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UNIVERSITY OF KENTUCKY

SENATE MEETING

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SEPTEMBER 10, 2018

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JENNIFER BIRD-POLLEN, CHAIR

DOUG BLACKWELL, PARLIAMENTARIAN

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

BRENDA YANKEY, COURT REPORTER

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1 CHAIR BIRD-POLLAN: I'm going to call our very
2 first meeting of the year to order. It sounds very
3 official. Welcome Back. Welcome to the University
4 Senate Meeting. On the first day of class you're
5 all in the right place that's the way to start the
6 year -- soon it will be. Okay. So don't forget to
7 pick up your clicker. Those of you who are new,
8 this is the first time you're doing this, theres a
9 sign in sheet at the back.

10 We ask you to sign in and pick up your clicker
11 and that's how we will be voting for this meeting so
12 make sure you have that, if you don't yet. Okay.
13 So heres our Rules for conduct in meetings. We ask
14 you to be kind and civil to each other. Well,
15 actually kind isn't on the list but I'll ask you to
16 be kind, and civil. We're going to follow Robert's
17 Rules and don't forget to leave your clicker behind.
18 We will find you if your clicker is missing at the
19 end of the meeting.

20 So, okay, so before we do introductions we are
21 going to have an attendance slide. So, when the
22 slide appears and the question is read you can vote
23 and so this is our way of both, making sure your
24 clicker is working. They've also been on vacation
25 all summer and to make sure that you're here. So the

1 question that we have is what you did this summer.
2 So you can go ahead and vote. We'll see how many
3 votes we have. Okay. Oh, research is the very
4 industrious fun, it's excellent.

5 All right. Well thank you. Thank you and
6 welcome back. Okay. So before again before we do
7 introductions we have minutes. We have minutes from
8 our May 7th meeting which were circulated. We did
9 not receive any changes. Hearing no additional
10 changes now, those minutes will stand approved as
11 distributed by unanimous consent. Thank you for
12 that.

13 Introductions: I am Jennifer Bird-Pollan. I am
14 the new Senate Council Chair as of June of this
15 year. I come from the College of Law. In the
16 College of Law I teach classes in Tax Law and Tax
17 Policy and do research in Tax Policy. I also have a
18 Phd in Philosophy. I'm interested in Tax Justice
19 questions and theories of tax policy. That's who I
20 am. And I wanted to say I am excited for my new
21 role. I'm eager for the senate to be a collaborate
22 place that is productive and efficient.

23 So, I hope these meetings will be a time for us
24 to do the good work of the senate. Both the things
25 that are assigned to us through the statute of

1 regulations but also a chance for people to share
2 their view about the state of the university and the
3 state of the faculty in the university.

4 So, I'm always open to hear from you. I'm happy
5 to hear from you be email or by phone. I'm happy to
6 have cup of coffee with you or if any of your
7 colleagues would like to do that you can always
8 reach me. I thought maybe my email address was up
9 there but it's not. You can find me. I'm findable.
10 There's only one other person on campus with that
11 last name.

12 So, please think of me as a resource for you
13 regarding things related to the senate and I know a
14 couple other people in the room who are resources
15 for you related to the senate. So, I just wanted to
16 introduce briefly the Senate Parliamentarian; Doug
17 Michael, also a Faculty member in the College of
18 Law, or staff, and he's going to say a few words in
19 a couple of minutes as part of his Parliamentarians
20 report.

21 Next to him is Mrs. Sheila Brothers who works in
22 the Senate Council office and is an invaluable
23 resource for all things related to the senate. So,
24 I hope that you will feel free to reach out to her
25 if you have questions about things related to the

1 senate meetings, new program approvals, things like
2 that. She is extremely knowledgeable and mostly
3 pretty friendly. So, in the back of the room --
4 there she is.

5 Laura Anshel who -- who works in the
6 Academic Ombud's office and helps us run the
7 meeting, and she is the one who's going to help us
8 find you. If you take the clicker away with you.
9 And then we also have here our Court Reporter Brenda
10 Yankey, and so she comes to every meeting and just
11 to remind you we do transcribe the meeting so it's
12 being recorded and transcribed so that we have a
13 record of what went on in this meeting.

14 We're starting a few minutes late partly
15 because there was a new Senator orientation. So I'd
16 just like to ask our new Senators to stand, students
17 and faculty. So, thank you all very much.

18 (APPLAUSE)

19 We're very glad to have you here. Thank you for
20 your time and commitment. Those of you who were
21 here before, we also thank you for your time and
22 commitments, but we also butter up the new Senators.
23 Also we have many Deans and Administrators in the
24 audience. I'd like to ask you to stand if your an
25 Assistant Dean, a Representative Dean or a Dean of a

1 College please stand and be recognized. Thank you
2 all very much for making the time to join us.

3 (APPLAUSE)

4 Thank you. We appreciate your time. Part of
5 the reason my goal is to have us be an efficient and
6 effective meeting is that I recognize that we have,
7 you know, somewhere between 120 and 150 valuable
8 people here for two hours on a Monday afternoon.
9 So, I want to use your time in a way that respects
10 it. So, the President would like to welcome you
11 back so he is hosting a reception for us on the 24th
12 of September at his home at Maxwell Place.

13 Pretty soon you'll get an invitation to that and
14 I hope you'll be able to join us for a reception
15 there. This is an announcement. I'm very sorry
16 that we have to have our first Senate meeting of the
17 year on Rosh Hashanah. So, it wasn't feasible to
18 change the Senate Meeting date. There is a Board of
19 Trustees meeting this Friday.

20 We are sending Degree lists to that board
21 meeting, but it's my apologies to those of you in
22 the room who are celebrating Rosh Hashanah during
23 this interim period of celebration and for people
24 who are not here because of this -- this is my
25 apology via the minutes to those people. And to

1 those of you who have friends who weren't able to be
2 here, please share with them my apologies. It was
3 -- we thought about this months ago, and we just
4 realized it wasn't feasible to change that.

5 One of the consequences of that is that often as
6 the case, the President comes to this first meeting
7 and he was not able to do that today. So, I just
8 wanted to make sure that we said that. Another
9 announcement, were working on membership for the U
10 of K Core Committee. This is an incredibly
11 important committee made up of faculty from all
12 across campus each representing an area of the U of
13 K Core. We currently have three remaining area
14 expert vacancies.

15 We've received nominations for those, but I just
16 wanted to again put this out there. These are the
17 three where we have vacancies right now, but if you
18 have any interest in serving on the U of K Core or
19 you know someone who would be good for this, please
20 share their name with me or with Sheila.

21 We have vacancies on this committee that arise.
22 This committee is incredibly important and does
23 really hard work and we just want to make sure that
24 we have a sort of roster of people available to
25 serve on this committee. So if there's anybody out

1 there who would like to get involved in the U of K
2 Core, please send them our way. We're very happy to
3 have them. So, you can email nominations directly
4 to Sheila.

5 I also wanted to share in the announcements, this
6 came to us from Roger Brown and Beth Cramer who are
7 leading a program called Curiosity Matters. It's
8 going to be over in the student center on November
9 6th and it's thinking broadly about what curiosity
10 is.

11 And so we thought it was kind of like an
12 interesting opportunity for both faculty and
13 students to get involved in these questions. So we
14 encourage you to check out the link down there at
15 the bottom and participate as you can in the
16 Curiosity Matters event on the 6th.

17 We handed out to new Senators a folder with some
18 useful information including things about Roberts
19 Rules, things about the Senate, contact information
20 for people. We have a few extra of those that are
21 in the back so if you are not a new Senator but are
22 nonetheless or are you are one who missed the
23 orientation, you can grab a folder in the back. If
24 they run out and you still want one, just send us
25 email, me or Sheila, and we will find one for you.

1 Okay. We -- I have learned how difficult this
2 is as a staff committee. This has been the most
3 informative part of my last two months and so we are
4 closing in on filling all of our committees,
5 Committee Chairs and the staffing of committees.
6 The last two that are not yet finalized are the two
7 that are listed up there although at this point I
8 think we actually have emails out to people looking
9 to -- asking them to serve on these committees. So
10 everyone who is a member of the Senate, we ask you
11 to serve on a committee as part of your role as a
12 Senator.

13 So, if you are not serving on a committee and I
14 know that some of you in the new Senator
15 orientation, we already talked about this. If by
16 the end of next week you haven't received an email
17 indicating your committee, kind of please reach out
18 to Sheila directly. We have work for you to do.
19 Don't worry. So please just let us know if you are
20 not yet assigned a committee.

21 Again, in announcements, sort of thinking ahead.
22 So, we're going to tell you this information early
23 and often. We want to help you get your programs
24 approved for next fall. So if you are looking, if
25 you or someone you know in your college is looking

1 to enact a new program or -- well, we'll talk about
2 each of them. If you are trying to do something new
3 in your curriculum by Fall of 2019, these are the
4 dates by which we need to receive your materials. So
5 this is the date by which you have to have your
6 materials to the Senate Council Office.

7 If you are trying to start a brand new Degree
8 Program in the Fall of 2019, we need to hear about
9 it in the Senate Council office by February 5th. It
10 seems far away now but it will come upon us quickly.

