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UNIVERSITY OF KENTUCKY

SENATE MEETING

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NOVEMBER 12, 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: Okay. Lets go ahead and
2 get started. Remember to sign in and pick up your
3 clicker so you can be a voting member of the Senate
4 today. Thank you all for coming. Here are our
5 rules: Please be active participants in our
6 conversations today and you know, be civil and all
7 of that. We will enforce Robert's Rules and please
8 leave your clicker behind so you can vote again next
9 month.

10 Okay. So the first thing we will do is an
11 attendance slide. So, when the slide appears, you
12 can vote. Here's our attendance slide: Your
13 Favorite Thanksgiving Treat, he's giving you three
14 options. I can't read them because I play a game in
15 my house where we're not allowed to say the name of
16 the bird until we eat it on Thanksgiving. So you'll
17 just have to read them yourself so I don't lose my
18 game. All right. Excellent.

19 So, the first thing wed like to ask you to do
20 today, or I'd like to ask you to do is to vote to
21 waive Senate Rule 1.2.3. So, as you all know through
22 an administrative error on my part, we failed to
23 include documentation for the BA African American
24 and Academic studies for the agenda this week so my
25 deep apologies to Anastasia and others for that.

1 So, that means that we did not give you the entire
2 agenda six days in advance to this meeting so we
3 need to waive Senate Rule 1.2.3. So who would
4 entertain a motion to do that?

5 TRUSTEE GROSSMAN: So moved, Bob Grossman,
6 Arts and Sciences.

7 CHAIR BIRD-POLLAN: Second?

8 TRUSTEE CRAMER: Aaron Cramer, Engineering.

9 CHAIR BIRD-POLLAN: Thank you very much.
10 Okay. Discussion of that motion? Okay. Hearing no
11 discussion we'll ask you to vote on this motion.
12 Thank you very much, the motion passes. Excellent.

13 So that allows us to consider the proposed BA
14 in todays meeting. Thank you. So, for the minutes
15 from October 8th, our meeting on October 8th, we
16 received a few editorial changes and they're in the
17 updated version. They were just editorial and so
18 unless I hear any objections now, those minutes from
19 October 8th will stand approved as distributed by
20 unanimous consent. Thank you for that.

21 A few additional announcements: So, the Senate
22 Council meeting on October 15th which was when the
23 BA was considered which is part of why I forgot
24 about it, the Vice Chair of the Senate, Jennifer
25 Osterhage, Chaired that meeting, so thank you to

1 her. By all accounts she did a fantastic job. The
2 Chair of the Senate, the President Eli Capilouto,
3 will join us in the Senate meeting in December. He
4 wasn't able to make it today but he is looking
5 forward to an opportunity to speak with you in
6 December and what I've heard is that he would like
7 to sort of have a Q&A and open it up to questions
8 from the body and answer those questions. So,
9 please join us in December.

10 The Chair of the Senate, Admissions and Academic
11 Standards Committee, Herman Ferrell, has asked that
12 we provide something to serve as a reference as
13 national trends and admission practices around the
14 country. So, the Provost Liaison to the Senate,
15 Kirstin Turner, who is an expert in higher education
16 will be sort of on call for that committee to serve
17 as a reference point for think patterns to do with
18 national trends in higher education. So, we wanted
19 to let you know about that.

20 We also have two of our Senate members who
21 agreed to serve as our representatives on two of the
22 Our Path Forward implementation teams. If you
23 remember when the Provost was here in, was it just
24 last month? Yes, I think so. He was talking to us
25 about Our Path Forward and the implementation teams

1 that the Provost has charged with some of the major
2 parts of Our Path Forward so there is the
3 implementation team for online offerings which is
4 Chaired by Kathy Kern. The Chair of our distance
5 learning committee, Roger Brown has agreed to serve
6 as our representative on that committee and for the
7 Our Path Forward implementation team on summer
8 courses and some non-degree students proudly Chaired
9 by Mark Kornbluh.

10 He'll tell me I'm calling his committee the wrong
11 thing. Herman Ferrell has agreed to serve as our
12 representative on that. He's the Chair of our
13 Admissions Committee so it seems like a natural fit.
14 Also, along the lines you've heard about lots of
15 changes coming and new proposals having to do with U
16 of K online and online degrees and certificates so
17 the Senate and Senate Council have been thinking
18 about these issues broadly for a while and so Roger
19 Brown, who is the Chair of our Committee on Distance
20 Learning and E-Learning and Jennifer Osterhage who
21 is the Chair of the Senates Academic Planning and
22 Priorities Committee, are going to come together to
23 develop a proposal to bring to Senate Council to
24 sort of develop an educational policy regarding
25 online education at U of K.

1 This proposal will then be presented to Senate
2 Council. We're having a meeting actually this week
3 with me, Roger Brown, Jennifer Osterhage, and then
4 Herman Ferrell, who's been part of that other
5 committee regarding online courses and summer
6 courses and non-degree students to begin the
7 conversation so the Senate can be part of the
8 conversation about what the future of online
9 education will look like at UK.

10 Also, sort of coming forward out of the Senate
11 Council in the last few weeks the President and
12 Senate Council have charged the Joint Advisory
13 Working Group regarding sexual assault and sexual
14 harassment on campus and responses to it. So, this
15 is Administrative Regulation 6.2 which the Senate
16 voted on a proposed AR last year which was then
17 enacted over the summer. The Senate Council and the
18 President are both interested in having sort of
19 ongoing conversations about this in a group that
20 could look at larger national trends and solicit
21 feedback from campus about the existing AR and the
22 possibility of a further AR.

23 So, after a little bit of negotiation back and
24 forth between the Senate Council and the President,
25 we approved a document that charges this group.

1 This is a description of the charge, as I said it's
2 going to research national standards and also offer
3 forums for people on campus, and from across the
4 community to provide feedback and were going to
5 report that -- the committee is going to report its
6 findings as applicable but at least annually. We
7 expect that committee to last for a year but it
8 could be extended by the Senate Council and the
9 President.

10 This is the composition of this committee: The
11 SGA is nominating seven full-time students. Staff
12 Senate will nominate seven full-time staff and the
13 Senate Council will nominate seven full-time faculty
14 and then the Senate Council Chair and President
15 together will choose ten from those twenty-one
16 nominees to serve as the members of the committee.
17 The document states that at least half the
18 membership has to be faculty and at least three of
19 the faculty in the committee must be from the list
20 of people nominated by the Senate Council.

21 Also one staff person and one student have to be
22 on the committee at least and then the Chair of the
23 committee will be one of the faculty members of the
24 group. So, the President and I will hopefully be
25 actually composing this committee soon.

1 I'm still waiting for some of the nominees.
2 Okay? So, again those asked about Our Path Forward
3 issue, lots of you have heard about this initiative
4 in trying to encourage more online degrees on
5 campus. So my great thanks to Sheila Brothers, who
6 led the charge to create a document based on Senate
7 Council office, that could help sort of categorize
8 the possible proposals that we would see out of this
9 initiative. We expect the proposals to fall into
10 one of five categories and so should I click through
11 to that? I could do that if I wanted to?

12 SECRETARY BROTHERS: Yes, well, you can't but
13 I can.

14 CHAIR BIRD-POLLAN: Oh, you can? Okay. So
15 if you go to the Senate website now you can find
16 this, what I think is a very helpful list.

17 SECRETARY BROTHERS: So it's the second
18 bullet.

19 CHAIR BIRD-POLLAN: So the second bullet
20 here under the forms page, tell you more and more
21 details about the deadlines for the part of the
22 online initiatives so we thought generally these
23 proposals would fall into one of five categories.
24 100% Distance Learning Academic Degree Programs and
25 then we have the specific deadlines below it.

1 This information is all available elsewhere but
2 Sheila has sort of collated it into a useful list
3 for you. So, if you're seeking a certificate
4 there's additional information there. If you're
5 just -- if you're taking a residential program and
6 converting it to online, that's available on here as
7 well. So please share this information with your
8 colleagues in your departments and colleges. I
9 think this will continue to be a very useful
10 document and if you have an comments about it please
11 share them with me or with Sheila. I think we'd be
12 happy to hear your feedback about that. Okay?

