
16 future problems anticipated with the
17 graduation rates of any of the
18 revenue sports.

19 DeSANTIS: About our graduation rates?

20 DEBSKI: Graduation rates and NCAA.

21 DeSANTIS: Yeah, let me tell you about
22 them. Something -- this is one
23 thing I actually have to applaud the
24 NCAA for, as much as I don't like
25 to. A few years ago, they

1 implemented this thing called the
2 40/60/80 Rule, which is the
3 graduation progression rate. You
4 have to be 40 percent on your way to
5 a degree at the end of your
6 sophomore year, 60, and then 80.
7 They give you five years to
8 graduate. The good news is after
9 two years, we have met and exceeded
10 the limits set by the NCAA. That is
11 unlike how we treat many of our
12 other students, thinking, yeah, you
13 may get out in six or six and a half
14 or seven. Athletics is really
15 concerned about making sure these
16 kids, when they come in here, work
17 towards their graduation rate. One
18 statistic I have from Bob Bradley
19 that I find pretty interesting, if
20 you could come here and use up your
21 four years of eligibility, we
22 graduate 92 percent of our athletes
23 that have been here for four years,
24 used up their eligibility, will
25 leave with a degree. Now, we have

1 some student athletes that leave to
2 go pro early, but that's a concern
3 about getting these kids through
4 graduation, progressing on to
5 graduation.

6 DEBSKI: Yeah, I wasn't talking about
7 the overall rate, but just the rates
8 as applied to basically the football
9 and men's basketball team. How are
10 those rates in comparison to what
11 the NCAA --

12 DeSANTIS: Oh, no, okay. I wish they
13 were higher. Football is
14 traditionally the lowest of all our
15 sports, but of all our 22 sports for
16 the last two years, we have met and
17 exceeded all of our 22 sports, the
18 graduation rate set by the NCAA. So
19 we're 22 for 22 over the last two
20 years, which is really great because
21 most teams in the SEC aren't. I
22 believe it's us, South Carolina, and
23 Vanderbilt that have exceeded
24 expectations, so that's great.

25 CHAIRMAN TAGAVI: I'm going from front

1 to the back because that's my way of
2 limiting. I'm not going to go back,
3 so once we are to the back, then we
4 are done. Any questions? Enid.

5 WALDHART: Enid Waldhart,
6 Communication. You said earlier
7 something about academic offenses
8 and that you wanted to make sure
9 that the athletes were dealt with in
10 terms of academics, but later you
11 said something that sounded like you
12 dealt with them. Do they not go
13 through the Ombud services?

14 DeSANTIS: The first thing that happens,
15 if there's a cheating case -- we've
16 only had two cheating cases since
17 I've been on board. We completely
18 take it out of the hands of
19 Athletics to make sure that it goes
20 through, yeah. So as soon as we
21 find out, the folks over in CATS,
22 Mitch Barnhart and the coaches
23 cannot touch or address the issue
24 any longer.

25 WALDHART: And so it comes over on

1 campus?

2 DeSANTIS: Yes, that's right, and then I

3 end up overseeing the whole
4 process. So luckily only two in the
5 last two years, which has been very
6 nice. At the end of each year -- I
7 started last year -- I also sent an
8 e-mail message to all the professors
9 that changed a grade for student
10 athletes. 80 percent didn't respond
11 back, but about 20 percent of
12 professors on campus did respond
13 back, said: No, no, it was fine.
14 No one twisted my arm. No one wrote
15 me a check. I wasn't threatened by
16 an offensive lineman. This was
17 legitimate. I got it wrong. But
18 they're the type of system checks
19 and balances we're trying to keep in
20 place to make sure that academic
21 integrity is maintained.

22 CHAIRMAN TAGAVI: The ex-Ombud in me
23 wants to ask you: How many grades
24 were changed?

25 DeSANTIS: 88. 88. That's one year in

1 the two semesters, fall and spring.