11 March 15th is the deadline for the Senate Council
12 office to receive other proposals that require
13 committee review. That includes certificates, etc
14 things like that and then finally for Minors or
15 other program changes that aren't in the first two
16 categories we ask you to get those to Senate Council
17 office by April 15th.

18 So, again were going to keep mentioning these
19 deadlines to try to make sure the information is
20 getting to all the appropriate places but if you
21 could share this. If you know there are people in
22 your college or departments that are thinking about
23 some new program or certificate or anything like
24 that, we just ask you to have them get in touch with
25 us frankly. The best thing that they can do and

1 make sure that they have these deadlines in mind.

2 Again, just a little bit more information about
3 why these deadlines aren't arbitrary, they are early
4 because this is a long process. There are a lots of
5 bodies involved in reviewing this, Council level
6 review, Graduate Council, Undergrad Council or HCCC
7 and the Senate Academic Programs Committee needs a
8 chance to look at it. It comes to the Senate
9 Council, finally comes to the Senate and then as in
10 many instances it has to go all the way to the Board
11 of Trustees and the Council Office of Secondary
12 Education.

13 So there are many steps at which the process can
14 slow it down which is why we try to ask you to share
15 this information with us as early as possible.

16 Those are my announcements. This is my Chairs
17 report. I, as the Chair of the Senate Council and
18 the Senate Council body have the authority to waive
19 some Senate rules as long as -- with the condition
20 under the Senate Rules as long as the waivers are
21 reported.

22 So, I'm telling you that Katherine McCormick, who
23 was the Chair until June, added one student to the
24 May 2018 degree list in her capacity as Senate
25 Council Chair. We also approved -- Katherine

1 approved on behalf of the Senate Council the
2 inclusion of six medical students on the May 2018
3 degree list who were left off by administrative
4 error.

5 Both of these were administrative error and
6 Katherine, in her authority as Chair, approved them.
7 We also, for the first time in recent memory
8 utilized the Extraordinary Hardship Clause. In the
9 Senate Rules theres two ways that the degree list
10 can be amended. One in is the case of
11 administrative error. The other is if there is an
12 extraordinary hardship to the student and we had a
13 mechanical engineering student who I felt fell into
14 that extraordinary hardship category.

15 And so I approved him to be added to the early
16 August degree list. I also approved, on behalf of
17 the Senate Council and the Senate, some changes to
18 the College of Pharmacy's calendar which mainly had
19 to do with them having left off their final exams.
20 Just a few of them. So, another part of my report
21 is to announce to you that you might have left in
22 May believing that Margaret Mohr-Schroeder was our
23 Vice Chair and you would've been correct in May. In
24 fact, would've been correct until about a week ago
25 but Margaret has accepted a position as an Associate

1 Dean in the College of Education. And we
2 congratulate her for her new role.

3 (APPLAUSE)

4 We are a little sad to lose her but our rules
5 say that somebody with an administrative position
6 like that has to step down from the Senate which
7 also means stepping down from the Senate Council and
8 stepping down in her role as Senate Council Chair.
9 I'm sorry Vice Chair. So, we had an election at our
10 Senate Council meeting just last week. Was that
11 just last week?

12 SECRETARY BROTHERS: No, two weeks.

13 CHAIR BIRD-POLLAN: Two weeks ago. It was
14 two weeks ago because of Labor Day and we elected
15 Jennifer Osteophage from Biology, from the College
16 of Arts and Science as our New Vice Chair. So, your
17 new Vice Chair is Jennifer Osteophage. (Applause)
18 And, we also used the Senate rule about the next
19 person to serve on the Senate Council and so using
20 those rules, the person who is appointed to the
21 Senate Council to complete Margaret's term is
22 Abigail Firey. There she is in the back.

23 So Abigail Firey is the new member of the Senate
24 Council. (Applause) And then Margaret's other
25 important role was as Chair of the Academic Programs

1 Committee and her colleague Aaron Cramer who had
2 been on the committee for a while agreed to step in
3 and share that committee. So thank you Aaron.

4 (Applause)

5 I just want to say a little bit for a moment
6 about the operation of the meeting. So, I spent
7 some time this summer talking to Doug as
8 Parliamentarian and thinking through comments I had
9 received both from Senate Council members and Senate
10 members about how to operate the meeting and I am
11 going to try, as I mentioned already, to preserve
12 lots of time for substantive, meaningful discussion
13 and my view of Robert's Rules, which we operate
14 under, is that those rules help us do that.

15 So, I'm going to try to operate the meetings
16 consistent with Roberts Rules and I have some
17 thoughts about how I'm going to do that and I'm
18 going to show you that on the next slide, but I
19 would love your feedback about this. So, and also
20 your patience and tolerance.

21 So, were going to try to make this work as
22 smoothly as possible and if you have views about it,
23 I would love to hear about them. It's most useful
24 to me if you can hear about them after the meeting.
25 So my email address and phone number are up there.

1 Please get in touch with me anytime with any
2 comments. This is what I propose to do.

3 So when we have motions, when we have items which
4 were going to discuss, I will ask the presenter to
5 come to the podium to introduce those items and
6 explain what the proposal is. The person will do
7 that, explain the proposal and then I will solicit
8 questions from the body that are questions of fact.

9 So if there are things that are unclear, we
10 have of course asked you to read the proposals in
11 advance so you should have an understanding of
12 what's at stake, but if you have questions about the
13 particulars of a proposal, again not questions about
14 the appropriateness or legitimacy, if there's
15 certain matters of debate I'll ask you to hold those
16 questions.

17 But for questions of fact, we'll ask you to do
18 it while the presenter is up here since that person
19 will often be the person who can best answer that.
20 Once we have sort of worked through all factual
21 questions, I'll ask the presenter to return to his
22 or her seat and then I will put the motion on the
23 floor. We will have debate. We will try to speak
24 sort of in favor or against to the extent there are
25 people on either side and have a debate about the

1 motion.

2 When we've either exhausted the discussion or
3 run out of time, I will ask you to vote. We will
4 use our clickers to do that. If, while we are
5 having a debate, there is a question that I
6 determine to be a question of fact, I'll turn it
7 back over to the presenter and ask the presenter to
8 answer that questions. We'll have a debate that is
9 primarily between and among Senators. Okay? Again,
10 I really would love your feedback on this and I also
11 would love your tolerance as we try this for the
12 first time today.

13 One more item I wanted to tell you. My plan
14 and goal is to try to meet with the Executive
15 Councils or Faculty Councils of each of the Colleges
16 this year. I'm doing this primarily for two
17 reasons. One is I'd love to hear input from each of
18 the colleges about whats going on in your college.
19 What input you might have for Senate business,
20 Senate Council, our activities and then secondly to
21 make sure that the faculty understands that we are
22 willing and able to help you with anything you have
23 to do related to curriculum that has to come through
24 the Senate.

25 So academic matters related to things like

1 proposing the new degree programs. I hope to make
2 just sort of again spread the word about our
3 availability to do that. So if you're on your
4 Faculty Council or if you know who is, please
5 encourage them to reply to our email asking for
6 meetings. My goal again is just to try to reach out
7 to as many faculty across campus as possible.
8 So, now I'm going to turn it over to Doug Michael to
9 provide the Parliamentarians Report.

10 PARLIAMENTARIAN MICHAEL: Thank you, Jennifer.
11 Can you hear me? Is this thing working? Now you
12 can hear me, I hope. You could probably hear me
13 before. I think I have a good classroom voice. My
14 name is Doug Michael. I am a Professor at the
15 College of Law. Unlike my colleague who has a
16 vibrant teaching and research agenda, I am also
17 Associate Dean for Academic Affairs so I have no
18 other life.

19 She persuades me to serve in this role as
20 Parliamentarian and I look forward to doing it. I
21 hope this is the last time you hear from me. My job
22 is to be advisory to the Chair. That's what Roberts
23 Rules says. That doesn't mean I'm not willing to
24 talk to you but my job is really to advise her
25 during the meeting. If there's any Parliamentary

1 questions you put them to the Chair.

2 If she can't answer them, she, on the wild chance
3 that I might have additional information, might
4 consult with me but most of all were sitting down
5 that ahead of time to look at the agenda to plan
6 things out. Like she said before to make sure that
7 we have things ready for you to go. The bottom part
8 there that the Chair already said that. That's my
9 guiding role.

10 I could ask you all to stand and repeat it in
11 unison but we've -- let's hope that everybody is
12 here for that same purpose because that is after all
13 what the rules of meetings and debates are for. You
14 already have reviewed the general rules. You are
15 familiar perhaps with how these work. I'll spend
16 thirty seconds going over them. An item comes up
17 for business because it's on the agenda printed
18 before you or if we get to the I have time for items
19 from the floor or there are any a member arises and
20 suggests a motion.

21 It has a -- we simply wait for a second and
22 theres none required for committee or council
23 motions and then there might be some general
24 discussion but this item number 3 is very important.
25 When the Chair states the question, then it's before

1 the assembly. Then it can't be taken back or
2 amended without the assembly's and then a unanimous
3 consent.

