UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

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MAY 22, 2019

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SHEILA ROBERTS, SENATE COUNCIL OFFICE

DOUG BLACKWELL, PARLIAMENTARIAN

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CHAIR BIRD-POLLEN: All right, everyone thanks so much for being here today, and I know you have a lot of other things to do, including getting your graded in today. So I appreciate you making time for our full agenda here today. We have a special visit from the chair of the senate, President Capilouto came just to say a few words. So we'll start with him.

PRESIDENT CAPILOUTO: Thank you. I know how busy you-all are, and I know you have a crowded agenda, but it would have been enormously rude of me not to stop by and say thank you. So here we are at the end of the school year and, I want to I want to tell you about a marvelous last week.

It started first Monday and Tuesday our board of trustees meeting. I'll mention some highlights. This arrangement we worked out with Ag to provide op-ed's to our students. It tends really to empower students and faculty with the technology that together we'll learn on how to improve students and such.

So it's very exciting. I want to thank everybody who's been involved working with that for over the past year or so. Saturday, I happened to see some people who told me their -- their nephew's
and niece's decisions about coming to the University of Kentucky hinged on that -- of this -- of the op-ed.

First -- and some certainly wonderful gifts to receive $1.3 Million from Keeneland for the work on areas that are of mutual interest to us, and it being sent to our -- $5 Million to our college of agriculture, food and environment to focus on our expertise in -- in -- related to the distillery industry.

And then you somehow heard about it but it still amazes me, a Hill Grant to put forth a proposal some 600-plus pages to do it in 90 days to involve some 20 investigators from six colleges, and probably another 180 or so people at the county and state level. It took tremendous work to go up against the competition, the best in the country.

I think I can carefully but confidently say we were the best to attend the press conference that the secretary of health and human services wanted to have in Washington to announce this, to then, the following week to be at the Hal-Rogers Prescription Drug and Heroin Addiction Summit, in Atlanta which is up to 4,000 people now that three presidents in the last three years speak to have Francis College
from the NRH director Nora Wokethoff, director of the National Security Drug Abuse and everybody you see talking about the excellence of the University of Kentucky team and our proposal. So it is a steep 40 percent reduction in opioid deaths in three years. It's the first time I think NRH has ever put out a proposal with that kind of heightened expectation and done it in such a complex amount of time.

So great thanks to Chad Walsh and the team. Wednesday was the decision day, I think the May 1st week students are supposed to indicate their choice of the universities -- choice of one university that they're going to attend. We're upwards of about 1,400 students it's an opportunity in a market that is highly competitive with a declining number of high school graduates. Those are very encouraging numbers.

Thanks to all of you 40 more students telling me trying to make their choices. The time they spent with faculty both formal and bumping into them in campus on a tour, makes a big difference. And then I wanted to show you this slide and just share this report.

You know the state of Kentucky and the
legislature have adopted performance funding formula to distribute dollars. The first year they wanted that much at stake. The second year there was more at stake. This is really the third year and there are these metrics we -- we're above average is the way they put it -- and we're far above average.

We really set the curve. If you're above average you qualify for funding here, and it's a complex calculation. So in 10 out of the 11 metrics, we're above. Last year we were 11 out of 11, and look at the next closest university's a five. So we knocked it's socks off in this performance funding as you can imagine everybody knows the chain.

So a cool little sentence. The next slide Sheila Gilmont provided and at the top is a component of the state funds that go to higher education. That includes our community colleges as well. Our share of those state funds you can see are published around the 31 percent. That includes our mandated programs, consist of -- it's kind of hard to make strong conclusions out of that one number, given that.

But I wanted to share with you how that performance funding is increasing. You know, we should all know money was at stake according to
this, but you have gone from 31 percent of the budget to 48 percent. So this is why people are very excited about performance funding in Kentucky.

I'm very excited about it, but -- but we'll see how it goes. But -- but that too it takes everybody to do that. Those metrics focus on undergraduate education. That's what we agreed to performance funding. It doesn't have anything to do with research. Certainly would love to have that, but these are complex formulas to start with and the only thing that every university in Kentucky does is undergraduate education.

So I thought we'd do well in that. We had been positioning ourselves for that. It doesn't mean we only take these monies and spend on undergraduate education, but it's the way we -- we earn ourselves for.

We're making progress on our path forward. You know, as they came with a whole host of initiatives. Some have been completed are here to mention, and we already feel the consequences. Some are little slower than we like just for this learning enrollment and so forth, but we're on a good track.

We -- we have enough information about our budget that we're moving forward to operationalize
what will be for faculty and staff a two percent merit pool. Certainly wish it could be more, but given everything we're balancing here, and you know from our path forward by calculations even with this modest increase in state dollars from 9 to 14 Million, we should still have a deep hole if we want to do all the things on our aggressive agenda. I'm encouraged. This is seven straight years we've been able to offer a salary plan.

In terms of health benefits, you've received information on this. You probably noticed it. Some of those plans have a very modest monthly increase and some of those plans have no increase. Parking similarly there is a $3.00 a month increase in parking fees for you. Immediate tier, those are the ones closer to the campus and those only have three free remaining.

Some big helps I wanted to thank you for. The board approved our research professors. Lisa Cassus we owe a great deal of gratitude for changing the way we get that news to focus on two or three this expertise across all of our colleges, and we host this reception every other than after the board meeting's over at Maxwell Place, and one of the loveliest things I like to recall we call in each of
the recipients to say a few words. They're from the heart, and we'll keep appreciation to the college and to the family, and that's very nice.

Also, the In Memoriam of posthumous degrees that you have made possible. To be with these families for this graduation. One family lost 14 members, and to talk with them. Now, they watch what could have been, but it's also a way that they take another step towards closure and peace. It's very helpful. So thank you for doing that.

And then the -- the honorary degree recipients, we host them Thursday night before the Friday morning graduation at Maxwell plus they -- they can bring their family and close friends. It too is one of the events that my wife and I look most forward to hosting in the past.

Because at the conclusion of the meal or when we're about to have dessert, I'll let you -- I'll let each one of them stand up and tell their story, and I wish we could record those. You certainly hear their vibe being read at commencement ceremonies and they're magnificent stories, but that evening it's -- it's from a more personal perspective, which is very touching. I acknowledge to them I had nothing to do with them receiving this
award. I credit you. I do tell them that you're a
tough crowd to please so they must really be good.
But thank you for doing that year after year.

You're really great for it. So magnificent
people. And then graduation. We have 5300
graduates. 4,000 of them chose to participate.
That increases every year. Just to know the
indication of what that means to the students and
their families. We had 40,000 people attend. The
thing's on average it's one of these people takes
guts. So thanks a lot.

And I hope just like last year, you know, I think
we graduated more underrepresented minorities than
any other university and more African-Americans for
the first time of our university. I don't know if
that's the case once we calculate all this. It
means a lot.

And then my final close, for those of you who
came to graduation, it means much to our students
and their families and we had 250 faculty
participate. That's double from what we had last
year. So I'll end my run too with that knowing that
you have a very busy agenda. But thank you all very
much.

CHAIR BIRD-POLLEN: Okay. Thanks to
President Capilouto, and thank you all for being here at an early time today to try to get through this agenda. I just want to acknowledge that Sheila Brothers is back as of today. She (applause), and I loved having Joanie Ettmims who just really did four people's jobs over the last two-and-a-half weeks. (Applause.) I know that helping with agenda this is really busy time of year to start off so I'm thankful to both of them for all our hard work.

So a quick reminder to pick up your clicker in the back and sign in if you didn't do that already. These are our rules we have at every meeting. Please return your clicker so we don't have to find you in the summer, and so we'll get started with our attendance slide. I have to say we -- we wrote the attendance slide last week. Now, it feels that we could have done something else about the Derby winner, but -- so, yes, go ahead and vote now just to indicate your attendance. Any last indications of attendance?

Okay. All right. So we circulated the minutes from our last meeting, which was only two weeks ago. So, again, thanks to Joanie for getting those minutes up so quickly. We didn't hear any objections or comments in advance. Unless, I hear
anything now -- so those minutes will stand approved and distributed by unanimous consent. Some announcements. As we had -- we're not taking the last week Provost Blackwell is here today actually is going to lead an informational session and Q. and A. on next Monday, a week from today, for senators on the questions around the pricing and scholarship amounts for online courses.

And so that will be next Monday, three o'clock in this room. So please come. I know it's late in the -- the school year, but it -- to be, it would be great for you to come for your questions and distribute information back out to your constituencies.

Many of you have a term that's ending. Would you mind standing if this is your last senate meeting? Would you mind standing so we can acknowledge you. And we'll always -- many of our committees do not require senators to -- so if you want to volunteer, I'm more than happy to have you again next year, or you can run again, you know, if you wish. Okay. So thank you all for -- for all you've done for us.

President Capilouto mentioned the University research professors who were announced at the
trustees meeting, and I just wanted to acknowledge them here. Some people who are already here in this room. This is possible as we -- so many fantastic people we couldn't even get them all on one slide. Here's the other half of the list. It was -- it was pretty neat to hear about them. I'm sure there'll be a -- maybe there already was a UK Now article -- I don't know -- or there will be, but it's fascinating to read what they've all been up to. So congratulations to them.

We're having a senate council retreat in two days on Wednesday. Part why our office has been so busy. The agenda's already posted online in case you're interested in seeing what we'll be discussing. I wanted to mention in particular two items that'll be on our agenda.

One, which is up there, remember in our last senate meeting we changed the senate rules to allow nondegree seeking students to enroll in undergraduate certificates. And so existing undergraduate certificates will now have the opportunity to change in order to permit nondegree seeking students. So one of the things we'll discuss is how to facilitate that change and whether it's possible to do it in a -- sort of more stream
lined way.

The other thing I wanted to mention is that the senate academic programs committee chaired by Aaron Cramer has asked the senate council to consider something like an announcement process for new degree programs or new certificate programs coming out of colleges before they get senate council reviews so that we can have wider acknowledgment of the proposals that are coming through and then any problems that -- that might arise would arise earlier in the process, which I think is overall a good thing. So senate council will discuss that at the retreat, as well.

Another very exciting news, is that we have a third member of our team who's just been hired. She's starting next week. Her name's Bethany Woolery. Some of you may know her already. She already works on campus. We're thrilled. We can't wait to have her around. So next semester you'll see a -- a new face in our office, as well.

One last announcement is about a proposal deadline. So, again, if you're seeking now, fall 2020 as your respective dates please keep these deadlines in mind. They may change a little or we may increase the information available by letting
you know by when you should submit to the council.

So if the particular proposal you have has a council review, but for now these are the -- the dates that we're -- that we're advertising. So, again, sort of tentative for right now, but earlier is better.

We'd love to see your things and we need a three-hour meeting. Okay. So next thing on our agenda is our honorary degree recipients, which is a B.S. (Off-the-record telephonic interruption.)

MR. MICHAEL: Good afternoon. The university joint committee on honorary grades met last month to consider a very rich pool of -- of candidates. We would like put forward three names for your consideration. There is Brad Wilkinson for peoples, and Joseph Hawkin, III degree deceleration, Professor Wilkinson was a native of Lexington and -- and was one of the first three African American graduates of University of Kentucky back in 1958.

She subsequently earned a master's and a PhD in case Western University and then became the first African-American appointed as a full-time faculty member at UK in the late '60's. She was the founder and the first director of UK's American studies and research program and also founder of the Anglo-College Unions Lecture Series, and Annual.
Black Women's Conference. Professor Wilkinson was a pioneering scholar on critical lay theory and sociology of health and -- and illness.

She certainly served as either president and vice president of a number of socio -- sociological committees in -- in within the US, and so they have known poly-scholar on race and ethnic relations. And it's just certainly a well published including -- two books the Black Panel in American, 1975 and Race Class and Gender have come along between 1996.

Second nominee is Porter G. Peoples.

He's a native of Kentucky, of Lynch, Kentucky. He got an associates degree from Southeast Community College and subsequently a bachelor of arts from UK in elementary and special education. At just 22 years old he became the education director for the -- the Lexington Urban League.

