



**University of Kentucky
Board of Trustees**

Executive Committee

Agenda Book

Draft

July 21, 2016

Executive Committee

Room 103 Main Building

Thursday, 7/21/2016

11:30 AM - 12:30 PM CT

I. Roll Call

II. Approval of Minutes - May 3, 2016

Minutes May 3, 2016 - Page 3

III. Presidential Evaluation Discussion

Presidential Evaluation Report to Executive Committee (Draft 07.21.16) - Page 5

President Capilouto's Self-Evaluation 2016 - Page 24

Annual Senate Council Faculty Presidential Survey 2016 - Page 41

BoT Only Evaluation Form (Draft for 2015-16) - Page 59

IV. Other Business

V. Adjournment

Minutes of the Executive Committee
of the Board of Trustees
University of Kentucky
Tuesday, May 3, 2016

The Executive Committee of the Board of Trustees of the University of Kentucky met on Tuesday, May 3, 2016, in the Board Room on the 18th floor of Patterson Office Tower.

A. Meeting Opened

E. Britt Brockman, chair of the Executive Committee, called the meeting to order at 8:00 a.m. and asked Secretary Kelly Holland to call the roll.

B. Roll Call

The following members of the Executive Committee answered the call of roll: E. Britt Brockman (chair), C.B. Akins, Sr. (vice chair), Mark Bryant, Robert Vance, and Barbara Young were present. Secretary Holland reported that a quorum was present.

Members of the Board of Trustees also in attendance included: Sheila Brothers and John Wilson.

General Counsel Bill Thro and Executive Director of Public Relations and Marketing Jay Blanton were also in attendance.

C. Approval of Minutes

Chair Brockman stated that the minutes of the February 19, 2016, Executive Committee meeting had been distributed. Trustee Young moved approval and Trustee Vance seconded the motion. It carried without dissent.

D. Presidential Evaluation Discussion

Chair Brockman shared that the survey questions had been sent to the executive committee or councils of the University Senate, Staff Senate, and Student Government Association and a copy of their comments and proposed suggestions was provided.

Chair Brockman reviewed the three main comments from the Staff Senate regarding the Presidential Questionnaire. They included the use of “engendered” in one question as opposed to a different word, the measurement scale being used for the evaluation, and a suggestion to add a question stating, “The President has a big-picture understanding of the physical and electronic trajectory of national and global post-secondary education and a clear, practical vision of how UK fits into that emerging picture.”

Trustee Akins moved to discuss the changing of language in this particular question with Trustee Bryant seconding the motion. Chair Brockman opened the floor for discussion and read a

suggested version that stated, “The President has a broad and deep understanding of the academic, physical, and electronic trajectory of national and global postsecondary education and a clear, practical vision of how UK fits into that emerging picture.”

After some discussion regarding revisions to the additional question, it was suggested that the question state, “The President has a clear vision and deep understanding of the academic, physical, and electronic trajectory of national and global postsecondary education.” Chair Brockman called for a vote and it passed without dissent.

E. Other Business

Chair Brockman explained that the next order of business was to verify the different constituent groups in which the Presidential Evaluation would be distributed. Those constituent groups included: University Faculty Senate, Staff Senate, Student Government Association, Alumni Association, senior administration, elected officials, donors, state and local community members, and outgoing Board of Trustees members.

Chair Brockman opened the floor for discussion, and explained that traditionally, the Chair of the Board of Trustees had the duty to approach representatives of the constituent groups. Trustee Bryant moved approval of authorization of the Chair to approach representatives of the groups to participate in the process, and Trustee Young seconded. Having no discussion, Chair Brockman moved for a vote and it passed without dissent.

Chair Brockman reviewed the timeline for the Presidential Evaluation. Upcoming steps of the process include circulation of the surveys to the constituent groups and a self-evaluation done by the President in June. Surveys will be collected through June and July, with the Executive Committee to meet in late July to review constituent surveys and the President’s self-evaluation. The Committee will send a report to the full Board along with a second qualitative evaluation. In late August, the Committee will review the Trustees evaluation and submit a recommendation to the full Board of Trustees at the September 9, 2016 meeting.

Trustee Akins inquired as to when the President would report on the progress made toward recommendations from his evaluation? When is it incumbent on the President to satisfy those recommendations? Chair Brockman stated it was his opinion that if there was a concern that President Capilouto was not making progress towards recommendations from his evaluation(s), the Board has the ultimate authority to take action as they deem necessary. It was suggested that the Committee review the recommendations from the 2014-15 evaluation and the progress made.

With no further business, Chair Brockman asked for a motion to adjourn. Trustee Akins moved adjournment and it was seconded by Trustee Young. The meeting adjourned at 8:13 a.m.

Respectfully submitted,

Kelly S. Holland

DRAFT



Presidential Evaluation

**Report to the Executive Committee of the
University of Kentucky Board of Trustees**

E. Britt Brockman, Chairman

July 21, 2016



Components of the Evaluation

- Surveys distributed to constituent groups:
 - Faculty selected by the University Senate (3)
 - Staff selected by the Staff Senate (3)
 - Students selected by the Student Government Association (3)
 - Alumni (3)
 - Outgoing Board of Trustees members (6)
 - Donors (3)
 - Community leaders (3)
 - Government officials (3)
 - Senior university leaders (3)
- President's self-evaluation
- Board of Trustees' questionnaire



Timeline

February 19, 2016

Executive Committee approves proposed list of questions and reviews timeline

Questions sent to the Senate Council Chair, Staff Senate Chair, and SGA President for distribution, review, and feedback

May 3, 2016

Executive Committee finalizes questions and authorizes the Chair to approach representatives of the constituent groups

June

Questionnaire/Survey circulated to constituency representatives

President submits self-evaluation to Board Chair for distribution to the Board of Trustees

June/July

Collection and analysis of constituent surveys

July 21, 2016

Executive Committee meets to review constituent surveys and President's self-evaluation



Strategy & Priorities

Question	Average
The President is effectively working with key constituencies (i.e. faculty, staff, students, alumni, donors, policy makers, etc.) to identify the strengths, weaknesses, opportunities, and threats (SWOT) currently facing UK.	6.8
The President is effectively communicating the strengths, weaknesses, opportunities, and threats (SWOT) UK faces.	6.6
The President is clearly articulating the strategic priorities as reflected in the 2015-2020 Strategic Plan and explaining the rationale underlying them.	6.6
The President's priorities are the right ones for UK today.	6.5
The President's policies and actions strike an appropriate balance between the short-term needs and the long-term interests of the University.	6.3

1 – Strongly Disagree 2 – Disagree 3 – Somewhat Disagree 4 – Neither Agree or Disagree 5 – Somewhat Agree 6 – Agree 7 – Strongly Agree
 DK – Don't Know



Strategy & Priorities

- General overall praise
- Specific praise for:
 - The leadership team the President has assembled during his tenure
 - Clear and consistent communication in his strategy and priorities
 - Accessibility
 - Capital investment, notably student housing



Leadership

Question	Average
The President is creating a learning and working environment that reinforces UK's core values as reflected in the 2015-2020 Strategic Plan and promotes the teaching, research, and service missions of the University.	6.3
The President is effectively leading the organization by executing the initiatives and actions associated with his priorities.	6.4
The President's pace of execution is consistent with the institution's needs and capabilities.	6.3
The President facilitates a culture of ethical behavior and compliance with University policies and procedures and state and federal statutes and regulations.	6.6

1 – Strongly Disagree 2 – Disagree 3 – Somewhat Disagree 4 – Neither Agree or Disagree 5 – Somewhat Agree 6 – Agree 7 – Strongly Agree
 DK – Don't Know



Leadership

- General overall praise
- Specific praise for:
 - Navigating a challenging budgetary and legislative landscape during the 2016 General Assembly Session
 - Balancing short-term and long-term interests of the University
 - Leading with student interests at the forefront
 - Increasing transparency and responsiveness
- Specific concerns for:
 - More communication during leadership transitions, specifically the Vice President of Student Affairs and the Office of Institutional Diversity
 - Staff reductions impacting the University's ability to create a successful working environment



Organization & Team

Question	Average
The President has built an organization (including structure and management systems) that will produce solid strategic and operational performance.	6.2
The President is building and developing the management team needed to drive the University's future success.	5.9
The President has engendered a feeling of inclusion from all constituencies that encourages and invites active individual participation in guidance and governance.	5.5

1 – Strongly Disagree 2 – Disagree 3 – Somewhat Disagree 4 – Neither Agree or Disagree 5 – Somewhat Agree 6 – Agree 7 – Strongly Agree
DK – Don't Know



Organization & Team

- General overall praise
- Specific praise for:
 - Addressing diversity and a lack of community on campus
 - Cohesiveness among senior leaders for executing the priorities outlined in the 2015-2020 Strategic Plan
 - Transparency and accessibility of the senior administration
- Specific concerns for:
 - Additional progress is needed to foster a safe and welcoming campus community for underrepresented minority students, faculty, and staff
 - A lack of diversity in the senior administration



Relationships with Constituencies

Question	Average
The President has established a productive relationship with the Board of Trustees that enables the Board to contribute most effectively to UK's advancement.	5.8
The President has established credibility with constituencies (faculty, staff, current students, prospective students and their families, alumni, donors, policy-makers, etc.) important to the University.	6.8

1 – Strongly Disagree 2 – Disagree 3 – Somewhat Disagree 4 – Neither Agree or Disagree 5 – Somewhat Agree 6 – Agree 7 – Strongly Agree
DK – Don't Know



Relationships with Constituencies

- General overall praise
- Specific praise for:
 - The President’s passion and care for the campus, students, faculty, and staff
 - His balanced approach in communicating with the University and other constituencies
 - His credibility
- Specific concerns for:
 - More frequent and enhanced communications with the Board of Trustees



Financial Management

Question	Average
The President is demonstrating careful stewardship of UK's financial resources by identifying and setting in motion needed improvements in financial planning and management systems.	6.7
The President is identifying the financial goals and approaches needed to fund his strategic priorities.	6.5
The President is taking the appropriate steps toward developing a University-wide system for risk management.	6.6

1 – Strongly Disagree 2 – Disagree 3 – Somewhat Disagree 4 – Neither Agree or Disagree 5 – Somewhat Agree 6 – Agree 7 – Strongly Agree
DK – Don't Know



Financial Management

- General overall praise
- Specific praise for:
 - Successful financial management amid reductions in state appropriations
 - Entrepreneurial approaches to significantly invest in campus infrastructure
- Specific concern for:
 - Tuition and mandatory fee costs
 - The future of state support for the University



Fundraising

Question	Average
The President is committing the necessary time and energy to raise funds for the University.	6.6
The President has the skills to succeed in fund-raising.	6.7

1 – Strongly Disagree 2 – Disagree 3 – Somewhat Disagree 4 – Neither Agree or Disagree 5 – Somewhat Agree 6 – Agree 7 – Strongly Agree
DK – Don't Know



Fundraising

- General overall praise



Future Considerations

Question	Average
The President is positioning the University to make meaningful progress in the next five years to achieve the objectives in the 2015-2020 Strategic Plan.	6.6
The President has a clear vision and deep understanding of the academic, physical, and electronic trajectory of national and global postsecondary education.	6.6*
The President is demonstrating the multiple skills necessary for leading the University in the next five years.	6.6

1 – Strongly Disagree 2 – Disagree 3 – Somewhat Disagree 4 – Neither Agree or Disagree 5 – Somewhat Agree 6 – Agree 7 – Strongly Agree
DK – Don't Know

*12 of 14 survey respondents answered this question



Future Considerations

- General overall praise – build on the firm foundation already established
- Continue listening and communicating with the faculty, students, staff, alumni, and Board of Trustees in setting and carrying out strategic priorities
- Diversify the senior leadership team
- Continue developing entrepreneurial approaches for reaching strategic priorities and investing in the campus infrastructure
- Ensure the Strategic Plan is utilized to improve academic excellence, in all its facets, across campus
- Continue communicating broadly the state of the University as it relates to progress on the Strategic Plan



Next Steps

July 21, 2016

Executive Committee meets to review constituent surveys and President's self-evaluation

Executive Committee sends report of meeting to full Board of Trustees

A qualitative evaluation form is sent to full Board of Trustees

August

Return of Board of Trustees second qualitative evaluations

September

Executive Committee meets to review Board of Trustees evaluations and draft recommendation(s)

September 9, 2016

Chair presents Executive Committee report and full Board of Trustees votes on recommendation(s)



Presidential Evaluation

**Report to the Executive Committee of the
University of Kentucky Board of Trustees**

E. Britt Brockman, Chairman

July 21, 2016



June 17, 2016

E. Britt Brockman, MD
101 Main Building
University of Kentucky
Lexington, KY 40506

Office of the President
101 Main Building
Lexington, KY 40506-0032
859 257-1701
fax 859 257-1760
www.uky.edu

Dear Chairman Brockman,

Per your request, I submit this evaluation of my performance. The achievements documented in the following pages are testament to the power of "we".