2 CHAIRMAN TAGAVI: Over here.

3 SEGERSTROM: I'm wondering; there are a
4 lot of differences --

5 BROTHERS: Excuse me. Your name,
6 please?

7 SEGERSTROM: I'm sorry, Susan Segerstrom
8 from Psychology. There are a lot of
9 differences, obviously, between the
10 revenue and the nonrevenue-producing
11 sports, the Olympic sports, the
12 coaches' salaries and so on and so
13 forth. But anecdotally, the thing
14 that I am concerned about is that,
15 for example, the students'
16 capability to independently pursue
17 academic work is different between
18 the revenue-producing and the
19 Olympic sports, that there's a
20 higher risk that a student is
21 admitted for a revenue-producing
22 sport that is not capable of doing
23 independent academic work, that
24 really has to be tutored and helped
25 all along the way.

1 DeSANTIS: Yep.

2 SEGERSTROM: And I'm wondering if you've
3 observed that.

4 DeSANTIS: Yes. I mean, it breaks your
5 heart, but President Todd and I have
6 had conversations about this. I
7 guess there's a part of you that
8 says, you know what, we bring kids
9 on campus to play football or
10 basketball that never normally have
11 exposure to such a life. We do a
12 really good job of getting them in,
13 giving them every opportunity to
14 have a pretty legitimate shot at a
15 different type of life, and I guess
16 I've come to the conclusion, too,
17 that even if a kid washes out, even
18 if a kid isn't able to handle the
19 demands of his academic life, the
20 semester or two semesters or three
21 semesters he's spent with us
22 hopefully will change -- forever
23 change the way he thinks about the
24 world, his life, what's outside the
25 world. But it's -- it's one of

1 those dilemmas that I don't think
2 I'm ever going to be able to have an
3 answer to. We bring some at-risk
4 kids, especially in revenue sports.
5 And I should -- let me reiterate
6 again. Our basketball team had a
7 3.2, and so the more successful you
8 are at a sport, the less likely you
9 really are to bring in at-risk
10 kids. It's the pressure of
11 big-revenue, big-money sports to

12 always compete that puts coaches and
13 administrators in a precarious
14 situation between winning and
15 finding kids with a legitimate shot
16 to graduate. And so the NCAA
17 40/60/80 rule, the graduation
18 freshman rate, is supposed to be a
19 kind of a self-corrective measure to
20 make sure that anybody we bring
21 in -- you, I mean, if you're the
22 head coach and you sign this kid in,
23 if you give him a scholarship, it's
24 now on your shoulders to make sure
25 that he gets through in five years.

1 And if not, that team, that coach is
2 penalized and they begin, of course,
3 to start losing scholarships. So
4 that was the NCAA's wisdom. Now,
5 whether it's going to work or not,
6 it's really too early to tell.
7 We're in our second year of this
8 whole process.

9 SEGERSTROM: Is there a penalty if a kid
10 drops out as well, then?

11 DeSANTIS: Oh, yeah. You lose points if
12 a kid is not eligible the next year,
13 and you lose another point if he's
14 not eligible and drops out. So
15 you're rewarded for making sure that
16 each semester a student remains
17 eligible and that he comes back and
18 ultimately graduates. And so that
19 is now, hopefully, one of the many
20 concerns that head coaches are
21 dealing with, not just winning or
22 losing, but scholarships and the
23 type of kids they're able to recruit
24 and the quantity of kids they're
25 able to recruit is based on past

1 academic history, which I hope it's
2 going to work.

3 CHAIRMAN TAGAVI: Right there.

4 SMITH: Richard Smith, Psychology. Do
5 you have any sense of whether some
6 of these trends that you've been
7 talking about are going to be
8 reversing?

