

Minutes of the Meeting of the Academic and Student Affairs Committee
University of Kentucky
Tuesday, June 30, 2026

The Academic and Student Affairs Committee (ASAC) of the University of Kentucky (UK) Board of Trustees met on Tuesday, June 30, 2026, in the Longship Club of Kroger Field.

A. Meeting Opened

Chair Alex Boone called the meeting to order at 9:14 a.m.

B. Roll Call

The following members of the ASAC answered the call of the roll: McKenna Dowell, David Figg, Brenda Gosney, Lance Lucas, Hannah Myers, Karen Petrone, Paula Pope, Hollie Swanson, Clark Williams and Elaine Wilson.

C. Approval of Minutes

Chair Boone reported that the minutes of the April 24, 2026, ASAC meeting had been distributed. Trustee Gosney moved approval of the minutes and Trustee Pope seconded the motion. Hearing no discussion, Chair Boone called for a vote and the motion passed without dissent.

D. ASACR 1: Candidates for Degrees: August 2026

The recommendation was that the President be authorized to confer upon each individual whose name appeared on an attached list, the degrees to which they were entitled, contingent upon final certification by the University Registrar. Such certification shall affirm that each candidate has satisfactorily fulfilled all requirements for the respective degree, as approved by the appropriate Colleges and endorsed by the Academic and Student Affairs Committee of the Board of Trustees.

By way of background, each individual whose name appeared on an attached list was scheduled to complete the work toward the degree for which application was being made at the close of the 2026 Summer Session. Due to licensure or certification requirements for students pursuing job placement or additional education, degrees must be verified as soon as possible. As a result, the University Registrar will certify the satisfactory completion of degree requirements after the Board of Trustees meets. Therefore, the proposed degrees will be conferred following approval by the Board of Trustees, contingent upon the Registrar's final certification that each candidate has successfully met all academic requirements.

This proposed action has the approval of the Colleges. The Provost of the University supports this recommendation.

Trustee Swanson moved approval, which was seconded by Trustee Dowell. Hearing no discussion, Chair Boone called for a vote and the motion passed without dissent.

E. ASACR 2: Undergraduate Certificate: Martin-Gatton College of Agriculture, Food and Environment

The recommendation was that the Board of Trustees approve the establishment of an undergraduate certificate in One Health in the Martin-Gatton College of Agriculture, Food and Environment.

By way of background, the undergraduate certificate in One Health examines the connections and interdependence among human, animal and environmental health. The certificate program emphasizes the significance of One Health, its impact on daily life and the importance of adopting a One Health approach to enhance well-being across all areas. Students will evaluate strategies for collaborative problem-solving and sustainable health solutions using a systems approach, equipping them with the knowledge and skills to contribute to research, policy and practical interventions in One Health. Training students in One Health will broaden their knowledge of the interconnectedness of animals, humans and the environment and the importance of implementing a One Health approach to their education and profession; therefore improving the health of humans, animals and the environment throughout Kentucky.

The proposed undergraduate certificate has been recommended to the Provost by the Martin-Gatton College of Agriculture, Food and Environment faculty, given their expertise within their respective disciplines. The Provost of the University supports the program faculty's recommendation.

Trustee Figg moved approval, which was seconded by Trustee Lucas. Hearing no discussion, Chair Boone called for a vote. The motion passed without dissent.

F. ASACR 3: Academic Degree Recommendation: College of Arts and Sciences

The recommendation was that the Board of Trustees approve the establishment of a Bachelor of Arts (BA)/Bachelor of Fine Arts (BFA) degree in Creative Writing in the College of Arts and Sciences.

By way of background, in 2016, the proposed bachelor's degree in Creative Writing will prepare students for today's creative and commercial workforce. Distinguishing itself from the traditional undergraduate degree in English, the BA/BFA in Creative Writing will provide students with a multi-disciplinary approach to writing – storytelling, creativity and poetics – helping students hone writing and editing, critical thinking and other professional skills needed for jobs in the private sector, publication and graduate studies.

This proposed bachelor's degree has been recommended to the Provost by the College of Arts and Sciences faculty given their expertise within their respective disciplines. The Provost of the University supports the program faculty's recommendation.

Trustee Pope moved approval, which was seconded by Trustee Petrone. Hearing no discussion, Chair Boone called for a vote and the motion passed without dissent.

G. ASACR 4: Graduate Certificate: College of Design

The recommendation was that the Board of Trustees approve the establishment of the graduate certificate in Universal Design in the College of Design.