I am inspired daily by the work of our students, faculty, staff, and supporters that culminate in the rich mosaic of excellence that gives life and purpose to this special place. And I am grateful for the opportunity to share that story – "our" story – with policy-makers, donors, taxpayers, prospective students and their families, and our many other constituencies.

It is an honor to serve as President, but more gratifying to be a member of our community. There is much to do; but we can accomplish much together.

Sincerely,

A handwritten signature in black ink, appearing to read "Eli Capilouto". The signature is written in a cursive style.

Eli Capilouto
President

Introduction

After acrimony and rancor surrounding financial hardship in the University of Kentucky's earliest days, the historic A&M school split from the former Kentucky University in 1878. To help the fledgling land grant, a hardened and stalwart Scotsman, UK's first President, Dr. James K. Patterson sacrificed personally and financially to ensure the promise of this place for many generations. He helped finance the construction of UK's first buildings, and he would later guarantee a personal loan to keep UK open to Kentucky students.

More than 50 years later in another era of challenge and struggle, President Frank McVey wrote, "Now the winds of adversity are blowing from the sea, stirring even the waters of the harbor. The tide is running out. What shall the captains do? Shall they stay in the harbor waiting for better weather and run with the tide; or caught on the seas, shall they lower the anchor, batten down the hatches, take in and patiently endure the pounding of the seas?"

What were these rough waters?

It was a time when the state legislature – year after year – awarded more capital projects to the Commonwealth's Normal Schools than its rapidly growing flagship university. It was a time when one of his most significant initiatives was diverted when he was called to lead against the passage of an anti-evolution bill. It was a time when opening the University was in question and faculty endured slashes in pay.

To not only survive, but help the institution thrive, Dr. McVey created the institution's first public/private partnership with a local bank to build a residence hall. He raised funds for a credit union, so that faculty could secure low-interest loans to survive the Great Depression. And he never stopped dreaming and planning – telling people the university needed to set aside land for a college of medicine and pharmacy. He laid the foundation for the modern research university that today is the University of Kentucky.

We have faced difficult times - seemingly insurmountable odds that called into question our ability to carry out the noble purpose of this institution cast more than 150 years ago. Indeed, what the UK family was able to overcome in its earliest days illustrates the extent to which our people define this place and its purpose.

Promises Made, Promises Kept

Today, faced with a new portfolio of complex questions and issues, we find the University again climbing an increasingly steep mountain.

How have we responded? How have we continued to dream and to climb?

We have intently pursued priorities to fulfill our continuing mission as the university for Kentucky. In the last five years, we:

- Initiated or approved some \$1.9 billion in capital investments to improve student success, instruction, research and discovery, quality of life, and health care. Approximately 91 percent of that investment is the result of public-private partnerships, philanthropy, strategic use of university resources, or other collaborations such as unprecedented support from UK Athletics for the Academic Science Building.
- Enrolled successive record-setting, first-year classes that have moved total enrollment past 30,000 – the largest in UK’s history. We recruited 395 National Merit, National Achievement, and National Hispanic Scholars in the last five years, placing UK among the top 10 public universities in the nation. This exceptional growth signals that UK is a first choice for Kentucky students and is a growing brand that represents academic excellence in the region.
- Increased the number of students from diverse backgrounds who are part of the campus family. Over the last four years, the number of African American students in our first-year class has increased by 32 percent, the number of Hispanic students has increased by 130 percent, and the number of international students has increased by 73 percent. This growth helped fuel increases in our total enrollment. The number of African American students on our campus has increased by nearly 25%, the number of Hispanic students has increased by 94 percent, and the number of international students has increased by 32 percent over the last four years.
- Invested even more in UK-funded student financial aid and scholarships that did not have to be repaid by our students. Twenty-five percent of our undergraduate, full-time students from Kentucky are from families with a median annual income of less than \$19,000. Over the last five years, we’ve increased UK’s investment in student financial aid and scholarships by \$60 million—now up to \$117 million in the proposed FY16-17 budget— and more than doubled the investment in the last decade. As a result, since Fall 2007, the average out-of-pocket tuition and mandatory fee expense for resident students has increased by only \$364 per semester.
- Retained more students who persist to graduation. UK’s retention rates have increased more than six percentage points in the last decade to record levels, which are projected to continue climbing. In UK’s most recent fall class, we retained more than 460 additional students than we did in the previous fall. Our first-to-second year retention rate was among the highest in UK’s history, and, with more than 4,250 students, the returning cohort was the largest in UK’s history.
- Added to a growing portfolio of transformative research and creative scholarship. Faculty and staff pioneers are pushing new frontiers in nationally recognized programs such as aging, cancer, translational science, cardiovascular and neurodegenerative diseases, plant biotech, equine health, public policy, creative writing, fine arts, energy,

and drug development. Federally-awarded research grants are up more than 18 percent over the last year, including a 31.9 percent increase from non-NIH Department of Health and Human Services grants, and a 70.9 percent increase in NSF grants. In October 2015, we broke ground on a \$265 million, multi-disciplinary research facility to advance discovery and address critical Kentucky needs. Part of the project, which will house wet- and dry-lab space, brings together bench scientists, statisticians, behaviorists, and others, will be called the “Appalachian Translational Trail” to illustrate the level of commitment to creative, community-based work.

- Continued to meet the needs of patients and families who require complex, quality health care through our network of providers and state-of-the-art academic medical center. Annual patient discharges have grown by more than 95 percent since 2003, and UK HealthCare is now a \$1.5 billion enterprise that cares for patients throughout Kentucky and, increasingly, the region.
- Supported community development in regions across the Commonwealth with teams of faculty, staff, and students engaged in answering local questions with local partners – from extension services in each of the state’s 120 counties, to cancer interventions in churches and community centers.
- Connected and further engaged new and existing philanthropic partners in our momentum, reaching unprecedented levels of success in institutional advancement. This is the third year in a row in which UK hit a new record for total gift activity, reaching more than \$168 million in the 2015 fiscal year. As we conclude another year in philanthropy, our total work product exceeds \$200 million, doubling UK’s philanthropic outcomes in the last five years.
- Efficiently managed the operations of the institution through a mix of realignment initiatives; increased revenues and reallocated funds gained through more creative efforts and efficient operations; and additional tuition revenue driven by a larger student enrollment, higher retention, residency mix, and moderate rate increase. Over the last several years, we have addressed projected funding needs, including decreased state support, continued increases in compensation, expanded student financial aid and scholarships, and other fixed costs. In developing the budget, we evaluated these needs and mechanisms for generating the necessary resources to ensure alignment with institutional goals and priorities. As a result, the university’s credit rating is at historic highs – bucking a national trend in higher education – and has decreased its debt payments as a percent of total expenditures.
- Improved engagement and collaboration with the UK family. In a recent survey by the University Senate specifically designed to assess the President’s performance, faculty identified positive trends across numerous questions, including building a diverse and inclusive community and responsiveness to their questions and concerns.

- Fueled Kentucky's economy by providing a 12-fold return on the Commonwealth's \$267 million investment in its flagship university. UK employees pay more than \$90 million in state/local taxes, and UK's research enterprise has a more than \$580 million impact on Kentucky's economy. Two-thirds of graduates are employed in Kentucky after graduation. UK's capital improvements create tens of thousands of direct and indirect construction, contracting, and supplier jobs.

These examples represent only a small sample of our shared progress. In an environment that emphasizes performance and accountability, the University of Kentucky is performing beyond measure and better than many national trends.

Our success is the result of bold and creative leadership, self-reliance, partnership, and the UK family's insatiable ambition to reach higher. We continue to see promising data on admissions and confirmations, earn higher levels of grants and contracts, experience growing patient discharges, and forge new community partnerships, all signaling higher levels of achievement in the coming year.

We have important challenges still to meet. But our past progress – and our shared commitment to a vision that calls us to be one of America's pre-eminent public research institutions – signals tremendous promise for the future.

Telling the UK Story

In the 2014-15 performance evaluation, I was asked to consider an annual State of the University address as a way to communicate to a broad group of stakeholders. The reviewer recommended using the speech to celebrate accomplishments of the prior year and set forth the agenda for the new year in the context of the vision and strategic plan.

We live in a world, though, where communicating broadly, but distinctly, is both challenged and aided by technology and a diffusion of media.

Rather than a "campus-wide" speech by one person on a physical platform, we decided to utilize multiple communications platforms to reach the university's many constituents on an ongoing basis. Our approach centered upon providing real-time information that could be continually updated and meet the specific needs and interests of those who care about us and who we serve.

We wanted to tell our story and articulate our vision for Kentucky's university through our people: the students, faculty, and staff who make this community so special.

We created and launched the "State of the University" website (www.uky.edu/SOTU): a regularly updated resource for the campus family, alumni, donors, external stakeholders, and community leaders. The online resource provides relevant and up-to-date information on campus priorities, including: campus climate and safety, facility transformation, UK's dining

partnership, community engagement, student success, research, UK HealthCare, and several stories recognizing and promoting the work of UK's faculty, staff, and students.

The State of the University website is also home to the campus strategic plan and important information related to the Provost Office realignment and university budget. Videos, infographics, and data points are easily accessible on virtually all key priorities of the President's Office.

In our communications, we make a concerted effort to drive viewer traffic to this wide-ranging resource. Since its launch, the website has received nearly 15,000 page views and more than 8,000 visitors, representing a broader audience than a one-time, static campus program.

In addition, we've made an effort to tell our story in local, state, and national media outlets, campus emails, social media, and personal messages to internal and external constituencies, including:

- 25 news conferences and/or public appearances during the fiscal year, in addition to major interviews, along with senior administrators, with national publications such as The Washington Post, the Associated Press, InsideHigherEd, The Chronicle of Higher Education, NPR, and ESPN.
- The university also was featured in major publications this academic year, such as the The New Yorker, CBS Evening News and The Wall St. Journal.
- A statewide effort to raise awareness of funding needs for the university, titled UK4KY.
- 32 campus messages from the president's office related to major announcements or events, local, and state news related to the university, strategic decisions related to critical elements of the university's mission, and other messages relevant to campus constituencies.
- Elevated and enhanced the quality of the @UKYPres Twitter account and other social media tools like the President's blog. Increased the coordination between social media and blog platforms with other senior administrators, such as the Provost and EVPFA.

All of these efforts were designed to tell the university's story, communicate our strategic agenda and vision, and celebrate the incredible work that happens across the campus on a regular basis.

They also present an opportunity to communicate our progress moving forward.