9 DeSANTIS: No. I mean, between my
10 colleagues? No, and it's actually
11 heartbreaking at times. Give you a
12 little idea of what happens. So the
13 faculty athletics reps meet, and we
14 have these really high-minded, great
15 ideas about what we're going to do,
16 and then all of the other
17 constituencies meet as well, the
18 AD's and the head coaches. And in
19 the end, it seems like we lose more
20 often than not. Seasons are getting
21 longer. Demands are getting more
22 intense. College sports means more
23 and more, and so as we look around,
24 on this panel, for example, is going
25 to be -- with Myles Brand is going

1 to be the AD at Florida that now
2 holds the national championships for
3 both football and basketball
4 simultaneously, right? And so we
5 have these great baseball kids. I
6 love these kids. And the baseball
7 kids want to go home and play for
8 the summer, but they know if they go
9 home and play for the summer,
10 they're going to lose ground because
11 Bobby is going to stay here and work
12 twice as hard to take his starting
13 spot. And if Bobbie and Jim both go
14 home, well, that's great because,
15 you know what, the Florida players
16 aren't going home and the Tennessee
17 and the Georgia players aren't going
18 home. And so it's this snowball
19 that's getting larger and larger,
20 and the more power and more speed it
21 picks up, the less likely we are to
22 stop it. And I don't know what the
23 answer is. And as I said, the
24 answer has to come from on top. It
25 has to come from Myles and the

1 NCAA. Seasons are getting longer.
2 Demands are getting more intense,
3 and pressure to win is increasing.
4 There's far more parity in all
5 sports than there ever was 20 years
6 ago or 30 years ago. Now, just look
7 at the Sweet 16. Who are these
8 teams, and where was George Mason
9 five years ago? The answer is they
10 didn't have a team five years ago.
11 Now everybody is good, so the
12 demands on these poor coaches are
13 very, very intense. And they know,
14 literally, they're one way -- one
15 loss away from being fired, packing
16 up their families, and moving on.

17 SMITH: It seems like one thing you
18 could focus on at this NCAA level is
19 class, taking them out of class,
20 because if that could be constrained
21 and everybody was -- was equal in
22 terms of not being able to take a
23 student athlete out of class, then
24 it may be one way -- a simple way of
25 reversing --

1 DeSANTIS: But here's how it gets far
2 more problematic. I know that some
3 of you probably watch ESPN Tuesday
4 night basketball and Wednesday night
5 basketball. And the reason that our
6 kids are being yanked out of school
7 and put on television Tuesday nights
8 at 9:00 and Wednesday, when did that
9 ever become acceptable? It's
10 because there's television revenue,
11 and ESPN wants to have a night
12 game. And so for our amusement, for
13 America's amusement, my students and
14 your students are being yanked out
15 of class to make us happy. And then
16 they're getting on the plane and
17 we're getting back at 3:00 in the
18 morning exhausted and drained, and
19 then we're wondering why our kids
20 aren't performing better. I can't
21 do it. Literally I almost always
22 have to take the next day off when I
23 get back from a road trip. It's
24 exhausting. But part of it is the
25 television revenue.

1 CHAIRMAN TAGAVI: Any question in the
2 last row? Okay. I see two more
3 hands. We go to -- to Bob and to
4 you and to Jeff, and then we stop.
5 That will be the end of it. Bob
6 Grossman?

7 GROSSMAN: Yeah, Bob Grossman. There is
8 one league that has managed to stay
9 off this roller coaster. That's the
10 Ivy League, and they don't have
11 athletic scholarships and, you know,
12 they're cool with it.

13 DeSANTIS: I know.

14 GROSSMAN: And some of them compete
15 nationally in some sports. You
16 know, certainly they're not going to
17 win any national football
18 championship, but, you know, the
19 schools do just fine without it. So
20 there is a way off the treadmill.
21 It's just people have to be willing
22 to do it.