13 And on the deadlines question, just another
14 reminder, one more time, if you're seeking a fall
15 2019 effective date, these are the relevant dates
16 for you in terms of bringing your proposals to the
17 Senate. So, if you're seeking a fully new degreed
18 program that you'd like to have online and
19 available, online being not necessarily also online,
20 or in person, in fall 2019, the Senate Council
21 office must receive it and it must have already gone
22 through the Academic Councils by February 11th.
23 Okay?

24 March 15th is our deadline for things like
25 certificates, transfers, new departments,

1 significant program changes, etc and then its just
2 new courses or other program changes or minors April
3 15th. Okay? Yes.

4 UNIDENTIFIED MALE: Question.

5 SECRETARY BROTHERS: Name please?

6 MR. JONES: Davey Jones, Toxicology. Is
7 there someone who's in a position of authority to
8 answer this. Let's suppose we get a proposal in.
9 When can we start recruiting? When the Senate
10 approves? When the Board approves? When the CPE
11 approve? When can we start approving?

12 CHAIR BIRD-POLLAN: You're talking about
13 for a new degree program?

14 MR. JONES: Yes.

15 CHAIR BIRD-POLLAN: Is Annie Weber here?

16 SECRETARY BROTHERS: I can tell you it's
17 after the CPE approves it.

18 CHAIR BIRD-POLLAN: I think the information
19 we've received is that it has to be after CPE
20 approves it.

21 MR. JONES: Are we allowed to advertise a
22 proposed program?

23 CHAIR BIRD-POLLAN: I think the answer is
24 no. I think CPE, it would like us to not advertise
25 anything regarding any programs until they have

1 approved them. So, that's the information. I think
2 if Annie were here she would confirm that and
3 Kirstin Turner is nodding as well. That's certainly
4 the information we received last year and I think
5 that's still true. So, it's not because of the
6 Senate. We are not the obstructionist body. CPE
7 does not want you to advertise a program. It's not
8 a Senate Rule, its a CPE Rule, until it's been
9 approved by them.

10 UNIDENTIFIED FEMALE: But courses convene
11 at --

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

13 MS. CORNWELL: Martha Cornwell, Arts and
14 Sciences. Courses can be offered once they are
15 approved by the Senate?

16 CHAIR BIRD-POLLAN: Courses can be offered
17 once they are approved by the Senate. Courses
18 aren't approved by the CPE, that's right. Yes, so
19 just advertising for a program, an overall degree
20 program has to wait.

21 MS. CORNWELL: Many of these can start by
22 offering courses.

23 CHAIR BIRD-POLLAN: Yes, absolutely. Yes,
24 that's right. Other questions along that line?
25 Okay. As is required -- Oh, this is my Chairs

1 report now. Was that already my Chair's report?

2 PARLIAMENTARIAN CROSS: No.

3 CHAIR BIRD-POLLAN: No, this was the
4 beginning of my Chairs report. Okay. Announcement
5 served. So, as is required by the Senate rules we
6 have to notify you when we, when the Senate Council
7 has waived a rule. So, last Monday at the Senate
8 Council meeting some Senators raised a question
9 about whether changes to progression in A PhD
10 program aside from changes to the basic structure,
11 whether that needed Senate approval or not and it
12 remains -- well, there was debate about that.

13 So, as a resolution last week the Senate Council
14 opted to process two program changes relating to PhD
15 programs in there that was different from other
16 program changes and so we waived two -- we waived a
17 Senate Rule twice and so I'm reporting that to you
18 now.

19 So, first the PhD in Gerontology, there was a
20 proposal that came through from that college,
21 seeking to change the total number of credits for
22 the PhD and so that's not explicitly a minor program
23 change under the current Senate Rules.

24 The Senate Council moved and voted that the
25 proposal would not go to Senate but would rather be

1 approved via the minor program change rule and then
2 the same thing was true regarding the PhD in
3 Chemistry qualifying exam requirements. It's not
4 explicitly listed as a minor program change under
5 the Senate Rules but the Senate Council waived that
6 requirement and treated it as a minor program change
7 so it was approved by the Senate Council, not by --
8 sorry it was approved through the minor program
9 change which actually needs the Senate Council
10 approval. Okay?

11 Back in the October Board of Trustees
12 retreat I was invited to present our evaluation of
13 President Capilouto. So if you remember back in May
14 of last year the Senate Council office sent out a
15 faculty survey regarding the performance of
16 President Capilouto and the Board of Trustees, I
17 think our Board of Trustees members will maybe speak
18 a little bit about this when they speak, but I was
19 invited to present it to the Executive Committee so
20 I did that.

21 I also presented those results to the Senate
22 Council at their meeting on November 5th. In recent
23 years the practice has been not to publish those
24 results on the internet until the Board has
25 published -- has finished its evaluation process,

1 which it will do at it's December meeting. So after
2 that evaluation process is completed in December,
3 I'll publish -- Sheila will help me put those
4 results up online and so you'll have the same power
5 point you have for every year, every years worth of
6 evaluations of the President.

7 There are also several conversations around
8 campus right now about graduate credit and graduate
9 certificates and what kinds of transferability is
10 available between graduate certificates and graduate
11 programs, things like that. I think the, well I
12 know the Graduate Council has been working on these
13 issues. And so I'm expecting very soon we get a
14 proposal out of Graduate Council to the Senate
15 Council to sort of reconsider the way we do things,
16 to make it more explicit, the ability to transfer
17 credits into a program or from a certificate to a
18 program, things like that.

19 So, stay tuned for that. As you know, we
20 solicited from -- for the Confucius Institute
21 External Review Committee. We received lots of
22 great nominees as the Senate Council submitted a
23 selection of those nominees to Sue Roberts with that
24 committee last week or the week before, recently.
25 Along the same lines the Academic Councils and for

1 those of you who are relatively new to the Senate
2 the Academic Councils are the Undergraduate Council,
3 the Graduate Council, and the Healthcare Colleges
4 Council. So these are the three councils that
5 review proposals that come out of colleges before
6 they come to the Senate Council.

7 And so since there are these three different
8 colleges and the Senate Rules clarify that some
9 programs go to the Undergraduate Council, some to
10 Grad Council and some to the HCCC, but historically
11 there hadn't been such collaboration among those or
12 at least we don't have documentation of that
13 collaboration.

14 So, one of the things that we've been working on
15 with the Chairs of those councils is to try to
16 create a sort of standard operating procedure; a set
17 of processes and procedures that would be the same
18 across the councils so that when proposals come
19 through those councils the thing that comes out the
20 other side is sort of the same across the three
21 councils and that we would expect that we could then
22 be looking at the same sorts of thing, asking the
23 same sorts of questions, so then when those
24 proposals come out of those councils and come to
25 Senate Council and get put on to the SAPC Agenda or

1 the Academic Standards Committee that many of the
2 same questions would have been answered across the
3 different committees.

4 So that is something we are working on and hope
5 to have very soon. As many of you already know
6 there are three active Dean searches happening on
7 campus. The Dean of Libraries, Communication,
8 Information and Education. Those committees have
9 been formed with nominees from the Senate Council
10 and Senate on each of the three committees and as I
11 understand I think they are going to be posted
12 publicly soon, is that information about this should
13 be posted soon.

14 So you can be on the lookout for that, but we do
15 have the makeup of the committees here. Here's
16 Communication and Information Co-Chaired by
17 Katherine McCormick and Mark Shonda and theres the
18 makeup of that committee. Again, I think these will
19 be posted maybe on the Provosts website soon.
20 Education is being Co-Chaired by Kirstin Turner and
21 Scott Lephardt. There's the makeup of the
22 committee. Library is being Co-Chaired by Kathy
23 Kern and Mark Kornbluh and there's the makeup of
24 that committee.

25 With regard to Professional Masters Degree

1 Programs, those of you who were on the Senate last
2 year remember many conversations about this, in
3 particular comments from the SAPC, proposals from
4 the SAPC to standardize these things in various ways
5 and so were now able to assemble the recommended SAQ
6 that SAPC put together last year.

7 I'm sorry the, yes, SAPC put together last year
8 and we've posted that on the Senates website. This
9 has an FAQ on the specific ways that Professional
10 Masters Degrees might be different from traditional
11 Masters Degrees. The many ways in which they are
12 not different and the references to the relevant
13 Senate Rules where necessary and some help in
14 completing the forms for people putting together
15 proposals for Professional Masters Degrees.

16 So, again that document is on there. Special
17 thanks to Davey Jones in Toxicology for sort of
18 pushing us on some of these questions. In thinking
19 about this they're one of the earliest Professional
20 Masters Degree programs to put together a proposal
21 and put it through the Senate approval process so we
22 were able to sort of address these important
23 questions early on with them.