Forging our Future

Over the last five years, the university has made extraordinary progress and developed considerable momentum. The success we've seen is a firm foundation on which the 2015-2020 Strategic Plan is built. Indeed, as was stated in last year's performance evaluation, the Strategic Plan is a pivot point in the transformation of the university in which we build upon the foundation created in the past four years with bold strategic thinking about the future.

The University of Kentucky's 2015-2020 Strategic Plan embraces the institution's historic mission as a public flagship and land grant research university, "dedicated to improving people's lives through excellence in education, research and creative work, service, and health care." It reminds us, as our state's 2013 poet laureate Frank X Walker tells us, that in reaching the ambitious goals our students set for their lives, answering vexing questions, daring to ask new questions, and serving communities and healing patients, "there is us, there is this university."

The 2015-2020 Strategic Plan calls us to:

- Be the university of choice for aspiring undergraduate students within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement.
- Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation and the world through their research and discovery, creative endeavors, teaching, and service.
- Enhance the diversity and inclusivity of our university community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.
- Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world.
- Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen-scholars.

The University of Kentucky Board of Trustees unanimously endorsed and approved the 2015-2020 Strategic Plan at the October 2015 Board retreat.

It is the work that went into drafting the plan that illustrates the power and importance of “we” in moving the University of Kentucky forward. Reaching the ambitious goals within requires foundational change and a bottom-up, collaborative approach, with wide engagement across our campus. The processes for both developing and executing the Strategic Plan run parallel to the approach we consistently take for university decision-making.

How did we get here?

Developing the 2015-2020 Strategic Plan

In short, we leveraged the knowledge of our faculty, staff and students and the extraordinary expertise that exists across our campus on a broad range of topics.

In February 2015, the strategic planning process was at an inflection point. Significant and important work around several areas of strategic emphasis had taken place. But we needed to build and expand upon that work to bring the plan to successful fruition and ensure that it had broad acceptance across the campus.

Provost Tim Tracy led the process of crafting the final document. He led five working groups devoted to each objective. The working groups engaged with the campus community to glean relevant experiences, information, input, and expertise to aid in developing the objectives. This work began in earnest in March 2015, as the Provost and I met with various campus leaders and asked them to begin these efforts, which resulted in:

- More than 40 in-depth meetings, with more than 350 participants.
- Town halls, forums, and presentations hosted by the working groups to foster engagement with and elicit feedback from the campus community.

We used these discussions to communicate the overarching vision for the proposed plan and to identify timelines for implementing specific action steps around key issues and challenges.

The planning phase culminated at the October 2015 Board retreat where our committee chairs presented to a broad audience of Board members and administrators. Throughout the Board of Trustees retreat, we presented and, with Board input and leadership, refined metrics that we will use to measure our success year after year.

Throughout its text, objectives, and the metrics by which we will measure success, the strategic plan communicates the overarching vision with timelines for implementing specific action plans and defining success.

The Strategic Plan identifies the following Board-level metrics for success and the 2020 targets:

Undergraduate Student Success

- First-year Retention Rate – 90%
- Second-year Retention Rate – 85.5%
- Third-year Retention Rate – 82%
- Four-year Graduation Rate – 53%
- Six-year Graduation Rate – 70%
- Six-year Graduation Gap
 - for Under-Represented Minority Students – 9.8%
 - for First-Generation Students – 8%
 - for Pell Recipient Students – 8%

Graduate Education

- Percentage of Doctoral Applicants Who Receive Offers of Admission – 22%
- Master’s, Education Specialist, and Doctoral Degrees Awarded – 1,639 (10% increase)
- Diversity of Graduate Students
 - African American/Black – 7.7%
 - Hispanic/Latino – 2.7%

Diversity and Inclusivity

- Enrollment Percentage of Under-Represented Undergraduate and Graduate Students
 - Undergraduates – 12.9%
 - Graduates – 11.8%
- Graduation Rate for Under-Represented Students
 - Undergraduates (six-year) – 60.2%
 - Master’s (three-year) – 76%
 - Doctoral (seven-year) – 53%
- Faculty
 - Females – 48.2%
 - African American/Black – 6.9%
 - Hispanic/Latino – 4.2%
- Executive, Administrative, and Managerial
 - Female – 50%
 - African American/Black – 7.9%
 - Hispanic/Latino – 6.1%
- Professional
 - African American/Black – 5/1%
 - Hispanic/Latino – 1.5%

Research and Scholarship

- NSF 2013 Total Research Expenditures -- \$364 million
- NSF 2013 Federal Research Expenditures -- \$175 million
- Doctoral Programming Ranking, by Discipline – Ranking within Top Quartile, by Discipline
- Space (\$/square foot), Funding According to Source – 20% Increase of Space that Reaches \$300/square foot, Metric Factored for Type of Research
- License Growth -- 177 (10% CAGR)
- License Income Growth -- \$3.5 million (1% CAGR)

Outreach and Community Engagement

- Database Tracking Engagement and Outreach – 1
- Faculty and Staff Developing Expertise to Deliver Quality Community Engagement and Outreach
 - Faculty – 20%
 - Staff – TBD
- Opportunities for Students to Participate in a Community Engagement Experience – 300
- Partnerships Between University and Community Stakeholders – 150

At the same time, the Provost and his team have worked with deans and college leadership to develop college-level metrics — specifically those related to diversity, retention, graduation, and targeted research — that inform progress on the Board-level metrics identified above. These metrics align institutional goals and college goals with financial incentives and evaluation, and are critical components of the FY2016-17 capital and operating budget, with funds being reallocated toward student success and key research.

Leading a Complex Teaching, Research, Engagement, and Health Care Enterprise

Our success in accomplishing the bold goals outlined in the 2015-2020 Strategic Plan requires a concerted and coordinated effort infused with trust, entrepreneurship, and empowerment.

The University of Kentucky is one of eight institutions with robust and accredited programs in Agriculture, Engineering, Pharmacy, and Medicine on one campus. The \$3.5 billion public flagship, land grant and research university is one of 22 institutions with a diverse research enterprise that effectively attracts top federal grants in translational research, cancer care, and aging. We are home to more than 30,000 students, more than 12,500 full-time staff, and serve more than 400,000 patients annually through our hospital and affiliated clinics. We serve hundreds of thousands of alumni and friends, work closely with local, state, and federal stakeholders, and serve a Commonwealth of nearly 4.5 million people.

In short, the University of Kentucky is a complex enterprise requiring a team of skilled and trustworthy individuals committed to advancing a common mission and vision in the 21st century. Our reality emphasizes the necessity and power of "we."

Empowering Campus Leadership

Last year's performance evaluation challenged me to expand the circle of those around the president who influence decisions to ensure that diverse perspectives are considered and that the talents of many leaders are included.

Over the last several years, with the support of search committees and conversations representing a diverse set of people, units, and interests, I've worked to develop a team that brings an array of skill sets to the university and our mission. Without them, all that we do would not be possible.

In a complex and multi-faceted organization like our University, I have created a leadership style that seeks and welcomes broad input and then articulates the over-arching goals for our institution and identifies specific challenges. I then empower and hold accountable the Provost, executive vice presidents, and other senior leaders to achieve these shared aims.

For example, rather than holding weekly "cabinet-style" meetings with senior leadership to discuss the entire range of issues facing the University, I have chosen instead to meet regularly with individual administrative, faculty, staff, and student leaders and then, as necessary, direct and facilitate their work with one another on issues that cross-cut the campus and administrative units and responsibilities.

When collective dialogue is necessary, I convene issue-specific discussions with relevant leaders to assess and address the challenges we face. This allows me to hear from the broad range of expert voices necessary to identify solutions and charge appropriate administrators with implementation.

Too, as President of the state's flagship university increasingly dependent on the aggressive and innovative identification of public and private resources, a substantial portion of my time must be dedicated to cultivating relationships with federal and state policy-makers, donors, prospective students and their families, community leaders, and other individuals and groups essential to our success. This requires empowering senior leaders to ensure the efficient and effective operation of the University on a day-to-day basis.

To facilitate decision-making, invite myriad perspectives to the table, and move forward on the goals outlined in the strategic plan, I work with this team through environments that include, but are not limited to:

- Weekly meetings with the Provost, Executive Vice President for Finance and Administration, Executive Vice President for Health Affairs, and the Vice President for Research;
- Bi-weekly meetings with the Interim Vice President for Institutional Diversity and the Athletics Director;

- Monthly meetings with the Chair of the University Senate Council, Chair of the Staff Senate, and President of the Student Government Association;
- Monthly meetings with my President's Council, comprised of 15 administrators from across campus, including: Interim Vice President for Institutional Diversity, Athletics Director, Vice President for Research, Vice President for University Relations, Interim Vice President for Student and Academic Life, Executive Vice President for Health Affairs, Senior Vice Provost for Academic Planning, Analytics and Technologies, Vice President for Financial Planning and Chief Budget Officer, Executive Vice President for Finance and Administration, Vice President for Philanthropy, Chief of Staff, General Counsel, Provost, Vice President for Facilities Management, and Vice President and Chief Human Resources Officer.
- Monthly conversations with groups of faculty and staff, selected by the University Senate and Staff Senate, respectively.
- Regular updates to the University Senate and Senate Council on high-level university matters and priorities.

This is not an exhaustive list. It does not include the dozens of formal and informal opportunities to interact with members of the Board of Trustees, senior administrators, faculty, staff, students, donors, alumni, state and federal policy-makers, and other stakeholders and friends of the university. I make it a point to be visible on campus, whether it is an important community event or reception, or on night-time walks throughout the campus, which are rich opportunities for seeing, hearing, and sharing in campus life.

Issue-specific Leadership

In addition, the formal and informal, issue-specific opportunities to engage with a leadership team are essential in running the university and setting both the short- and long-term strategic agenda. For example:

- Recognizing the need to align data that measures productivity in our research spaces, I charged Provost Tim Tracy and Vice President for Research Lisa Cassis – two individuals with an intimate understanding of how best to measure and assess research productivity – to develop a method for assessing our current position and including it as a metric for success in the Strategic Plan.
- In addition to the \$5 million in technology upgrades, personnel, and staff support to improve campus safety, I formed a work group that included leadership and representation from the Center for Research on Violence Against Women to develop and oversee the Campus Attitudes Toward Safety survey (CATS). The CATS survey was the first of its kind to assess an entire campus community through a required research instrument, yielding an incomparably deep source of data to utilize in moving forward. Since the completion of the first survey in 2015, the university has begun implementing

recommendations and collected the second round of survey data in the 2016 spring semester.

- Diversity and inclusion has been a priority for several years, one that has received increased focus nationally over the last year and is included in our Strategic Plan. In shaping our path forward, I've benefitted from:
 - 25 meetings with more than 85 individuals to discuss diversity and inclusion efforts on campus and related to the Office of Institutional Diversity,
 - Receptions with nearly 100 under-represented minority faculty and staff,
 - A meeting with 25 African American students at Maxwell Place to discuss campus and national issues related to diversity and inclusion, which included a follow-up dialogue to provide responses and action steps regarding their concerns,
 - Receptions with other under-represented student populations on campus at Maxwell Place, including the Muslim Student Association,
 - Including diversity and inclusivity as central priorities in the Strategic Plan and 2016-17 Capital and Operating Budget, and
 - Charging the Interim Vice President for Institutional Diversity with overseeing and expanding conversations as well as making recommendations related to improving diversity and inclusivity on campus.

In each case, we have utilized the skills and expertise of the university's leadership team. We have consulted regularly and in a spirit of partnership with our faculty, staff, and students. We have sought to create room for dialogue by convening trusted advisors on issue-specific questions. The result is that we have empowered campus leadership – and emerging leaders -- to carry out actions necessary to the university's success. Indeed, these partners have been key elements of – and participants in – a process and leadership philosophy necessary to effectively lead a \$3.5 billion flagship and land grant research university with a major academic medical center and high-profile athletics enterprise.

