

## Brothers, Sheila C

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**From:** Hippisley, Andrew R  
**Sent:** Wednesday, June 04, 2014 2:10 PM  
**To:** Brothers, Sheila C  
**Subject:** FW: Role of UK Senate in Formation of Broad Institutional Academic Policy

Lee and Andrew,

**Here's the BoT's Governing Regulation that concerns the Senate's role in specific unit courses, certificates and curricula:**

"The University Senate functions include the following:

"... Make **final decisions** for the University on curricula, courses, certificates and diplomas offered at the University." (GR IV.C.3)

**Notice, the grammatical structure 'make final decisions' contemplates a role at the end of a decisional process, rather than initiating at the beginning of a decisional process. Hence, for specific educational unit courses, curricula, and certificates, the Senate delegates to the disciplinary specialists in those courses, curricula and certificates the role *to initiate* proposals that will keep the courses, curricular, certificates on the academic cutting edge. The Senate's role is to render final University approval on these disciplinary area proposals.**

SR 3.2.1

"Definitions

**The faculties** of educational units or graduate programs **initiate** proposals for new academic programs and for changes in existing academic programs."

**Now, here's the BoT Governing Regulations on the Senate's role in *broader* academic/educational policy:**

"The University Senate functions include the following:

... **Determine the broad academic policies of the University**, including the similar academic policies that may be made necessary by governmental or accreditation agencies, and make rules to implement these policies." (GR IV.C.1)

"The President is responsible for fostering and promoting education, research and creative work, and service and health care, as the primary functions of the University. In this connection the President may **make policy recommendations to the Board of Trustees and the University Senate**, which are recognized as **the primary educational policy-forming agencies** of the University. (GR III)

**Here, the wording 'determine the *broad* academic policies' and 'primary educational *policy-forming*' conveys the Senate having a *primary* role in the University to 'form' the institution's broad academic policies. The President's role is to recommend such to the both Senate and Board. Hence, the University Senate has established the "Academic Planning and Priorities Committee" to advise the Senate in respect to this institutional policy-forming role. Hopefully**

**the ongoing Strategic Plan activities contemplate commensurate involvement of the Senate in planning the future strategic priorities of the University.**

**Davy Jones, Chair  
Senate Rules and Elections Committee**