4 And then as the Chair stated before, she is in
5 control of who speaks and when. She may choose to
6 recognize the committee or the Senate Council member
7 or someone else who's largely responsible for the
8 motion on the theory that you may have questions of
9 fact and we will be attentive to those questions of
10 fact. Be sure you don't say something like I want
11 to make sure I know that this has been fully funded
12 because if it hasn't there's no way that I can vote
13 for this.

14 You know so don't combine your opinions on the
15 merits. It's a question of fact. There will be
16 plenty of time for that later and then we will move
17 to recognizing people. I don't know if you require
18 members to rise or you just raise your hand but wait
19 until you're called on just like you ask of your
20 students, we do the same thing here. Generally we
21 follow the rule that you can speak again only if
22 everybody else that wants to speak has spoken or if
23 it appears that the Chair needs to recognize people
24 on different sides the Chair can do that. When the
25 time assigned for debate has expired, or when

1 silence falls upon the assembly or when the question
2 is called, then you vote and were done. It should be
3 pretty straight forward.

4 Again, the purpose of the rules is to facilitate
5 debate and consideration and progress and I hope we
6 can all do that. I look forward to a wonderful year
7 with you. I'll take questions but you're not
8 supposed to have any of me. Thank you.

9 CHAIR BIRD-POLLAN: Our next item is our
10 Trustees Report. Lee Blonder is here but Bob is not
11 here today.

12 MS. BLONDER: Hi, I'm Lee Blonder. I'm one
13 of your two Trustees. Bob Grossman, excuse me, is
14 observing Rosh Hashanah so he's not here today.
15 Over the summer you might have heard or read that
16 the Board Executive Committee acted on behalf of the
17 Board to purchase 51% interest in the Lexington
18 Surgery Center, which is an outpatient surgery
19 center, that's near St. Joes.

20 The surgery center will be breaking ground on a
21 new facility at Turfland Mall between Staples and
22 the U of K outpatient clinics. This cost around 1.2
23 Million Dollars and the administration feels or the
24 Board members that voted on this feel that this will
25 give our patients the opportunity to have outpatient

1 surgeries. Conveniently, it will also free up
2 operating space in the hospital.

3 So, we did that over the summer, the Executive
4 Committee did. The other things that are happening,
5 we have a Board meeting Thursday and Friday.
6 Thursday is the Investment Committee Retreat about
7 discussing the investments of the endowment. Friday
8 is the main Board meeting and the other committee
9 meetings are occurring then. We're going to be
10 voting for officers. So there's an election; Board
11 Chair, Vice Chair and some of the Executive
12 Committee Members.

13 We had two Board members roll off in June. Mark
14 Bryant was one of them and Kelly Holland was the
15 other so Governor Bevin appointed two replacement
16 Trustees. One is Kim McCann who is an attorney at
17 Ashland and she is Executive Board member shaping
18 our Appalachian Region and the other is Rachel Watts
19 Webb who is the alumni Trustee. There are three
20 alumni Trustees so she's one of the three. She had
21 been a U of K Student President for a couple of
22 years when she was a student here so she had been on
23 the Board in that capacity.

24 And she's also -- she runs with her a husband a
25 real estate, commercial real estate company in town.

1 I think that's all for my announcement.

2 CHAIR BIRD-POLLAN: Oh. yeah. Sorry.

3 MR. JONES: Davey Jones, College of Medicine.
4 Theres a voluntary group Surgery on Sunday that
5 program, a clinic that U of K, including a member of
6 this body can contribute to voluntarily to treat
7 members of the community or supervise MD students
8 and residents. They currently use the facility that
9 you say U of K is going to buy.

10 Is that going to negatively impact the Surgery on
11 Sunday program?

12 MS. BLONDER: It is my understanding that it
13 will not. That Surgery on Sunday will continue.

14 CHAIR BIRD-POLLAN: Any other questions for
15 our Trustee?

16 MS. BLONDER: Thank you.

17 CHAIR BIRD-POLLAN: Our first item of business
18 is an in Memoriam degree. I think Dr. Urschel is
19 here to present this on behalf of the College of Ag.

20 DR. URSCHEL: So the student in question was
21 one of my advisees at the Animal Science Program.
22 At the time of his death he was a rising senior who
23 was an Animal Science student as well as Pre-vet
24 major. He had, I think, 102 credits with a GPA of a
25 little over 3. 9. So, a very -- very good student.

1 He would have graduated on time for May 2018 with
2 all of his natural science requirements as well as
3 all the required of a student to get into Auburns
4 Veterinary School.

5 So we are asking that he be awarded an in
6 Memoriam degree backdated to May 2018 when his
7 graduation date would have been. May 2018, this past
8 May.

9 CHAIR BIRD-POLLAN: May 2018?

10 DR. URSCHEL: Yeah.

11 SECRETARY BROTHER: I'm sorry. Do you want
12 me to add it to the slide?

13 CHAIR BIRD-POLLAN: I think it's okay. As
14 long as were all clear. He died --

15 DR. URSCHEL: He died in July 2017.

16 CHAIR BIRD-POLLAN: Okay. But we're looking
17 for May 2018 in Memoriam degree?

18 DR. URSCHEL: May 2018, yes.

19 CHAIR BIRD-POLLAN: Okay. So, questions of
20 fact? Yes.

21 UNIDENTIFIED FEMALE: Just in terms --

22 CHAIR BIRD-POLLAN: Your name and --

23 MS. WOOD: Oh, sorry. Connie Wood, Arts
24 and Sciences. An in Memoriam degree is an in
25 Memoriam degree. It does not have a attached to it

1 a Bachelor of Sciences or Animal Sciences. It's an
2 honorary degree.

3 CHAIR BIRD-POLLAN: Oh, okay. So, we could
4 -- it would not be an honorary BS, it would be an
5 honorary --

6 MS. WOOD: It would be a recipient of an in
7 Memoriam.

8 CHAIR BIRD-POLLAN: Thank you for that
9 clarification. Any questions of fact? Okay. So, I
10 will put on the floor that this motion that the
11 elected Faculty Senators and again a reminder that
12 only Faculty Senators can vote on this honorary
13 degree. That student WH86 from the College of Ag
14 will be the recipient of an in Memoriam honorary
15 degree which we will submit through the President to
16 the Board of Trustees. Yes?

17 UNIDENTIFIED MALE: This --

18 CHAIR BIRD-POLLAN: Your name?

19 MR. TAGAVI: Kaveh Tagavi, Engineering. So
20 the motion is modified. It's not formally amended?

21 CHAIR BIRD-POLLAN: The motion is modified
22 that we will say an in Memoriam honorary degree. Do
23 you want us to change it on the slide or is it okay?

24 MR. TAGAVI: No, it's okay. I just want to
25 make sure that we modified the motion.

1 CHAIR BIRD-POLLAN: Modified motion, yes.
2 Thank you. Any debate? Any in favor, opposed?
3 Okay. Then we will vote. So, you can vote now on
4 the amended degree -- I'm sorry the amended motion.
5 Everyone has voted and the motion passes. Thank
6 you.

7 I also just wanted to take a moment to remind you
8 that we do have in Memoriam degrees. When we heard
9 from Dr. Urschel that it was something that she
10 discovered at a Senate Meeting last year, was since
11 aware of and so some colleges, I think, aren't aware
12 that the University of Kentucky has in Memoriam
13 degrees so to the extent this comes up in your
14 college, please make sure that the administration
15 knows about that.

16 The second item on our agenda for business is
17 the 2nd August Degree List which was circulated to
18 you last week. Now, again only the Senators which
19 are elected by the College Faculty members may vote
20 on these degrees list. Are there any questions or
21 comments as a matter of fact on those degree lists
22 which you received? Okay. Then the motion from the
23 Senate Council is that the elected Faculty Senators
24 approve U of Ks 2nd 2018 August Degree List of
25 candidates for credentials for submission through

1 the President to the Board of Trustees. Any
2 comments in favor or opposed?

3 Okay. We can now vote on that motion. Again
4 only Faculty Senators please on this. Okay.
5 excellent. The motion passes. All right. One more
6 item of business related to Degree Lists. I will
7 call Ruth Beattie to come up.

8 MS. BETTIE: This degree petition involves a
9 student who applied for an August 2017 degree. The
10 student had applied using a paper application
11 because it was after the online application
12 deadline. The degree application was entered into
13 SAP but as a result of an administrative error the
14 students name did not end up on the second official
15 August 2017 Degree List that was approved by the
16 Senate in September of 2017 and so the student did
17 not -- the degree was not certified.

18 As a result of this administrative error we are
19 asking that a Bachelor of Arts in Geography with a
20 minor in mapping NGIS be awarded with a graduation
21 date of August 2017.

22 CHAIR BIRD-POLLAN: Okay. Questions? All
23 right. Thanks very much. So we have a motion on
24 the floor from the Senate Council again that the
25 elected Faculty Senators amend that August 2017

1 Degree List by adding student MB56 for a BA in
2 Geography with a minor in mapping NGIS.

3 Argumentative favor -- comments in favor or
4 opposed to this motion? Okay. No comments, then we
5 can vote on this. Again just the Faculty Senators
6 please. Okay. And the motion passes. Thank you
7 very much. Okay.