And, in fact, since 1962 he has served as president and CEO of the Urban League of Lexington Fayette County. He clearly is very very well known in Kentucky for his advocate -- advocacy on civil rights, and -- and human rights.

He has served on a tremendous number of different boards and committee. For example, chair of KCTCS board, was on the executive committee of
the equestrian world games and associative chair of
Kentucky Civil Wideness Commission, and has an
equally diversive array of awards and honors.
Including, UK College for Education Hall of Fame,
and Kentucky Human Rights Commission Hall of Fame.

A third of is at Joseph Halcomb, III made a
successful Kentucky bachelor of science in chemical
engineering and then subsequently an M.D. degree
from UK utilizing these two unique sets of expertise
he became a pioneer (coughing) in biomedical
engineering developing joint replacement implants
and other medical devices that are freely used
around the world.

He is also philanthropic and he -- he has
assisted UK students for many years now with
interests in inter -- interdisciplinary studying and
research. He has been VP and -- and president of a
number of bio-pharmaceutical companies over at --
over at his career at Bristol-Myers Squib Script and
Amgen and in 2009 established a Halcomb family
endowed fellowship in medicine engineering at UK.

More recently in 2016 he endowed UK's department
of biomedical engineering, the first at the college.
In his home area of -- of California he participates
extensively in civil leadership and sits on multiple
boards of nonprofit organizations. So he's so nice. We have three candidates for -- potentially for -- for honorary degree -- degrees. Do I have to take it one-by-one?

CHAIR BIRD-POLLEN: I think there's one more slide which describes just the -- I hope. Do we have one more slide that describes the -- nobody vote just in case -- do we have one more slide that describes the --

BROTHERS: Degrees and such --
CHAIR BIRD-POLLEN: Yes.

UNIDENTIFIED MALE SPEAKER: Yeah.

CHAIR BIRD-POLLEN: There we go, yeah. Just wanted to put this up there. So -- so these are the categories so the committee has brought a few recommendations both of the names and the -- the award based on this list of honorary degrees.

So -- so we're going to vote on these independently. I wanted to make note of one last thing which is that the committee recommends that Professor Wilkinson be awarded her honorary doctorate at this August 2019 event. So there'll be a celebration of 70 years of integration at UK in August and Sonja Feist-Price is one of the co-chairs of that -- of the year long celebration and her
committee has asked for this as -- as part of the celebration in August, and the senate rules do permit the awarding of an honorary degree at a time other than commencement, but the senate has to explicitly approve that.

So the -- the committee will also be asking for your vote on that piece of it as well. And Sonja's here to answer any questions you might have about the event. So, yes, I think we have this designed as -- first the recognition of Professor Wilkinson, and secondly the request for a vote about when her degree would be awarded.

So there's a motion on the floor, then, from the committee that the elected faculty senators approve Professor Wilkinson as a recipient of an honorary doctorate of humane letters. Are there any questions of fact about that motion.

MR. LUHAN: Greg Luhan, I'm college of design. Not necessarily in terms of fact, but a -- just a question of recognition. Would they be also recognized at the primary commencement in June?

CHAIR BIRD-POLLEN: Well, that's a good question. I mean, we have not historically recognized someone who received the award in December at the May commencement ceremony. So we
typically -- unless the people remember something
different than I remember -- it's usually at one
ceremony, and I don't -- it's been a while, I think,
since there's been someone who's received an
honorary doctorate other than a commencement
ceremony; right?

UNIDENTIFIED MALE SPEAKER: Is this going
to become precedent?

CHAIR BIRD-POLLEN: It may be precedent
setting. So if there's a suggestion of that, I'm
sure there'd be a way to -- to convey that message
to the commencement folks.

MR. LUHAN: I move.

CHAIR BIRD-POLLEN: Any other questions of
fact about this motion? Okay. So, then, we have a
motion to approve Professor Wilkinson as a
recipient. Any debate on that motion?
Okay. Then, we'll open that for voting. This is to
approve an honorary doctorate of humane letters.
Any final votes? I think that motion passes, then.
All right. So the second motion, then, is to confer
this award at the August 2019 commemoration of 70
years of integration.

Dr. Fiest-Price, do you want to say anything
about the event? Or anything in particular in -- in
favor of that?

MS. FIEST-PRICE: So it will actually be August 30th of this year. There will be a commemoration of 70 years of integration. It is actually the kick-off of a year long event. So we have a number of things planned but the kick-off -- the kick-off event will be an assembly, and we have Trevor Noah that will be our keynote speaker.

We will have the president at the event presenting the award. You will be receiving some information because we are hoping to engage our faulty in some quick kinds of activities.

Classes will not be cancelled as they were when we celebrated our 50 years of integration classes were cancelled. For our 70th, we recognized that it was best not to cancel classes but to identify ways in which we can get faculty to engage in some cool curricular kinds of activities.

So this week you'll receive some information about ways in which students can be involved. And at that event we are wanting to recognize Dr. Dockus Wilkinson for blazing the trail as it relates to diversity among our faculty.

CHAIR BIRD-POLLEN: So any questions of fact about this motion, then? Okay. So we have a motion
on the floor to award this particular honorary degree in -- at this August 2019 event. Any debate on that motion? Okay. Then, we'll open it for voting. Again, elected faculty senators please. Any final votes?

Okay. That motion passes. Great. Thank you. Okay. So the second one is Porter G. Peoples for an honorary doctorate in . The recommendation from the committee is Jill Wartez degree at the December 2019 commencement ceremony. So we have a motion from the committee. Are there any questions of fact regrading this motion?

MS. CROT CHECK: Yeah, I was just wondering, it just seems pretty far in advance for the May commencement next year. I was wondering if there were plans (coughing) for us, to have more candidates since there will be three in the next academic year that are approved today presumably, which would allow an opportunity for more to be in it or -- or is it -- are we done in the next -- but following --

UNIDENTIFIED MALE SPEAKER: We can certainly still --

CHAIR BIRD-POLLEN: Yeah.

MS. CROT CHECK: -- consider -- there will
probably be another round of calls for -- for the moment the nominees -- its in December; right? It's -- it's --

CHAIR BIRD-POLLEN: But this recommendation is --

MS. CROTCHEK: For?

CHAIR BIRD-POLLEN: -- for December. I mention we usually vote in May on the recommendations for December. It was the committee's decision to forward three names and they want us to spread them out a bit, but they're -- we'll still be a call for more nominees in the fall, and that would allow us to bring some additional candidates for May.

MS. CROTCHECK: If they can move forward?

CHAIR BIRD-POLLEN: Yeah.

MR. BROWN: Just real quick?

CHAIR BIRD-POLLEN: Yeah.

MR. BROWN: Allen Brown, arts and sciences. What is the number that we shoot for -- or is there not a number?

CHAIR BIRD-POLLEN: So the total number for the year is five.

MR. BROWN: From?

CHAIR BIRD-POLLEN: For the -- for the
academic (coughing). And so this would -- if you approve all three of these today that would be three of the five.

MR. BROWN: So there would be two left available -- two slots left available essentially if we make --

CHAIR BIRD-POLLEN: That's right. Did I read -- this is still questions of fact -- yeah. Any other questions of fact regarding this nomination? Okay. So, then, we have a motion from a committee to award Mr. Peoples the honorary doctorate of humane letters. Any debate on that motion? Okay. Then, we'll open that for voting. Any last votes? Okay. That motion passes.

And then the final recommendation from the committee is Dr. Halcomb and -- for an honorary doctorate of engineering, and again this one -- the committee's recommendation is for May 2020, which I think was just an attempt to spread these awards out a bit over the course of the next --

MS. CROTHECK: I make a motion.

CHAIR BIRD-POLLEN: Any questions of fact regarding this motion? Okay. So, then, we have a motion from the committee to award Dr. Halcomb the honorary doctorate of engineering. Any debate on
that motion? Okay. And we'll open that last one for voting. Any last votes? Okay. And the motion passes. Great. Okay. Thank you all.

And, again, just a brief reminder these names are embargoed we ask you not to discuss them outside of these meetings. They'll have to go to the board of trustees for approval because of the -- we'll call the award individually. If the -- if the board of trustees advances them.

Okay. So I have a chair report. A reminder that the senate rules do give the senate council the authority to make some minor calendar changes as long as we report those to the senate. So we did that at the most recent senate council meeting in particular with regard to some dentistry courses, and this -- all of these courses they're actually not taught on the traditional semester model. They actually run more like six months long, and so the college of dentistry came to ask for a special calendar for these courses for the 2019, '20 school year and senate council approved that.

Professor Brett Spear, is he here? There he is. So Brett Spear has been an excellent member of the senate council, but has let us know that he will be stepping down from the senate council basically,
today -- today. He's been in the recipients of a
couple of big grabs and he's also been added to a
couple of national review panels and so his workload
outside of the senate is -- is making it impossible
for him to continue. But I'd love to just take a
moment to than Brett for his service.

So what you might remember from times this has
happened in the past. The way our rules operate is
that we look to the most recent senate council
election and appoint the next person and so that is
Dr. Allison Soult who is right here, and the
department of chemistry will be joining us on
Wednesday for the retreat, which I'm sure she's
thrilled about. So please join me in welcoming
Allison as well.

Okay. I also just wanted to say briefly it
looks really pretty exciting to be part of that
graduation ceremony over the weekend and i
particular, participating in this honorary
doctorates and the -- the In Memoriam that President
Capilouto mentioned. But even the -- the degrees
themselves the students were so excited and it's
just a really nice way to -- to be reminded of all
the things that we do here and how they actually
matter to -- to the people who are -- who are
participating. So I just want to thank all of you for letting me represent you that are -- and it was -- it was pretty neat.

So I encourage you to run for senate council chair so that you too can spend eight hours on a weekend -- but, anyway, it was really fun. So -- so thank you all for that. I appreciate it.

Okay. Next is our provost report. Provost Blackwell, do you want to -- want to say anything now? Or you --

PROVOST BLACKWELL: I think the president said it all. I'll -- I'll defer to your busy agenda. But, again, thank you for the extra time you're putting in, and for all of the hard work this year on getting these programs through because I -- I travel around and -- and speak to people around the state and policy makers included -- including today, there's a lot of excitement. Especially, about the new online programs.

I think because they can reach remote laces Somerset where people really do need those credentials, and so I just want to say thank you, and have a -- have a great productive summer or relaxing summer as the case may be.

CHAIR BIRD-POLLLEN: Okay. The next is our
vice chair's report. I think she's not here yet. She's on her way, but she had -- she was running late. So I'm going to report on her behalf.

Jennifer chaired the outstanding creditor committee.

The committee received several nominations and it made its decision, however, the person that they have chosen was unable to attend this meeting. So they have decided to delay the announcement until fall.

So in the fall we will celebrate the outstanding senator at the beginning of the year. So -- so that's her report. Next we'll be from the (laughter) -- parliamentarian's report. Nothing to report. Okay. And our trustee.

TRUSTEE BLONDER: So President Calipouto told you a number of things that occurred at our board meeting and I just want to add, just add two things to that. We voted to approve the purchase of an electronic health record. This is for UK Healthcare $280 Million. This will help consolidate the medical records, and there are number of people that are -- have been wanting this to happen. We had a brand strategy update from UK P.R.

And we talked about developing a brand for UK. There was a little bit of dissension from me and
another trustee about the use of the term "wildly" in the slides "wildly possible" "wildly powerful". Another trustee spoke in favor of it, and this is a work in progress.

TRUSTEE GROSSMAN: Can I just say with that. You may not have heard what the overall brand strategy is, but it's -- the catch phrase is "Achieve more through grace and grit." Okay. And then there are supposed to be different units and we're going to take that and convert into marketing and publicity campaigns. But the idea was that See Blue has run its course.

It was never really intended to represent the entire university in this area, and (coughing) Advertising slogans and so they want -- and I think really needing to get anyone outside of Kentucky. So "You achieve more through grace and grit" was supposed to bring forth the notion that we're a southern school where people help one another and there's grit in that people achieve -- overcome a lot of obstacles to achieve what they want to achieve here.

So that's the -- that's the general theme. Again, different units are going to roll this out in different ways, and you may never even hear wildly
in an advertisement, but -- but anyway it's an ongoing process.