24 So the Provost is usually here. He's just not
25 here today because he's attending the annual meeting

1 of the Association of Public and Land Grant
2 Universities and then I'm going to ask Roger Brown
3 to come up and talk a little about elections for
4 Senate Council members and Senate Council officers.

5 ROGER BROWN: Okay. So there are regular
6 elections that occur in the fall and the spring
7 semesters. You, as elected Faculty Senators and
8 others are asked to participate in those elections
9 either by nomination and/or voting. There are two
10 elections in the fall.

11 One of them was for the Chair, Senate Council
12 Chair Elect and I solicited nominations from all the
13 elected faculty Senators, transmitted those and
14 asked any of the people that were willing to serve
15 as the new Senate Council Chair and all of the
16 people respectfully declined except for Jennifer so
17 she will be the Chair Elect. (APPLAUSE).

18 The other election we have this fall is for
19 three new members of the Senate Council. About a
20 half an hour ago I sent out an email to all the
21 people that are eligible to nominate with a long,
22 long list of potential nominees at the bottom. You
23 can nominate any number of those that you would
24 like. Just reply to that email and I will confirm
25 your nomination and in that process I will evaluate

1 whether any of the nominees are willing to serve in
2 that role and I will help in that process compile a
3 list for the subsequent stages of that election
4 which will conclude before the end of this semester.

5 So if you are interested and eligible to serve
6 on the Senate Council, its an important role. I
7 would encourage you to talk to that or talk to your
8 colleagues about that and if you want to be either
9 self nominated or have someone else nominate you, I
10 encourage you to do that. Thanks very much. If
11 there is no more questions --

12 CHAIR BIRD-POLLAN: Questions? Yeah.

13 TRUSTEE GROSSMAN: Bob Grossman A&S. So, if
14 someones term is ending at the end of this year but
15 they are elected to a second, are they encouraged to
16 run for Senate Council anyway? Can they still serve
17 a full term on Senate Council? I know the answer to
18 this question but I'm asking because other people
19 may not.

20 MR. BROWN: If there is someone who is
21 current -- everyone who is currently on Senate
22 Council is not eligible unless your service on
23 Senate Council is less than one year, usually
24 because you're replacing someone who left. In that
25 case, that person is eligible to run again.

1 TRUSTEE GROSSMAN: You didn't answer my
2 question.

3 MR. BROWN: Okay. We'll try again.

4 TRUSTEE GROSSMAN: All right. So if someone
5 is in the Senate and they start Senate Council, say
6 they were elected Senate Council this fall.

7 MR. BROWN: Yes.

8 TRUSTEE GROSSMAN: Would they have to leave
9 the Senate Council when their Senate term is up or
10 could they serve their full term on Senate Council?

11 MR. BROWN: No, they are separate. So, once
12 you're elected to Senate Council its a three year
13 term and you complete that term on Senate Council.

14 MR. JONES: Davey Jones, Toxicology. Adding
15 to that, there's a special provision that the Senate
16 Council members, the nine elected faculty who were
17 Senate Council members whose terms in the Senate
18 have ended, they are still voting members for the
19 Senate by virtue of being the elected members of the
20 Senate Council.

21 CHAIR BIRD-POLLAN: And they don't count as
22 representatives from their particular colleges.

23 MR. JONES: And they don't count against
24 quota.

25 TRUSTEE GROSSMAN: In other words no one

1 should rule themselves out of running just because
2 their Senate terms are coming to an end.

3 MR. BROWN: Good point. Any questions that
4 you have you can refer them to me even through the
5 email that you just received or directly.

6 CHAIR BIRD-POLLAN: Thank you, Roger. So, I
7 just wanted to say about that, I would love to have
8 many potential candidates for Senate Council. I
9 think it's a really interesting job. I think any
10 current member of the Senate Council would be happy
11 to talk to you about it. I am more than happy to
12 talk to anybody who is considering it. We can talk
13 about the workload.

14 We can talk about ways to ask your Department
15 Chair or Dean to recognize your workload and I
16 think, you know, it's an important set of
17 responsibilities. But, I think, it's made better
18 when there are lots of people who are interested.

19 So, I do hope you'll consider it. I had a nice
20 conversation with Roger when I was considering
21 whether to run for Senate Council or not and that
22 was very helpful. So, I think if you want to talk
23 to Roger, that's good. If you want to talk to me,
24 anybody on Senate Council right now, I think they
25 would be happy to talk about it if it's something

1 you're considering.

2 And also Roger said this in the email but the
3 next Senate Council Chair will come from the people
4 who are on Senate Council as of January of this
5 year. So, if this is the job that you'd like to
6 have, I'd be happy to talk to you about that and you
7 would need to run this year if you'd like to run for
8 Senate Council Chair in the fall of next year.

9 So, again were more than happy to talk to anybody
10 about that. Any questions about any of those
11 announcements? I guess that was my Chairs report.
12 So thoughts or questions? So, that gets us to our
13 Officer Reports. Our Vice Chair has nothing to
14 report. Our Parliamentarian, nothing to report.
15 Our Trustees?

16 TRUSTEE BLONDER: Hello everyone. Since we
17 last were here we had a Board of Trustees annual
18 retreat. It's like a day and a half in mid-October.
19 The first day of the retreat was on opioid addiction
20 and the opioid crisis in Kentucky and nationally.
21 So, Sharon Walsh who is the Director of the Center
22 for Drug and Alcohol Research led the program and we
23 heard from several faculty, both in the College of
24 Medicine, the College of Nursing and the College of
25 Public Health as well as people from Frankfort and

1 we heard also from three recovered opioid addicted
2 young people which was very touching.

3 So, this was -- the first day at the retreat we
4 also had a strategic plan update and then the second
5 day we had the Executive Committee meeting where
6 Sharon presented the results and we had the Board of
7 Trustees meeting which was fairly short. But during
8 that meeting, I want to mention a couple of things.

9 We approved the Degree candidates that were
10 left off the August list and we voted to name the
11 baseball stadium Kentucky Proud Park. That's in
12 recognition of the farmers and the Kentucky's
13 industries here that produce food and this and that.

14 TRUSTEE GROSSMAN: So now we have Kroger
15 Field and Kentucky Proud Park. So, I think you're
16 starting to see a trend there.

17 TRUSTEE BLONDER: And other than that, as
18 Jennifer mentioned, were doing the evaluation of the
19 President. That's in progress and well be
20 discussing that in the December meeting which is
21 December 10th and 11th. There's just one other
22 thing I want to mention particularly for the College
23 of Medicine Senators. You might have read that the
24 Markey Cancer Center, UK Healthcare and Lexington
25 Clinic are entering into a partnership for cancer

1 care and the effort is to get us to a comprehensive
2 cancer center and this is somehow a part of that.
3 There is a seventy day period of working out the
4 agreement and faculty are involved to some extent
5 but if any of you, particularly in the College of
6 Medicine, have any feedback or concerns, Bob is on
7 the Healthcare Committee of the Board and I'm in the
8 College of Medicine so please contact us and let us
9 know.

10 TRUSTEE GROSSMAN: Another College of
11 Medicine related item, I believe it was at this
12 particular meeting that we approved the ambulatory
13 care Surgery Center?

14 TRUSTEE MOHR-SCHROEDER: That was the
15 previous one.

16 TRUSTEE GROSSMAN: Was that the previous
17 one?

18 TRUSTEE BLONDER: Yeah.

19 TRUSTEE GROSSMAN: They all merge after a
20 while. Okay. Nevermind. I guess the one, my take
21 away from the opioid epidemic presentation is A.
22 It's really -- really scary especially if you have
23 kids, but B there is hope out there. There are
24 methods of treatment that are at least somewhat
25 effective and there are a lot of people working on

1 getting treatment to more people including our
2 government which despite how creepily at work it
3 does seem to be, were trying to move in the right
4 direction.

5 CHAIR BIRD-POLLAN: Any questions for our
6 Trustees?

7 MS. DEBSKI: Liz Debski, A&S. With regard
8 to the opioid crisis, is the Board thinking of a
9 policy, instituting any policies? I mean --

10 TRUSTEE GROSSMAN: Yeah, I was wondering the
11 same thing myself after my, I mean, it was all very,
12 very interesting and fascinating but no, we were not
13 asked to vote or even consider any policies on the
14 matter. I think it was largely a matter of
15 demonstrating to the Board to then go out and talk
16 to the people, you know, they know in government and
17 industry that U of K is on this and were trying to
18 address these problems.