8 So the next item on our agenda is our Registrar
9 Kim Taylor is going to give us an update on Title
10 IV. You've been hearing about this, I think, in
11 various ways and she's going to tell us a little bit
12 about what's been required and how its been working.

13 MS. TAYLOR: Good afternoon everybody.
14 Listen no rotten tomatoes or anything in this
15 direction. But thank you for this time this
16 afternoon. Jennifer asked that I just provide an
17 update on the Title IV reporting that started last
18 Thursday. So just a bit of background and where we
19 started with this. I was tasked with this, I guess,
20 about a year ago, right after I started working
21 here.

22 As this is not a new requirement of the Federal
23 Government for disbursement of Title IV A, but a new
24 process at U of K to monitor that. So, we were
25 trying to be very careful about saying this is a new

1 requirement because it is not a new requirement.

2 So, over the past year I've worked very closely
3 with Nimmi Wiggins. She's the Director of Student
4 Financial Aid and Scholarships. The Senate
5 council, the Senate Committee on Distance Learning
6 and E-learning, the Associate Deans, the Deans, the
7 student Tuition Beats Work Group, our current
8 Faculty Senate Chair Burt Carline and past Senate
9 Chair McCormick as well as Provost Blackwell, VP
10 Monday and then of course we utilized the ENGSCCM
11 team for the development of the actual process.

12 So again, not a new process. I'm sorry, not a
13 new regulation, but a process to the University of
14 Kentucky. This is a pilot year for this process,
15 but still reporting was mandatory and will be for
16 the upcoming year. I worked with the Senate
17 Committee on distance learning and E-learning.

18 They reviewed my initial proposal and they had a
19 number of recommendations, a number of which we
20 adopted in the incorporation of and were getting
21 this -- the calendar, the process for faculty to
22 notify us if a student was dropped by mistake and
23 lastly the adds for students. I'm sorry. The
24 calendar that we configured for this system was
25 based on the recommendations from that committee.

1 We did not want it to be during the add period so
2 in the past the add period, as you remember, you
3 seen all the communication from me you're probably
4 just overloaded with it at this point.

5 It was the second five-class days of the semester
6 was the monitored period and the third five class
7 days of the semester is the reporting period and
8 that ends tomorrow for full-semester classes and for
9 term classes that started on first class day.

10 So, I worked with all of the colleges over the
11 summer with their implementation plans. Provost
12 Blackwell asked the colleges to develop their own
13 implementation plans taking into consideration the
14 variation throughout the university, colleges,
15 departments, disciplines, course types because it's
16 not a one size fits all when you're determining if a
17 student is attending the class, but that's the way
18 the regulation reads.

19 So, a class where you might have 30 students
20 maybe you do take attendance but a class where
21 theres 600 students probably you have canvas
22 assignment or a dissertation section, you may have
23 one or two students. You're not taking attendance
24 in that class. So that's why we were using the
25 words attendance, engagement and participation

1 interchangeably and to also let you know that in
2 some cases, and I've had a lot of emails over the
3 past few days, but in some cases it really does
4 become a judgment call by the instructor as to the
5 students attendance, participation or engagement.

6 So, an email went to students to inform them to
7 attend class. Isn't that something they didn't
8 already know, but I did send an email to all
9 students and that went on August 28th and that was
10 to all enrolled students. And then last week on
11 September 5th I sent an email to every instructor
12 for which a section was assigned. I've had again, a
13 lot of emails from faculty where I'm not teaching
14 this semester.

15 There are sections that have zero students in
16 them. There are a lot of sections that have zero
17 students in them by the way. So, another issue for
18 me to address. So, we don't have all those sections
19 with zero enrollments on the books. So, every
20 course section that had an instructor assigned to it
21 received an email about this process.

22 So, if you didn't get one -- so we got to TAs,
23 GAs, every person who is actually in the classroom
24 this semester. So, I'll talk to you afterwards. So
25 what we found last week on the first day was we had

1 one class where all students were dropped
2 mistakenly. Only one course -- I'm sorry, let me
3 back up. Three courses where all students were
4 dropped mistakenly. Only three courses!

5 So we updated the messaging in the system where
6 it was a little more clear what a faculty member is
7 supposed to do and you have to -- you see the list
8 of students if you are actually dropping students in
9 your section you see the list of students to drop
10 before you say confirm drop these students, confirm
11 to Registrar.

12 One other section of course where the students
13 received a notification that they were dropped. They
14 had not been dropped. We figured that one out.
15 That has not happened again.

16 So, all in all I did have a lot of emails and a
17 lot of phone calls and I'm still getting those but
18 it's really gone pretty well and I just want to say
19 thank you to each of you for your patience, your
20 participation and actually just helping to make sure
21 that everyone across the university is aware of this
22 requirement.

23 So, I'll take any questions if you have them.
24 That's where I stand right now.

25 MR. TAGAVI: Kaveh Tagavi, Engineering. When

1 you went underneath that and said verify, it said I
2 attest or swear or whatever that I am seeing
3 students. That's not technically correct. It
4 should say I have interacted.

5 MS. TAYLOR: Yes, and that will be changed.

6 MR. TAGAVI: Thank you.

7 MS. TAYLOR: You're welcome. And over the
8 next year really the intent is to work with the
9 Senate over the next year to refine this system,
10 maybe come up with a common implementation plan or a
11 common plan for each college to incorporate what
12 each of the colleges came up with to implement this
13 process this year.

14 And to, I think there was a suggestion that
15 maybe -- that this was included, that this was a
16 required element of the syllabi; attendance,
17 engagement, participation -- of course that will be
18 up to the Senate whether that takes place or not.

19 And then some additional integration with canvas
20 so that those systems next year, you can drop a
21 student in canvas or if your requirements not in
22 canvas, a student didn't complete the assignment,
23 then the student could be dropped based on that. So,
24 we still have some work to do but again I really do
25 appreciate your help with this.

1 CHAIR BIRD-POLLAN: Any more questions for our
2 Registrar? Yes?

3 MS. FIREY: Abigail Firey, Arts and Sciences.
4 I have two questions. First of all is there any
5 discussion of possibly implementing this process
6 through the network of advisors rather than faculty
7 and secondly was there any discussion of an apparent
8 discrepancy between the language in the Senate rules
9 about absences which say that a student may be
10 dropped after two absences and the language in this
11 policy that says students receiving federal aid must
12 be dropped?

13 MS. TAYLOR: So, on the Senate Rule, I'll
14 address that one first. There's no change to the
15 Senate rule. In fact, that was communicated that a
16 faculty member still had the ability to drop a
17 student for missing two classes. So, nothing
18 changed about that. Then additionally on the
19 attendance part, the way the regulation reads the
20 institution must confirm that the student has begun
21 attendance at the beginning of the semester in each
22 class.

23 So, it would be difficult for an advisor -- we'd
24 probably in most situations to do that. So that's
25 why this is being done through each class that a

1 student is enrolled in.

2 CHAIR BIRD-POLLAN: Davey?

3 MR. JONES: Davey Jones, College of Medicine.
4 So is the federal requirement that the non-attending
5 student just have the money cut off or that does the
6 fed require the student be mandatory dropped from
7 the class?

8 MS. TAYLOR: Well, their aid would be reduced.
9 If the student is not attending a class that they
10 are enrolled for then the aid is reduced for that
11 class. So for a student who remains -- if they are
12 dropped from a class but they remain full-time there
13 wouldn't be any reduction in their disbursement. For
14 a student who drops below full-time there would be a
15 reduction in the disbursement. Did I answer your
16 question?

17 MR. JONES: I don't know that you did. I had
18 the impression from the discussion that if a person
19 under this new process -- if a person doesn't attend
20 then the faculty member has lost the discretion as
21 to whether the student will be dropped from the
22 class.

23 MS. TAYLOR: You are required to report but it
24 is still at your discretion and in the regulations
25 called academically related activities and there are

1 seven of them; various things like participation in
2 discussion board, actual attendance, students taking
3 a quiz, but those are the academically related
4 activities and so the student is dropped.

5 If the student isn't dropped then their hours
6 that they're enrolled for is not reduced in order to
7 reduce the disbursement. In other words, if I'm
8 still in 15 hours or I'm still in 12 hours but I
9 dropped 3, I should be at 9 but I'm still enrolled
10 in 12, theres no way to make the adjustment to the
11 disbursement. Does that make sense?

12 MR. JONES: I guess.

13 MR. TAGAVI: I think -- Kaveh Tagavi,
14 Engineering. I think my fellow Senators, I think
15 the nuance is this. Generally speaking you should
16 ask us to report to you nonattendance.

17 MS. TAYLOR: Yes.

18 MR. TAGAVI: You shouldn't force us to drop
19 anybody if for administrative or financial reason,
20 if the Registrar wants to drop that's their business
21 but the Senate doesn't compare need to drop anybody
22 because they miss even two. It says May. Therefore
23 I think if you change our language, the faculty
24 should report nonattendance, not that the faculty is
25 literally dropping these people would be more

1 appropriate. I think this is the nuance that my
2 colleagues over there is --

3 MS. TAYLOR: And technically that's what's
4 happened. You have reported a student for
5 nonattendance. Technically, there's a process that
6 drops the student. You didn't drop the student.
7 The University, through this process, dropped the
8 student. You reported them.