23 DeSANTIS: Exactly. And not only do
24 people have to be willing to do, but
25 the fan base that is in love with

1 American sports has to be willing to
2 do it. You know, ask the American
3 fan to give up Saturday football
4 games or Wednesday night basketball
5 or ask the American fan base to give
6 up March Madness. Those kids are
7 going to leave class on Tuesday.
8 They're going to have a forced media
9 day thanks to the NCAA on Wednesday,
10 and they start playing Thursday,
11 Friday, Saturday and Sunday. And if
12 they win, they come back and they do
13 the same thing. It's Tuesday,
14 Wednesday, Thursday. I traveled
15 with them last year, and this is
16 terrible to say, but you-all
17 remember the second round, we were
18 playing Connecticut. And I'm
19 sitting in the back with Mitch, and
20 it's Sunday. And I know if we win,
21 we have to get home, do our laundry,
22 pack up and leave again. And there
23 was a part of me -- don't tell Mitch
24 I said this, I was thinking, "Boy,
25 wouldn't it be nice if Kentucky

1 lost? You know, let's just lose.
2 Let's get these kids back in the
3 classroom. Let's get me back to my
4 family." And of course, they lost
5 and the kids were back in the
6 classroom. But the problems is that
7 it's so far-reaching. It's based on
8 income and media and an American fan
9 base with an insatiable appetite to
10 be entertained.

11 CHAIRMAN TAGAVI: Okay. We have one
12 more agenda item and two more
13 questions. Did you change your
14 mind, Jeff Dembo? Last question.

15 DEMBO: I just want to point out a
16 curiosity to my fellow faculty here,
17 that the Board of Trustees has
18 delegated nearly all of its
19 responsibility to the Athletics
20 Association, which has its own Board
21 of Directors. So in a sense, as
22 your elected faculty trustee, I and
23 my colleagues on the board can
24 really do nothing operationally to
25 the running of athletics. The

1 best -- the most we do is to vote to
2 approve their budget. So really
3 Professor DeSantis is the most
4 immediate feedback you have for any
5 concerns or suggestions you have as
6 faculty and not through the Board of
7 Trustees.

8 CHAIRMAN TAGAVI: Okay. Again, I say if
9 you send me some questions, I will
10 forward it. If I knew that Alan
11 would take this much time, I would
12 have asked for (inaudible) for at
13 least myself.

14 DeSANTIS: I was hoping it was going to
15 be a quick one: Hi, everybody,
16 goodbye, everybody. It was great
17 talking to you about your interests
18 and concerns, and please e-mail me
19 and contact me about any concerns
20 you may have about student athletes
21 or our program or our coaches. And
22 I'll be happy -- if I don't know the
23 answer, I'll be happy to find the
24 answer for you.

25 CHAIRMAN TAGAVI: Thank you very much.

1 Our last agenda item is SAP Campus
2 Management Update. The lead Campus
3 Management individually is Michelle
4 Nordin. I also saw Phyllis Nash.
5 Please come over, join us, and this
6 will be our last agenda item, right?

7 BROTHERS: Yes.

8 NASH: I'm going to be fast because I'm
9 going to hand you over to Michelle,
10 other than to say of all of the
11 staff that I have seen on campus, I
12 have been privileged to work with
13 Michelle Nordin, who's been leading
14 the effort for Campus Management.
15 We had a meeting with the Provost
16 this morning. I presented the
17 situation, where we were with the
18 Campus Management, and I'm happy to
19 report to you that we have the
20 go-ahead to bring the rest of the
21 system up on February the 26th. So
22 Michelle is going to give you a peek
23 into the system, but we in this room
24 and across campus owe a huge debt of
25 gratitude to Michelle and her team

1 that have worked so hard to
2 configure and get the system ready
3 for us. So Michelle will give you
4 an overview, and then we'll take
5 some questions if we have time.
6 Michelle.