19 So, no there's no policy unless you consider the
20 newly completed research building a policy. I mean,
21 that, along with the people who are put in that
22 building, will be working on these very problems.

23 CHAIR BIRD-POLLAN: Okay. Thank you.

24 MS. DEBSKI: Thank you.

25 CHAIR BIRD-POLLAN: So that gets us to our

1 first committee report. So Herman Ferrell is the
2 Chair for Admissions and Academic Standards to come
3 up and introduce this proposed change.

4 MR. FERRELL: Thank you, Jennifer. So this
5 is a proposal that comes to us from the College of
6 Fine Arts. The School of Art and Visual Studies and
7 the Digital Media and Design Program. It involves a
8 name change, a change to a GCCR course, a change to
9 the total credit hours, a change to the outside
10 concentration requirement and the addition of
11 entrance requirements for the program.

12 So, in particular these changes involve the
13 reduction of total credit hours from 121 to 120.
14 The change in the GCCR for the program from a 300
15 level course to a 500 level capstone course. An
16 increases on free elective course requirements from
17 six to eight and changes the outside concentration
18 requirements.

19 The program will also include a grade
20 requirement of a C or better in all major
21 requirements and the outside concentration courses
22 in the program is instituting, as I said, an
23 entrance requirement. So the rationale for these
24 changes include a desire to require the digital
25 media design students to take a capstone GCCR course

1 that is much more closely tailored to their specific
2 area of study to give them an opportunity to explore
3 more disciplines across the university and to ensure
4 that the program that is already at capacity and
5 beyond, that it maintains its quality of its
6 students experience by the current faculty.

7 And that's the reason for the entrance
8 requirements. So, the proposal was approved by the
9 Senate and the Admissions and Academic Standards
10 Committee unanimously 7-0 and then passed on to the
11 Senate Council.

12 CHAIR BIRD-POLLAN: Okay. Questions of fact
13 regarding this proposal? I think we have a
14 representative as well? Do you want to introduce
15 yourself?

16 MR. BROWN: Oh, School of Arts and Visuals.

17 CHAIR BIRD-POLLAN: Excellent, thank you.
18 So, any questions of fact regarding this proposal?
19 Okay. So then I'll put the motion on the floor that
20 the Senate approve this proposal from the College of
21 Fine Arts regarding a variety of changes to the BS
22 in Digital Media and Design Programs as identified
23 in the motion. So, anyone wants to speak to the
24 merits of the proposal? Yeah?

25 MR. JONES: Jones, Toxicology. When we're

1 talking about a name change what would be the name
2 of the major is going to change?

3 CHAIR BIRD-POLLAN: The name of the major,
4 is that right?

5 MR. FERRELL: That's correct.

6 CHAIR BIRD-POLLAN: That's correct.

7 MR. FERRELL: Sorry I didn't explain it.
8 It's Digital Media and Design to Digital Media
9 Design.

10 UNIDENTIFIED SPEAKER: And that's because of
11 our accreditors? The and was signifying two
12 different degrees so we crossed the and.

13 CHAIR BIRD-POLLAN: Any other comments?
14 Anybody want to speak about this proposal? Okay.
15 Hearing none, we will vote. And the motion passes.
16 Thanks very much. Okay. So the next item that is
17 coming from the Admissions and Academic Standards
18 Committee is a rule change and this rule has to do
19 with the deadline for applying for degrees. I think
20 we do have a representative from the Registrars
21 office here as well as Kim Taylor, the Registrar
22 herself is here. Excellent. Okay. Herman?

23 MR. FERRELL: So this proposal came to us
24 from the Registrars office to change the deadlines
25 for applying for undergraduate degrees by updating

1 the Senate Rule 5.4.1.1.A. So the proposal calls for
2 the change to the deadlines for applications for
3 undergraduate degrees from specific dates in
4 November, May, and February that are now in the
5 rules, to no more than two months prior to the
6 conferral dates in December, May and August.

7 The University Registrar will recommend
8 appropriate deadlines for the Senate Council
9 approval. The rationale for this change is to move
10 the deadlines closer to the graduation day and under
11 the current system many students end up missing that
12 deadline and now with advising and updates in
13 technology, it's much easier to move that process a
14 little bit sooner to the graduation day.

15 That's the reason for the proposal and so this
16 proposal was again unanimously approved by the SAAC
17 and then went on to the Senate Council

18 CHAIR BIRD-POLLAN: Okay. So questions of
19 fact regarding this proposal? Yeah?

20 UNIDENTIFIED FEMALE: Will we show the
21 change to the Rule?

22 SECRETARY BROTHERS: Name please?

23 MS. WOOD: Connie Wood, A&S.

24 CHAIR BIRD-POLLAN: You really should click
25 on the PDF.

1 MS. WOOD: Thank you, Senator Grossman.

2 CHAIR BIRD-POLLAN: Next one. No, number
3 four.

4 SECRETARY BROTHERS: What did you want to
5 see?

6 CHAIR BIRD-POLLAN: The language for the
7 proposal change. Right?

8 TRUSTEE GROSSMAN: It's coming. There it
9 is.

10 MS. WOOD: Thank you.

11 CHAIR BIRD-POLLAN: There's our proposal
12 language in this proposal. Yes?

13 MS. DEBSKI: Liz Debski, A&S. Does the
14 Senate Council directly approve those deadlines?

15 CHAIR BIRD-POLLAN: Well, the deadlines are
16 currently in the rules themselves so it is currently
17 required for May Degree applications to be made by
18 November 30th, August Degree applications to be made
19 by February 28th.

20 MS. DEBSKI: Do you not worry that this --
21 I mean, I'm glad --

22 CHAIR BIRD-POLLAN: Hold on. Is this a
23 question of fact? We'll, have a debate after we put
24 the motion on the floor. Other questions of fact
25 regarding this? Okay. So let's put the motion on

1 the floor. Sheila, would you mind just putting it
2 back there so we have what the motion itself is and
3 then we can look at the rule? Okay. So the motion
4 from Senate Council was the Senate approve the
5 proposal to change the deadlines by updating the
6 Senate Rules and it's updating -- I suggested it and
7 I'm sorry Sheila, one more time give us the language
8 itself that we are voting on. So this is the
9 proposal. Okay. It's so common regarding the
10 quality of the proposal. Yes?

11 MS. DEBSKI: Liz Debski, A&S. I was just
12 wondering if you're at all worried that this could
13 be a little more cumbersome and whether the Senate
14 Council have to approve each thing. Is there
15 another way of doing it where that wouldn't have to
16 be?

17 CHAIR BIRD-POLLAN: Yes, Senator Wood, did
18 you want to respond to that question?

19 MS. WOOD: I was going to respond.

20 CHAIR BIRD-POLLAN: Okay.

21 MS. WOOD: I asked essentially a similar
22 question in Senate Council and I was assured that
23 this would be done as part of the process of
24 approving the Academic calendar by the Senate
25 Council and that there was an agreement among many

1 of the parties exactly on two. Is that not correct,
2 Kim?

3 CHAIR BIRD-POLLAN: Do you want to speak to
4 us, Kim?

5 REGISTRAR TAYLOR: Yes, the dates will be
6 approved as part of the academic calendar.

7 CHAIR BIRD-POLLAN: Yes?

8 MR. JONES: Jones, Toxicology. So, what
9 the wording there means that recommend to the Senate
10 Council for approval, that is shorthand for
11 recommend to the Senate Council who will approve to
12 the Senate that will approve and should read the
13 University Calendar that the Senate approves. That
14 is that Senate Council approval there actually
15 means. The Senate approves the calendar, not the
16 Senate Council, but the Senate Council approves that
17 they get on the agenda for the Senate right?

18 MS. WOOD: So it has to be approved by the
19 Senate.

20 MR. JONES: Yes, all of that language there,
21 right there might not be taken to mean that but --

22 CHAIR BIRD-POLLAN: Yes?

23 TRUSTEE GROSSMAN: Bob Grossman, Trustee.
24 With respect to Professor Jones point, I recommend,
25 I would like to propose an amendment. The last

1 sentence that begins Upon Senate Council approval,
2 change that to Upon Senate approval and that way the
3 Senate has to vote and approve the calendar.