Relationship Building

As important as internal team-building and partnering has been, the time spent developing relationships with legislators and donors has also been significant. Over the last year, but especially during the 2016 General Assembly, I spent considerable time working with lawmakers, sharing our story, and cultivating relationships that have been built throughout my tenure. These opportunities include:

- Hosting legislators at campus events,
- Inviting legislators to campus and providing personal tours of the capital investment underway,

- Traveling across the Commonwealth to meet in legislators' respective districts with small groups and constituents,
- Hosting committee and caucus meetings on campus, including the interim Agriculture committee in the fall semester and the House Republican Caucus in December,
- Conducting individual meetings – formal and informal – with the Governor and key staff,
- Testifying before the House Budget Review Subcommittee on Postsecondary Education and Senate Appropriations and Revenue Committee during the legislative session,
- Ensuring consistent outreach to state and local lawmakers, and
- Facilitating individual meetings with House and Senate leadership of both parties.

These relationships underpin the university's legislative accomplishments, including the approval of capital projects like the Gatton College of Business and Economics renovation and expansion, the new Academic Science Building, the revitalization of Commonwealth Stadium, and the state's substantial investment in a partnership with university and philanthropic resources for the new multidisciplinary research building next to the College of Pharmacy and the Biomedical Biological Sciences Research Building, all happening in off-budget legislative sessions.

This dedicated process of fostering relationships is critically important to building the level of success in philanthropy described above. Specifically, \$70 million in new gifts and commitments over the last year came from 12 donors. The university received the largest single gift in its history – breaking a record set only one year before – when it received \$23.5 million from Tom and Jan Lewis to create the Lewis Honors College. Additionally, the university received nearly \$6 million from Dr. Joe Halcomb III to endow and create the first named department at UK. This is in addition to other six-figure donors supporting scholarships and academic excellence, and:

- Strategic meetings with more than 33 principal gift prospects,
- 41 events for special donors both on campus and around the country, reaching approximately 1,000 individuals,
- New corporate contacts with major Kentucky and national business and industry brands, and
- Identification of 80 new principal gift prospects, four of which have an aggregate potential gift impact of up to nine figures.

Board Engagement

Finally, and significantly, our success is predicated on the engagement of an active and insightful Board of Trustees. It is necessary and prudent to seek guidance and gain support from the Board of Trustees through strengthening the board-president partnerships and continuing dialogue about the ideas generated during the previous performance evaluation.

Over the last two years, I've committed to individual meetings with each member of the Board of Trustees in addition to our regular business meetings, briefings, receptions, and informal opportunities to interact. I meet with Board members in their respective homes or on UK's campus. These conversations are beneficial to me to better understand our Trustees' perspectives, their intellect and ideas for work, as well as answering important, and often challenging, questions. And I have been consistent in my availability to talk with individual Board members at their request.

The Strategic Plan is a critical example of where this healthy and productive relationship yielded positive rewards. The October Board retreat focused on review of the Strategic Plan; the comments and questions that came from the retreat created a better plan, and through it, a brighter future for the university.

Going forward, we will report on our progress, annually, and continue to seek guidance and answer questions from the Board regarding progress on our priorities.

Closing

In the wake of the First World War, and amid a tumultuous period in our history, President Frank McVey believed that the university needed to be viewed "as more than an economic asset. It served, in fact, as an essential component of the well-being of the state, and in that position it needed to be free to seek truth."

In his words, he concluded that, "what will save this nation after the war are the universities."

I believe that sentiment is true today, and eloquently captured by UK Professor and 2013 Kentucky Poet Laureate, Frank X Walker:

"There is no vaccination against ignorance, but there is us. There is this university. And we still have heavy doors to open, unmet obligations to the land and its people. There are still leadership opportunities to advance the Commonwealth, this nation, and our world toward fulfilling its potential, toward meeting its lofty promises ... Let men and women come here as seeds, let us invest in them until they form sufficient roots and leaves to obtain their own food. Let them grow from here not just as trees, but a fruit-bearing, deeply-rooted forest."

Both President McVey and Professor Walker's words underscore the answer to the question, "Why are we here?" We hold the key to unlocking the brightest hopes and dreams of our students, faculty, staff, patients, and the Commonwealth we serve.

We are moving fast, but our world is moving faster still.

A recent article in the *New York Times* told of computer scientists who may be able to identify potential pancreatic cancer patients – even before a formal diagnosis – by data-mining their search engine history. This is a powerful example of the power of technology, importance of big data, and the rapid, interconnected nature of the world our students are preparing, with our help, to enter.

In many respects, the challenges and questions today's generation faces are far more complex and the answers increasingly subtle, by comparison to Patterson's or McVey's time.

Genome mapping, energy usage, advanced manufacturing, robotics, 3D printing, and mobile access to data and information are dramatically changing industry, business, and society. Careers are becoming more complex, fragmented, specialized, and collaborative. The once steady life-long career at one company has evolved into a collection of micro-careers that require a commitment to – and the skills to foster – life-long learning.

In response to, and informed by this ongoing transformation, we are asking questions about our curriculum, and how the education we provide creates graduates who can invent and reinvent their jobs, and commit to life-long learning to navigate a complex and ever-changing world.

Infectious diseases that topped the list of major killers 100 years ago have given way to chronic illnesses that require myriad, multi-disciplinary solutions.

In response, our faculty, staff, and clinicians are addressing, from the cellular to the community level, how to break the cycle of intransigent poverty and chronic illness in the regions UK serves. And in many cases, they are involving our students in those discoveries and interventions, further developing their skills and intellect in ways that will benefit them – and the world – when they leave the university.

Our society is growing denser and more diverse. Half the U.S. population lives in 146 counties, and by 2060, Caucasians will be in the minority at 43 percent of the U.S. population. This will ask of us a deeper knowledge of the effects of urbanization and how we impact our globe, as well as a broader understanding of the various identities that define and shape us.

At the same time, once vibrant rural communities feel demographics in decline; an aging population; and economic forces of globalization, technology, and automation. Too often, poverty, addiction, and lower quality of life fill the void left by these externalities, calling us to

consider our humanity, the human cost of development, and what we can – and must – do to support the negative impact of the changing world around us.

In response, we are asking these questions on our campus today, and while we have made progress on our numbers, we know there is more work to be done on the human side of fostering a welcoming campus. And our faculty – who engage students in these questions – are helping communities find and forge their future.

We know when students are called cruel names and when classroom expectations are lowered because of the color of their skin or accent of their voice that our students feel alienated. Instances of hate – both conscious and unconscious – exist on our campus and within our community.

We know when 49 people are ruthlessly killed in a safe social space or a young, transgender girl sees suicide as the only option to escape being ostracized by society, that we can and must do more understand the differences that define us, and build relationships to sustain a compassionate pluralism that undergirds strong community in the Commonwealth and beyond.

A university – by its design and the opportunities we have to teach, to share, to explore, to serve, to challenge, to question, and to comfort – is the place where we can, must, and will make progress in fostering welcoming communities that embrace all people. We owe it to our students to prepare them to enter a world of global commerce and culture.

We have made progress; but there is more work to do.

There is much work to do.

Our responsibility to meet the demands of a rapidly changing world, as the university for Kentucky, requires us to be nimble and responsive in this environment. We are aligning people, curricula, and resources to support student success, discovery, engagement, and healing. We are preparing our graduates to lead lives of meaning and purpose. We are making these investments so that our campus remains a home for the intellectual thought leaders, innovators, artists, and healers who advance our understanding of the world around and within us.

We have to ask ourselves, as the people who occupy this space in this time, what will we do to add to the meaningful legacy of the University of Kentucky? How do we shape the university for Kentucky?

Each day we are, together, grappling with that question. We are working with a sense of common purpose at an uncommon and distinctive place to find those answers.

We are not battering down the hatches.

University of Kentucky Annual Evaluation of the President

The Senate Council assisted in the annual evaluation of President Capilouto by surveying all full-time faculty during a three week period from March 28, 2016 to April 18, 2016. There were 710 responses for a response rate of 26%. The results are summarized and compared with the results from the 2013-14 and 2014-15 surveys in the slides that follow.

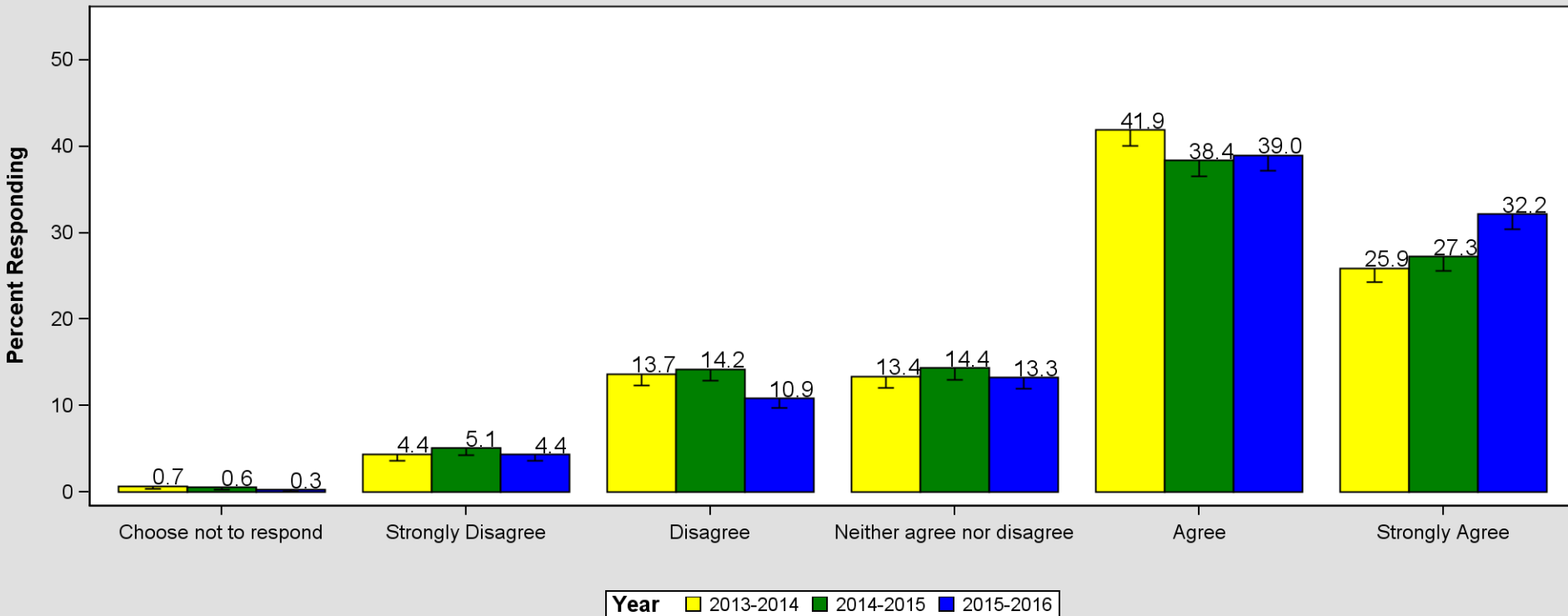
Response Rate by College

COLLEGE	TOTAL FACULTY	RESPONSE RATE (%)	COLLEGE	TOTAL FACULTY	RESPONSE RATE (%)
Agriculture, Food & Environment	270	21.9	Graduate School	14	28.6
Arts & Sciences	479	31.1	Health Sciences	63	42.9
Business & Economics (Gatton)	88	30.7	Law	35	28.6
Communication & Information	87	27.9	Medicine	977	20.8
Dentistry	65	20.0	Nursing	63	30.2
Design	27	14.8	Pharmacy	62	32.3
Education	121	24.8	Public Health	52	40.4
Engineering	147	25.2	Social Work	29	24.1
Fine Arts	98	36.7			