By way of background, the proposed graduate certificate in Universal Design will provide students with the skills to create products and environments that are accessible to everyone. The certificate program will give students the opportunity to learn about and apply universal design's broad range of strategies that promote full participation for all people by making products, systems, buildings, classrooms and other environments accessible to everyone.

The proposed graduate certificate has been recommended to the Provost by the College of Design faculty, given their expertise within their respective disciplines. The Provost of the University supports the program faculty's recommendation.

Trustee Figg moved approval, which was seconded by Trustee Swanson. Hearing no discussion, Chair Boone called for a vote. The motion passed without dissent.

H. ASACR 5: Graduate Certificate: College of Social Work

The recommendation was that the Board of Trustees approve the establishment of a graduate certificate in Sport Social Work in the College of Social Work.

By way of background, the proposed graduate certificate in in Sport Social Work combines foundational social work principles with a focus on the unique needs of athletes and athletic systems, aiming to promote mental health and well-being through practice, advocacy and research. The certificate program will prepare students for a rapidly growing job market in athletic and sport-related settings and supporting youth development, mental health and well-being across the state of Kentucky.

The proposed graduate certificate has been recommended to the Provost by the College of Social Work faculty, given their expertise within their respective disciplines. The Provost of the University supports the program faculty's recommendation.

Trustee Wilson moved approval, which was seconded by Trustee Lucas. Hearing no discussion, Chair Boone called for a vote and the motion passed without dissent.

I. ASACR 6: Graduate Certificate: College of Social Work

The recommendation was that the Board of Trustees approve the establishment of a graduate certificate in Social Work Informed Library Services in the College of Social Work.

By way of background, the proposed graduate certificate in Social Work Informed Library Services, a collaboration between the College of Social Work and the School of Information Science, is focused on helping future library workers assess their library's or patrons' needs, develop programming and/or services to address identified needs, evaluate

their practice with the populations they serve and develop skills and strategies for ethically working with individuals in crisis.

The proposed graduate certificate has been recommended to the Provost by the College of Social Work faculty, given their expertise within their respective disciplines. The Provost of the University supports the program faculty's recommendation.

Trustee Pope moved approval, which was seconded by Trustee Myers. Hearing no discussion, Chair Boone called for a vote and the motion passed without dissent.

J. ASACR 7: Deletion of Graduate Certificate: College of Education

The recommendation was that the Board of Trustees approve the closure of the graduate certificate in School Technology Leadership in the College of Education.

By way of background, the graduate certificate in School Technology Leadership originally suspended admissions into the certificate program in Fall 2023 due to low enrollment. Without renewed interest in the certificate program, the Department of Educational Leadership Studies has decided to move forward with closing the graduate certificate in School Technology Leadership.

The proposed closure of this graduate certificate has been recommended to the Provost by the College of Education faculty given their expertise within their respective disciplines. The Provost of the University supports the program faculty's recommendation.

Trustee Lucas moved approval, which was seconded by Trustee Gosney. Hearing no discussion, Chair Boone called for a vote and the motion passed without dissent.

K. ASACR 8: Academic Degree Recommendation: College of Education

The recommendation was that the Board of Trustees approve the establishment of a Master of Science degree in Organizational Leadership and Coaching in Sport in the College of Education.

By way of background, master's degree in Organizational Leadership and Coaching in Sport will empower students with the skills necessary to advance their knowledge base in leadership principles including but not limited to athlete advocacy, coaching, policy, service learning and sporting event production. The proposed degree program will become a driving force in areas of leadership through sport to inspire students to become more creative when given leadership opportunities locally, regionally and globally.

The proposed master's degree has been recommended to the Provost by the College of Education faculty given their expertise within their respective disciplines. The Provost of the University supports the program faculty's recommendation.

Trustee Pope moved approval, which was seconded by Trustee Dowell. Hearing no discussion, Chair Boone called for a vote and the motion passed without dissent.

L. Provost Report

Provost DiPaola provided an update on the University's faculty productivity initiative, UK Feedback-Responsive Allocation, Metrics and Evaluation (FRAME), which was approved in December 2025 under ASACR 6 in response to House Bill 424. He explained that the report reflects ongoing implementation efforts and emphasized that UK FRAME should be viewed not only as a productivity framework but also as a faculty success initiative. He noted that when faculty are successful in their teaching, research and service, productivity naturally follows, ultimately advancing the University's mission and benefiting the Commonwealth of Kentucky. He introduced Dr. Rebecca Thomas, associate provost for Faculty Advancement, who has led the development of UK FRAME in collaboration with the Provost's Office and the Faculty Senate.