7 NORDIN: Good afternoon. I see that we
8 are limited on our time, so I'll
9 just assure you that I will keep
10 this presentation brief and then we
11 will hopefully allow some time for a
12 few questions at the end. When I
13 came in December, I gave an overview
14 of what was currently live in Campus
15 Management and said that we would be
16 back and give you a little bit more
17 information about what's coming.
18 And I think that the word is
19 starting to spread on campus, and
20 faculty are becoming more aware of
21 IRIS and some of the things that
22 that means to them, and I do have
23 some important information to share
24 that I'll share at the end with
25 regard to training, just that --

1 that just happened today. So the
2 agenda will be just quickly to
3 review our current functionality,
4 what's coming with go-live February
5 26th and then what faculty can do to
6 be prepared for go-live if they plan
7 to use the system and then what kind
8 of support the team is providing
9 post-go-live. We are currently live
10 with functionality for the Visitor
11 Center, so students and parents,
12 prospective students and parents can
13 go online and make appointments to
14 come to our Visitor Center, do a
15 campus tour and information session
16 and so forth. We're live with
17 Financial Aid, have been since
18 February of last year. We've been
19 doing student accounting in the new
20 system since October of '05, and we
21 just did our first event planning
22 for fall 2007 classes, and that has
23 just wrapped up pretty recently.
24 And that went very well for the
25 first time through with the new

1 system. What's coming that's new:
2 I'll just get right into it. You
3 might be familiar with the IRIS
4 portal or "My UK," as it's known,
5 and I wanted to highlight today
6 specific web portal functionality
7 that will be available for faculty
8 when we go live on the 26th. One of
9 the very first things that I think
10 will be very beneficial is the
11 ability to access the electronic
12 class rolls so the Registrar's
13 Office will stop sending out the
14 paper class rolls that have to be
15 distributed through the colleges and
16 on to the departments and on into
17 the hands of the faculty. And by
18 the time you're receiving those,
19 they're really outdated, so you will
20 have online 24/7 access to your
21 class rolls. Grading functionality
22 will be available, and I know the
23 Arts and Sciences will be among the
24 first because they enter mid-term
25 grades, and I think they're holding

1 on those and will be ready to go
2 with those on February 26th. And
3 then also some of you also act as
4 academic advisors and have the need
5 to lift advisor holds and give
6 course overrides, so that's some of
7 the immediate functionality that
8 will be ready when we go live. And
9 I wanted to just briefly show you a
10 little bit about what you'll see
11 when you log into the system. As I
12 said, it's through the portal, so
13 everyone will come in the same way:
14 Students, faculty, staff all enter
15 through the same site. It does
16 require an active directory user ID
17 and password. If you're already
18 using Blackboard or Exchange e-mail,
19 you've already got active
20 directory. Once you go inside, your
21 log-on page may look a little bit
22 different based on your role within
23 the university, but there is a tab
24 to the far right. You'll see
25 Student Administration. This is

1 just an example of a class roll that
2 we put together in our QAS, our
3 Quality Assurance Testing System, so
4 this is obviously not real data, but
5 I wanted to give you a highlight of
6 what you can expect. And you see a
7 student name, the student number,
8 which is no longer the Social
9 Security number; it is an eight-
10 digit system-assigned number from
11 the IRIS system, and the student's
12 degree program and major as well as
13 their classification. You may also
14 notice that there is a link here for
15 a printer-friendly version. If you
16 would like to print that out, you
17 can do so. If you'd like to export
18 that into XL, that can also be done
19 with the click of a mouse. I've had
20 the question come up before about
21 whether or not we will be able to
22 accept grades back through

23 spreadsheet, and at this time the
24 answer to that question is no, but
25 we are working toward that and hope

1 to deliver that within the next few
2 months. So that question has come
3 up, and we hope to be able to
4 address that. As far as grading,
5 it's pretty straightforward. If
6 you're the instructor or faculty of
7 record for a course, when you log
8 into the grading function, you'll
9 see your courses listed at the top.
10 You click on the appropriate course
11 and section that you wish to grade.
12 You'll be displayed with a list of
13 your students. You may either
14 choose to type in grades directly or
15 select from a drop-down the valid
16 grades for that particular student
17 and course. Depending on the course
18 and the level of the student, the
19 grade options may change, so that
20 will always tell you the valid
21 grades that you can award for a
22 particular student. And you'll see
23 here is an example of that drop-
24 down, and right now this has more
25 symbols in it than what would