President Survey

During the 2015-2016 academic year, the President has been effective in:

Communicating his plans for the future of the university

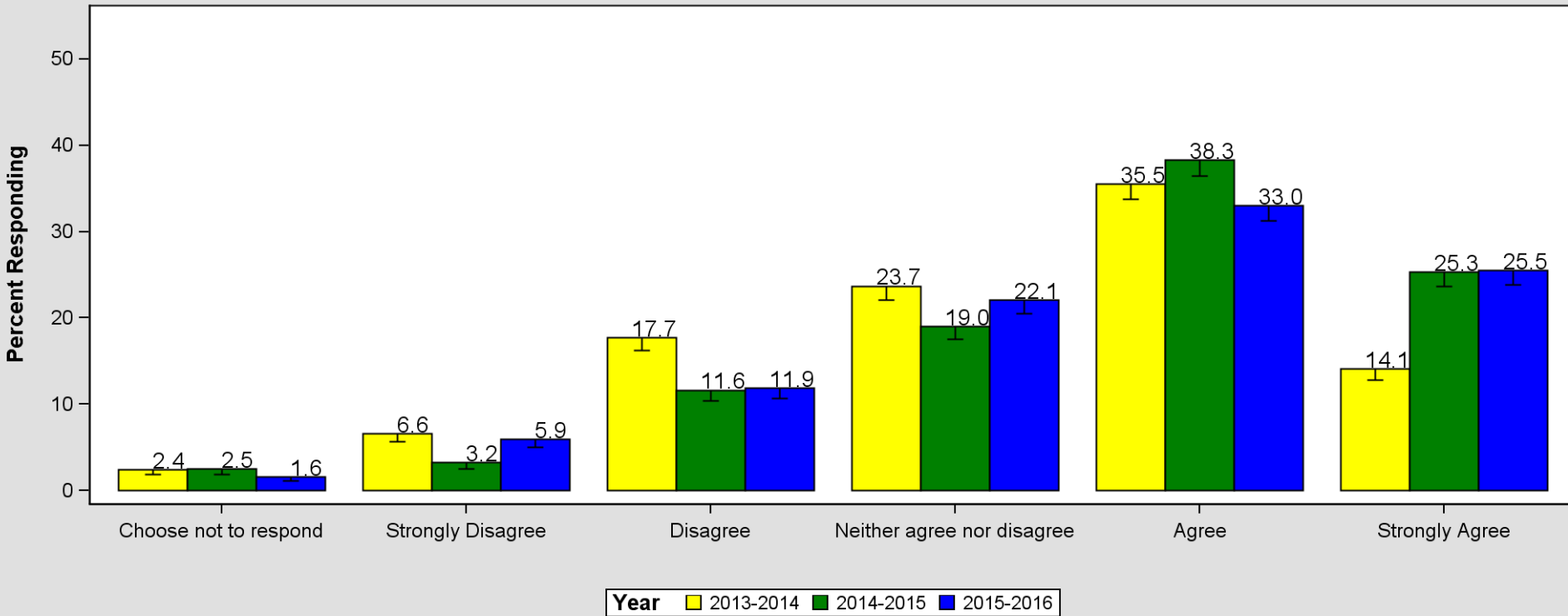


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Generating resources to implement the University mission successfully

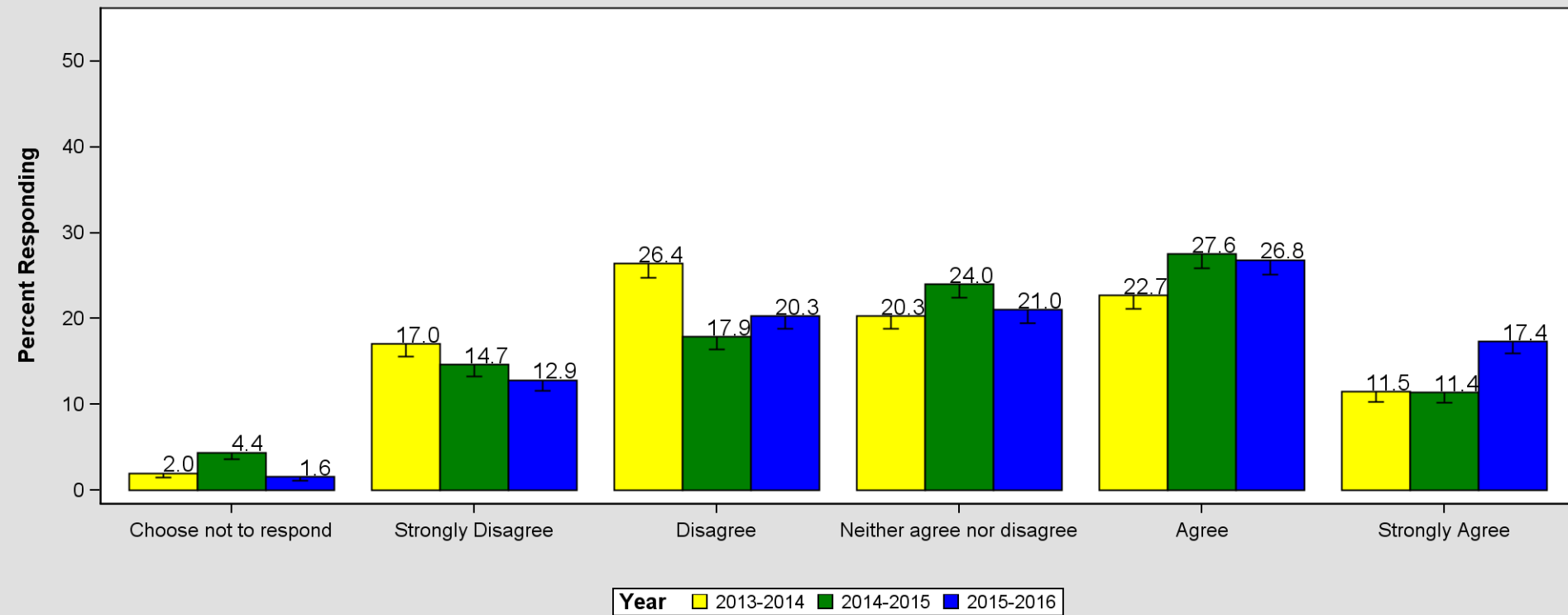


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Listening to faculty concerns

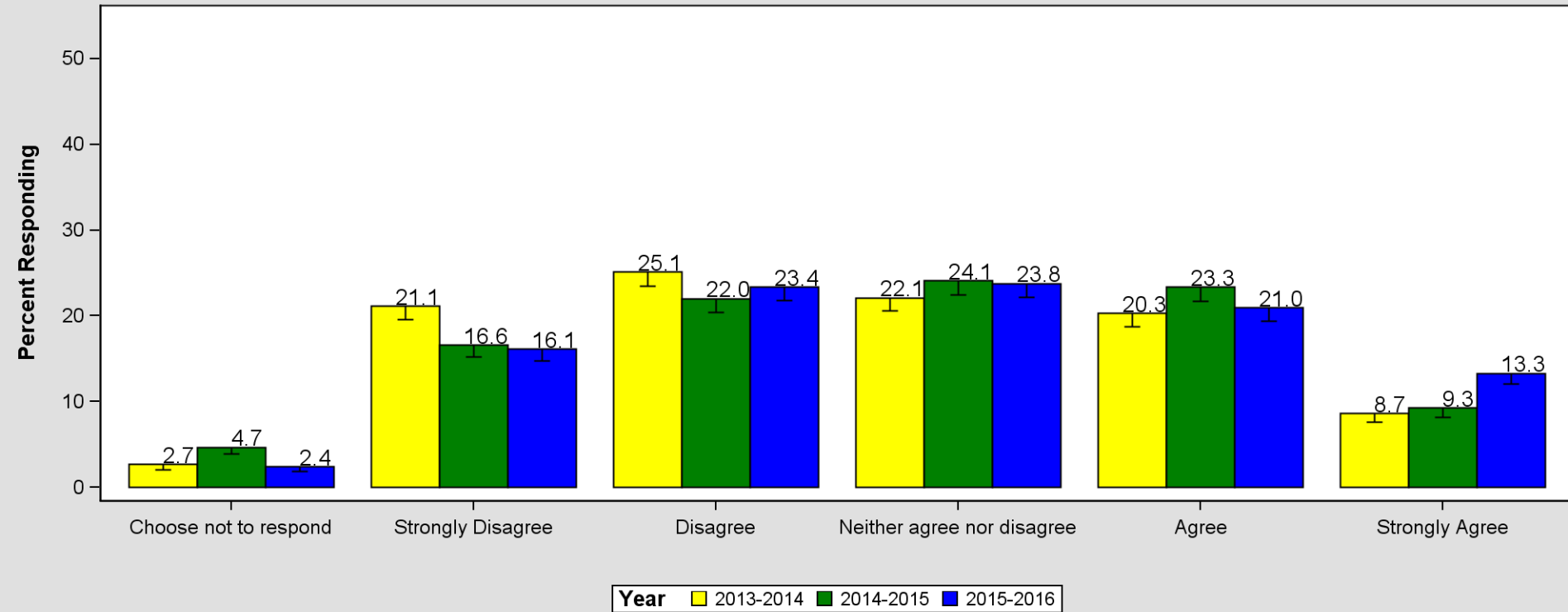


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Involving the faculty in decision making

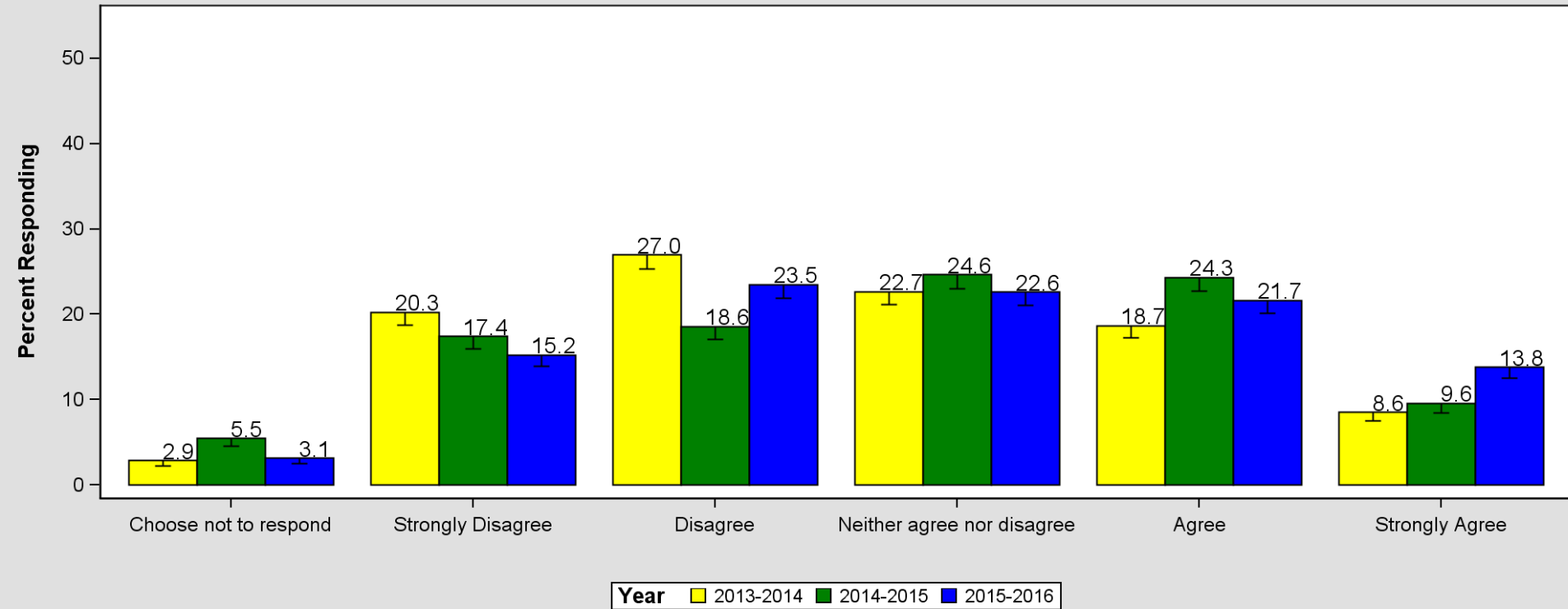


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Engaging the faculty in shared governance