4 CHAIR BIRD-POLLAN: Okay. So that's a
5 motion to amend the Senate Council motion.

6 TRUSTEE GROSSMAN: Yes, to delete the word
7 council.

8 CHAIR BIRD-POLLAN: So is there a second
9 for that?

10 MR. JONES: Second.

11 CHAIR BIRD-POLLAN: Second from Senator
12 Jones. Okay. So the new language -- I don't know
13 if theres a way for us to fix this because I think
14 that's a PDF, but it would say -- the first inserted
15 sentence is the same. The second inserted sentence
16 will say Upon Senate approval the Registrar will
17 publicize the deadlines.

18 TRUSTEE GROSSMAN: There's three sentences.

19 UNIDENTIFIED FEMALE: That the third
20 sentence.

21 TRUSTEE GROSSMAN: The third sentence.

22 CHAIR BIRD-POLLAN: The third sentence,
23 yes. Thank you. The first two sentences will
24 remain as written. The third sentence says, Upon
25 Senate approval the Registrar will publicize the

1 deadlines. That's the proposed amendment with the
2 second. Is there debate on the amendment? We might
3 have to vote on this amendment by hand because we
4 don't have a slide for this amendment vote. Okay.
5 Debate about this amendment to the motion? So we're
6 not discussing the motion itself yet. We're
7 discussing an amendment to this language to say
8 approval by the Senate. Am I doing this right,
9 Parliamentarian? Okay. Any comments on the
10 amended language? Okay.

11 So we're not going to be able to vote by clicker
12 because we don't have a slide for this. So by a
13 show of hands, please vote -- those who approve the
14 amended language to replace Senate
15 Council with Senate. All those in favor?

16 SECRETARY BROTHERS: No need to count them.

17 CHAIR BIRD-POLLAN: Okay. Many. All those
18 opposed? Those abstained? Okay. I would say the
19 motion passes to amend this language. So the new
20 proposal is that we amend Senate Rule 5.4.1.1.A to
21 say, The deadline for application for degree will be
22 no more than two months prior to the conferral date
23 to December, May and August. The University
24 Registrar will recommend appropriate deadlines for
25 Senate Council approval and upon Senate approval the

1 Registrar will publicize the deadline. Okay. So
2 further debate of that newly amended motion? Any
3 other comments? Okay. Sheila will you take us back
4 to the power point then?

5 SECRETARY BROTHERS: Sorry.

6 CHAIR BIRD-POLLAN: Any further comments or
7 debate on this amended motion? Our new Senate Rule
8 language? Okay. Please vote now in favor of the
9 amended motion. Or opposed -- sorry I didn't mean
10 to (LAUGHTER). Okay. Finish up your voting. Okay.
11 The motion passes. Thank you. The next motion from
12 the Admissions and Academic Standards Committee is
13 also a proposal to change a Senate Rule and this one
14 comes from Sue Roberts who wasn't able to be here
15 today so Tim Barnes is here. Where is he? There he
16 is. Tim Barnes from the International Senate is
17 here as well who can answer questions of fact
18 related to the proposal but this comes out of a set
19 of proposals that are sort of all over the
20 University right now about admitting students in the
21 4th year of their undergrad into their first year of
22 the a Masters program. And so it's a change to
23 admission standards for graduate school. So, I'll
24 let Herman describe the proposal for you.

25 MR. FERRELL: Yes, so this proposal came

1 to us in early September from Dr. Sue Roberts, the
2 Associate Provost for Internationalization. The
3 change in Senate Rule 4.2.5 in order to allow the so
4 called 3+2 or 3+1+1 program to international
5 students begin graduate school here before
6 completing their BA degree back home, but if they
7 earn that degree from their home partner institution
8 but they continue on with the UK Masters Degree.

9 Under our current rules in the graduate school
10 a student coming into the program must have a BA.
11 There are some exceptions, some leeway allowed but
12 this is now really providing an opportunity for
13 these students making their way here to be allowed
14 to attend UK while they are finishing up their
15 undergraduate degree and continuing on with their
16 graduate degree here.

17 The proposal made its way, before it came to us
18 in the Graduate Council, one of the things in the
19 rule, a change that's being asked for is that
20 they're being so called a waiver, a temporary waiver
21 of the requirement of the Baccalaureate Degree for a
22 period of time and we'll talk about that period of
23 time in a moment. But essentially the waiver will
24 come with all students who are coming through
25 graduate school programs that are involved in

1 Cooperative Education Agreements.

2 So these Cooperative Education Agreements have
3 been established in the International Center for a
4 while. Sometimes they're referred to as MOUs and
5 these Cooperative Education Agreements, if you have
6 them, they would be an exception to this rule or to
7 the requirement of the BA.

8 So when it went to the Graduate Council, one of
9 the things they asked for, and they voted on to
10 revise the proposal, was to extend the waiver, not
11 only to students who are in Cooperative Educational
12 Agreements on the International level, but also on
13 the national level and that then came to our
14 Committee on Admissions and Academic Standards. Dr.
15 Roberts came and met with us.

16 One of the questions that had been raised even
17 in our review before she arrived was well, what are
18 the standards for the creations of these Cooperative
19 Education Agreements? We were making a way for a
20 complete -- not a complete waiver but a temporary
21 waiver of these requirements if there were these
22 Cooperative Education Agreements in effect.

23 So the concern from the Committee was well then
24 what are the standards? We took a look at what the
25 standards have been through the International Center

1 and they have posted on their website templates that
2 are used by people who are negotiating these
3 agreements and they set forth some very clear
4 criteria.

5 Some criteria that we consider to be high
6 quality and so we made the decision to incorporate
7 those requirements that were already under the
8 Cooperative Education Agreement for the
9 International Center and to basically put them into
10 our Senate Rules. They were basic on the website
11 for the International Center but they were policy
12 that could change tomorrow and so if we were going
13 to make the waiver in our Senate Rules, we made the
14 decision that we would include those criteria and
15 those are listed here and I'll just go through them
16 so you understand.

17 CHAIR BIRD-POLLAN: I was going to highlight
18 for you but I can't.

19 MR. FERRELL: Yeah, so such Cooperative
20 Agreements, right in the middle of the first
21 paragraph, such Cooperative Education Agreements
22 shall consider the following criteria: Conduits
23 with the Academic Research Service barriers and
24 plans for the U of K as well as the department and
25 college proposing the agreement. Cogence with the

1 University of Kentucky's mission, anticipated
2 benefits to the students, faculty members,
3 University of Kentucky and University stakeholders
4 and evidence of institutional quality including
5 reputation, international, national ranking and
6 accreditation status.

7 So, those standards were already in place for
8 the International Center. We're being asked to also
9 incorporate within entities domestic cooperative
10 agreements that might be negotiated in the future or
11 even other international agreements that might also
12 be negotiated in the future. We decided to, like I
13 said, to incorporate those standards into this new
14 rule that were -- I'm looking forward to.

15 In addition to that we felt that it was also
16 important to have some sort of reporting
17 requirements to make sure that there was adherence
18 to these rules and sort of checking them to make
19 sure these standards were being applied and so the
20 second paragraph deals with a mechanism for
21 reporting that basically sends it out to the
22 Provosts office to gather to one, to make sure that
23 the standards are being kept but also to provide to
24 our committee and basically to the Senate every two
25 years, a review of those Cooperative Education

1 Agreements they are going to collect.

2 Then when it went forward to the Senate Council
3 there was some additional questions about the timing
4 for the achievement of the BA and it was set at
5 about one year. It says Temporarily waive for up to
6 twelve months.

7 And then the other key sort of hiccup that took
8 us a week to get through was the question about
9 whether or not, even under the extent of the
10 Cooperative Educational Agreements, what was the
11 faculty involvement for the approval process. We
12 had heard that Deans and DGSs were involved so the
13 assumption was that the faculty were involved.

14 There was some question whether or not, and no
15 slight to DGSs but just to the requirement that
16 should there be a full review by at least the
17 faculty members of the Academic Unit. There was new
18 language added in that made that requirement.

19 So, after all those pieces were put together we
20 ended up with this proposal that's now before you
21 which to sum it up essentially is a waiver of our
22 current requirement with regard to students having a
23 BA when they enter a masters -- enter a graduate
24 program here at UK.