Provost DiPaola reported that the framework recognizes the diverse responsibilities of faculty across the University and that faculty evaluations are based on each individual's assigned distribution of effort rather than uniform institutional metrics. He explained that colleges emphasize different areas, including instruction, research, clinical service, extension and other forms of service, depending on their missions. He noted that these varying priorities contribute to institutional success while also supporting the financial allocation model that returns resources to colleges based on their overall achievements.

Provost DiPaola explained that faculty members are evaluated according to their individual responsibilities and areas of expertise rather than college-wide performance measures outside their control. He highlighted examples of faculty whose contributions differ based on their assigned roles, including those with significant research commitments, instructional responsibilities, or service obligations. He stated that this individualized approach allows faculty to build on their strengths and maximize their impact within their respective disciplines.

Provost DiPaola noted that examples from multiple colleges demonstrated the wide range of faculty accomplishments across the University. He reported that faculty in disciplines such as business, medicine and the performing arts achieve distinction through scholarly publications, externally funded research, artistic performances and national and international recognition. He emphasized that these accomplishments enhance student learning by providing instruction from nationally recognized experts while also strengthening the University's reputation and expanding its research, clinical and creative impact.

Provost DiPaola stated that the success of faculty directly supports improved student experiences, innovative research, healthcare advancements, economic development, agriculture and other priorities that advance Kentucky. He reiterated that UK FRAME is intended to promote faculty success as the foundation for productivity and institutional impact.

Associate Provost Thomas presented the implementation update and discussed the next phase of the University's efforts to ensure the framework appropriately reflects the expectations and contributions of faculty across all disciplines. She emphasized that faculty contribute to the University and the Commonwealth through instruction, research, clinical care, extension and professional and institutional service. She explained that the framework

is designed to provide annual evaluations and constructive feedback while promoting transparency, fairness and consistency. She noted that faculty expectations will remain proportional to everyone's assigned distribution of effort and appropriate to the standards of their respective disciplines.

Associate Provost Thomas stated that implementation of the UK FRAME model is progressing according to an updated timeline. Beginning July 1, 2026, the University will begin collecting data for the 2026–2027 academic year, with the first evaluations under the new framework scheduled for July 2027. She reported that the Provost's Office has engaged extensively with the deans, college leadership teams and the Faculty Senate to develop discipline-specific expectations, refine evaluation metrics and gather feedback through both group presentations and targeted discussions with faculty representatives.

Associate Provost Thomas explained that the University has developed a comprehensive menu of evaluation metrics that recognizes the diverse contributions of faculty across its 17 colleges, Libraries and the Graduate School. She noted that colleges will apply only those metrics relevant to their disciplines, while institutional data sources will be used whenever possible to streamline the evaluation process. She further reported that certain accomplishments, such as presentations at national professional meetings and other activities not captured through existing systems, will be entered manually by faculty members.

Associate Provost Thomas noted that examples of evaluation metrics include peer-reviewed publications, books, creative works, exhibitions, performances, external research funding, peer classroom observations, reflective statements on teaching improvement, student feedback and reviews of course materials. She clarified that the performance evaluations for the 2025–2026 academic year will continue under each college's existing procedures while the University collects data and prepares department chairs through training and information sessions before implementation of the new evaluation process.

Associate Provost Thomas concluded that department chairs will continue to conduct annual faculty evaluations and assign ratings of "exceeds expectations," "meets expectations" or "does not meet expectations," with results reported through the colleges to the Provost's Office. She explained that faculty members who do not meet expectations will receive individualized improvement plans that may include additional support, structure or clarification of expectations, while those who exceed expectations will have opportunities for additional recognition. During the discussion, it was clarified that remediation procedures will continue to follow existing University administrative regulations and college processes rather than being established through the UK FRAME model.

Trustee Swanson asked if the remediation process would be developed by the Provost's Office or at the college level. Provost DiPaola stated that faculty are evaluated regularly and colleges already have processes in place when faculty are not performing well. That is based on due process and administrative regulations, not UK FRAME.

M. Vice President for Student Success Report

Vice President for Student Success Turner opened by recognizing Dr. Sue Roberts

on her final day as associate vice president for Internationalization at the University after more than a decade of service in that leadership role. Dr. Roberts has made lasting contributions through her leadership, teaching and dedication to advancing internationalization. She highlighted numerous initiatives led by Dr. Roberts and the International Center, including Global Wildcats, the Global Impact Awards, the Global Engagement Academy, Explore First, Collaborative Online International Learning (COIL) Learning Communities, UK INSPIRE, Global Footprint and Fulbright Seminars, while noting that the list was not exhaustive. Under Dr. Roberts' leadership, the University received the Association of Public and Land-grant Universities (APLU) International Impact Award in 2023, earned the Senator Paul Simon Award for Comprehensive Internationalization, was recognized as a top Fulbright producer in 2019 and benefited from her service on the APLU Internationalization Executive Committee.