TRUSTEE BLONDER: Yeah, and the grace and grit discussion occurred some many -- some months ago. I'm not sure when, but that was controversial. There were a number of us that felt that this would not appeal nationally and that perhaps there are some issues to consider with the word grace and the interpretation of that, but apparently, that's continuing to be the theme.

TRUSTEE GROSSMAN: Seems that way.

TRUSTEE BLONDER: Yeah. So -- you want to say anything?

UNIDENTIFIED MALE SPEAKER: I -- just a second Phoebe --

MS. PHOEBE: Yeah.

UNIDENTIFIED MALE SPEAKER: -- if that's okay. And I've been in a lot more of these meetings than --

MS. PHOEBE: Right.

UNIDENTIFIED MALE SPEAKER: -- you two have been. So thanks for the opportunity to maybe clarify a little bit. So grace and grit is -- is kind of a brand strategy. Those words will actually never appear in an ad or in a brochure or anywhere
else just to be clear. And there's a lot of -- of research and different ways of expressing that brand strategy and the first one that actually came out of that brand strategy is "Kentucky Can" back in September.

So that -- that is an al-grove from that strategy that is specific to philanthropy, and so wildly possible is intended to be specific to recruiting freshman essentially. So -- and a lot testing behind that. So that's -- I just wanted to clarify that there will be -- kind of what you were indicating Bob -- there'll be different expressions of this overall brand strategy in different contexts. Does that make sense?

UNIDENTIFIED MALE SPEAKER: So when -- when would that whole phrase ever appear? Or would it ever appear on any sort of --

UNIDENTIFIED MALE SPEAKER: Achieve more through grace and grit?

UNIDENTIFIED MALE SPEAKER: Yeah, the whole phrase?

UNIDENTIFIED MALE SPEAKER: Would never appear anywhere except in our internal documents expressing our brand strategy. So it wouldn't be on an ad or a billboard, or a radio commercial or anything like
that.

UNIDENTIFIED MALE SPEAKER: Un -- unless some unit decides that it would work for them?

UNIDENTIFIED MALE SPEAKER: Pre -- presumably they could -- they can decide that.

UNIDENTIFIED MALE SPEAKER: So it's to drive the concept or to help us conceptualize --

UNIDENTIFIED MALE SPEAKER: It's to help us to see the big picture that -- that UK is -- is a supportive environment that helps everyone involved at UK including faculty, staff, students to achieve their goals.

TRUSTEE FEMALE SPEAKER: In the slide presentation last week which is on the web on the trustee website you can see into the committee human relations committee there was a portrayal of this wildly possible, wildly powerful, wildly strong in banners that possibly could be put on the student center or just --

UNIDENTIFIED MALE SPEAKER: Right. More in the student context.

MS. BLONDER: So a number of us -- well, two of us in particular spoke out against the use of the word wildly, but other trustees liked it so I just want to report --
UNIDENTIFIED MALE SPEAKER: My --

TRUSTEE FEMALE SPEAKER: -- that to you.

MS. BLONDER: -- my point of view is I'm not in public relations so I just defer these kinds of things to people who know a lot more and have done all the research.

TRUSTEE FEMALE SPEAKER: Thank you.

UNIDENTIFIED MALE SPEAKER: Thanks.

MS. BLONDER: Some other things to report. We approved some renovations the student center, the law, the psychology department space improvements, and then the president mentioned iPads and Bob I think will mention that again, and then we approved all the degree candidates and we approved the five degree programs that we had approved in the senate.

UNIDENTIFIED MALE SPEAKER: So in terms of the iPads, you saw the press releases and the articles. One thing that didn't really come out I think in a lot of the press releases is that initially, these iPads are going to be distributed to incoming freshman early, before they enroll, especially to -- or particularly to students who are not fully prepared for college outside their various measures.

So when we admit students, we admit a cohort who
have met all of the college readiness indicators, but then there -- there are some who we admit who are missing one or more of those college indicator -- college readiness indicators. And so the initial effort will be to load these iPads with software that will help the students to become more academically prepared before they start classes in the fall.

That's just the beginning. And, in fact, today, right now I was triple booked at two o'clock today, but there is a meeting going on with some people who are interested or have expressed interest in educational technology in the past, and who interact with a lot of freshman to decide hey, what kinds of things do we want these iPads to do that we think will help our freshman. So decisions haven't been made.

The software hasn't even been loaded yet on -- on these iPads. There's going to be lots of opportunities for us, as faculty, to get involved in the side of what tools the -- or software tools would be best to place on these iPads.

Yeah.

MS. DEBSKI: Liz Debski, A. and S. So there's no first year courses that they're already
integrated into the --

UNIDENTIFIED MALE SPEAKER: Not as far as I know. Unless some faculty member has already done that and saved it to all his or her student's -- you-all need to bring an iPad to class. I don't know that that's the case.

And I think with all the arts and sciences Lee had the opportunity to talk to people who represented for their colleges who may have some -- want to input -- for example, in SATC discussing how open education they use a suite of -- of software that must be preloaded onto their student iPads and impossible to had the opportunity to talk to people like that. She might be able to give you some feedback.

Yeah, it's already directed -- a few people who emailed me directed them to email Patsy Corothers who's overseeing this exercise of trying to figure out exactly what kinds of tools we want to put on the iPads. So I would -- I guess, I would just suggest if you're interested or know someone's interested, ask them to contact Patsy Corothers and Jen Omimale in the next -- and there's going to be several meetings over the summer I presume and then into the fall, and this is -- initially, they're
focusing on freshman, but they also -- I mean, she -- she did say to me that they wanted to -- begin early planning for when these freshman become sophomores, juniors and seniors and planning for what kind of tools you might want to load onto these iPads at that point.

So -- so if you are interested or you know somebody's interested you got to get involved in the planning process call Patsy. I hope I don't overwhelm her with about 3,000 emails, but I -- somehow I doubt I will -- she will be that overwhelmed since summer's almost here, but she's the one who's -- who's in charge of that, and I don't think there's any intention to exclude anyone from this planning process.

MR. FARRELL: Herman Farrell, college of fine arts. So I'm the professor who from time to time -- most of the time using -- within my classroom because, I find that it is really problematic even when I put students on the honor code of not drifting off and doing what they do. They do it anyway and so I tend to say laptops down.

So I'll admit I can see a problem going forward for the next several years in my classroom I don't know if other, around -- around the same -- feel the
same way but they know of other of having --
removing students who have been given a -- a laptop
-- I mean, a desktop and they've been given this and
they are basic -- basically encouraged to use it
within the classroom I assume, but feel -- I feel
some pressure from the acceleration if I am saying
to one group of students put your laptop down and
close them while the others are allowed to make
their electronic available to them.

I -- I find it disruptive to the teaching
process. And so I'm -- I know I sound like a and
I'm really not. So --

TRUSTEE FEMALE SPEAKER: Well, I think
there's actually some evidence --

MR. FARRELL: I have heard students who use
technology at times when I say, "That's a good
question. Let's open up our laptops, and let's go." But, then I say, "Put it away." Because I've found
that it is distracting, and it -- and I know because
I've been keeping track of this to chronicle and
whether online day-to-day assistance there is a real
debate about whether or not whether note taking is
best maybe through the computer or taken by hand. I
--

UNIDENTIFIED MALE SPEAKER: I -- I --
MR. FARRELL: -- I -- I think by hand, and I think -- I encourage that with most students.

UNIDENTIFIED MALE SPEAKER: Sure.

TRUSTEE FEMALE SPEAKER: I think --

MR. FARRELL: So, again -- sorry for long --

TRUSTEE FEMALE SPEAKER: Yeah.

MR. FARRELL: -- question, but was any of that taken into consideration when this decision was just made?

TRUSTEE FEMALE SPEAKER: Yes, I think that what you do in your classroom will continue to be under your control. And there is -- there is some data. There was an article in the New York Time's like two or three weeks that the Kansas school system has decided to -- that this is not a good thing using iPads it distracts the students, that they can't sleep at night, this and that. Whereas, some school systems are apparently having success with it and that's at the high school level. So I think as a professor, you will have the opportunity to make a decision --

And is that what you're thinking as a provost? Do you want to say something?

PROVOST BLACKWELL: Yes, so Herman thank you
for the question. The -- the vision is that faculty
will be given a -- the opportunity, but it --
there's no pressure, no requirement for -- for these
to be used in anyone's course, but there will be the
opportunity. We will -- we are going to try to
pilot the -- the use of -- of these devices with a
-- with a group of faculty as part of this
initiative in the fall.

Associate Provost, Cathy Kern is collecting
group of faculty that want to experiment and try to
-- try to learn from this, but no -- no pressure
whatsoever. There is -- there are two governance
groups overseeing this implementation. I'm not sure
how much of that came out of the trustees meeting,
but there is a -- a group being co-chaired by Dean
Rudy Buckheight from the college of engineering and
-- and Bryan Nickels the chief information officer,
and that group has -- has faculty representation,
department chair representation, pretty broad, and
they're -- they're going to be basically, screening
ideas and soliciting ideas for how -- how these
devices are used starting now.

But it's, you know, in no way are we trying to
force anyone to use it. I mean, this first -- the
first thing we want to do is facilitate student
success, and that starts with these students that
have academic -- various academic proficiency issues
and engaging them now, starting them on that very
early so that by the time they get here they -- they
are prepared and so that -- that's the initial
project and then later on we want to develop a more
comprehensive application for the devices that eases
the transition from high school to college.

So at least initially, a lot of it is going to be
towards student support rather than academics. And
I think it's faculty experiment and as -- as Rudy
and Bryan's committee gathers more information from
campus, it may evolve into faculty members deciding
for themselves if they want to incorporate those in
their classes.

CHAIR BIRD-POLLEN: Okay. I'm a little --
I'm getting a little anxious about the time --

UNIDENTIFIED FEMALE SPEAKER: Oh, yeah.

CHAIR BIRD-POLLEN: -- but maybe if we could
take a few more questions --

UNIDENTIFIED MALE SPEAKER: If --

CHAIR BIRD-POLLEN: -- if they're very urgent.

UNIDENTIFIED FEMALE SPEAKER: I think
probably you have an urgent question?

DEAN KORNBLUH: Mark Kornbluh, arts and
sciences. I wanted to say this came from keyboards and pencils so they're actually designed for long hand note taking, and there will be a note -- we talked about a standard note taking app. So I think UK 101, you know, could show the students how to take notes. It'll be up to faculty whether you let them use it that way in your class, but they're actually designed exactly for that purpose of --

TRUSTEE FEMALE SPEAKER: I'm just -- I'm thinking that this first roll-out with this first group of students, it would be very -- very helpful not so much for the integration into their classes but for the student academic life. For advising, knowing how to reach out for services that these would be the types of things that I could see on the iPad that they -- you know, I don't know how to do this, where can I get help. And that that would be really helpful for students to have.

UNIDENTIFIED MALE SPEAKER: And that -- that's exactly the kind of thing that will be the focus early -- early on in this broader -- in the broader app that -- that's under development. The -- the way this has evolved that app won't be ready until the next group of freshman. So for this first group it's really going to be focused on academic
preparation, but as the new app is developed it will incorporate a lot of these new things that you've -- you've mentioned.

TRUSTEE FEMALE SPEAKER: Thank you.

CHAIR BIRD-POLLEN: Yeah, last question.

MS. MARTIN: Martin, from the college of nursing. We have received interest in having this from IT that University of Kentucky does not support Apple products and does not support offer support for Macs for our students that have Macs, and I'm just wondering if there's a plan to address that if we're obviously moving to an Apple product?

UNIDENTIFIED MALE SPEAKER: I don't have the answer to that question.

MS. MARTIN: But you'll find out?

UNIDENTIFIED MALE SPEAKER: If I did, I'll --

UNIDENTIFIED MALE SPEAKER: They're working on it.

UNIDENTIFIED MALE SPEAKER: They're working on it?

TRUSTEE FEMALE SPEAKER: I would assume.