25 It basically allowed for these international

1 students and even national students under these
2 Cooperative Education Agreements to come in -- in
3 their last year of their BA program and finish that
4 up and then continue on with their masters program
5 here. Part of the rationale behind all of this is
6 its included in the Our Path Forward initiatives
7 that are coming to us from the Administration for
8 alternatives for revenue enhancement but also to
9 just spread-wide University of Kentucky's footprint
10 as it were around the world. So that's part of the
11 rationale for all of this. If there's anything else
12 if you'd like --

13 CHAIR BIRD-POLLAN: Well, I'll let Tim answer
14 questions if we have some.

15 MR. FERRELL: Thank you.

16 CHAIR BIRD-POLLAN: So, before we debate the
17 matter because I know there are a lot of people who
18 would like to be heard on the merit but let's
19 clarify questions of fact first. Yes?

20 MR. JONES: Jones, Toxicology. For the
21 International Agreement, who is the final approving
22 University officer and for the domestic agreement
23 who is the final approving university officer?

24 CHAIR BIRD-POLLAN: You want to answer that
25 Tim?

1 MR. BARNES: The answer for the
2 International agreements the signature delegation is
3 the Senior International Officer for the University
4 currently titled the Associate Provost for
5 International Education and in this case it would be
6 Dr. Susan Roberts.

7 CHAIR BIRD-POLLAN: And for the domestic, do
8 we know the answer to that?

9 MR. BARNES: I assume it would be the
10 provost.

11 CHAIR BIRD-POLLAN: Is Annie here? It's
12 the Provost. Okay. Other questions? Yes?

13 UNIDENTIFIED MALE: So question -- is the
14 assumption that in that year, the baccalaureate,
15 that they would be completing their BA through an
16 online series of courses in their home institution
17 or taking courses here that would also qualify? I'm
18 not quite sure.

19 MR. BARNES: This will vary significantly
20 based upon the program and the path and also based
21 on the variables of the actual degree requirements
22 at departmental institutions which can vary
23 considerably around the world. In many cases that
24 I've seen in the past and at peer institutions that
25 are doing this around the U.S, the final Bachelor

1 requirements are satisfied through some sort of
2 guided research project or an independent research
3 project that then is done into a report back to the
4 home university.

5 In other cases the home university, at their own
6 discretion, can choose to apply some of the graduate
7 level credits they have earned back towards the
8 masters. The thing that I would emphasize there in
9 that regard is that theres no changes to the degree
10 requirements, number of hours, courses or curriculum
11 as a UK masters and what the partner is choosing to
12 do with that work is really left to them for their
13 own policies, internal policies and reviews and of
14 their home institution.

15 CHAIR BIRD-POLLAN: Other questions of fact?

16 Yes.

17 MS. ROGERS: College of Medicine.

18 Undergraduate students who are enrolled in UK
19 undergraduate program are also eligible to do this
20 and if so would they be getting double credit?

21 CHAIR BIRD-POLLAN: They're not eligible.

22 This is, and again, we're not talking about the
23 creation of new programs. This is a waiver to
24 admission to the graduate school and its only a
25 waiver that applies to students who are enrolled in

1 a university that has a Cooperative Education
2 Agreement and so that wouldn't be UK. UK doesn't
3 have -- I'm sorry?

4 UNIDENTIFIED MALE: We don't cooperate with
5 ourselves.

6 CHAIR BIRD-POLLAN: We don't cooperate
7 with ourselves? Well, in some instances we do. So,
8 for example as a law faculty member I can advertise
9 to you the U of K Blue Agreement which is an
10 agreement between the Law School and other colleges
11 on campus. It's a specific admissions waiver for
12 the Law School. We have other such agreements
13 written into the Senate Rules in various colleges
14 but this graduate school waiver would be only for
15 these cooperative agreements which are not with
16 other UK Colleges.

17 MR. BROWN: Just one slight point of fact
18 that could have been tripped up a little bit as
19 Herman has been talking about it, a waiver might be
20 a difficult word here in this case. We're not
21 actually waiving the requirements, were postponing
22 it. So it is important to note --

23 CHAIR BIRD-POLLAN: They will have to get a
24 Bachelors.

25 MR. FERRELL: That's why it says temporary.

1 MR. BROWN: Yeah, a temporary waiver so the
2 students must have earned their baccalaureate prior
3 to being awarded their --

4 CHAIR BIRD-POLLAN: Right. So we've added
5 the language explicitly. I think the Senate Council
6 added this language or maybe it was your committee.
7 I cant remember. No graduate degree will be awarded
8 until a Bachelors degree from a fully accredited
9 institution of higher learning has been awarded to
10 clarify that it was a temporary waiver with you.
11 Thank you to Senator Wittenback. Okay, other
12 questions of fact. Yes, go ahead.

13 MS. ROGERS: I still don't understand. Are
14 they -- if they are doing a research project or
15 whatever it might be they're getting credit for that
16 at their home institutions and they're also getting
17 credit for that in the masters program in which
18 they've enrolled?

19 MR. BROWN: No, the research project option
20 is sort of a capstone project to the senior thesis
21 would be in addition to their full-time course load
22 of graduate credits. A piece of evidence.

23 CHAIR BIRD-POLLAN: Other questions of fact?
24 Yeah.

25 MS. BLACKNUM: Monica Blacknum, A& S.

1 This doesn't impact their Visa status?

2 MR. FERRELL: No, in fact one of the reasons
3 that we're pushing this forward is that prior to
4 this there was a possibility of admitting them on
5 conditional status into a graduate program and then
6 switching them over to a full status once they
7 certified their Bachelors Degree but recent changes
8 in Homeland Security and the Department of State
9 have made that switching process and the granting
10 that conditional status for Visas, immigration
11 status difficult so now they would be admitted as
12 full status graduate students.

13 They would have to maintain their visa status
14 which means taking a full-time course load of
15 graduate level courses no matter what else they
16 would maybe be doing to satisfy their undergraduate
17 requirements. So in fact you hit on one of the one
18 of the front line motivations for our students.

19 CHAIR BIRD-POLLAN: Other questions of fact?
20 Yes?

21 MS. DEBSKI: Liz Debski, A&S. What happens
22 if they don't satisfy the requirements for the BS.

23 CHAIR BIRD-POLLAN: I'm going to answer
24 that actually so. Because we have this language
25 explicitly because they're not getting a Bachelors

1 -- they're not getting rogatory until they have a
2 Bachelors degree. They will not get a graduate
3 degree at UK without proving that they have a
4 Bachelors Degree. Do you want to tell them what
5 happens in terms of their Visa?

6 MR. FERRELL: Yeah, I mean, well in terms of
7 their Visa status, nothing will happen to them
8 explicitly but in terms of implementation of the
9 programs, typically they are not allowed to register
10 for courses. Instead they would be at a Visa status
11 for their second year and that's the end. They
12 wouldn't be able to come back.

13 MS. DEBSKI: Okay. Yeah, so, basically if
14 they don't satisfy within twelve months they cant
15 register for courses any more and that's the end?

16 MR. FERRELL: Right.

17 CHAIR BIRD-POLLAN: Other questions of fact?
18 Okay. So I'm going to ask our visitors to sit down.
19 You can answer questions of fact if they come back
20 up, but now I'll ask for someone who'd like to speak
21 in favor of the motion. Yes.

22 TRUSTEE GROSSMAN: I'm in favor of this.

23 (LAUGHTER) I thought someone should say that. No, I
24 think these are, especially with some of the
25 safeguards that have been added to the language, you

1 know, I think these really have a potential to
2 recruit high quality graduate students to the
3 university and also help people get their degrees
4 maybe a little bit faster. So, I think this is a
5 win for everyone.

6 CHAIR BIRD-POLLAN: Okay. So in light of
7 Roberts Rules, I'll ask if anyone wants to speak
8 against the motion? Okay. Hearing none, others who
9 would like to speak about the motion? Any other
10 comments about the motion in favor or against?
11 Okay. So, the motion on the floor is to change the
12 Senate Rules to include this new language. Any other
13 comments before we start our voting? Okay. So
14 we'll open voting. Any other votes? Okay. The
15 motion passes. Great, thank you everyone. Thanks,
16 Herman.