1 actually be presented. This has
2 everything that we could possibly
3 award on an ABC scale, but some of
4 these are not valid choices for a
5 faculty member to assign. When
6 you're finished, click Validate
7 Grades. It will tell you if there
8 are any invalid combinations in case
9 you chose to select them or just
10 type them in rather than selecting
11 from the list. Then you save and
12 submit grades to the registrar. At
13 that point, what happens, the grades
14 are submitted through work flow into
15 the system to the Registrar's
16 Office. They're posted to the
17 student's record, and an e-mail is
18 kicked off that goes to all the
19 instructors of record on the
20 course. So, for instance, if you
21 have someone else doing your grade
22 entry for you, you're going to
23 receive an e-mail letting you know
24 that your grades have been submitted
25 for each course and each section.

1 Also for those of you that act as
2 academic advisors, this is a little
3 bit of what you'll see when you log
4 in. If you are attached to a
5 student in the system as their
6 academic advisor, they will appear
7 in the list for you, and they will
8 appear with the red box if the hold
9 has not been lifted and a green box
10 once the hold is lifted. You can
11 lift the holds one by one or in a
12 group. It's very simple. After the
13 holds are lifted, you see the box
14 turns to green. So you can do it,
15 as I said, one by one or in a
16 group. If you want to see more
17 specific information about one of
18 your advisees, you can also do
19 that. You'll see some of the
20 details, and I don't -- I don't show
21 each slide for all these, but you
22 can see their current schedule,
23 update their address if necessary,
24 see if the student has any stops or
25 holds that will prevent

1 registration, view an unofficial
2 transcript, see their program of
3 study, which is going to tell you
4 their level and the degree program
5 that they're pursuing, and see their
6 expected or anticipated graduation
7 date, and there's also update
8 functionality there as well. This
9 is just a view, a quick view of what
10 is displayed for the unofficial
11 transcript. For those of you that
12 do academic advising, this replaces
13 Screen 184 in the current SIS
14 system. What do you need to be --
15 what do you need to be doing to be
16 prepared for go-live? I mentioned
17 already that an active directory
18 user ID and password are required.
19 It's also required that you
20 electronically sign the Statement of
21 Responsibility, which can be found
22 right off the IRIS home page, and I
23 believe Sheila maybe will post this
24 presentation --
25 BROTHERS: Uh-huh (affirmative).

1 NORDIN: -- so that there's access to
2 this information after the fact.
3 And then complete the appropriate
4 training that's required, and that
5 is what I mentioned earlier I have
6 some update on. In a meeting this
7 morning with the Provost, he has
8 endorsed a modification to the IRIS
9 training plan requirements for
10 faculty and staff who do grading,
11 want to view class rolls, look at

12 academic advising information, and
13 give course overrides. That -- all
14 of those did require either a
15 classroom instructor-led course or a
16 simulation via the Web, and that
17 training requirement has been
18 removed. It's now become optional,
19 and we will post instructions that
20 will be available on the Web site
21 that faculty may obtain. If you
22 choose to have the classroom
23 instruction, that is still
24 available; some colleges, however,
25 may choose to impose stricter

1 training requirements, but the
2 overall IRIS requirement is now
3 optional for those things that I've
4 mentioned. How are we going to
5 provide support after go-live? As
6 with the go-lives for HR and FI, we
7 will have a command center at the
8 IRIS building to take telephone
9 calls from the help number, which is
10 71300. We will be doing that for
11 six weeks post-go-live. We take
12 calls from -- Monday through Friday
13 from 7:00 to 6:00. We will also
14 have a grading open lab. So for
15 faculty or staff who are doing grade
16 entry and would like some additional
17 assistance, we will provide this
18 open lab Monday through Friday,
19 April 30th through May 4th in 203
20 McVey Hall, and we would welcome you
21 to come by and ask us questions, and
22 we can provide some help. Also, for
23 just general assistance with the
24 system, we have these open labs
25 available, and this will get posted

1 so that you'll have that
2 information, but we're doing it at
3 the Funkhouser Building and also at
4 the Medical Center Library to
5 support both sides of campus. All
6 right. I went through that very
7 quickly. What kind of questions do
8 you have?