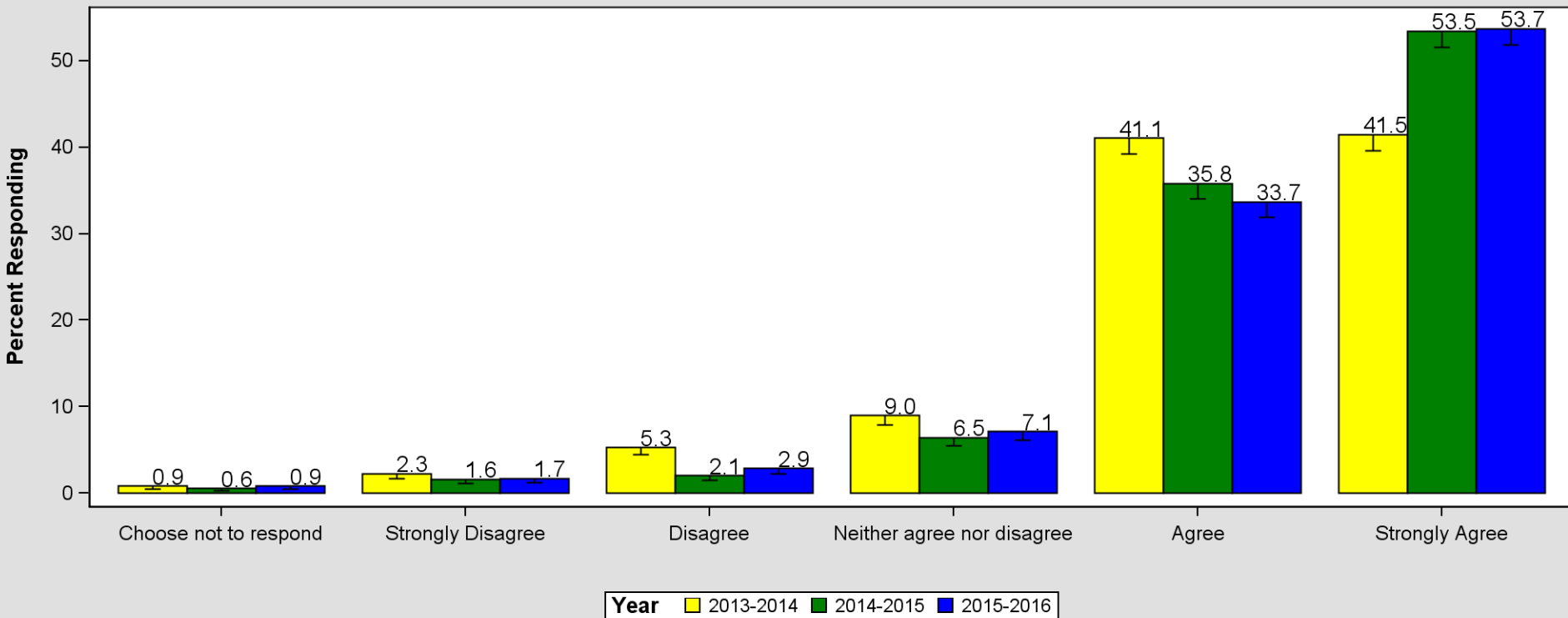


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Building campus infrastructure

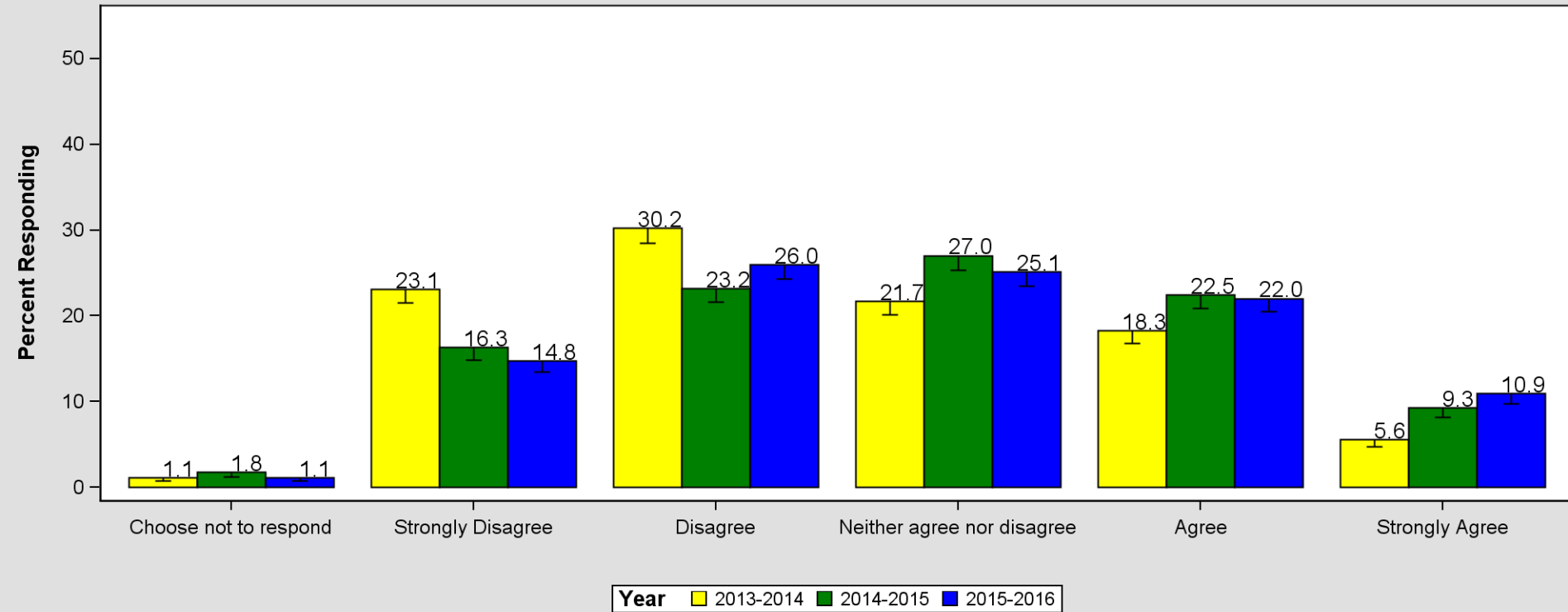


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Building faculty morale

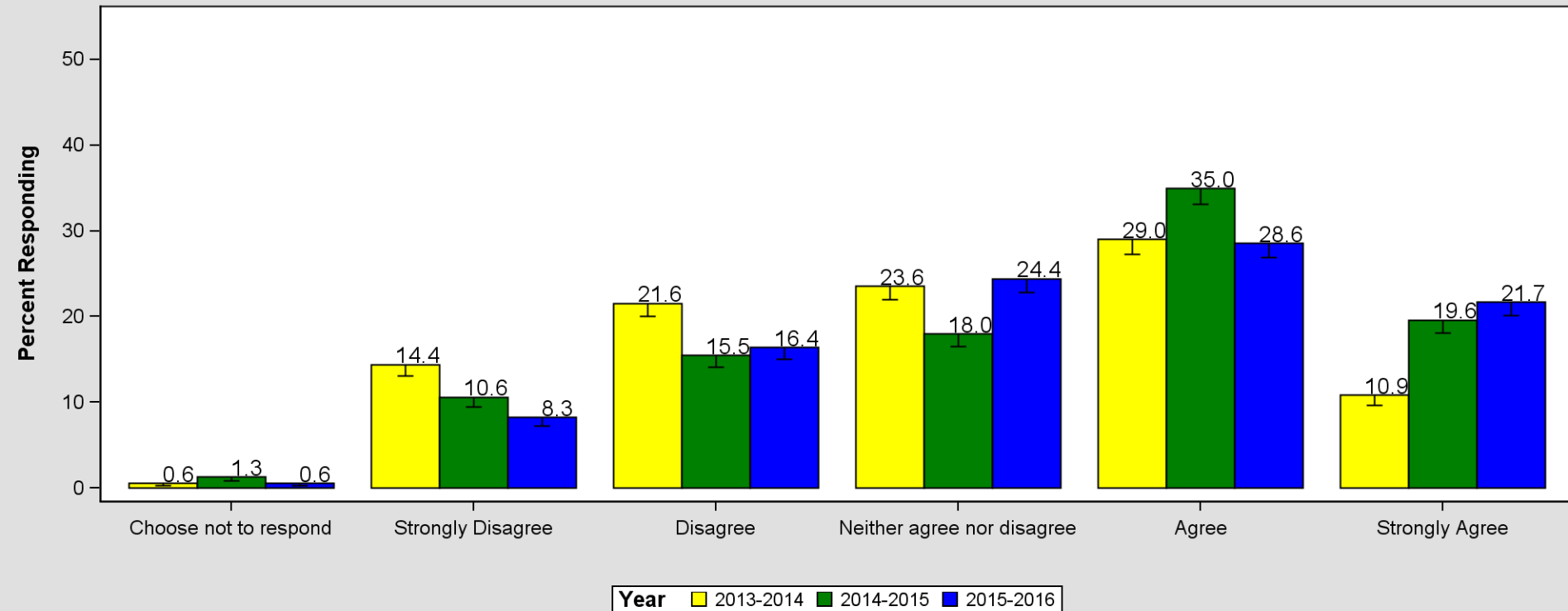


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Fostering confidence in the future of UK

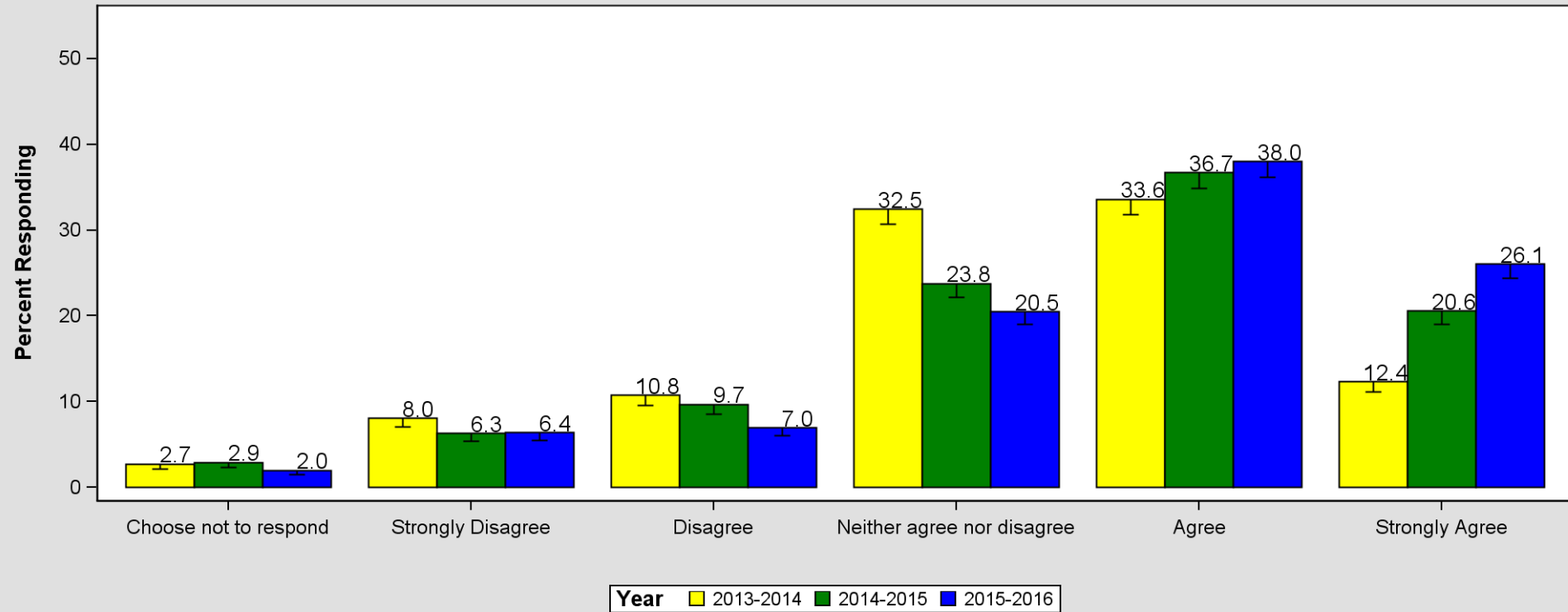


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Fostering a campus environment that is diverse and inclusive