UNIDENTIFIED MALE SPEAKER: Yeah, I -- I truly don't know the answer, but I would presume that -- that with the relationship we would be able -- be able to support IOS applications at the very least.
UNIDENTIFIED MALE SPEAKER: Particularly, if you hear college in some -- and maybe some health sciences where you are both a healthcare college and an undergraduate college there may be some tension there again, integrating the healthcare environment with the Mac environment, but platform differences are not as much of a barrier as they used to be. So hopefully those problems will resolve.

MS. MARTIN: Thank you.

CHAIR BIRD-POLLEN: I'm sure our trustees and provost will take additional questions at the end.

UNIDENTIFIED MALE SPEAKER: Absolutely. I'm going to sit down.

CHAIR BIRD-POLLEN: Thank you. Okay. All right. So onto our committee report. So our first committee report comes from Aaron Cramer, the senate academic programs and as you see it's another long list. The programs committee was hard at work again this week.

MR. CRAMER: Almost done for the year, though. The first item is a proposed new B.S. in consumer economics in family financial counseling. This is a recommendation that the University Senate approved for submission to the board of trustees. The establishment of a new B.S. degree in consumer
economics and family financial counseling in the
department of family sciences within the college of
agriculture, food and environment.

The proposed program will provide students with
knowledge and skills to positively impact economic
and financial decision making of individuals and
families. Of course, working consumer economics,
personal finance and financial counseling will
provide students with a broad skill set to assist
consumers in making sound financial decisions and
ultimately, improving overall family economic
well-being and financial security.

Students in the program may select coursework
that would allow them sit for the accredited
counselor exam. Graduates of such programs may
pursue careers in financial counseling, consumer
journalism, public and nonprofit educational program
development and delivery and also entrepreneurship.
Enrollment starting at ten students growing to 50
students is anticipated.

CHAIR BIRD-POLLEN: Okay. So we have our
report of -- of the motion from the committee and
the proposer is here in the back to answer questions
as well. Are there questions of facts about this
proposal? Yeah.
MS. LESLIE: Leslie (inaudible) at college of business and economics. I hope I'm asking at the right time -- or -- but one thing I just wanted to point out I know the academic college is good at its work and this program and this motion, but just in the spirit of transparency I would like to point out one of the following points made in the letter of support for this program from Dean Kindchetter it said: Due to AACSBS accreditation there may be some implications for this program. Currently, I believe the program has 22.5 percent of its courses offered containing some content related to business, and because of the AACSBS macro-dissection this can't go over 25 percent.

So the hope is that the Dean wants to commit to working the faculty in the cafe because I guess it's a college program so that potentially, you know, they could work together in the future to find a solution that would the students to have more access to Gatton courses where they could take extra business classes, but as it currently stands with accreditation and the program students that would declare this their major would -- would not have access to extra business courses so the certificate of business or the minor in business. I just wanted
to point that out.

CHAIR BIRD-POLLEN: Okay. Other questions of fact? Okay. So, then, we have a motion from the committee that the senate approved. The new B.S. degree in consumer economics and family financial counseling which will be in the department of family sciences in the college of Ag, food and the environment. Any debate on that motion? Any debate?

Okay. So, then, we'll open this for voting. Any last votes? Okay. Motion passes. Oh, sorry. Go ahead, Aaron.

MR. CRAMER: Okay. The next item is a new unaccredited certificate in business. This is a recommendation that the University Senate approved the establishment of a new undergraduate certificate in the Gatton College of Business and Economics. The proposed 15-hour program includes an introductory course in business and foundational courses in accounting managing -- management, marketing and finance all available online.

The credential is intended to compliment any discipline preparing for future careers in which business and disciplinary expertise intersect. Admission is open to nonbusiness undergraduate
students as well as nondegree seeking students under
the little change that we voted on last time, an
initial enrollment of 50 students growing to 150
students is anticipated.

CHAIR BIRD-POLLEN: Okay. So you've heard the
motion from the committee. We have the proposers
here as well to answer questions, any questions of
fact on the new undergraduate certificate in
business? Questions of fact?

Okay. So, then, we have a motion on the table
that the senate approved the establishment of a new
undergraduate certificate in business housed in the
got -- Gatton College of Business and Economics.
Any debate on that motion? Any debate? Okay.
Then, we'll open that for voting. Any final votes?
Okay. Motion passes. Okay.

MR. CRAMER: The next item is a new
undergraduate certificate in bio-pharmaceutical
engineering. This is a recommendation that the
University Senate approved the establishment of a
new undergraduate certificate in bio-pharmaceutical
engineering in the department of chemical materials
engineering within the college of engineering.
Okay. So this was initially, a conditional
recommendation, but the conditions of that
recommendation have now been met. So they're mentioned there. There was some portions that needed to work their way through undergraduate counsel, and they have.

The National Academy of Engineering has listed the engineering of better medicines as the grand engineering challenges. To meet this need the pharmaceutical field will need engineering students who have a solid foundation in both chemical engineering and basic pharmaceutical principles. During this educational experience students who have an interest in formulation design are encouraged to continue onto graduate programs in pharmaceutical studies and related fields while students who are focused on process, production will enter directly into the pharmaceutical industry.

The proposed program will formalize in successful educational collaboration in this area. This is spans the last decade. Enrollment of approximately, 35 students is expected.

CHAIR BIRD-POLLEN: Okay. So you've heard the description of the recommendation. I think we have a proposer here --

UNIDENTIFIED MALE SPEAKER: Yes.

CHAIR BIRD-POLLEN: -- to be able to answer
questions? Yes. Excellent. So any questions of fact regarding this proposal? Questions of fact?
Okay. So, then, we have a motion on the table to approve the establishment of a new undergraduate certificate in bio-pharmaceutical engineering in the department of chemical and materials engineering in the college of engineering. Any debate on that motion? Any debate?
Okay. Then, we'll open that one for voting. Any final votes? Okay. Motion passes.
MR. CRAMER: All right. The next item is a proposed new undergraduate certificate in musical theater for dance majors. This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate in musical theater for dance majors in the department of theater and dance within the college of fine arts.

The proposed program here has two existing successful programs within the college of fine arts, musical theater for theater majors and musical theater for voice majors. The program provides an opportunity for students who advance to gain knowledge in areas such as acting, voice and musical theater techniques. Students who complete the program will be able to synthesize acting, singing
and dancing within musical theater performance. Students within the B.A. dance program have already expressed an interest in such a program. Enrollment of between two and four students (coughing) auditions is anticipated.

CHAIR BIRD-POLLEN: Okay. So you've heard the description of the proposal any -- and we have a -- the proposer here as well. Any questions of fact regarding this proposal? Okay. So, then, we have a motion on the table from the committee to approve the establishment of new undergraduate certificate in musical theater for dance majors in the department of theater and dance within the college of fine arts. Any debate on that motion? Any debate?

Okay. Then, we'll open that one for voting. Any final votes? Last votes? Okay. Motion passes.

MR. CRAMER: Next item is another undergraduate certificate. This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate in diversity and inclusivity awareness in the college of social work. The proposed certificate will provide an enriching multidisciplinary academic experience to an exposure to a variety of cultures and lived experiences,
within the academic context. It will allow students the opportunities to engage with diverse content, views, and experiences to gained preparedness for an ambiguously connected future.

This program is composed of the core course in social justice foundations and elected courses in a variety of areas will enable students to better understand differences in cultures and lived experiences. Social influences resulting from those differences as well as how those influences shape a student's awareness and ability to connect with a world view that values diversity and -- and models inclusivity for all. An initial enrollment of 30 students jumping to 60 students is anticipated.

CHAIR BIRD-POLLEN: Okay. So you heard the description of the certificate, and the proposer's here as well. Any questions of fact regarding this certificate. Yes?

MS. DEBSKI: Liz Debski, A. and S. So I'm just a little confused because I think we're going to consider a graduate certificate in inclusivity and diversity and that's in the college of A. and S. So why are we in different colleges?

MR. CRAMER: So each college, of course, sort of worked on their own together. These two
have -- have actually collaborated with each other and discussed each other's proposals early on and included letters indicating awareness and support for each other. Broadly, the issue of diversity including this one it probably spans more than that single --

UNIDENTIFIED MALE SPEAKER: Right.

MR. CRAMER: -- college; right. And so an area that fits clearly within the academic expertise of -- of numerous colleges and so this is something we could maybe look at and say how can we make sure that these proposals have at least made sure that -- that everyone knows what's going on here, and then participation from -- from other parts of campus.

So I would say that the broad answer is because it probably doesn't uniquely belong any in one college; right? The question is it's bigger than any one college on campus and -- but somebody took the lead and started it going forward.

CHAIR BIRD-POLLEN: Yeah. Uh-huh.

UNIDENTIFIED MALE SPEAKER: Well, no -- I'm -- Mark has got his --

CHAIR BIRD-POLLEN: Okay.

UNIDENTIFIED MALE SPEAKER: -- address.

DEAN KORNBLUH: I was going to --
CHAIR BIRD-POLLEN: Name, please.

DEAN KORNBLUH: Mark Kornbluh, arts and sciences. I was going to add if there's any credit that involves -- follows the faculty member not thinking that -- that at onset so the units that although these certificates are welcoming classes from other units. So when you get into our graduate certificate a call went out to other colleges.

So we -- we will host the certificate, but the idea is that it is more widely and then if there is ever ravenger's share follows the individual teaching it rather than the unit that helps the certificate or the masters or the degree program.

MR. POOL: Well --

CHAIR BIRD-POLLEN: Name?

MR. POOL: -- that -- oh, Chris Pool, A. and S. Yeah, I'm just a little confused as well. So thank you for that part that helps. It seems that the -- the arts and sciences hosted graduate certificate as -- you know, it had broad -- much broader consultation among the parties then the -- this undergraduate, and I don't know what that was but -- any way.

MR. CRAMER: So both programs actually sent out communication to all the deans on campus and
said, hey, this is the -- this is the proposal where it stands. One, if you have things ready to go that you think would fit in this, we'll -- we'll meet right now.

Two, the north open and so they both set out very -- year A. and S. did send the first one out, but then -- then social work sent one that looked very similar.

DEAN KORNBLUH: All right. Mark Kornbluh, arts and sciences. So the revenue share at the graduate level is much clearer at this point then the revenue share at the undergraduate level. So colleges are stepping forward more quickly to do programs at the graduate level that might reach beyond this campus where we understand the revenue share. Whereas, it a -- a possibility the revenue at the undergraduate level's not quite as clear.

CHAIR BIRD-POLLEN: Any other factual questions about this proposal? Okay. So, then, we have a motion from the committee that the senate approved the establishment of a new undergraduate certificate -- certificate in diversity and inclusivity awareness in the college of social work.

Any debate on that motion? Any debate? Okay. Then, we'll open that for voting. Any last votes?
Okay. Motion passes.

MR. CRAMER: The next item is a recommendation that the University Senate approve the establishment of a new undergraduate certificate in digital design literacy developing an online presence in the college of design. This item was actually placed on the senate agenda by the senate council without endorsement of the committees recommendation.

I'll mention there are reasons why. Shortly, and if any senate council members -- the chair asked for debate or discussion can feel free to correct me if I improperly summarize how this went. The core value of the proposed certificate program is that digital literacy and good design can enhance the vitality effectiveness and impact of any projects. The goal of the program is to leverage leading edge technology to address the emergent need for both visual fluency and design savvy across disciplines.

The program will offer a suite of courses as it can serve with professionals throughout Kentucky allowing enrollees to harness the power of design technologies for their professional growth and personal use. Potential students include entrepreneurs and business owners in need of an
effective online presence or website. Young people interested in communicating and compelling social media brand and established design practitioners and artisans who wish to continue their education by learning new skills.

It's intended in that way to be open again to nondegree seeking students as we voted on last time. As well as the currently enrolled students from a variety of disciplines. The initial enrollment of 12 students growing to 30 students is anticipated. So this is another area where finding the right set of people to interact on monitoring our program together is challenging, and there's a lot of different people on campus.

At the senate council meeting there was concern that the department of writing rhetoric and digital studies within the college of arts and sciences hadn't been consulted with in the construction of the proposal and because of that concern the senate council decided that -- to bring it forth without endorsement.