9 MS. DEBSKI: Liz Debski, A&S. Is there
10 another PR process because I mean basically its a
11 one week reported period and for some classes
12 they'll meet three or four times. For other classes
13 they'll just meet once and it seems to me that --
14 well, many of my students had no idea about this at
15 all until I put it in the syllabus.

16 And I'm just wondering, you know, yeah if a
17 student has something had come up and, you know,
18 could not come to that one class that met during
19 that one week reporting period, is there any appeal?

20 MS. TAYLOR: Yes, this is where you, your
21 discretion can be exercised. So over a three week
22 period the first five days which a student has had,
23 the second five days that we identified as the
24 monitoring period and the third five days we
25 reported as the reporting period. So over that

1 three week period did the student attend your class?
2 If you weren't able to monitor the second week you
3 could monitor and record in the third week during
4 the reporting period but the regulation does state
5 that the student has begun attendance at the
6 beginning of the semester.

7 So it's not six weeks into the semester or
8 mid-semester or end of the semester, it says at the
9 beginning of the semester.

10 MS. DEBSKI: So, I'm actually confused. This,
11 yeah, so this reporting period the student doesn't
12 have to show up during that period, but could've
13 show up before in the class and its still okay with
14 you?

15 MS. TAYLOR: According to the regulation if
16 the student has begun attendance.

17 CHAIR BIRD-POLLAN: But as I read it the
18 emphasis is on engagement with the class.

19 MS. TAYLOR: Yes.

20 CHAIR BIRD-POLLAN: Well, I thought the
21 engagement had to happen during this one week
22 period.

23 MS. TAYLOR: No, no, it does not.

24 CHAIR BIRD-POLLAN: It does not.

25 MS. TAYLOR: And you can -- you might have

1 students with excused absences so while all of your
2 other students may be attending you may have a
3 student that you have worked out excused absences
4 for, and you can take that into consideration.

5 But you still consider that student engaged, and
6 participating in your class then you would not
7 report that student for nonattendance. Like I had
8 an email from a faculty member last week, and they
9 had three students that had participated at varying
10 levels. And he said this is going to impact this
11 students ability to succeed in my class and so I
12 told him that while yes, that may be true but if the
13 student has been engaged at some level in your
14 class, you should not drop them for non-attendance.

15 MS. DEBSKI: Report them?

16 MS. TAYLOR: Report them, sorry.

17 MS. DEBSKI: But to go back to my original
18 question, there is no appeals process or there is?

19 MS. TAYLOR: If a student comes to you and
20 you want to reinstate that student in your class,
21 all you have to do is send me an email and we will
22 re-enroll that student in your class. Again this is
23 where some discretion within your class comes in.
24 Where it may not be necessarily clear, if you have
25 any questions feel free to send those to me and for

1 ones that I feel like are more technical I've even
2 brought Nimmi Wiggins, who's our Director of Student
3 Financial Aid, into the conversation.

4 MR. TROLAND: Tom Troland with Arts and
5 Sciences. Just to be sure I understand this, is it
6 the case that if we do report a particular student
7 for non-attendance, using our discretion and so
8 forth, that that student will be dropped?

9 MS. TAYLOR: They will be dropped.

10 MR. TROLAND: Okay.

11 MS. TAYLOR: They'll be dropped from your
12 class and they'll be dropped in canvas. And the
13 canvas integration is almost real time and the drop
14 is happening almost real time as well. So if
15 someone was reported this morning and class roll
16 will state that student was dropped from the class
17 and from canvas and theres an email notification
18 that goes to the student, the instructor, the
19 advisor and financial aid.

20 MR. JONES: Davey Jones, College of Medicine.
21 What email address does the Registrar use for the
22 student for those purposes?

23 MS. TAYLOR: The email address that they have
24 on their student record and it may be where they've
25 redirected that to another email address but it's

1 the one that they're responsible for maintaining in
2 their student record.

3 MR. JONES: So when I use the system to get
4 the class roll or the Excel spreadsheet, it's that
5 email address?

6 MS. TAYLOR: Yes.

7 CHAIR BIRD-POLLAN: Any other questions for
8 our Registrar? Okay. Thank you very much Kim.

9 MS. TAYLOR: Thanks again, everybody.

10 CHAIR BIRD-POLLAN: I just wanted to say
11 this has been something that we've been invited to
12 continue participate in conversations about. I think
13 both by Kim and by the Provost and so those of you
14 have shared views already and who continue to have
15 views, you are welcome to share them with me.

16 I know Kim welcomes your views to her directly
17 and were going to think, we as the Senate Council
18 and with your feedback will think about how to sort
19 of bring our advice together and make a coherent
20 sort about our views back to all around people.

21 Oh, one more thing about this. Part of the
22 reason you didn't hear about this beforehand was
23 that this was not really into the fully Senates
24 radar until May of last year. So part of the
25 problem this year was the timing and this is why

1 we're taking this year to sort of have a coherent
2 and maybe unified response as this goes forward. So
3 thanks for your tolerance there.

4 Okay. I'd like to invite Kim Woodrum to come
5 up and join us. Kim is going to give us a report on
6 the Admissions Advisory Committee which she chairs,
7 a report of their activities from last year.

8 MS. WOODRUM: Hello everyone. So, most of our
9 work this past year really involved the on-boarding
10 of Scott McDonald which is our new Dean of
11 Undergraduate Admissions and with his position he
12 really went through our Senate rules and was looking
13 at everything that pertained to undergraduate
14 admissions.

15 He found two places that theres a discrepancy
16 between wording so were going to be working to try
17 to amend those spots. It looks like this was
18 changed but not changed here sort of thing and some
19 position names that are not, say position names that
20 aren't there any more and clear up a little bit of
21 who's voting and non-voting members on our
22 committee.

23 So it was a lot of the nuts and bolts along that
24 line. I just thought though that you'd be
25 interested in enrollment numbers for this fall.

1 Goal was 5,100 students and that was up over what we
2 had last year by quite a bit. The goal was 5,100
3 and they made it.

4 The last number recorded was 5,102 so they made
5 it by 2. The average ACT is slightly up. The
6 average high school GPA is slightly up.

7 Under-represented minorities, unfortunately this
8 year was slightly down. They have looked at the
9 reason why that might be and will be doing some
10 modification of when the Parker Diversity
11 Scholarship application process occurs so that
12 students can get engaged with that scholarship
13 earlier on in the process.

14 We're also looking to expand some recruiting
15 efforts into diverging markets and if you're
16 interested in where those markets are you just let
17 me know. Retention rates for returning sophomores
18 is slightly up. That's not really an admissions
19 issue but it sort of is, I guess and the biggest
20 news to me is that the plan is underfoot to increase
21 the admissions to 6,000.

22 So 5,100 up to 6,000 over the next three to four
23 years. That is not going to happen easily and
24 without a lot of work and a lot of study. There are
25 four implementation teams that are getting ready to

1 start their work. One is focusing on Freshman. One
2 is focusing on retention.

3 One is focusing on online and summer courses and
4 one is called Project Graduation. The reason for
5 this increase is to try to find ways to overcome
6 financial shortfalls without cutting programs,
7 without cutting faculty lines, staff lines and that
8 sort of thing. So, that is big news I think, and
9 that's all I have.

10 CHAIR BIRD-POLLAN: Questions for Kim? Yes,
11 sir.

12 MR. BROWN: Alan Brown, Arts and Sciences.
13 What -- can you share with us the figures on the
14 ACT, average ACT?

15 MS. WOODRUM: Sure. The figures are as-- let
16 me find it right down there. I got it here. Hang
17 on one second. Farther down on that piece of paper.
18 I thought I had it right here if you'll bear with me
19 I've gotta hit the right button. There it is. On
20 the next right button which is that one right there.
21 Okay.

22 So the ACT went from a 25.5 to a 25.9 and the GPA
23 from the previous year was from a 3.70 to a 3.77.

24 MR. BROWN: Thank you.

25 MS. WOOD: Connie Wood, Arts and Sciences. I

1 take it that's median or is that the mean and really
2 what's relevant is the lower, right?

3 MS. TAYLOR: Well, I do not know the answer to
4 that but if you'd like to find that out I will do
5 so. The Arts and Science Department of Statistics.
6 (Laughter)

7 CHAIR BIRD-POLLAN: We can find that
8 information out for you.

9 MS. WOOD: And also if you're increasing the
10 size of the first year class up to 6,000, what is
11 the projected effect that will have on those.

12 MS. WOODRUM: That is a good ques -- that is
13 question, to my understanding the things that will
14 be really studied by these groups who are looking
15 into that. I mean, it's not something that can
16 certainly be done easily.

17 MS. WOOD: Can your committee be involved in
18 these discussions?

19 MS. WOODRUM: We will be involved in these
20 discussions, certainly. How much say we have into
21 the suggestions, I don't know but we can certainly
22 be involved with the discussions.

23 CHAIR BIRD-POLLAN: Any other questions for
24 Kim or comments on the report? Okay. Thank you
25 Kim. Kim was both Chair of the Committee last year

1 and has agreed to do it again for this year.