17 MR. FERRELL: Thank you.

18 CHAIR BIRD-POLLAN: Our next set of
19 committee reports comes from Aaron Cramer.

20 MR. CRAMER: All right. But first I'd like
21 to make sure my slides are lined up with your
22 slides. The first item I have here is a proposed
23 new University Scholars Program from the BS in
24 Chemical Engineering Program to the PhD in Chemical
25 Engineering Program. The rationale for this is that

1 the undergraduate Chemical Engineering Program has a
2 significant number of students that participate in
3 undergraduate research. The department views these
4 students as an untapped resource for their PhD
5 program. This proposed USP will streamline the
6 transition of such students into the Graduate
7 Program and as a result will increase the numbers of
8 such students.

9 The program is structured after the existing USP
10 into the Masters program but in this particular
11 instance the majority of graduate school interest in
12 chemical engineering students is actually at the
13 doctoral level based on industry trends there. So,
14 that is the reason why they really want this USP
15 into the PhD program.

16 CHAIR BIRD-POLLAN: I think we have a
17 representative here today?

18 MR. CRAMER: Yes.

19 CHAIR BIRD-POLLAN: Okay. So questions of
20 fact regarding this proposal? Any questions of fact
21 for, yes?

22 MR. HAMILTON: Michael Hamilton, student
23 representative. Is there -- how do scholarship
24 funds work in terms of a PhD program? Will the last
25 years worth of a students scholarship contribute to

1 the cost of that degree or how does that work?

2 UNIDENTIFIED MALE: I can speculate. As I
3 understand it, it's not any different from the way
4 it --

5 SECRETARY BROTHERS: I'm sorry, can you say
6 your name, please?

7 MR. DZIUBLA: Oh, I'm sorry Tom Dziubla,
8 Engineering. The support for up to the first -- I
9 mean while they're in their final year as a senior
10 will be a undergraduate. So, support of the
11 scholarship will still apply. When they transition
12 the following year and they go into their graduate
13 work, it won't. All students who are in this
14 program will actually be receiving a stipend
15 consistent with what our current program has for
16 PhDs internal program. If the degrees are funded.

17 MR. BROWN: Allen Brown, Arts and Sciences.
18 Is there a limit on the number of credit hours they
19 can take at the undergraduate level for that
20 scholarship like in the USP that we have in Arts and
21 Sciences the limit set into it is 9 credit hours.

22 CHAIR BIRD-POLLAN: Is your question for the
23 scholarship or for --

24 MR. BROWN: For both, well for the program
25 is there a limited number of graduate-level courses

1 that can be taken to count for undergrad and count
2 for grad?

3 MR. CRAMER: The answer for this program is
4 twelve. They can take up to twelve which is
5 consistent with other USP programs in the
6 University.

7 CHAIR BIRD-POLLAN: Other questions of fact?

8 UNIDENTIFIED MALE: Observation -- anytime
9 the word observation --

10 SECRETARY BROTHERS: Name please?

11 MR. JONES: Davey Jones, Toxicology. It
12 occurred to me that we have a separate Senate Rule
13 that you know if a student takes, an undergraduate
14 takes a 500 level course as an undergraduate -- you
15 have to grade differently for the undergrad and the
16 grad. That's an expressed in the Rule.

17 What I don't know we have expressed in the Senate
18 Rules is in a case like this in which the grad
19 course is being taken by the student in the capacity
20 of both the undergraduate degree and the graduate
21 Degree, you've gotta grade the student at the
22 graduate level on that course.

23 MR. CRAMER: So the precedent is that they
24 are graded as a graduate student. That doesn't show
25 up in their class roster in any way. They show up

1 as a senior in the class roster but it's on the
2 instructor that they should identify that that
3 student should be held to the graduate standards and
4 that course is being double counted in this way.

5 UNIDENTIFIED MALE: Can I answer?

6 CHAIR BIRD-POLLAN: Uh-huh.

7 UNIDENTIFIED MALE: So, yeah to answer that
8 question students who are enrolled with the program,
9 theres only four set of classes that can actually
10 apply. So, students who are identified as DGS in
11 our program alerts the instructor that this student
12 is USP and will be graded at the graduate level.

13 CHAIR BIRD-POLLAN: Any other questions of
14 fact before we debate the motion? Okay. So I'll
15 put the motion on the floor that the Senate approve
16 the establishment of a new University Scholars
17 Program between the BS in Chemical Engineering and
18 the PhD in Chemical Engineering? So, comments or
19 debate on this motion? Any comments on the new USP?
20 Okay. Then I'll open voting. Last votes? Okay.
21 The motion passes. Great, thank you. So, another
22 proposal from the SAPC.

23 MR. CRAMER: This is a recommendation the
24 Senate approve the establishment of a new Graduate
25 Certificate in Executive Educational Leadership in

1 the Department of Educational Leadership Studies
2 within the College of Education. The proposed
3 graduate certificate will prepare veteran educators
4 to lead public K-12 school districts as well as
5 private, independent, and international schools.
6 The demand for such a program arises from several
7 factors.

8 Several state legislatures have removed specific
9 licensure requirements for serving as school
10 district superintendents. This creates an
11 opportunity to offer the proposed certificate to a
12 broader market. Also, many private, independent
13 schools do not have specific certification
14 requirements that can be met by developments through
15 these.

16 These school districts are actually responsible
17 for developing their own staff and this sort of
18 certificate program addresses those needs. Finally,
19 theres a need for administrators to address their
20 ongoing professional development needs in innovative
21 ways and so the courses being offered via distance
22 learning in this program will focus on historical
23 and current job responsibilities, strategic
24 management, problem solving, leading system-wide
25 change, innovations, initiatives in diverse context.

1 They're imagining eight or more students will
2 complete the graduate certificate each year with a
3 steady state of enrollment of at least twenty
4 students. You also have, those adjustment factors.

5 CHAIR BIRD-POLLAN: Okay. Great. So
6 questions of fact for either our proposer or SAPC
7 Chair regarding this new graduate certificate?
8 Okay. So then I'll put the motion the floor that
9 the Senate approve the establishment of the new
10 Graduate Certificate in Executive Educational
11 Leadership. Any comments on this proposal, comments
12 on the motion? Okay. Then I'll open the floor for
13 voting. Get your final votes in. Okay. The motion
14 passes. Great, thanks. Okay. One more from SAPC.

15 MR. CRAMER: This is a recommendation that
16 the University Senate approve for submission to the
17 Board of Trustees the establishment of a new BA
18 Degree in African American and African Studies in
19 the College of Arts and Sciences. This program will
20 allow students to complete an interdisciplinary
21 program of study that draws together the
22 multifaceted understanding of the African
23 experience.

24 The rich and challenging coursework addresses
25 historical, cultural, sociological, political and

1 psychological factors that affect the lives of
2 African people. The proposed program will benefit
3 from the strong demand for an undergraduate degree
4 in this area. This interdisciplinary program will
5 strongly appeal to students who have an interest in
6 communication and media, education, nonprofit and
7 government, equipping them as citizens, as thinkers
8 and as entrepreneurs.

9 The initial estimated number of majors is ten
10 growing to fifty by 2023. I think the projections
11 are based on the survey results from undergraduate
12 minors in this area. Also I believe the proposer
13 is, yes?

14 CHAIR BIRD-POLLAN: Ashley Ruderman is the
15 proposer. Okay. Questions of fact regarding this
16 proposal for either our proposer or our Chair of
17 SAPC?

18 MR. JONES: Davey Jones, Toxicology again.
19 This is a case in where the degree is homed at the
20 level of the College and not in the department, is
21 that correct?

22 MR. CRAMER: Yes, that's correct.

23 CHAIR BIRD-POLLAN: Other questions of fact
24 regarding this proposal? Then I'll put the motion
25 on the floor that the Senate approve for submission

1 to the Board of Trustees the establishment of a BA
2 Degree in African American and African Studies in
3 the College of Arts of Sciences. Comments on the
4 motion. Yeah.

5 UNIDENTIFIED FEMALE: I think this is long
6 overdue and I'm excited to see this. We're also
7 initiating a through search across three colleges
8 for additional faculty in this area for this year.
9 So, Arts and Sciences, Fine Arts and A&E are engaged
10 together in the additional search for faculty as
11 well.

12 CHAIR BIRD-POLLAN: Any other comments on
13 the new BA? Okay. I'll open voting on this
14 Bachelors Degree. Get your final votes in. The
15 motion passes. Great, thank you. Okay. So that's
16 all of our committee reports. The next item on our
17 agenda is our Ombud's report from our Academic Ombud
18 Joe McGillis.