In the time that's followed the proposer has met with the chair of -- of WRD had a -- a productive meeting. The chair of WRDS provided a -- a strong letter of endorsement that now, I think
Sheila sent out fairly late indicating its support and its view that this did not interfere and also it seems like giving hope that they'll be able to collaborate in future offerings. So my understanding that's the reason why senate council chose to bring it forward without endorsement and that that reason's been cleared, of course, unless a senate council member feels otherwise, please say so.

CHAIR BIRD-POLLEN: And we have a proposer here for that certificate as well. Okay. Questions of fact regarding this proposal? Any questions of fact? There's a desperate fly flying around. I'm trying to do about it, and he doesn't even add to the --

Okay. So, then, we have a motion from the committee to approve the establishment of a new undergraduate certificate in digital design literacy developing an online presence to be housed in the college of design. Any debate on that motion? Any debate? Okay. Then, we'll open that for voting. Any final votes? Any other votes? Okay. All right. Motion passes.

MR. CRAMER: Next item is the graduate certificate. This is a recommendation that the
University Senate approve the establishment of a new graduate certificate in Louisville studies. The proposed certificate is aimed at professionals in a wide variety of industries who wish to develop the essential, but difficult to practice skills, that employers demand drawing on the liberal arts discipline.

This certificate allows students to develop proficiencies such as critical and complex thinking, clear writing and communication, effective collaboration, research, awareness and sensitivity to the context and historical attributes about key issues and problems in society and cultural literacy.

The demand for such skills is persistent and growing, but they can be difficult to develop after completing one's undergraduate degree. Working professionals and adult learners are a primary audience for this program. The initial enrollment of ten students growing to 30 students is anticipated.

CHAIR BIRD-POLLEN: Okay. And we have the proposer here as well. Any questions of fact regarding this graduate certificate? Any questions of fact? Okay. So, then, we have a motion on the
floor to approve the establishment of a new graduate certificate in liberal studies housed in the college of arts and sciences. Any debate on that motion? Debate? Okay. So we'll open that for voting. Any last votes? Okay. Motion passes.

MR. CRAMER: This is a recommendation that the University Senate approve the establishment of a new graduate certificate in explosives and blasting in the department of mining, engineering within the college of engineering. The proposed 9-hour certificate program is for industry professionals seeking to advance their careers. The program consists of coursework in advance blast design and technology, (coughing) blasting and blast mitigation, and environmental aspects of blasting federal and state regulations.

There are very few national well burns in this area, but the need for more full time engineers primarily mining and civil engineers with the explosives and blasting knowledge of drilling as a result of mining and also the need for renovation and enhancement of current infrastructure initial enrollment of ten students growing to 25 students is anticipated.

CHAIR BIRD-POLLEN: Okay. And we have the
proposer here. Oh, yes, there he is. Okay. So
questions of fact regarding this proposal —
proposed graduate certificate? Questions of fact?
Okay. Then, we have a motion on the floor that the
senate approve the establishment of the new grad
certificate in explosives and blasting in the
department of mining, engineering and the college of
engineering. Any debate on that motion? Any
debate?

Okay. Then, we'll open that for voting. Any
final votes? Okay. Motion passes.

MR. CRAMER: All right. This is a
recommendation that the University Senate approve
the establishment of a new graduate certificate in
diversity and inclusion in the college of arts and
sciences. The proposed 12-hour certificate
addresses a high demand for employers to have
training in diversity and inclusion. Diversity is
cited as a source of innovation and its lack is a
risk factor for workplace hara -- harassment.

The certificate will prepare students to become
proactive to ensure that they understand the
importance of diversity and inclusion in the
workplace. The primary audience includes current
students and working professionals interested in
increasing their skills and awareness of inclusion and diversity. Including individuals in nongovernmental organizations, administers, business and health professions and state employees. The initial enrollment of 20 students doubling to 40 students is anticipated.

CHAIR BIRD-POLLEN: We have the proposer here as well to answer questions. Any questions of fact about this proposal undergrad certificate? Any questions of fact? Okay. Then, we have a motion that the senate approves the establishment of the new graduate certificate in diversity inclusion housed in the college of arts and sciences. Any debate on that motion? Any debate?

Okay. Then, we'll open that for voting. Any final votes? Any last votes? Okay. Motion passes.

MR. CRAMER: This is a significant change. So this is a recommendation that the University Senate approve the significant change to the B.A. and B.S. in communication in the department of communication within the college of communication and information. The proposed change is to add an additional track to the major focused on sport communication.

The track is designed to prepare students for growing field of sport communication and media. The
global sports market is estimated at up to $700 Billion. Career opportunities in sport communication and media continue to expand with the industry.

The Bureau of Labor Statistics estimates a ten percent increase in sports related professions by 2026. The proposed track includes a required course in communication and sport and elected coursework in a variety of sport communication topics.

CHAIR BIRD-POLLEN: Okay. And we have the proposers here? Yes, actually. Okay. Any questions of fact regarding this change to the B.A., B.S. in communications? Questions of fact?

Okay. Then, we have a motion from the committee to approve this significant change to the B.A., B.S. in communications in the department of communication within the college of communication and information. Any debate on that motion? Any debate?

Okay. We'll open that for voting as well. Any last votes? Okay. Motion passes. All right. So Aaron has to recuse himself from these last three. So our new senate council member will --

NEW FEMALE MEMBER: This is a recommendation that the University Senate approve the establishment of a new graduate certificate in power systems in
the department of electrical and communicate --
computer engineering within the college of
engineering.

There's a strong need for power systems
professionals in the workforce, and this 12-hour
online certificate will target those in the
industry, government and academia with the
flexibility of an online program. The certificate
takes advantage of existing courses and expertise by
the faculty at UK and will help those working in the
field the opportunity to learn and master the latest
information in this area.

Several courses are available online now, an
additional point in the plan they would also support
the certificate. Initial enrollment is expected to
be five students with growth to 15.

CHAIR BIRD-POLLEN: Okay. Do we have our
proposers here? Yeah. Excellent. Okay. Any
questions of fact regarding this proposal? Any
factual questions? Okay. Great. Then, we have a
motion from the committee that the senate approve
the establishment of the graduate certificate in
power systems in the department of electrical and
computer engineering within the college of
engineering. Any debate on that motion?
UNIDENTIFIED FEMALE SPEAKER: Yes, BSEE --

CHAIR BIRD-POLLEN: Okay. We'll open that for voting as well. Any additional votes? Okay. Motion passed.

NEW FEMALE MEMBER: So the next propose -- I should have put that one first here. That'd be easier. I put two that are -- okay. The next recommendation is that the University Senate approve the establishment of a new university scholars program. The BSEE in electrical engineering and PhD in electrical engineering in the department of electrical and commuter -- computer engineering within the college of engineering.

The goal of the USP is to retain the most promising undergraduate students to continue into a doctoral program at UK. The PhD requires 42 hours of coursework so allowing these students to count up to 12 hours towards that will make a significant difference in the progress towards degree. The proposed USP will streamline the transition of our top students into the doctoral program and hopefully increase the number of who complete their PhD in electrical engineering.

CHAIR BIRD-POLLEN: The contact person. So I know he's here.
NEW FEMALE MEMBER: Right.

CHAIR BIRD-POLLEN: Okay. Any questions of fact regarding this new USP? Any questions of fact? Okay. So, then, we'll put the motion on the floor that the senate approve the establishment of a new university scholars program between the BSEE in electrical engineering and the PhD in electrical engineering the department of electrical and computer engineering in the college of engineering. Debate on that motion? Any debate?

UNIDENTIFIED FEMALE SPEAKER: Is it in engineering?

CHAIR BIRD-POLLEN: I'm not sure. We were a little unclear about that. I'm going to say, yes. Any debate? Okay. We'll open that for voting, then. Any final votes? Okay. Motion passes.

NEW FEMALE MEMBER: And then another which I think is there as well. This is a recommendation that the University Senate approve the establishment of new university scholars program the VSVOE in computer engineering and PhD in electrical engineering in the department of electrical and computer engineering within the college of engineering. Demand for students with computing degrees has rate -- rate more than double the
national average.

   The goal of the USP is to retain the most promising undergraduate students to continue into the doctoral program at UK. Again, counting up 12 hours towards the 42 hours of coursework required for the PhD will make a significant difference in the student's progress towards a degree. It will streamline the transition of top students within -- into the doctoral program and increases their graduating with a PhD in electrical engineering.

   CHAIR BIRD-POLLEN: Okay. And Karen is our contact person for this as well. Is there any questions of fact regarding this USP proposal? Okay. Then, we have a motion that the senate approve the establishment of a new university scholars program in the BSCOE in computer engineering in the PhD in electrical engineering in bioengineering. (Coughing)

   Any debate on that motion? Any debate? Okay. We'll open that for voting, then. Any last votes? Okay. Motion passes. All right. Great.

   Well, thanks again to the SATC they -- all of the things we saw today they approved in the last week and a half. So -- they worked very hard this semester so we're very grateful.
All right. So next on our agenda is Herman Farrell as chair of admissions and academic standards.

MR. FARRELL: Good afternoon. This first proposal makes a liar out of me. Last week I had said that we would not be doing one of these waivers, but we are going to be doing it. So I apologize, and the next proposal that comes thereafter we won't because we actually did an open hearing.

But let's begin with this proposal that comes through us from the college of arts and sciences -- sciences regarding the proposal to close the DABS in Latin American studies program. The stand alone nature became the Latin American studies track under the international studies major back in fiscal year 2009. They began the process to suspend the Latin American studies program in March of 2008.

The college asked to hold up on the suspension until they were able to complete a program review on the -- in the international studies program. Inadvertently, the process to suspend the B.A. and B.S. in Latin American studies was never resumed and the major has not appeared in the bulletin since 2007, 2008 and they have not enrolled students into
the major since.

So at this point they'd like to close the B.A. and B.S. in Latin American studies and as noted this is one of those cases when we need two motions.

CHAIR BIRD-POLLEN: So, again, the first motion here is to ask you to waive the open hearing for the closure of program and just a reminder as he said at the last senate meeting the discussion has been among the senate council and with Herman who will not serve as chair of this committee next year, but will hopefully advise the person who does that our hope in the future will be that his committee meeting will become the -- the official hearing that's required under the senate rules for this purpose, but this one last one where we weren't able to do that.

So we'll ask the senate to waive the requirement to have an open hearing of a disclosure requirement. So any questions of fact regarding this motion -- regarding the hearing and disclosure? Okay. So, then, we have a motion on the table that the senate waived the requirements under 3.4.2.2.2 for the proposed suspension of admissions and closure of the B.A., B.S. in Latin American studies. Any debate on that motion?
Okay. Then, we'll open that for voting. Any final votes? Okay. Motion passes. All right. And then the -- so the second motion here, then, is to approve the suspension of admissions and closure of -- actually let me look -- yeah. It's really just the closure. They've already suspended admissions for ten years in Latin American studies. Any -- it says, closure -- any questions of fact?

Okay. Then, we have a motion to approve that closure of the B.A., B.S. in Latin American studies. Any debate on that motion? Okay. We'll open that for voting. Any last votes? Any additional votes? Okay. Motion passes.

MR. FARRELL: The second suspension and closure proposal that's before us comes from the college of health sciences department of clinical sciences regarding a proposal to suspend and close the physician assistant studies program. The proposal states suspending and deleting the program -- they're doing it because it's no longer offered in the college of health sciences. In addition, the removal of the program corrects the opportunity to correct information in SAP to more clearly reflect the status and the organization structure of the college.
A teach up form was provided that indicated -- indicates that no faculty or students are effected by this change. In this case, a notice of an open hearing pursuant to SR 3.4.2.D2 was sent out noting that there would be this open hearing during the SAAAC meeting.

It was sent to the constituencies effected by this program closing, and no one showed up to protest or express concerns about the closure. We, therefore, skipped the next requirement of -- of ten days for documents to be delivered debating whatever was brought up at the open hearing and so a motion was made and seconded that we approve the proposal to suspend and close the program, and it was voted unanimously by our committee.

