

Student Educational Activities and Programs without Faculty Oversight

There are non-credit bearing educational activities and programs without faculty or Senate oversight. These are accelerating in their expansion, but **without shared governance engagement with the Senate**. For example, there are badges associated with the administrative UK Invest-IGrad partnership (<https://www.uky.edu/financialwellness/igrad>) as well as a badge for civic engagement offered by Student Success. The University framework calls for the administration to engage with the Senate in transdisciplinary communication about these educational activities.

Delegated Authority

The Board of Trustees and the University Senate are the two “**primary educational policy-forming agencies**” of the University ([GR III.A.6](#))

- Board charges the Senate to determine the “**broad academic policies**” of the University ([GR II.A.3](#); [GR IV.C.1](#)).
- Below the level of the Senate, respective faculty bodies originate and establish (within Senate Rules) local unit policies for “academic requirements, curricula, course offerings, undergraduate, graduate and research programs, professional programs, and service functions” ([GR VII.E.3-6](#)).

Shared Governance

The Board of Trustees has adopted a [Strategic Plan](#) (developed with Senate-representative input) that elaborates the above framework: “[W]e must offer an *integrated educational* process that is defined as a holistic student experience.” The Strategic Plan calls for “transdisciplinary” engagement, wherein the Senate and administration harness respective expertise early in the policy-formulation regarding “student learning” ([Capilouto 03/03/22](#)). In this way, the Strategic Plan reflects the Board’s general direction for shared governance, whereby the Senate determines the University’s above-noted broad academic policies regarding students, with the input of the administration prior to the Senate making final policy. Reciprocally, the administration must likewise seek input of the Senate, prior to making related policy on activities that are under administrative auspices ([GR I.E](#)). As stated by the Board, the shared governance ethos enables the University “to function at maximum effectiveness.” ([GR I.E](#)).

How is “Student” Defined?

- President Capilouto has concurred that “[s]tudent status includes those taking courses for **credit or non-credit** at UK” ([AR 4:10](#)).
- We have examples of the University Senate exercising with the administration the shared governance process to make broad academic policies in both the credit hour-bearing and non-credit instructional settings.
- In the **credit hour**-bearing context, when the Senate approves for Board action a proposal for a new degree, it requests that a dean’s letter of “administrative feasibility” be included ([SR 3.1.3.3.1.1](#)).
- In the **non-credit program** context, when a proposal is submitted for a new multidisciplinary research center/institute, the Senate (with administrative input) approves the non-credit research program on its academic merits, and assesses for endorsement the proposed unit to home the non-credit program (e.g. [Senate 05-03-21](#)).
- For **non-credit courses**, the Senate has delegated jurisdiction over the content quality to local college faculties ([SR 3.2.2.3.1](#)) who are under the leadership of the dean ([GR VII.F.2.c](#)).

- Student learning also occurs **outside of colleges**. In a recent example, the University Senate in shared governance with the Provost and VP for Student Success determined the academic policies for **credit hour** courses homed in those respective offices ([Senate](#) 05-02-22).

Current Issue

Still unaddressed are certain **non-credit** student learning activities occurring outside of colleges. These include a number that are administratively supervised by the VP for Student Success, such as a service-learning badge for civic engagement, [student academic advising](#) , and the recent “[UK Invests](#).” The administration says about this latter educational activity: “We believe that the University of Kentucky **education** is one that is transformative, so we are adding another dimension to this transformative experience” ([Capilouto](#) 09/09/22) whereby “financial **education** for all of our students... [will enhance] persistence and graduation and success ([Monday](#) 09/09/22).