9 FORGUE: The last line where you have
10 (inaudible).

11 NORDIN: Yes.

12 FORGUE: Does that mean you have to be
13 there from nine to noon, or is that
14 just walk-in?

15 NORDIN: No, it's on a walk-in basis.
16 We'll be there from nine to noon,
17 and all of the labs in the telephone
18 call center will be staffed by
19 Campus Management team members, so
20 it will be staffed by people who
21 have worked on the system,
22 configured the system, know the
23 reasoning that went into some of the
24 decisions that were made and are
25 fairly knowledgeable about the

1 system and should be able to provide
2 the support needed.

3 CHAIRMAN TAGAVI: Hello.

4 FINKEL: Raphael Finkel, Engineering.

5 In order to enter grades, do I need
6 to be using a Microsoft computer?

7 NORDIN: You can use a Mac, but you must
8 use Firefox.

9 FINKEL: May I use Linux?

10 NORDIN: I don't know. I can find out
11 and give the answer back to you.

12 FINKEL: Okay. Thank you. I don't have
13 a Mac, and I don't have windows.

14 NORDIN: Okay.

15 CHAIRMAN TAGAVI: Enid.

16 WALDHART: Could you go over again what
17 it is that you said about the
18 training that was sort of excused?
19 The way I am looking at things, I
20 was required to take three training
21 sessions. Does this mean I don't
22 need any now?

23 NORDIN: It's optional for faculty for
24 grading and class rolls, for
25 advising, and for course overrides.

1 So the way that we were planning to
2 deliver those courses was Web
3 simulation or the faculty overview
4 course, which was a two-hour
5 instructor-led course. Those
6 options are still available, but
7 they are optional. So I don't
8 know. Have you had that course
9 yet? I don't think we've delivered
10 any of those yet.

11 WALDHART: No, starting on Wednesday I
12 was supposed to do something.

13 NORDIN: If you want to talk with me
14 afterward, Enid, I can help you
15 decide.

16 SOTTILE: Yeah, Joseph Sottile,
17 Engineering. I tried to sign up for
18 one of those courses, and it gave me
19 an option for something I didn't
20 need when I logged into My UK and it
21 said "sign up for training." How do
22 I rectify that, because I think --

23 NORDIN: That's a very good question.

24 SOTTILE: You know, it would be useful
25 to go to the class, not necessarily

1 before the 26th, but at some point.

2 NORDIN: Okay. The training plans that
3 are in the training register, so
4 when you log on and see your
5 personal training requirements,
6 those were provided to us by the
7 college approvers, so for
8 engineering that's Rosie Hicks.

9 SOTTILE: Uh-huh (affirmative).

10 NORDIN: So if there's a course that's
11 there that you don't need, we can
12 get that removed for you if you
13 don't think you need that course; or
14 if there's something missing, we can
15 get those added, but those were
16 initially supplied to us by your
17 college approver.

18 SOTTILE: How do I do that?

19 NORDIN: You can either contact me or
20 Rosie directly.

21 PARKER: Steve Parker, Kinesiology. Is
22 IRIS and APEX totally separate?

23 NORDIN: Iris is going to be the
24 information or the system, rather,
25 that feeds the information to APEX,

1 so right now that's being fed from
2 our current student information
3 system, SIS. The only difference
4 you'll see or actually you won't see
5 is a new system is providing the
6 same information to APEX.

7 PARKER: Okay. Your ID -- your ID that
8 you have now for U-Connect, will
9 that be able to -- allow us to be
10 able to get into IRIS?