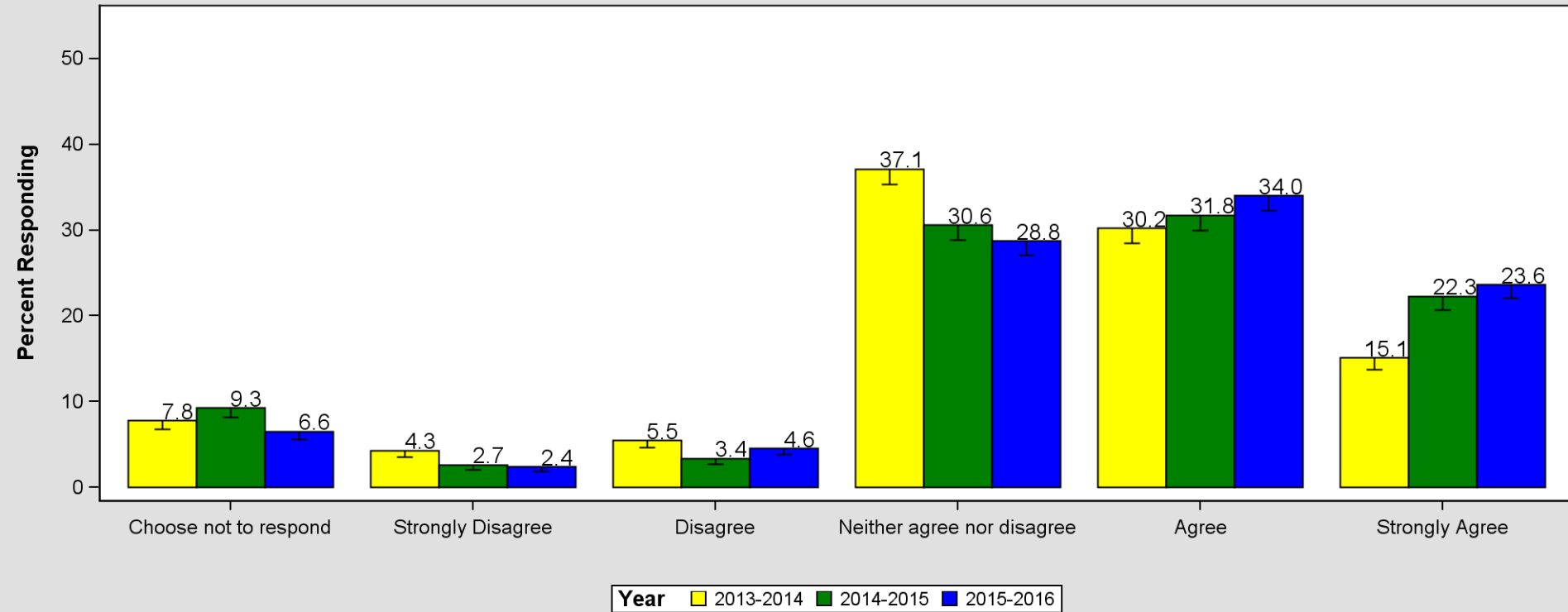


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Maintaining productive relationships with external constituencies

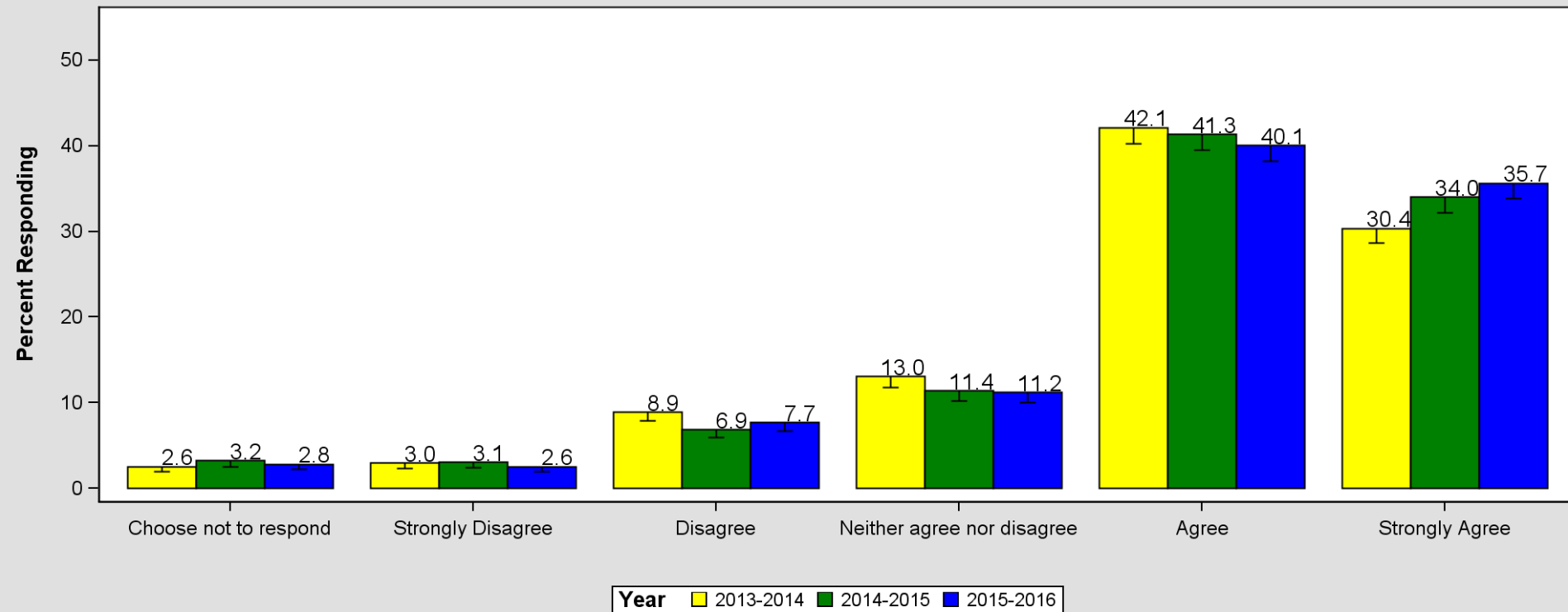


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Supporting undergraduate education

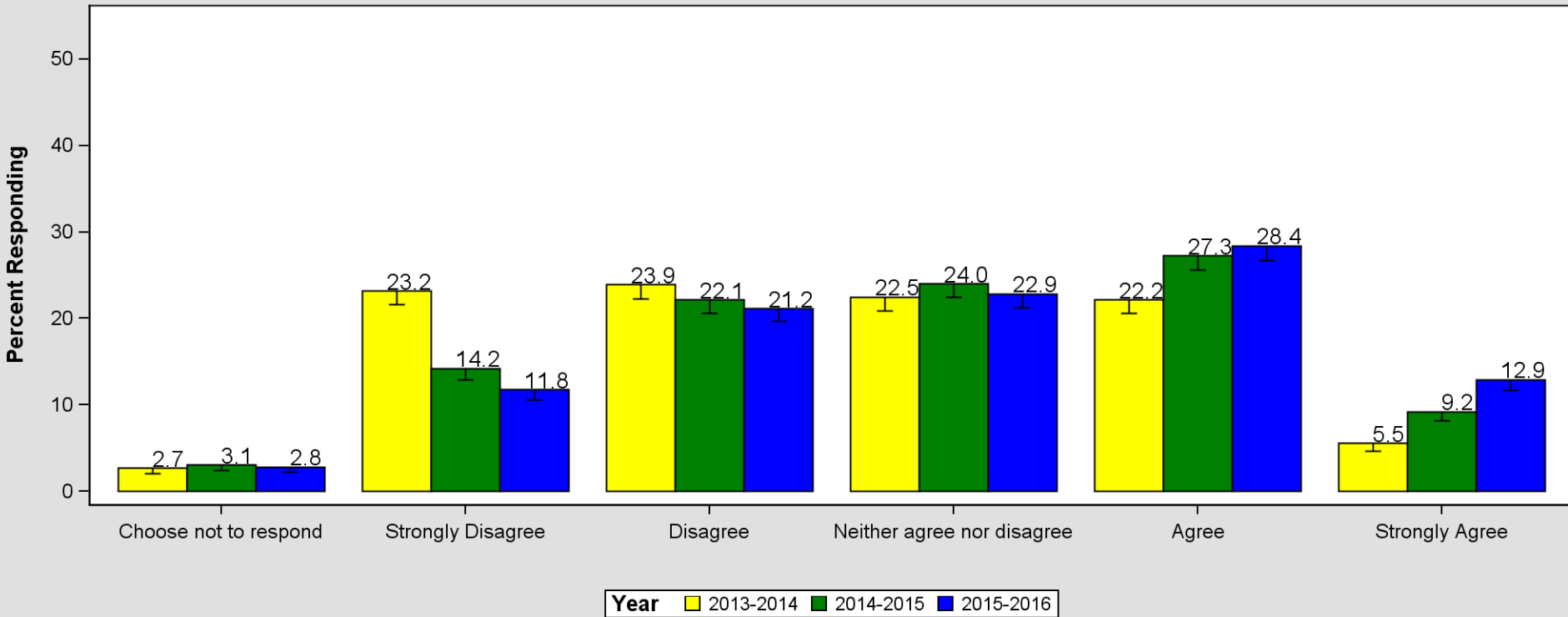


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Supporting graduate education