2 (APPLAUSE)

3 CHAIR BIRD-POLLAN: Okay. Our next committee
4 report is the Senate Rules and Elections Committee.
5 Davey is the Chair but as I understand it Senator
6 Tagavi is going to the lectern.

7 MR. TAGAVI: I am. So, my name is Kaveh
8 Tagavi. Over the years the way we have done
9 pass/not pass the instructor is not the informed
10 whether the student in your class is taking your
11 class pass/not pass. They just don't know. They
12 have a letter grade and the system would
13 automatically change it to a formula to pass or not
14 pass. Now its question has arrived that if the
15 advisor, advising staff for the student need to know
16 this to properly advise students and what happens if
17 the advisor happens to be also the instructor.

18 So this question was posed to Senate Council to
19 Senate Rules Committee and the Rules Committee
20 proposed that we modify as you have seen in your add
21 on that said the computer program database could
22 identify student for taking pass/not pass and if the
23 advisor is also the instructor then the advisor
24 could use that information only for the purpose of
25 advising, not as an instructor. Here is the

1 proposal in front of you.

2 CHAIR BIRD-POLLAN: Okay. So questions of
3 fact about this proposal? Any questions? Liz?

4 MS. DEBSKI: Liz Debski, A&S. Tavey, can you
5 share the rationale for it being this way in the
6 first place for the instructor not knowing whether
7 or not the student is taking a class pass or not?

8 MR. TAGAVI: I can only speculate because this
9 rule has been here probably longer than I have been
10 here. I think the rationale, that's what you asked?

11 What's the rationale for not telling the
12 faculty because some faculty would say Well, this is
13 just not as and let me just pass the student and
14 basically the fact that the pass/not pass would
15 affect their grading of the faculty.

16 So it was always my understanding the reason for
17 this was so that if professor doesn't know and the
18 professor is going to treat the pass/not pass
19 student as generously as he or she is treating grade
20 student, but for some reason if somebody pass/not
21 pass said well they don't need this.

22 This is not very serious for them, let me just
23 pass them. This is my personal understanding. It's
24 not the official university position.

25 CHAIR BIRD-POLLAN: Any more questions? Yeah?

1 MR. BROWN: Brown, Arts and Sciences. So, I
2 guess my questions is you said theres a formula? Is
3 it not just cut and dried or what is this pass/not
4 pass threshold? Is it not a D?

5 MR. TAGAVI: No, it is a D, yes. It's
6 possible that, and I'm speaking -- I'm speculating
7 that I don't remember graduate students under any
8 circumstance would take pass/not pass, but if that's
9 the case then for graduate students it would be a C
10 rather than a D. So that might be the --

11 MR. BROWN: Sure. I just think that faculty
12 may just need to know what that cut off is even if
13 they don't know who the student is but they might
14 something they don't know which student they need to
15 know that, you know, you get a D that is a pass.

16 MR. TAGAVI: For undergrads it is.

17 MR. BROWN: Roger Brown, College of Ag. Kaveh,
18 do you know, where will the advisors have access to
19 this -- I assume this is new information that the
20 advisors will get about the pass/not pass/fail or
21 has that always been available? Where do advisors
22 get that information?

23 MS. BEATTIE: Ruth Beattie, College of Arts and
24 Sciences. That information is freely available in
25 the advisors column so if you pull up a students

1 schedule it will show if they are in the class
2 pass/fail or not.

3 CHAIR BIRD-POLLAN: Any other questions about
4 this? Okay. Thank you very much. All right. So
5 we have a motion coming down from the Senate Council
6 which approved the SRECs motion to change the Senate
7 Rule 5.1.4 specifically by adding the following
8 sentence immediately after the first sentence of the
9 fourth paragraph. I want to make sure you all know
10 where that is.

11 However if an instructor of record is also the
12 students designated academic advisor then the
13 instructor of record shall have access to a students
14 pass/fail status in a course for the purpose of
15 advising the student. So that is or motion on the
16 floor. Anyone want to speak in favor or against
17 that motion? No comments. Okay. Then we'll vote
18 on this.

19 All Senators are eligible to vote on this change
20 for the Senate rules. All voting Senators I should
21 say. Okay. Finished voting? And the motion
22 passes. Okay. Thank you very much. Thank you
23 Kaveh and the Senate Rules Committee for your work
24 on that.

25 Okay. Our next report is from our new Chair of

1 the Senate Academic Programs Committee, Aaron
2 Cramer.

3 MR. CRAMER: We have a proposal here for a new
4 undergraduate certificate in Environmental
5 Engineering from the College of Engineering. It is
6 curriculum integrated principles of engineering,
7 biology and chemistry with the development of
8 sustainable solutions to environmental problems.

9 A few goals formalizing the environmental
10 engineering training, a rising the visibility of the
11 discipline, increasing cross-departmental
12 interaction. The program will admit 5-10 students
13 per year with a running enrollment of 20-30 students
14 in the certificate program.

15 CHAIR BIRD-POLLAN: Okay. So you received the
16 application or the proposal. Are there questions
17 about this proposal? I think we also had in the
18 room Kelly Pennell who is the proposer of this new
19 undergraduate certificate so she might be able to
20 address and help as well if anybody asks any
21 questions. Yes?

22 MR. JONES: Davey Jones, College of Medicine.
23 Just confirming this is intended that this is tagged
24 at the college level not in a department, Is that
25 right?

1 MR. CRAMER: Yes.

2 CHAIR BIRD-POLLAN: Are there questions about
3 this proposal? Okay. Thank you. Okay. So we have
4 a motion forwarded to you from the Senate Council as
5 the Academic Programs Committee that the Senate
6 approve the establishment of a new undergraduate
7 certificate in Environmental Engineering to be
8 housed in the College of Engineering.

9 Does anyone want to speak in favor or against
10 that motion? No comments. Okay. All right. We
11 can vote on that. Again, voting by all voting
12 members of the Senate. The motion passes. Okay.
13 Thank you very much. Okay.

14 We have another report and this is our committee
15 report from the Senate Academic Programs Committee
16 and Margaret Schroeder as the past Chair of this
17 Committee will make a report on the activity as of
18 last year.

19 MS. MOHR-SCHROEDER: Okay. We had a busy year
20 last year as you recall. We had a record number of
21 degree proposals go through. We had five degree
22 proposals that went through; one Doctoral Degree, 3
23 Masters Degrees, and then one Bachelor's Degree and
24 those did go on to TPE for this summer or this falls
25 approval. We had 4 Graduate Certificates that were

1 approved and 3 Undergraduate Certificates and then
2 we had a record 21 other proposals.

3 If you recall our University Scholars Programs
4 got cleaned up and so that was a lot of what we did
5 with that and then we did some rules,
6 interpretations and clarifications and got things
7 cleaned up there. We only had one deferred proposal
8 and you just heard that so our slate is clean for
9 SAPC.

10 So get your proposals in. Aaron is ready for
11 them. He is very excited, and I'm very confident in
12 him leading the committee. And I appreciate all
13 your alls efforts for the Program Committee these
14 last few years it's been a pleasure working with
15 you. I encourage you to check your email regularly.

16
17 If you have a program under review that email
18 communication and phone communication responding to
19 the committee remains the number one thing that will
20 hold up your proposal. So, Aaron is ready and
21 waiting to talk to you and to answer all of your
22 program questions and needs. Thank you.

23 CHAIR BIRD-POLLAN: Are there any questions
24 for Dr. Schroeder? Dean Schroeder?

25 (LAUGHTER) Okay. Well, I'll ask you to join me in

1 thanking Margaret.

2 (APPLAUSE)

3 We're losing her as an official member of the
4 Senate. But she has assured me she will still take
5 my phone calls so we will benefit from her expertise
6 and knowledge going forward. So, thank you so much
7 Margaret for all you've done for us.

8 Okay. So the next item on our agenda is --
9 I've got it a little screwed up. Sorry about that.
10 The Provost Faculty Sustainability Council gives a
11 report to the Senate Council in May and they're here
12 to -- Krista Jacobson is a member of the council and
13 also Shane Teddler are here to discuss a little bit
14 about their recommendations from the council. So,
15 I'm going to pass it over to you guys.

16 MS. JACOBSON: We are happy to be here today
17 to report on the progress of our committee which was
18 created by the Provost in spring 2017 out of support
19 of the Senate. So, our duty today was under the
20 encouragement of the Senate Councils, to update you
21 on the work we're going to talk about next steps and
22 also solicit your feedback.

23 So this was a -- this committee was broadly
24 represented across the university and just by the
25 way of background Shane is going to give you a

1 little bit of how we got here before we dive into
2 who we are and what we were doing. There's a
3 back-story that wasn't in the concise report.

4 We were told that the Provost likes things under
5 seven pages and so we were trying to keep it there
6 minus appendices. So those of you who are new or
7 lacking content Shane is just going to give you a
8 little bit of that briefly.

9 MR. TEDDLER: Yeah, so that direction was born
10 out of some work when President Capilouto first
11 arrived. The President Sustainability Advisory
12 Committee had asked him to sign on to a national
13 commitment relative to greenhouse gas emissions.