Vice President Turner stated that the Office of Student Success has developed a conceptual framework over the past decade that places students at the center of its work and identifies four primary factors influencing student success: academic success, financial stability, belonging and engagement, and well-being. She explained that these interconnected factors guide the University's student success efforts and are supported by strategic communications, a culture of care and a culture of evidence. She noted that the University closely monitors student communications, invests in training staff to foster a student-centered culture and emphasizes meaningful interactions among students, faculty and staff as a cornerstone of retention.

Vice President Turner reported that the University has established a robust data analytics system, in partnership with Institutional Research and Data Analytics, to identify students who may benefit from additional support. She explained that predictive models incorporate numerous statistically significant variables, including academic preparation, first-generation status, distance from home, payment timing and prior college credit, and are continuously updated throughout the academic year using survey responses, academic performance, engagement data and student alerts. She noted that the University's objective is to outperform the predicted student success model each year by providing interventions that improve retention and graduation outcomes beyond what incoming student characteristics alone would suggest.

Vice President Turner explained that the integrated data system combines information from approximately 50 previously separate systems into a single platform, allowing advisors and University staff to identify students' specific needs and tailor interventions. She reported that the University can analyze trends across residence halls, academic programs, student organizations and individual students while also isolating challenges related to academic success, financial stability, belonging and well-being. She acknowledged that additional work remains in addressing wellness due to privacy considerations but emphasized that data-informed decision-making is balanced with the University's commitment to personal relationships and individualized support.

Vice President Turner stated that the Financial Stability Project demonstrates how the conceptual framework is translated into action by focusing on access, affordability and long-term financial sustainability. She highlighted initiatives including maintaining tuition increases below a four-year rolling average of three percent, expanding institutional

financial aid, providing additional housing options at lower price points, implementing differential cost-of-attendance strategies, supporting the UK LEADS scholarship program, expanding emergency and childcare funding, maintaining the One Café meal program and promoting financial wellness through UK Invests, iGrad and workforce initiatives. She emphasized that these efforts represent a collaborative, campus-wide commitment to student success.

Vice President Turner reported that the University's comprehensive approach to student success has attracted significant interest from peer institutions seeking to learn from its model. She noted that representatives from multiple colleges and Universities, including the University of Illinois Chicago, have visited campus to study these practices and that additional institutions, including a Southeastern Conference (SEC) delegation, are scheduled to visit. She concluded that the University's student success framework has evolved into a systemic, institution-wide model that continues to be refined through collaboration, data analysis and a shared commitment to helping students succeed.

Trustee Swanson asked how the University tailors student success support to meet the differing needs of students across academic disciplines, particularly between science, technology, engineering and mathematics (STEM) and non-STEM programs. Vice President Turner explained that the University combines predictive data analytics with close collaboration between Student Success staff and the colleges to develop targeted interventions. She highlighted the partnership with the Pigman College of Engineering, where a dedicated well-being office supports high-achieving students facing unique academic pressures, and noted that the University regularly pilots data-informed initiatives that can be expanded to other colleges if proven effective.

In response to Trustee Gosney's question regarding the measurement of belonging and engagement, Vice President Turner stated that the University tracks student participation in organizations and campus activities through multiple systems of record. She explained that students who actively participate in three or more organizations or regularly engage in campus programs demonstrate higher rates of success, allowing the University to identify students who may need additional support. She reported that students identified as "belonging opportunity" students are connected with peer involvement advisors who help them explore organizations, attend initial meetings, and establish meaningful campus connections.

Vice President Turner reported that the University is launching a new first-year belonging curriculum focused on the critical first two to eight weeks of a student's experience, when many students begin deciding whether they feel connected to the institution. She explained that the initiative will encourage students to identify a place on campus where they feel they belong, develop relationships with faculty or staff members, and participate in other activities designed to strengthen engagement. She noted that the program will be assessed to determine its effectiveness and to guide future improvements.

Trustee Shoop asked about the current average for institutional aid. Vice President Turner reported that institutional aid has expanded significantly over time and that most Kentucky resident undergraduate students receive some form of financial assistance, with average out-of-pocket tuition and fee costs remaining relatively modest after aid is applied.