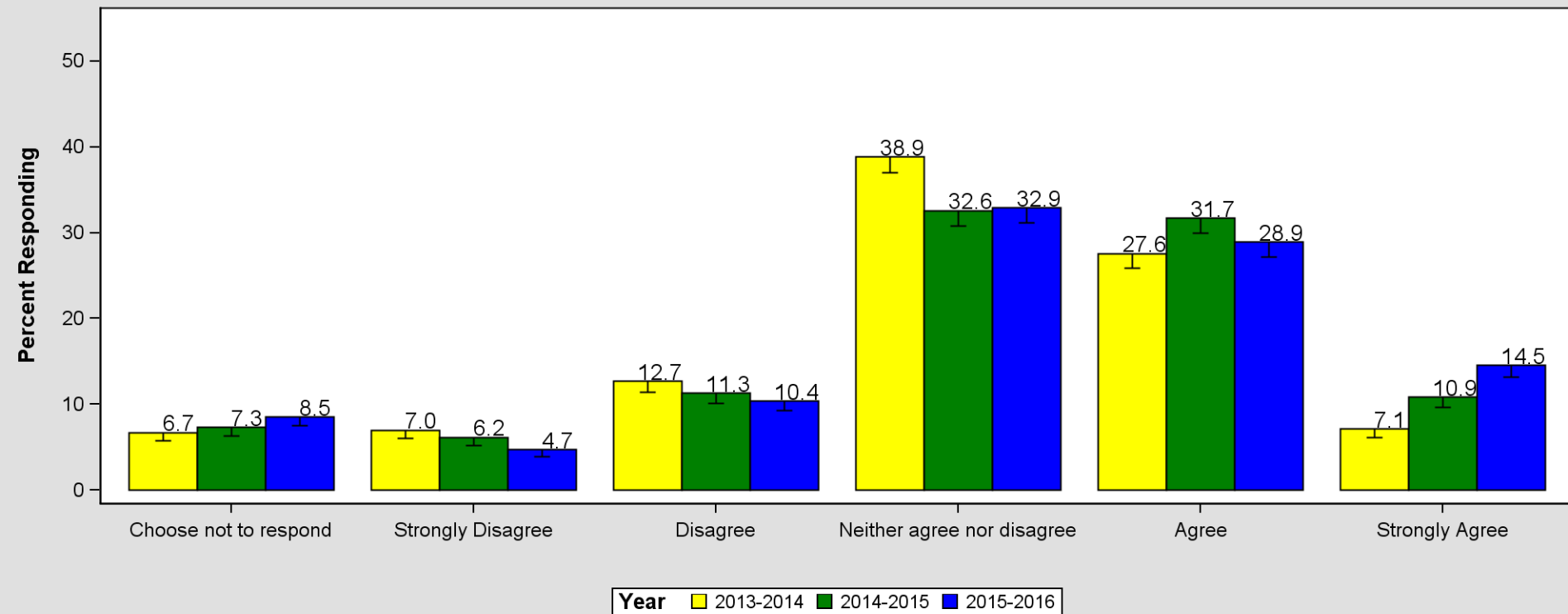


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Supporting professional education

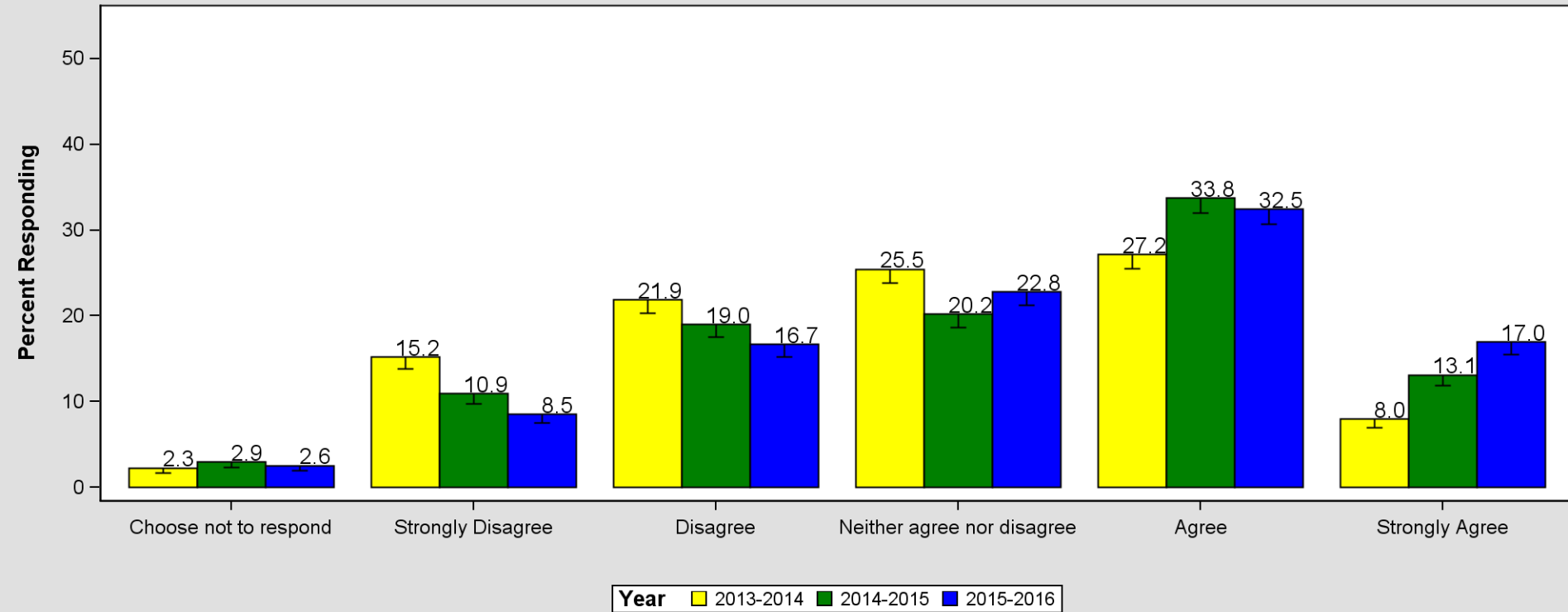


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Supporting the research mission

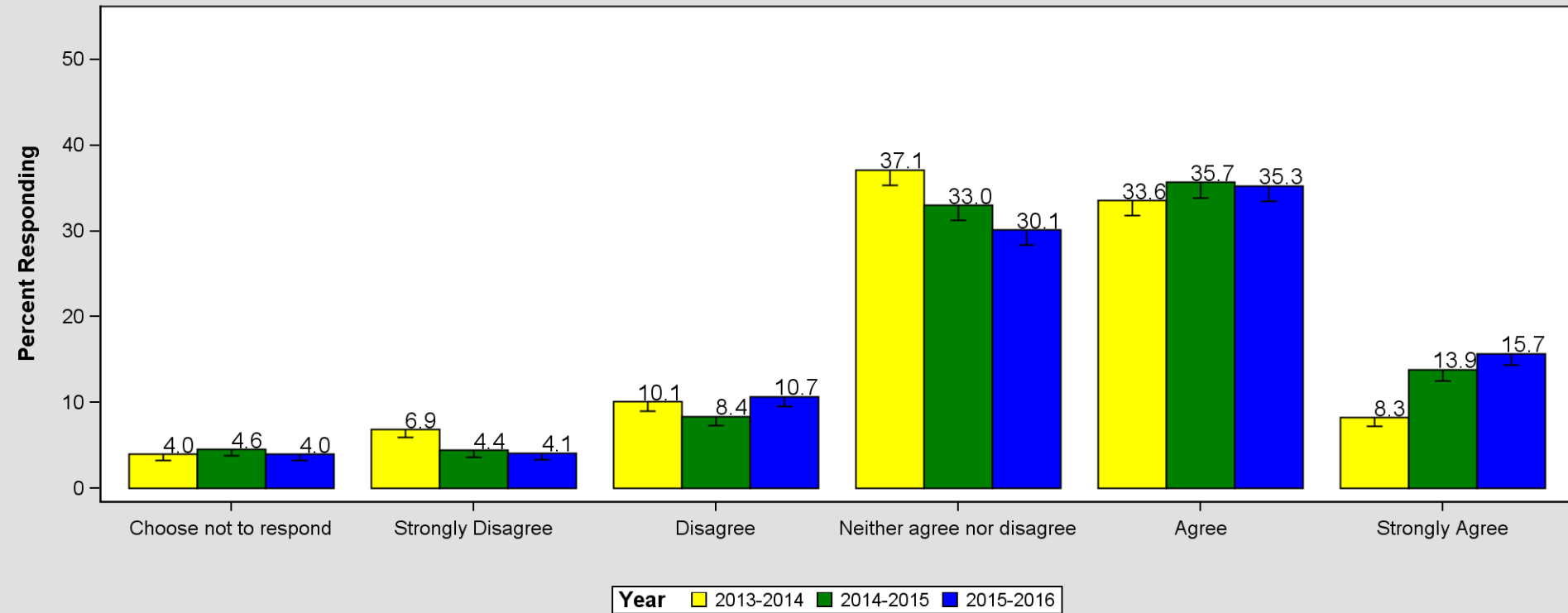


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Supporting the service mission

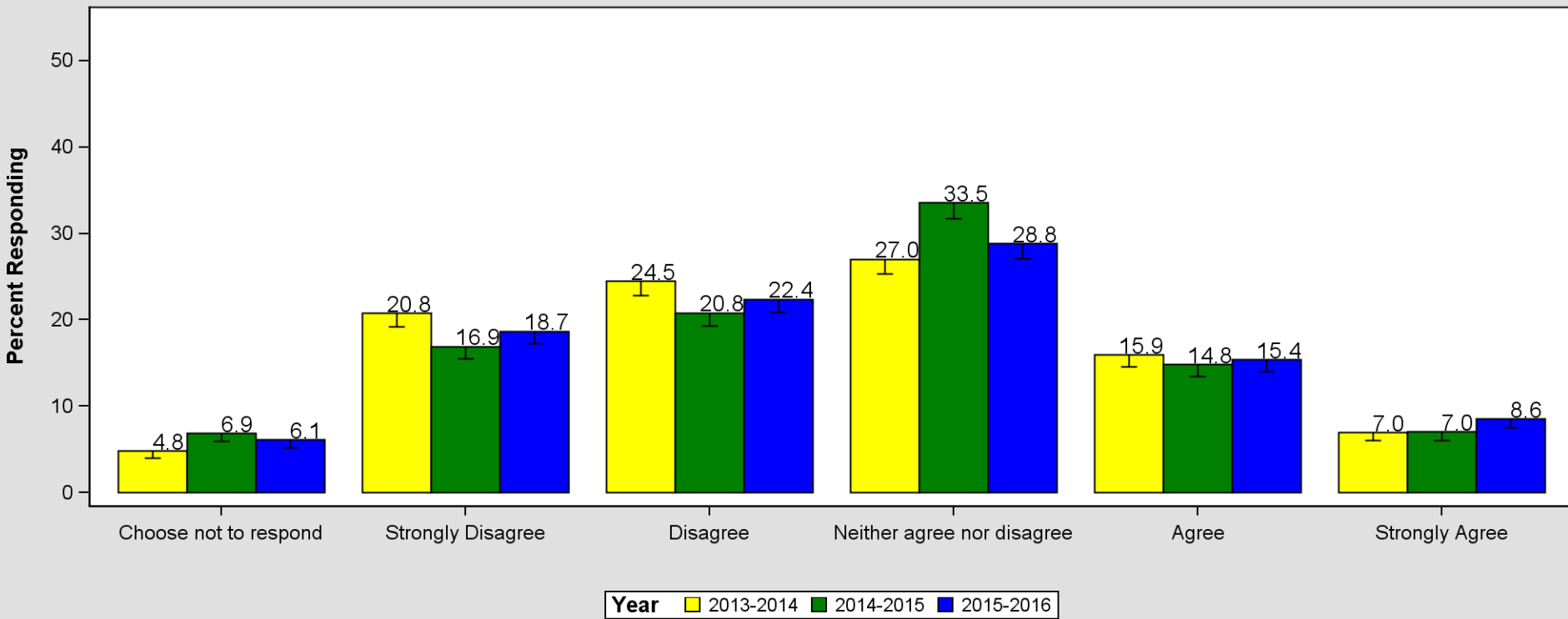


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President Survey

During the 2015-2016 academic year, the President has been effective in:

Restructuring the administration to be cost effective



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DRAFT

4. What is your overall assessment of the progress the President has made in achieving the goals of the new Strategic Plan in 2015-16?

5. Other Thoughts?