14 And included in a part of that was a statement
15 that emissions reductions and sustainability be part
16 of the educational experience of all students and he
17 really got hung up on that. And said that's not my
18 job.

19 We've got faculty governments here. That really
20 belongs in the hands of our faculty and so that
21 split the effort relative to emissions reductions
22 into two parts. One that was very operational and
23 has since become an university commitment. The
24 second which was more broadly to find out what is
25 the current state of sustainability relative to

1 instruction and research at U of K.

2 Is it where it needs to be? What are the
3 challenges? What are the opportunities? And so,
4 that's the back-story on it and the basic charge
5 that the Provost gave us.

6 MS. JACOBSON: That's right. And then it
7 morphed a little bit from just the greenhouse gas
8 emissions reductions to broader sustainability
9 efforts on campus and we were charged to kind of
10 take the temperature on academics endeavors in the
11 sustainability area.

12 We ended up focusing more on instructional
13 efforts just because that's where the traction of
14 the committee was and there was somewhat of a
15 feeling that although there are certainly barriers
16 to interdisciplinary research, where there's money
17 there's a way.

18 So if you can get a grant for it you can make it
19 happen whereas we are perhaps a bit more siloed from
20 the instructional side of things. So that's where
21 the bulk of the committees work was and you can see
22 committee representation as a Co-Chair. That along
23 with Dean Meyer is not able to join us today from
24 the College of Ag Environment but broad
25 representation across the university. So we thought

1 we would focus -- you all have the PDF of that
2 attached to the agenda. We tried to keep it as
3 concise for you as possible.

4 I just want to give you a bit of overview to the
5 process and so through the course the committee met
6 for 18 months, monthly from Spring 2017 until the
7 end of Spring 2018 semester. That's right? Yeah.

8 So 3 semesters with an internal/external kind of
9 scope and process. So internally we leaned our
10 colleagues who are both teaching interdisciplinary
11 programs or perhaps have served instructional
12 programs and those kinds of things both within
13 colleges and between colleges. And from those
14 gleaned a number of case studies of some successes
15 and some failures there or some opportunities for
16 improvement and looked at organizational changes and
17 those kinds of things.

18 Then from an external scope and perspective we
19 looked at both our traditional benchmarks as well as
20 aspirational institutions. So what's up here is
21 from an external perspective, isn't necessarily what
22 we looked for, it's what we ended up looking at
23 after doing a fairly broad look at what our
24 benchmarks were doing aspirational institutions with
25 regard to sustainability.

1 And what we really coalesce around was looking at
2 some of the novel organizational efforts that people
3 have -- or that our benchmarks have ventured into
4 and try to breakdown some of these disciplinary
5 issues.

6 The other thing that came up as we were looking
7 both internally and externally is that it became
8 clear to us as a committee that although they're
9 talking about sustainability in general, this was
10 really demonstrative of the challenges to
11 interdisciplinary work across the board.

12 So, we came to look at sustainability as a bit of
13 a proxy for broader issues and interdisciplinary
14 instructional efforts and many of the grand
15 challenges that we are facing in the academy as well
16 as sometimes society at large. So, great job,
17 Shane.

18 MR. TEDDLER: Thanks, I got this.

19 (LAUGHTER)

20 MS. JACOBSON: So, the goals that we
21 present here are broadly paired with three main
22 challenges that you'll see in the reports. So I
23 kind of wanted to make those match, but we thought
24 for discussion and feedback purposes today we would
25 present these to you in a fairly concise format and

1 happy to field questions on them as well.

2 But our three main goals that captured the broad
3 challenges that we felt would be faced internally
4 and with other institutions were also echoing as
5 well, we needed efforts to facilitate
6 interdisciplinary research and instruction in
7 particular.

8 So, the Provost charged us a short, medium and
9 long term goals. You can see that laid out here.
10 So some of those short-term goals being rewarding
11 faculty for interdisciplinary research and
12 instructional efforts so the DOB question among
13 other things; how do we do this particularly when
14 its across a college line.

15 And then in the medium term, how does that
16 manifest when you start talking about processes? So,
17 you've got the day to day and then in the long term
18 how are those things valued as well, or in the
19 medium term.

20 And then you'll see that across the board the
21 long term we identified institutions that have
22 invested in kind of top-down efforts to address the
23 issues of institutional silos with having schools of
24 sustainability or the sustainability environment and
25 these kinds of things as basically re-creating

1 structures within the academy of any institution to
2 try to deal with some of these issues that we find
3 administratively.

4 So you see those long term goals are kind of the
5 same. And then second goal, having all students
6 experience sustainability in their academic career.
7 So we tossed this around a variety of different
8 ways. This is a good example of the Provost charged
9 us with this and we met with -- this was under the
10 previous Provost -- Provost Tracy and Provost
11 Blackwell, assured us that he was actually
12 interested in continuing the work of the previous
13 Provost.

14 But when we asked about how to package this he
15 suggested not to be too prescriptive and so we had
16 discussions among ourselves about implement --
17 integration of sustainability within the U of K core
18 and those kinds of things, but we didn't want to lay
19 that out. That is a broader issue.

20 We are creating recommendations here so you see
21 that here; sustainability efforts that build
22 instructional capacity into coursework, also
23 facilitating some co-branding for programs that are
24 already doing sustainability work.

25 So, the student is broadly interested in

1 sustainability when it comes to the university
2 trying to help them find their path. Relatively low
3 hanging fruit but were just trying to help.

4 In the medium term, something that got a lot of
5 traction with the committee was creating a graduate
6 level sustainability certificate and it was the
7 committees purview that that ought not move into a
8 college. That ought to live to graduate school
9 level.

10 So, that was the committees purview although it
11 doesn't -- it's danced around a little bit in the
12 recommendation and the discussion. So you all have
13 some contacts for that and then look at issues on
14 the floor. And then becoming a recognized leading
15 institution in sustainability.

16 So, celebrating our ongoing successes and
17 continuing to build this academic community and then
18 having somebody ongoing to assess the progress. So
19 whether it is the creation of a permanent Faculty
20 Sustainability Council -- that's what we settled on
21 with encouragement from meeting with Senate Council
22 and other bodies, that's what we settled on, but
23 just somebody so that we don't come back years later
24 and say we already did this assessment. And it sat
25 on a shelf.

1 How do we keep this conversation alive with a
2 fair amount of energy? So you all can read the rest
3 of that there. I don't want to take up too much of
4 your time especially since you all have redesigned
5 the way that you work as a body to facilitate
6 discussion. We want to keep this open for your
7 faculty because that's really what were here for.

8 CHAIR BIRD-POLLAN: So, comments for Kristin?
9 And Shane?

10 UNIDENTIFIED MALE: I have a questions.

11 SECRETARY BROTHERS: I'm sorry, your name
12 please?

13 UNIDENTIFIED MALE: Oh, I'm sorry did I --

14 SECRETARY BROTHERS: No, the transcript, when
15 the -- I prepare minutes for the meeting which is
16 what you all approve but my court reporter colleague
17 prepares a verbatim transcript so when you don't say
18 who you are, she doesn't know how to identify you.
19 Shell know who you are by March but --

20 MR. CHAIR BIRD-POLLAN: Okay. Yeah, so we
21 ask every time you speak in a meeting at least here
22 in the beginning as were learning names it's so
23 effective.

24 MR. TROLAND: Tom Troland, Arts and
25 Sciences. I am not actually all that knowledgeable

1 about sustainability. What does that term mean?
2 Does it mean carbon reduction? Or, it doesn't mean
3 that, what else does it mean in just a few words.

4 MR. TEDDLER: So the Faculty Sustainability
5 Council knew that that was is going to be a part of
6 the challenge of this work so they started by
7 creating kind of an umbrella operational definition
8 that would provide some context and so its basically
9 --

10 MS. JACOBSON: I have it here.

11 MR. TEDDLER: Oh, you have it? If you can
12 read it that would be way better. Just roll with
13 it.

14 MS. JACOBSON: Okay. So this says
15 sustainability implies that the activities of the
16 University of Kentucky are ecologically sound,
17 socially just and economically viable and that they
18 will continue to be so for future generations. The
19 sustainability focus encourages the integration of
20 these principles in curricula, research and
21 outreach.

22 This principled approach to operational prefaces
23 and intellectual pursuits prepares students and
24 empowers the campus community to support sustainable
25 development in the Commonwealth and beyond. So and

1 that definition was modified from the existing
2 definitions out there and then adopted by --
3 endorsed by the Presidents Sustainability Advisory
4 Council, the Tracy Farmer Institute for
5 Sustainability and the Environment and the Student
6 Sustainability Council.

7 CHAIR BIRD-POLLAN: Yeah, Mr. Jones?

8 MR. JONES: Davey Jones, College of
9 Medicine. Establish a school of sustainability, the
10 word school has a very particular meaning in terms
11 of kind of educational unit.

12 Prior to 1970 there used to be a number of pan
13 college schools. Grad School is the last one left
14 like that, but that used to be school of Biological
15 Sciences, Politics, there were several others. In
16 1970 school became defined as something that's
17 inside a college. What did you actually have in
18 mind here?