11 NORDIN: If it's the same as your active
12 directory, and it should be. It
13 should be.

14 CHAIRMAN TAGAVI: Richard Greissman.

15 GREISSMAN: Michelle, I noticed on two
16 screens other than the unofficial
17 transcript screen there was a
18 reference not only to the Student ID
19 but to Social Security number. I
20 thought we were going to get away
21 from that.

22 NORDIN: We are, but a lot of offices
23 still have that as a mechanism, and
24 we've provided it as a search. It
25 is not the key to the student record

1 any longer, but until we can really
2 make that transition and get
3 completely away from that, a lot of
4 offices have that number.

5 GREISSMAN: Is the hope, though, to
6 eventually just go to student --

7 NORDIN: Yes, the eight-digit number.

8 GREISSMAN: Thank you.

9 NORDIN: And the eight-digit number is
10 the key to the record in IRIS.

11 GREISSMAN: Great. Thanks.

12 MR. MILLER: Joe Miller,
13 Communications. On the Windows
14 side, this is a related question,
15 was there some issue about IE 7 or a
16 browser?

17 NORDIN: That is related to the SAP GUI,
18 so that's the desktop version, and
19 nothing that I've described would
20 interfere with 7.0.

21 GROSSMAN: Famous last words.

22 NORDIN: That I know of.

23 CHAIRMAN TAGAVI: Ray Forgue.

24 FORGUE: Yes. Do you know the colleges
25 that are not going to allow this

1 waiver of the training? And I will
2 assume that the reason the decision
3 was made is because the training was
4 not going to be able to be delivered
5 or people weren't going to
6 participate and you'd have a big
7 mess.

8 CHAIRMAN TAGAVI: You want names,
9 right? You want names of those?

10 NORDIN: It's not your college. How
11 about that?

12 NASH: But, no, that's not the reason.

13 NORDIN: The reason is because, number
14 one, the timing. We're so close to
15 go-live and Arts and Sciences is
16 needing the ability to enter the
17 grades, but also because the content
18 is so straightforward, we really
19 felt like we could deliver
20 instructions, provide optional
21 classroom training if it's desired,
22 but we really feel like this can be
23 learned on an individual basis.

24 GROSSMAN: So is A & S one of the
25 colleges where we don't have to go

1 to the class anymore?

2 NORDIN: I think your Dean is sending
3 out a message today, but I don't
4 want to preempt --

5 GROSSMAN: I've got class tomorrow
6 morning at 8:30.

7 NORDIN: You probably shouldn't go.

8 GREISSMAN: However, you're going to be
9 in a lot of trouble.

10 NORDIN: Unless you just really want
11 it. Then you can go.

12 CHAIRMAN TAGAVI: Okay. Michelle, thank
13 you very much.

14 NORDIN: Thank you.

15 CHAIRMAN TAGAVI: I am shocked that we
16 finished before 5:00, but it wasn't
17 possible without your cooperation.
18 Thank you very much. See you next
19 month.

20

21

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23

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25

1 STATE OF KENTUCKY)

2 COUNTY OF FAYETTE)

3

4 I, ROBYN BARRETT, CSR, the undersigned Notary
5 Public in and for the State of Kentucky at Large,
6 certify that the foregoing transcript of the
7 captioned meeting of the University of Kentucky
8 Senate is a true, complete, and accurate transcript
9 of said proceedings as taken down in stenotype by
10 me and later reduced to computer-aided
11 transcription under my direction, and the foregoing
12 is a true record of these proceedings.

13 I further certify that I am not employed by nor
14 related to any member of the University of Kentucky
15 Senate and I have no personal interest in any
16 matter before this Council.

17 My Commission Expires: November 24, 2007.

18 IN TESTIMONY WHEREOF, I have hereunto set my
19 hand and seal of office on this the 13th day of
20 March, 2007.

ROBYN BARRETT, CERTIFIED SHORTHAND
REPORTER, NOTARY PUBLIC, STATE AT
LARGE, KENTUCKY