CHAIR BIRD-POLLEN: Okay. Any questions of fact? Yes.

MR. ENGLISH: This is Tony English, health sciences. We -- we stated three times that the physician assistant program was closing and --

CHAIR BIRD-POLLEN: Yeah.

MR. ENGLISH: -- it's just the degree the BHS because the degree now is a master's.

MR. FARRELL: I stand corrected. Thank you.

CHAIR BIRD-POLLEN: And our -- our -- I think
our motion is correct the closure of the BHS --

MR. ENGLISH: That is correct.

CHAIR BIRD-POLLEN: -- physician assistant studies. Yes.

MR. FARRELL: I apologize.

CHAIR BIRD-POLLEN: BHS is the only thing closing. Thank you for that. Yes.

MR. BROWN: Allen Brown, arts and sciences.

Just a quick question of fact. How do we determine who the parties are for this email to be sent out when these hearings are held? Is it just -- who -- who -- what's (coughing) required -- and Carl -- is Carl here -- because you could probably share --

UNIDENTIFIED FEMALE SPEAKER: I don't know.

MR. BROWN: -- with --

UNIDENTIFIED MALE SPEAKER: It's supposed -- it's supposed to be the students and the faculty.

MR. BROWN: Of the department?

MS. MAGIC: Karen --

MR. BROWN: Or?

MS. MAGIC: -- Karen Magic from college of health sciences. We send them out to the college.

So it went out to the colleges serving --

MR. BROWN: Wow.

MR. FARRELL: And that's just --
MR. BROWN: So the senators the whole college, thanks you.

CHAIR BIRD-POLLEN: Any other questions of fact? Okay. So, then, we have a motion on the table to close the BHS in the physician assistant studies. Any debate on that motion? Any debate? Okay. We'll open that for voting. Any final votes? Okay. Motion passes.

MR. FARRELL: The next proposal comes to us from the college of business and economics regarding changes to upper level admissions policy requirements. The proposal provides for a change to the upper level admission policy removing the 60-semester-hour requirement stated in the proposal.

This proposed change is an effort to streamline high achieving students into upper division courses. Note that there are no changes to the remake requirements, GPA requirements or any individual course prerequisite requirements operationally that they have provided — operationally they have provided classification overrides for students a process that would no longer be necessary with this change because overrides have been provided in these situations for a number of years this is not expected to change the classroom demographics. Only
ease the current process.

CHAIR BIRD-POLLEN: Okay. I think we have a proposer here from the college of business. Any questions of fact regarding this proposal? No questions of fact?

Okay. So, then, we have a motion to approve the changes to the senate rules that re -- that address this requirement of 60 hours to enter upper division standing. Okay. Any debate on that motion? Any debate? Okay. Open that for voting. Any final votes? Okay. Motion passes.

MR. FARRELL: Next up is a proposal from the college of engineering regarding the proposal to change the admission criteria. The proposal involves raising the standards for admission to the college of engineering including changing the NCT master requirements from 23 or higher to 25 or higher or the SAT equivalent from 570 to 590 or higher and in -- and in changes to the alter -- alternative admission route regarding math department course prerequisites in addition the proposal states, "That we are proposing that students who are not additionally admitted and transfer students from outside of UK be required to have a cumulative GPA of 2.5 and complete Math 110.
with a grade of B. or higher."

So the rationale for these changes is to set up incoming students for success in their areas of study in engineering by ensuring that they have the requisite base of knowledge before they engage with the rigor -- rigorous curriculum.

It was noted in the meeting before us that there was evidence that raising the -- and it's also in the proposal -- there is evidence that raising the standards actually works to improve retention in graduation rates. The bridge programming that's included in this proposal creates a pathway for students who are not initially admitted to engineering to have an opportunity to improve their scores, take prerequisite courses and then "Come into engineering after obtaining a solid foundation in basic science and math courses."

CHAIR BIRD-POLLEN: Okay. I think we have a -- Kim Anderson's here from engineering to answer questions. Any questions of fact regarding proposed change? Yeah.

MR. GIANCARLO: Matthew Giancarlo from arts and sciences. Is there any information about how this might impact recruiting and yield?

CHAIR BIRD-POLLEN: Kim, do you want to speak
to that?

MS. ANDERSON: Right now about 11 percent of our students ACT scores below a 25 -- students saying students.

CHAIR BIRD-POLLEN: Anymore factual questions about this proposal? Any questions? Okay. Then, we have a motion that the senate approve the proposed changes to the college of engineering's admissions requirements language. This will go into the bulletin and ultimately be changed in the senate rules as well.

Any debate on that motion? Any debate? Okay. We'll open that for voting. Any last votes? Okay. Motion passes.

MR. FARRELL: This next proposal comes to us from the college of agritrol -- agriculture, food and environment to change the minimum graduation requirements from all B.S. degrees conferred by the college to be what's in the college bulletin.

The proposed changes in minimum graduation requirements across the college is in alignment with the sub-standards known as the academic enrichment experience that was adopted by the college in 2012 and '13. Those standards were adopted by various programs within the college. The entire set of
standards that impact the entire college have not been subject to curricular review and approval, thus, this proposal to revise the college bulletin accordingly.

CHAIR BIRD-POLLEN: Okay. And I think Larry Grambo is here from college of Ag, food and the environment. Any questions of fact regarding this proposal? No questions of fact? Okay. Then, we have a motion that the senate approve the proposal to change the minimum graduation requirements for all the B.S. degrees conferred by the college. Any debate on that motion? Any debate? Okay. We'll open that for voting. Any last votes? Okay. Motion passes.

MR. FARRELL: So the next proposal comes from the college of communications and information -- college of communication and information, department of communication regarding a proposal for an online degree completion B.A. program in communications. The proposal states that the purpose here is to capture those students who are unable, for whatever reason, to complete a traditional degree in the classroom.

CHAIR BIRD-POLLEN: What just happened, MR. FARRELL: I don't know.
UNIDENTIFIED FEMALE SPEAKER: I don't --

MR. FARRELL: If you have an iPad.

CHAIR BIRD-POLLEN: Okay.

MR. FARRELL: Maybe I shouldn't have pushed that.

UNIDENTIFIED FEMALE SPEAKER: Yeah.

CHAIR BIRD-POLLEN: I'll ask the provost to run and get us --

MR. FARRELL: Wait.

CHAIR BIRD-POLLEN: -- that.

UNIDENTIFIED FEMALE SPEAKER: It's up again.

MR. FARRELL: That's good.

UNIDENTIFIED FEMALE SPEAKER: It's good.

MR. FARRELL: Okay. The proposal states the purpose is to capture those students who are unable, for whatever reason, to complete a traditional degree in the classroom and to have A., earned at least 60 hours toward their degree at UK, but have been away for at least a year. Or B., a transfer to UK at least 60 hours taken at another college or university.

They've been offering courses online in terms of summer, for several years. With the addition of this program, they'll be offering courses online
during the fall and spring semesters as well to meet the needs of the students in this degree seeking program.

So at the first meeting that was held where we discussed this -- we discussed this over two meetings -- the notion of a -- a communications degree that could potentially be delivered in its entirety online was noted and questioned by several members of the committee. The question was, how could a degree in communications be made available completely online.

We acknowledge that online communications are essential to 21st century life, but we also wondered about teaching and learning that focuses on interpersonal face-to-face communication that occurs in a classroom setting on campus. That matter was tabled until the following week when the chair of the communications department Dr. Sherry Vail attended and spent some time answering questions to the committee and chair.

She noted since all these targeted students have already received 60 college credit hours and are now out in the "real world" they most likely already have a social interactive skills necessary for the degree, and even though the courses are offered
online there are opportunities with video conferences for peers and faculty -- faculty to observe each other and essentially pick up on human cues that would also be observable in a traditional classroom setting, and after that conversation in the committee, the proposal was passed unanimously by our entire committee.

CHAIR BIRD-POLLEN: Okay. So do we have folks here from communications? We have the dean. Any questions of fact regarding this proposed change to the B.A., B.S. in communication? Questions of fact?

Okay. So, then, we have a motion on the table to approve the proposed changed to the B.A., B.S. in communication. Any debate on that motion? Any debate? Okay. We'll open that for voting. Any last votes? Okay. Motion passes.

MR. FARRELL: This proposal comes from the college of fine arts department of arts administration regarding the proposal to change -- make changed in the B.A. in arts administration. The proposal involves new courses and the revised courses and the change of the total credit hours for the required minor from 30 down to 21. The proposal states that minors in the CFA, college of fine arts
have reduced required hours to 18 to 21 credit hour units.

We have -- our students now are having to take more hours than necessary within the college in order to complete the required minor. Thus, they have reduced the requirement to 21. All these changes have come about as a result of an -- of an extensive curriculum review and mapping process.

CHAIR BIRD-POLLEN: Okay. We have a proposer here. I think she has something she wants to add.

MS. SHANE: Yes. So in -- in addition on the proposal there's an opportunity for students to obtain a secondary minor, and we are actually requesting to remove three of those secondary minors after our conversation with this unit. One, is American studies because I tend on ending he minor. So we don't want to include it in ours, and the other is business and economics and both of those are being struck because if we include them in ours we will have to go through accreditation with business' accreditation body and we don't want to.

CHAIR BIRD-POLLEN: Same issue that we heard about earlier today?

MS. SHANE: Yes.

CHAIR BIRD-POLLEN: Okay. So -- so the
version that you-all saw Rachel brought this up to me earlier, but we -- since we'd already posted this online I asked not to have it amended in the moment, but Rachel's asking to strike these three minors as approved minors for the directed elective credit.

So, parliamentarian, we didn't discuss this, but my proposal was to accept that change on behalf of the -- the committee. Can I do that as a friendly amendment unless people object?

PARLIAMENTARIAN BRENNEN: You haven't presented the question to be changed.

CHAIR BIRD-POLLEN: That's right.

PARLIAMENTARIAN BRENNON: -- so it can be changed.

CHAIR BIRD-POLLEN: Okay. Can I just do it?

PARLIAMENTARIAN BRENNON: You can do a second or you can ask -- ask for a second.

CHAIR BIRD-POLLEN: Okay. I'd -- I'll ask for a motion.

MR. GIANCARLO: So moved.

CHAIR BIRD-POLLEN: Okay. Thank you, Dr. Giancarlo. A second for that -- to remove those?

MS. SOULT: Second, Allison Soult A. and S.

PARLIAMENTARIAN BRENNON: There you go.

CHAIR BIRD-POLLEN: Okay. Great. All
right. Any debate on that motion? We'll have to --
we'll have to vote to amend the motion -- we'll have
to vote by hand. So any debate to remove those
minors? Okay. All in favor of amending the motion?
I'd say, generally, yes.

PARLIAMENTARIAN BRENNON: Yeah.

CHAIR BIRD-POLLEN: Anyone opposed? Okay.
Motion passes. So we will amend the proposal as
Rachel Shane just described it. So, now, we have an
amended motion. So imagine that that does put the
senate --

PARLIAMENTARIAN BRENNON: We --

CHAIR BIRD-POLLEN: -- approved the amended
motion to the proposed changes --

PARLIAMENTARIAN BRENNON: -- changed to?

CHAIR BIRD-POLLEN: -- to the B.A. in arts
administration. Any other questions of fact about
the proposal? Okay. So we have the motion on the
table, then, to approve this amended proposal to
change the B.A. in arts administration. Any debate
on that motion? Any debate? Okay. We'll open that
for voting, then. Any final votes? Okay. Motion
passes. This is the last one.

MR. FARRELL: Last one.

CHAIR BIRD-POLLEN: Very --
MR. FARRELL: I just want to say that whole sitting down, that's good. I should have been doing that all year long.

CHAIR BIRD-POLLEN: Come back next year.

MR. FARRELL: No.

CHAIR BIRD-POLLEN: No?

MR. FARRELL: So this is a proposal from the Lewis Honors College to change the senate rules where Lewis Honors College is referenced. So this proposal was forward to -- forwarded to us from the senate rules and elections committee for review.

The SREC was tasked with approving changes to terminology in the senate rules that reference the Lewis Honors College and reflect the new structure of the Lewis Honors College.