She commended the University for increasing financial support, particularly for students from rural Kentucky, recognizing that relatively small amounts of additional aid can make a meaningful difference in students' ability to remain enrolled.

N. SGA President Report

Trustee Dowell reported that student affordability remained one of the highest priorities during the year for the Student Government Association (SGA). She explained that, through collaboration with Dr. Turner and University administrators, the base wage for all student employees was increased to \$12 per hour, providing greater financial support for thousands of student workers. She also highlighted efforts to improve student safety, including a campus-wide safety walk conducted in partnership with the University Police Department and campus administrators, which resulted in the prompt repair of several streetlights and the identification and resolution of additional safety concerns throughout the academic year.

Trustee Dowell stated that the SGA expanded access to essential student services through several new and existing initiatives. She reported that the Wildcat Wardrobe hosted 13 pop-up events in addition to operating its storefront, serving more than 980 students and distributing nearly 1,800 articles of professional clothing to support students preparing for interviews, internships, career fairs and other professional opportunities. She further noted that more than 900 parking coupons were distributed during the academic year, providing students with over 22,000 hours of free parking.

Trustee Dowell explained that the SGA continued to strengthen basic needs programming by distributing winter clothing and raincoats to hundreds of students to reduce financial barriers. She also reported that, through partnerships with local attorneys, nearly 70 students received free legal consultations, expanding access to legal resources and helping students address personal and financial challenges.

Trustee Dowell reported that the SGA remained active in advocacy efforts beyond the University by meeting with members of the Kentucky General Assembly and Kentucky's congressional delegation to promote priorities including student affordability, safety, financial security and mental health resources. She noted that collaboration with student government leaders from institutions across the Commonwealth, including Eastern Kentucky University, Morehead State University, the University of Louisville and the University of Kentucky, culminated in a Rally for Higher Education in Frankfort to advocate for continued investment in higher education.

Trustee Dowell stated that the SGA also focused on supporting students' long-term academic and professional success by distributing nearly 100 graduate and professional school preparation books. She reported that, through its appropriations process, the SGA awarded more than \$184,000 to nearly 130 registered student organizations, representing the largest allocation in the organization's history and supporting student travel, conferences, competitions, programming and leadership development. She expressed appreciation to Vice President Turner and the SGA advisors for their guidance and support throughout the year.

SGA President Nick Pace stated that he was honored to serve as Student Body President and Student Trustee and began by recognizing the leadership and accomplishments of his predecessor, Trustee Dowell, whose mentorship and service to the SGA had significantly influenced his own leadership development. He expressed confidence in his administration's ability to build upon the strong foundation established by the previous administration and conveyed his appreciation for the opportunity to serve the students of the University.

SGA President Pace reported that his administration's priorities would focus on improving the student experience through enhanced accessibility, affordability and communication. He explained plans to advocate for flexible payment options that would allow students to use meal plans for concessions at athletic events, while also promoting free water bottle refill stations and sunscreen stations to improve student safety during game days. He further noted that SGA would expand efforts to communicate available student resources, construction updates and parking information to ensure students remain well informed as the University continues to grow.

SGA President Pace stated that student well-being and campus safety would remain central priorities throughout the coming year. He reported plans to organize a mental health walkathon to reduce stigma, promote awareness of counseling resources and encourage conversations surrounding mental health. He also explained that SGA intends to expand the successful Safety Walk initiative by partnering with University departments to evaluate parking garages, residence halls, campus lighting and other areas where additional safety improvements may be warranted.

SGA President Pace reported that expanding opportunities for student involvement would remain a key objective. He highlighted continued efforts to increase funding for registered student organizations, including the introduction of K-Week grants designed to support programming that connects first-year students with campus organizations early in their University experience. He also discussed meetings with the University's new dining partner, Facilities Planning and Resources, Parent and Family Communications and Parking and Transportation to provide student input on dining improvements, campus construction, transportation and implementation of recommendations resulting from the Safety Walk initiative.

SGA President Pace explained that SGA would continue collaborating with peer institutions through the annual Southeastern Conference Student Government Exchange to share best practices and innovative ideas that could benefit the University. He reported that SGA is actively participating in student orientation and K-Week programming to introduce new students and their families to campus resources and opportunities for involvement. He concluded by expressing his commitment to representing the student perspective before the Board of Trustees and working collaboratively to strengthen the University and enhance the student experience.

O. Meeting Adjourned

Hearing no further business, Chair Boone adjourned the meeting at 10:19 a.m.

Respectfully submitted,

Shavonna Ross
Academic and Student Affairs Committee Secretary