19 MS. JACOBSON: Yeah, the intention is that it
20 doesn't live at the college but we don't know where
21 it would live. So the idea is there would be --
22 that's partly why were here for feedback is from an
23 administrative, structural perspective is where
24 would this live? Would it be a college? So there
25 are at our peer institutions or aspirational

1 institution there are schools of sustainability that
2 essentially function as a college. So that may be
3 -- like we talked about an analogue potentially like
4 the Honors College.

5 So that may be an analogous type of structure for
6 us but its pretty open at this point. You know, if
7 there were a hundred million dollars lined up to
8 fund it I think wed figure it out but this is kind
9 of more on the outward looking how do we plan for a
10 broad institutional structure that can address some
11 of the issues that we've identified and facilitate
12 those goals.

13 MS. WOOD: Connie Wood, Arts and
14 Sciences. I'm glad to hear you're last comment and
15 it certainly in the spirit of being supportive to
16 helping you actually meet these goals. In your
17 report you say theres no administrative unit that
18 can house an Interdisciplinary Educational Program.
19 And I agree with you because no education -- no
20 administrative unit can house any educational
21 program.

22 It has to be an educational unit. So, I guess,
23 I would urge you to work with the Senate committee
24 on Academic Organization and Structure and also with
25 the -- huh?

1 UNIDENTIFIED MALE: Thanks a lot.

2 CHAIR BIRD-POLLAN: He's the Chair.

3 MS. WOOD: Oh, I'm getting two birds with
4 one stone. All right. And you know, seriously at
5 the graduate level everything is facilitated by the
6 fact that interdisciplinary programs can answer to
7 the contending house of the graduate school.

8 I agree with you regarding the challenge at the
9 undergraduate level and that's something that the
10 Senate and the Senate Council and Administration are
11 going to have to tackle.

12 CHAIR BIRD-POLLAN: Any other questions or
13 comments?

14 MR. TAGAVI: Kaveh Tagavi, Engineering. Why
15 is the word Faculty in the name of this thing? It
16 confused me at the Senate Council. I thought this
17 was effort being making sure the number of faculty's
18 are sustained and we -- obviously that's not the
19 case.

20 I have to still admit I'm still confused what
21 ever your effort is like literally recycling and
22 reducing emissions such as suggesting the President
23 give a bottle, a metal bottle to every single
24 professor and say we don't want to see any more
25 plastic bottles or do you want to do research on

1 emission and reduction of emission?

2 Again, I want to come back to why is the word
3 Faculty and sustain written next to each other which
4 make people think you are thinking of the faculty
5 sustain, a group of faculty. In what sense is this
6 a faculty concept?

7 MS. JACOBSON: That's a good question and so
8 theres kind of two parts here. One is
9 administrative so why is it a faculty council and
10 that is contrast to the Presidents Sustainability
11 Advisory Council and Shane and I both sit on and
12 that is largely represented by staff members and it
13 primarily focuses on the facility and operational
14 aspects of the sustainability of our campus so
15 largely the environmental footprint kind of
16 component.

17 So we have staff emissions, Shane's
18 sustainability strategic plan which is largely
19 facilities and operations oriented and so it does
20 not explicitly deal with the essential pursuits of
21 the faculty, research and instruction.

22 So the Faculty Sustainability Council may have
23 better been called the Provost Sustainability
24 Council but then we would have the Provost
25 Sustainability Council and the President

1 Sustainability Council and so which would be fine
2 but it contrasts that. So does that kind of answer
3 the administrative --

4 MR. TEDDLER: Naming semantics.

5 MS. JACOBSON: Yeah.

6 MR. TEDDLER: But I can see how you'd get it
7 confused.

8 MR. TAGAVI: But the committee --

9 CHAIR BIRD-POLLAN: Oh, oh, oh, oh, oh, sorry,
10 Provost Brion.

11 PROVOST BRION: Gail Brion, College of
12 Engineering. I've examined the U of K Core for
13 opportunities to integrate sustainability learning
14 objectives for all undergraduates. So is this going
15 to be a faculty led initiative like writing across
16 the curriculum or, I mean, I'm trying to understand
17 how this will happen and how the faculty and the
18 university Senate will be involved in looking at our
19 curriculum.

20 MR. TEDDLER: There was some effort the
21 last time the 4 was revised that had sustainability
22 learning objectives included in the Liveable
23 Dynamics Requirement and just through the revisions
24 they weren't explicit in the final template was
25 proofed. So I think that's the closest fit. I am

1 not faculty, so process wise I can't speak to
2 exactly how it would be reviewed but I think it
3 would probably come as a recommendation if the floor
4 is open for that, to maybe look for explicit
5 opportunities to have a sustainability learning
6 objective in one of those requirements.

7 MS. KRISTIN: There may be a relevant bit to
8 add to that. Many of this was drafted in May and
9 has kind of been chopped around over the work this
10 summer and some of these recommendations have
11 morphed a little bit, just as they --
12 implementations to recommendations have been morphed
13 over a little bit.

14 So we've been encouraged to rather than go over
15 core as a medium term in the short term develop a
16 sustainability module for U of K 101 as part of the
17 optional curriculum and that's something that could
18 be developed for Fall 19. So, there's some kind of
19 smaller in roads.

20 We may not necessarily go for core. The
21 intention is really the how do all students at the U
22 of K undergraduate level experience sustainability
23 one mechanism to that may be the core but it may be
24 that theres traction in other areas as well. I
25 wouldn't mind to revisit the second part of your

1 question.

2 CHAIR BIRD-POLLAN: Well, hold on, we did have
3 other hands. Sir, is it back to you?

4 MR. TREMOND: No, it's regarding what
5 branding issues are.

6 MS. KRISTIN: Also so there's this broader
7 issue of our regis plan on recycling and handing
8 faculty members water bottles and those kinds of
9 things. So with the sustainability framework implies
10 is a broad and grow up for interdisciplinary
11 thinking that incorporates general and economic
12 environmental and social aspects.

13 How that manifests is dependent upon individual
14 faculty member fields for example in terms of
15 research. I work up in the College of Agriculture
16 and the Environment.

17 I think Colleges, that works on food issues, so
18 for me the way that played out is how do you balance
19 environmental sustainability with creating a
20 socially-equitable-food system, that is accessible
21 to all people and so there is an implicit
22 biophysical aspect of that but then theres also a
23 social justice and equity piece.

24 So that's how it kind of plays out so if the
25 language is vague its somewhat deliberate because

1 its confectual -- not until the rubber hits the road
2 on your grant or in a way the disciplinary in which
3 that sustainability course would be offered that
4 those variables.

5 CHAIR BIRD-POLLAN: Other comments? Yes?

6 MS. DRUICKS: Hi, Sadie Druicks, public health.
7 So are you trying to make this more part of like
8 students and faculty like education part of like the
9 degree they're getting or part of like their
10 everyday lives kind of thing? Like which one are
11 you aiming for or is it just like overall?

12 MR. TEDDLER: This particular set of
13 recommendations is more aimed at the educational
14 students. Sustainability as a component of
15 operations and campus culture is, it's a little bit
16 more firmly and explicitly established than some
17 other guided documents already.

18 CHAIR BIRD-POLLAN: Comments or questions?
19 Okay. Great thank you very much. You have one more
20 slide?

21 MR. TEDDLER: We do. And this is just a
22 pitch. There's some money available. The 5th year
23 of this Sustainability Challenge Grant Program so
24 we've got \$200,000.00 available again this year.
25 Maximum award is \$50,000.00 per project and the only

1 requirements to be eligible for the funding is that
2 the proposal must address the Sustainability
3 Challenge and be submitted by an interdisciplinary
4 team.

5 These are internally competitive funds and over
6 the last four years we've distributed \$700,000.00 to
7 twenty-six projects. All of the information on the
8 previous projects is available at this website. We
9 have October 15th as the deadline for submitting
10 applications this year. So, if you could, spread
11 the word about this opportunity with your
12 colleagues.

13 CHAIR BIRD-POLLAN: Okay. Thank you very
14 much. All right. Back to -- this reminds me of a
15 thing I meant to mention earlier. If I already did,
16 I'll just say it again. Part of what we ask you to
17 do as a Senator is not just to come here and
18 participate actively in conversations here but to
19 share what you learn here with your colleagues back
20 at your colleges and departments.

21 So this would be the kind of thing you could
22 share with your colleagues in addition to the
23 information about what we passed today, changes to
24 Senate Rules, things like that.

25 So we ask you take on that responsibility also as

1 your college Senator. Okay. Items from the floor?
2 We can move on through if we haven't talked about it
3 already. We'll, look how efficient we've been.
4 It's time to move for adjournment status. I'll take
5 a motion. Senator Wood motions, anyone second?

6 MS. CORUM: Corum from the College of
7 Medicine.

8 CHAIR BIRD-POLLAN: Okay. All in favor?
9 Let's vote on this slide. Remember to drop your
10 clickers at the back and come back next month for
11 more of the same. Thank you all very much, I
12 appreciate it.

13 (WHEREUPON, the Senate meeting concludes at 4:30
14 p.m.)

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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.

My commission expires: January 31, 2020.

**IN TESTIMONY WHEREOF, I hereunto set my hand and seal of office on this day September 20, 2018.
Crestwood, Oldham County, Kentucky.**

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