The SAAC was asked to review changes and to consider actions of the proposed changes that effect academic standards, and when we reviewed it some changes in the naming of honor's degrees were debated as to those that are currently under the rules which say honor's degrees are to be awarded to students who -- who are in -- have a major or -- sorry.

Let me just read this the way I write it. The proposed changes sent to me on 4/18/19 was tabled.
when a concern arose regarding changes to the naming of the honor's degree and our review awarded was to students who did not enroll in Lewis Honors College.

But, nevertheless, are to be awarded honors for achievement in their major or professional college. At that point there was a question about whether or not you could use the term departmental distinction for those non-Lewis Honors -- Honors recipients.

This conversation continued into a second meeting and even in the senate council and essentially what was decided was to remove this section that dealt with changing the rules with regard to names of honors for achievement in major or professional college, which is now the current rule.

And so basically, the proposal that's before you doesn't have that -- that consideration within it. I just thought I'd raise it just so you know that that may be something that will come back to the -- to the University Senate in the next year as a -- as a proposal once it's vetted by all the effected units notably colleges and majors that currently hand out honors distinctions for -- for their graduates who are not necessarily in Lewis Honors College.
So having said all that, the proposal that's before you is to approve all of the changes that were set forth by the SREC and also approved by the SAASC regarding structure and governance of -- of Lewis Honors College, and that -- initially, that section of it was unanimously supported by our committee.

CHAIR BIRD-POLLEN: And we have Dean Brady here in the back as well to answer questions. So as Herman said the -- you -- what you have in front of you if you read through you might have been confused because Herman's cover memo references a section which is not in the ultimate proposal because the proposal includes only the pieces that were forwarded on from the senate council. So are there questions of fact about the proposal that's in front of you now?

DEAN KORNBLUH: Mark Kornbluh A. and S. So I am looking at 1.4.3.6.1 and this idea university honors is part of the change being proposed here?

UNIDENTIFIED FEMALE SPEAKER: No.

DEAN KORNBLUH: In the first paragraph in blue. So I thought Herald -- I thought you just said we're not talking about university honors just --
MR. FARRELL: No, university honors is included in the proposal. You go back to section 5 --

CHAIR BIRD-POLLEN: 5.4.2 --

MR. FARRELL: 5.4 --

CHAIR BIRD-POLLEN: -- .2.

MR. FARRELL: That's the one that would be changing what is already the current rule which is conditions and merit and circumstance for degrees. Honest, that is not being effected by this proposal. It remains as-is. So all that's happening in this proposal and in fact if you correct it I would by Dean Brady is the inclusion of language with regard to an honors graduation.

DEAN BRADY: Yes, I think Mark if you're referring to Dean Lewis there is the acknowledgment or -- or the designation university honors now for those including the Lewis Honors College requirements. The other section simply remains as it's been with currently departments for -- so that other section will have whatever -- would -- would remain the way it is now with departments, colleges or professional programs being able to -- to award honors as-is.

So that's not changing. The acknowledgment and
description of completion of Lewis Honors College granting university honors is.

    CHAIR BIRD-POLLEN: Yes.

    MR. POOL: It's Chris Pool A. and S. But there is a change proposal for 4.2.2 which includes the -- the insertion of the word departmental before honors; right? So it's changing the designation is what it is?

    DEAN BRADY: Oh, that should have been struck out.

    UNIDENTIFIED FEMALE SPEAKER: Yeah.

    DEAN BRADY: That was a part of the back and forth, if I'm remembering.

    UNIDENTIFIED FEMALE SPEAKER: No, wait. Yeah, no, the -- actually, I don't think it is supposed to say, "departmental." What -- where do you see that, Chris?

    MR. POOL: Looking at the --

    UNIDENTIFIED FEMALE SPEAKER: Page 1 of --

    MR. POOL: -- of?

    UNIDENTIFIED FEMALE SPEAKER: -- the proposal.

    MR. POOL: Okay.

    CHAIR BIRD-POLLEN: Okay. You're looking at Page 1 of the proposal?
MR. POOL: Yeah.

CHAIR BIRD-POLLEN: So that's the part that includes Herman's description of the part that would have changed except it --

MR. POOL: Oh.

CHAIR BIRD-POLLEN: -- was removed.

MR. POOL: Go lower.

CHAIR BIRD-POLLEN: So if you move further down into the proposal itself I think that language isn't there in 5.4.2.2. It just says, "The bachelors degree with honors in a student's major, or a degree with honors from a professional college will be conferred." So that's being left the way it currently is.

MR. POOL: Okay. Thank you.

CHAIR BIRD-POLLEN: Any other -- any other questions of fact?

UNIDENTIFIED MALE SPEAKER: Got new dress code.

CHAIR BIRD-POLLEN: Any other questions of fact regarding this proposal? Yes.

MS. BOSH: Eleanor Bosh, arts and sciences. Really just to clarify again, so you're talking about -- currently to the changes that are Pages 4 through 9?
CHAIR BIRD-POLLEN: Exactly. Everything that's in the sort of --

MS. BOSH: Not this?

CHAIR BIRD-POLLEN: -- table not -- not the original cover memo. That's correct.

UNIDENTIFIED MALE SPEAKER: May I?

CHAIR BIRD-POLLEN: Uh-huh.

UNIDENTIFIED MALE SPEAKER: Just maybe to clarify a little bit of what Herman's referring to. The college itself wasn't referenced in the senate rules at all. None of that had been updated or amended since the college had been created. So much of what is in there is just changing honors program to college, director to -- to dean and things like that, and that's the vast majority of it.

And, in fact, the fact that we've just not touched at the moment that -- that paragraph means that that's not changing functionally. It's not changing and I will say sort of as a teaser to begin the conversation for the next year, even the proposal that came from faculty of what departments we would recognize a distinction wouldn't be a functional change.

The departments would still have that, but that was considered as one possible way of -- of drawing
these together. But anyway, that's not there. Most of this was entirely just tidying up what had referred to programs and in general context to now that there's a college and -- and just getting it all up to date.


MR. FARRELL: Thank you.

CHAIR BIRD-POLLLEN: All right. So, then, we have a motion on the table to approve all of the changes that are in the tables that start on Page 1, 2, 3, 4 of the proposal. Everything else below there is a list of changes we'd be approving in an -- an omnibus motion now. So is there any debate on that motion?

DEAN KORNBLUH: Mark Kornbluh, arts and sciences. I don't have a vote here, but if I had it I'd vote no on this. This calling completion of Lewis Honors College curriculum university honors and the faculty in my college have repeatedly objected to the way this curriculum was set up and actually we think we should have a voice to talk about departments versus university what -- what it's called. This is something from the Lewis Honors College, it's calling it the university
honors, and we have lots of evidence that many of our best students never take this program especially in STEM because it doesn't work very well with the STEM version.

So I think this requires much more discussion. Deans never got a chance to discuss this or see this. It was never brought to the college's faculty that offer the degrees. It didn't go tossed to us at the college level at all.

CHAIR BIRD-POLLEN: Okay.

MS. BRION: I would like --

PROVOST BLACKWELL: Your name?

MS. BRION: -- to ask --

CHAIR BIRD-POLLEN: Your name?

MS. BRION: Gail Brion, college of engineering. Sorry, David. I would like to ask what our provost can do to help the Lewis Honors College push that debate forward and -- and bring some clarity to what are honors and what are distinctions.

CHAIR BIRD-POLLEN: Are you asking about the item that's not on the agenda?

MS. BRION: Well, the item that's just been talked about, what does university honors mean? What does -- yeah, I think that --
CHAIR BIRD-POLLEN: Dean Kornbluh was discussing the items that are on the agenda.

DEAN KORNBLUH: Yeah, which -- which now gives Lewis College -- Honors College degree the name university honors.

MR. BRION: But there's -- there's -- it goes beyond that because we need to have a larger debate about what we're going to call these even if this passes today because we still had the huge discussion within senate council about what does departmental honors mean, you know, this -- this is something that really needs to be brought forward. It needs to be helped along to have that discussion, so...

CHAIR BIRD-POLLEN: Provost Blackwell said, I can't tell you.

PROVOST BLACKWELL: Well --

MS. BRION: What can you do to help this discussion along, I guess is what I'm asking?

PROVOST BLACKWELL: I can facilitate the discussion as provost council --

MS. BRION: Uh-huh.

PROVOST BLACKWELL: -- obviously. And I'm aware of let's say -- I don't want to call it controversy, but -- but disagreement of -- around
departments starting I think it's programs that look honors like, and how -- how those -- how those are recognized. So I'm certainly open to having that conversation in the fall, or even over the summer with -- with all the deans.

MS. BRION: And perhaps having the -- the -- Herman's replacement as part of that -- the senate academic --

PROVOST BLACKWELL: Cert -- certainly.

MS. BRION: Yeah.

PROVOST BLACKWELL: I don't want to commit Herman's replacement, but --

MS. BRION: Well --

PROVOST BLACKWELL: -- making him -- but does it --

MS. BRION: But represent --

PROVOST BLACKWELL: -- mean --

MS. BRION: (Coughing) I --

PROVOST BLACKWELL: But Jennifer is part of provost council and if she wants to invite a chair to come and participate that we will honor that.

MS. OSTERHAGE: Don't say that too loud.

I've got to get one of these people to be their chair, so...

CHAIR BIRD-POLLEN: Yeah. I would just --
I would just say that Dean Kornbluh's concerns were taken into consideration and raising them here when we heard this proposal coming forward and saw that there would be an impact on existing -- on honors degrees in majors and professional colleges under the current rule we balked at that and then asked that that be removed, and that was agreed to by the Lewis Honors College.

So the -- what's before you now is -- that section has been removed. The status quo does remain. The same with regard to degrees being awarded with honors and major or a professional college as the current rule satisfy 4.2.2 that -- that's gone unchanged. The only thing that's happened here is handing back this addition of university honors for those who are Lewis Honors Colleges graduates.

CHAIR BIRD-POLLEN: And just to be clear, though. The rule used to say, "University honors was the credential awarded by the honors program." And it will now say that, "University honors is the credential awarded by the Lewis Honors College."

Yeah.

MR. JONES: Davy Jones, is somebody from the registrars office here?
CHAIR BIRD-POLLEN: No.

MR. JONES: Does anybody know on the
diploma currently how is honors -- how is the name
stated?

CHAIR BIRD-POLLEN: Dean Brady, do you know
the answer to that?

DEAN BRADY: Oh, I'm thinking. Trying to
think. I think it just says honors at the moment.
I think this way -- this is a -- this is a point in
question, and we've got samples coming back and
forth between the offices to look at it.

MR. JONES: And if I understand Dean
Kornbluh's addressing -- he's concerned that what is
on the table right now would cause the diploma to
not say, "Honors" but to say, "University honors"
and that would be a substantive change.

CHAIR BIRD-POLLEN: It's always said,
"University honors."

MR. JONES: On -- on the diploma?

CHAIR BIRD-POLLEN: Well --

DEAN BRADY: Not sure about the diploma, but
the senate rules is just changing in terms of
university honors. That's actually -- it -- it
would currently say -- if you read the strike outs
in colors, the honors program is an educational
program that leads to an academic graduation award (university honors). That's what it says. So the adding of the university honors is not new.

MR. JONES: How --

DEAN BRADY: I --

MR. JONES: -- how is it operationalized by the registrar on the --

CHAIR BIRD-POLLEN: Yeah --

MR. JONES: -- diploma --

CHAIR BIRD-POLLEN: -- we don't know.

MR. JONES: -- we're not quite sure.

CHAIR BIRD-POLLEN: Yeah.

DEAN BRADY: I'm not quite sure. I apologize for not having that information.

MR. JONES: Okay.

MR. BROWN: Allen Brown, arts and sciences.

How does it appear on the transcript, assuming it's --

DEAN BRADY: Yeah, I'm sorry, again. I know it -- I've looked at this, but it was months ago, and I don't remember exactly how it -- how it appears on the transcript.

MR. BROWN: But that's not going to change either?

DEAN BRADY: No.
MR. BROWN: Does it show --

DEAN BRADY: This -- this doesn't change. The -- the -- that's a different process to updating the registrars process.

MR. BROWN: Yeah.

DEAN BRADY: Right.

MS. DUNCAN: Marilyn Duncan, college of medicine. Why doesn't it say, "Lewis honors" instead of "University honors"? Why doesn't it say, "Lewis honors" and then it links it directly to the Lewis -- Lewis Honors College?

CHAIR BIRD-POLLEN: So I think we could --

DEAN BRADY: David.

CHAIR BIRD-POLLEN: -- discuss that brief --

DEAN BRADY: David.

CHAIR BIRD-POLLEN: -- briefly. David, do you have --

DEAN BRADY: David, you responded to that in a question of whether or not you could put the name of a sponsor on a honors --

PROVOST BLACKWELL: We name departments not, you know, Gatton College. We -- we've never named an academic credential for a sponsor.

CHAIR BIRD-POLLEN: So I think that was the rationale, then, putting the donor's name on the
diploma. Yeah.

MS. BOSCH: Just as a point of information. I have a transcript here of a student who graduated with honors from the biology department, and honors from the Lewis Honors College, and I can read to you what it says at the top of the transcript.

It says, "Degrees awarded bachelor of science, college of arts and sciences, university honors: Summa cum laude major: Biology." Next line, "Departmental honors." Next line, "Lewis Honors College." Next line, "Minor: Chemistry." That's a transcript.

CHAIR BIRD-POLLEN: That's the way it looks right now? So it said Lewis Honors College; right, then?

MS. BOSCH: That's right.

CHAIR BIRD-POLLEN: But it doesn't describe that as --

MS. BOSCH: A different line.

CHAIR BIRD-POLLEN: -- honors as such it says the person was in Lewis Honors College?

UNIDENTIFIED MALE SPEAKER: It said --

UNIDENTIFIED FEMALE SPEAKER: Correct.

UNIDENTIFIED MALE SPEAKER: -- university first.
UNIDENTIFIED FEMALE SPEAKER: And, in fact, it says "University honors: Summa cum laude."

CHAIR BIRD-POLLEN: So that's inconsistent with our rules. We've got to call the registrar about that because those aren't called university honors in the senate rules; right Davy? Is that right? Those are called graduation honors or something like that?

MR. JONES: Commencement honors.

CHAIR BIRD-POLLEN: Commencement honors.

UNIDENTIFIED FEMALE SPEAKER: What, on this?

UNIDENTIFIED MALE SPEAKER: Degree on there.

MR. JONES: Yeah, exactly. So commencement honors.

CHAIR BIRD-POLLEN: Commencement honors because they are referenced in the senate rules, which we've got to talk to the registrar about it.

MS. UDVARDY: Monica Udvardy, arts and sciences. Do we have samples from benchmarks --

DEAN BRADY: The SCC, we and only one other school allow departmental honors. All the others that have a university wide honors scholarship program have graduating with honors, non-Latin honors, only coming from the university wide honors scholarship program. So we are currently not there.
It's only Mizzou is the other example.

DEAN KORNBLUH: Mark Kornbluh, arts and sciences, and we're also the only MPP school where the honors curriculum was designed by a donor and forced through with a donor, and every faculty discussion was redirected to meet the donor's demands.

DEAN BRADY: I would simply suggest that that may not be a fair characterization.

CHAIR BIRD-POLLEN: Any other debate on the motion to make these senate rule changes? Any other debate on the motion?

UNIDENTIFIED FEMALE SPEAKER: Just a point on clarification. So it will now say that university honors comes from the Lewis Honors College? That's not in the struck out portion, and that's not changed from what our senate rules said --

CHAIR BIRD-POLLEN: Well, our senate rules used to say --

UNIDENTIFIED FEMALE SPEAKER: -- honors program.

CHAIR BIRD-POLLEN: -- "Honors program led to an academic graduation award (university honors.)" Now, it will say, "The honors college
educational unit where completion of the honors
curriculum leads to an academic graduation
credential of the university honors." And we
obviously have to talk to the registrar.
Yeah.

MR. GIANCARLO: Matthew Giancarlo, arts and
sciences. Reading the documentation and listening
to the discussion points and debate it seems to me
that the situation with acknowledging honors per
college is rather hopelessly confusing in that there
are multiple levels.

And also multiple constituencies which need to
be taken into account before we make any major
changes to designation which would effect
certification and university graduate transcripts,
therefore, I would just say that I plan to probably
vote against this until a more unified proposal is
brought forward that makes clear what exactly we're
doing.

CHAIR BIRD-POLLEN: So let me ask you then,
there are many elements of the rule changes in here.
Only some of which relate to the things that people
have been discussing so far. So if people would
like to make proposals that relate to breaking this
apart they could for example consider doing that.
UNIDENTIFIED MALE SPEAKER: May I?

CHAIR BIRD-POLLEN: Yes.

UNIDENTIFIED MALE SPEAKER: Just to clarify something. So that's why we've taken all that stuff out? So nothing that is currently in the motion before you would change the -- the notation or -- or acknowledgment. It -- it -- everything that's before you now is just the updating of all the other language including the university honors. That was something that was already there. We're now just transforming program to college.

So that's exactly the reason we need these conversations that we -- we tabled that -- not technically tabled, but set aside for now.

CHAIR BIRD-POLLEN: Yeah.

DEAN LANE: Derek Lane, college of communication and information. The concern is -- and I'm supportive of the honors college, but by voting on this and acknowledging that university honors is only this -- it may not say that, but by making that name change it eliminates the possibilities of the honors that are in each of our colleges moving forward. We were told we couldn't have H.O.N. in front of any of the -- the numbered --
CHAIR BIRD–POLLEN: But just again to clarify. That's not the change. It is already the case that it is university honors used to be from the honors program would now be from the honors college. That's already the language in there.

MR. BROWN: Roger Brown, college of Ag. Is it not true that the sentence that begins, "This honors graduation credential," is shown on the student's diploma and transcript, is that not --

CHAIR BIRD–POLLEN: That's new.

MR. BROWN: -- new?

CHAIR BIRD–POLLEN: That's new.

MR. BROWN: Whatever that means -- whatever operationally that means is that not some new information that --

CHAIR BIRD–POLLEN: That's new.

MR. BROWN: -- you put --

CHAIR BIRD–POLLEN: But the award being called university honors is not new.

MR. BROWN: Well, whatever that means I am -- I could make a motion to take that out.

CHAIR BIRD–POLLEN: That sentence?

MR. BROWN: Does that seem to be more consistent with the plan that all the rest of the changes here are only related to non -- are not
related to this discussion?

CHAIR BIRD-POLLEN: Uh-huh. So your proposal would be to remove the sentence, "This honors graduation credential is shown on the student's diploma and transcript as university honors in the student's major or minor discipline which also aligns with their thesis topic area"?

MR. BROWN: Yes. Assuming that, then, would just preserve the status quo until we get a -- a discussion that addresses it. I don't see why we shouldn't just leave the status quo where it is whatever -- whatever that -- whatever that is.

PARLIAMENTARIAN BRENNON: Striking that single sentence is fine.

CHAIR BIRD-POLLEN: Okay.

PARLIAMENTARIAN BRENNON: Motion to amend. Need a second, and then you talk about that.

MS. BRION: I'll second. Gail Brion.

UNIDENTIFIED FEMALE SPEAKER: First, can you tell me what the section is.

CHAIR BIRD-POLLEN: Okay. So this is from 1.4.3.6.1 Jurisdiction.

UNIDENTIFIED FEMALE SPEAKER: Okay. And so the "This honors graduation credentials" --

CHAIR BIRD-POLLEN: Yes.
UNIDENTIFIED FEMALE SPEAKER: -- would be removed --

CHAIR BIRD-POLLEN: That sentence.

UNIDENTIFIED FEMALE SPEAKER: -- then?

CHAIR BIRD-POLLEN: Yes. So Roger made the motion and Gail Brion seconded it.

Davy.

MR. JONES: Davy Jones. I'd like to point out that essentially the effect of -- of what Roger's just done, everything else is just editorially making the senate rules match what the governing regulations now control, the people's degrees and the honors college, they have a senator and the dean is voting and et cetera. And -- and just editorially bringing us into compliance with what the governing regs say.

CHAIR BIRD-POLLEN: Further debate on this motion?

PROVOST BLACKWELL: Amendment.

CHAIR BIRD-POLLEN: Oh, I'm sorry. I'm sorry. I'm sorry. There's an amendment. An amendment to strike the second sentence of Rule 1.4.3.2.1. Is there debate on the amendment? Debate on that amendment? Okay. We'll have to do this by a show of hands. All in favor of the amendment? All

UNIDENTIFIED MALE SPEAKER: Can you repeat?

CHAIR BIRD-POLLEN: So we've got an amend --
amended motion which would, then, to approve
everything else in the table that was circulated to
you except for the second sentence in 1.4.3.6.1.
Debate on that amended motion? Any further debate?
Any debate? Okay. All right. Well, then, we'll
open that for voting.

We're voting to approve all of the senate rule
changes with the amendment we just discussed in the
first section. Any final votes? Any last votes?
Okay. The motion passes.

Okay. You will hear more about the -- the
remaining issue there before -- we'll come back to
you. You don't have any more, though; right.

MR. FARRELL: No.

CHAIR BIRD-POLLEN: Okay. That was the last
item. So we do have an opportunity for any items
from the floor. If you just want to bring something
up before the summer. Oh, there is an item from the
floor.

MR. BROWN: Roger Brown, college of Ag before
Provost Blackwell leaves, there's a meeting next
week and I just wondered if there was a -- if we
intended to provide any documentation? I -- I
wanted to communicate that out, but as well I didn't
want to, you know, take over what the meeting was
about. So I -- I -- but I wondered what you thought
about that.

PROVOST BLACKWELL: Yeah, I -- I plan to
send something out. I just -- given graduation and
board of trustees, I --

MR. BROWN: Okay.

PROVOST BLACKWELL: There's a longer document
that I used at the academic leadership meeting, and
I was going to just cut out the superbolous stuff as
that one, and I'll -- I'll try to get to that
tonight.

MR. BROWN: And I'll -- I'll wait then to
talk to you.

PROVOST BLACKWELL: I'll -- I'll send it to
Jennifer and copy you on it.

MR. BROWN: Thanks.

PROVOST BLACKWELL: Yeah.

CHAIR BIRD-POLLEN: I'll forward this out to
you -- this document -- as soon as we have it. And,
again, reminder. This room three o'clock next
Monday and we'll answer questions about which way --
Yeah.
UNIDENTIFIED FEMALE SPEAKER: I just want to take a -- a moment to thank you sure leadership and thank the committees. Although, the committees got to see each of those proposals, I think we should also thank our members on the senate council because they had to view all of them.

CHAIR BIRD-POLLEN: Yeah, that's right.

UNIDENTIFIED FEMALE SPEAKER: And it has been a very -- very productive year. I have not seen a year this productive.

CHAIR BIRD-POLLEN: All right. Well, let me just say one more time, thank you to all of you. I hope you have a fantastic summer. I would be happy to have conversations or coffee with anyone who might consider chairing a committee next year or serving on a committee who would like to get more involved in senate, I'd be thrilled. Tell your colleagues I'm happy to talk to any of you. Thank you-all and I'll see you in September.

(Meeting adjourned.)

(WHEREUPON, the May 6th, 2019 Senate Council Meeting concludes at 4:15 p.m.)
CERTIFICATE

STATE OF KENTUCKY   )
COUNTY OF OLDHAM   )

I, BRENDA YANKEY, the undersigned Court Reporter and Notary Public in and for the State of Kentucky At Large, certify that the facts stated in the caption hereto are true, that at the time and place stated in said caption, that said proceedings were taken down in stenotype by me and later reduced to type writing, and the foregoing is a true record of the proceedings given by said parties hereto and that I have no interest in the outcome of the captioned matter.


IN TESTIMONY WHEREOF, I hereunto set my hand and seal of office on this day May 6, 2019

Crestwood, Oldham County, Kentucky.

BRENDA YANKEY, NOTARY PUBLIC
STATE AT LARGE, KENTUCKY
NOTARY ID #546481