19 MR. MCGILLIS: Thank you, Jennifer. So, I
20 guess, that I really have one of the more
21 interesting jobs on campus. It's something new
22 almost every week. So, do I have a power point?
23 Okay. So for those of you I haven't met, I'm Joe
24 McGillis. I'm one, I guess of the Ombud office.
25 This is a half-time position for faculty. The other

1 person many of you have dealt with is Laura Ansel,
2 who is also the Sergeant at Arms for the University
3 Senate. So, between the two of us, our job
4 basically is to help people solve problems. U of K
5 Academic Ombud services is chartered by Senate
6 Rules, specifically Senate Rule 6.2.

7 We serve as a resource for both students and
8 faculty to resolve issues. Our charter function and
9 procedures are defined in Senate Rules. So,
10 basically we practice by four standards that have
11 been set by the International Association of
12 Ombudsmen. There is a professional association.
13 One, we're confidential. We don't share information
14 outside the office without express permission of the
15 student. There are three exceptions: Title 9
16 issues, criminal activity or if we have concern the
17 student is a danger to themselves or others. We're
18 impartial, we're informal, and we're independent.
19 So that gives us the ability to readily work across
20 boundaries across campus.

21 So, I have prepared a traditional report and I
22 guess by I -- I should say we and by We, I mean,
23 Laura (LAUGHTER) has prepared this report which you
24 all have. I'm not going to go through it in detail.
25 I have provided it in the minutes. I realize it's

1 4:15, it's getting late. So, I'm just going to
2 highlight one slide that I've prepared and basically
3 that shows the overall workload that we've had over
4 the last five years.

5 So when Laura first took the position as
6 Academic Ombud Coordinator in 2013 she started
7 tracking the work of the Ombud office in a database
8 that we maintain. So over that period, if you look
9 at the bottom two bars degraded in the blue shows
10 both the non-academic offense cases and the academic
11 offense cases and that's stayed fairly stable.

12 So for 2018, I believe, it was 393 cases. What's
13 increased are the number of questions and referrals.
14 So, you can see that since 2017 there was about an
15 11 percent increase for the number of inquiries to
16 the office and the total contacts is now just under
17 3000 for the 2018 academic year.

18 So, to classify that a little bit further
19 questions and referrals are questions that come in
20 that we can generally solve in less than 30 minutes
21 and Laura does a great deal of that work. A lot of
22 times its questions about a grade, regarding rules,
23 how to proceed in some situations. If it takes an
24 hour or more, it requires the involvement of the
25 Ombud and we classify it as a case.

1 Cases can take upwards of 40+ hours and can get
2 fairly complex. So, if you'd like we can have a
3 question period. If you have questions on more
4 specific details, we do have the data broken down.
5 So, we have engaged in some other activities.

6 So, one of the things I've tried to do during
7 the last year is offer presentations for various
8 groups across campus to give people a better idea of
9 what the Ombud office does. You know, I first
10 contacted the Ombud office six or seven years ago.
11 It was a question about changing a syllabus. I
12 really had no idea what the Ombud did and have dealt
13 with them a number of times since then and its
14 always a very positive experience.

15 So during 2018 I've made ten presentations of a
16 wide variety including students, teaching
17 assistants, faculty and departments and the ADLP
18 program. I am available for departments, colleges
19 to make presentations, to explain our services and
20 procedures. The other thing we did this year was to
21 redesign the start of term notes to make it a little
22 more streamlined and to make sure we give you the
23 most pertinent information possible.

24 So, with that and one last thing suggestions and
25 comments are always welcome. We have instituted a

1 number of changes based on what faculty have told us
2 including changes in University Health Services,
3 excuses, a number of other areas we've able to
4 follow up on. So with that, I'll take any
5 questions. Oh, boy.

6 CHAIR BIRD-POLLAN: I'll call on them.

7 MR. DONAHUE: Kevin Donahue, Engineering.
8 I just had a question on the trends that you showed
9 with the cases and contacts. There was a big jump
10 around 2016-17. Is there something that your office
11 did or something that happened that caused this?

12 MR. MCGILLIS: You know, we talked about
13 that a lot and don't have a solid answer for that.
14 I think what's happened is word just spread that
15 there is this resource available for students and
16 other parties. I think that's the primary reason.
17 Now, the one thing we have done is we gave a
18 presentation recently to the University Advising
19 Network, there's a group of advisors and one of the
20 issues we were having was that students would first
21 come to us with a grievance issue rather than
22 following the prescribed method of going first to
23 the instructor and then to the Chair.

24 And Laura was commenting the other day that
25 since that presentation to the Advising Network

1 we've seen a slight decrease. Now whether that
2 trend will hold or not, I don't know.

3 CHAIR BIRD-POLLAN: Yes?

4 MS. DEBSKI: Liz Debski, A&S. Yeah, that
5 kind of goes into my question. It seems so curious
6 that the amount of contacts and questions would rise
7 so incredibly and the number of actual cases would
8 not. You know there seems to be, I mean, it seems
9 like okay they're going to you to ask a question and
10 then getting a response that means they don't have a
11 case?

12 MR. MCGILLIS: Well, a lot of them are
13 simple questions. Many of them are referrals. A
14 lot of times people want to call us with complaints.
15 Were not an office of report so we will refer people
16 to a line office, to the DRC, the Counseling Center.
17 So, again I think it's just an increase in awareness
18 of the Ombud office.

19 CHAIR BIRD-POLLAN: And to clarify your --
20 the contacts and the questions come also from
21 faculty, not just students.

22 MR. MCGILLIS: Absolutely. Probably-- I
23 don't know the breakdown exactly but I'm guessing
24 probably at least 30 or 40 percent of the queries
25 come from faculty and staff.

1 CHAIR BIRD-POLLAN: And the cases would've
2 been of course, only from students.

3 MR. MCGILLIS: Cases are only students, of
4 course.

5 MS. DEBSKI: Yeah, but it's contributing so
6 much to your workload and I mean, you're not -- it's
7 just --

8 MR. MCGILLIS: The answer to that is yes!
9 (LAUGHTER)

10 MS. DEBSKI: It just seems so strange that
11 they don't actually pursue a case.

12 MR. MCGILLIS: Well, even of cases where the
13 student say has committed an academic offense and
14 initially comes in to meet with me, we'll sit down.
15 We'll talk about their case. We'll go over the
16 evidence. There's only a small proportion that
17 actually pursue that as an appeal.

18 So, even if we do meet with them we still
19 consider it a case because we may invest several
20 hours but they don't always follow through and a lot
21 of times with an initial contact, you know, we may
22 refer them to a faculty member. We may explain that
23 after listening for a few minutes, that it's
24 probably not something that can be easily appealed
25 or that can be appealed to our office. So, it would

1 be hard to really break it -- the 2500 contacts
2 down.

3 CHAIR BIRD-POLLAN: Yes.

4 MR. BROWN: Allen Brown, Arts and Sciences.

5 CHAIR BIRD-POLLAN: I'm sorry Davey Jones was
6 next.

7 MR. JONES: Jones, Toxicology. We don't
8 have a faculty Ombud. When you get queries from a
9 faculty member that this is something a faculty
10 Ombud should be working or handing but you don't
11 have that, how do you refer those?

12 MR. MCGILLIS: So, what well do is ask what
13 their issue is. We may refer them to a Dean, to an
14 Associate Dean, to the Vice Provost for Faculty
15 Advancement. It really depends on the issue. You
16 are correct. I attended an Academic Ombud
17 conference at Michigan State about a year and a half
18 ago which was interesting. There were sixty
19 Academic Ombuds there and only three of us were
20 strictly student Ombuds. Most of the Ombuds
21 actually serve the whole campus. U of L is
22 interesting in that their Ombud serves everybody but
23 students. So there are a lot of variations. Now
24 the interesting thing about the meeting at MSU was
25 that there was a Title 9 session that was held and

1 that was just months before the Larry Nassau story
2 broke.

3 MR. BROWN: This may be in the data but I'm
4 just curious if you see any trends with -- I'm sorry
5 Allen Brown, Arts and Sciences. Any trends with
6 lower classmen, underclassmen, sorry, underclassmen,
7 upperclassmen, Freshman, Sophomores, are there any
8 trends as far as the ones that actually go to cases?

9 MR. MCGILLIS: We haven't broken that down.
10 That's a good question. I think in the statistics
11 that Laura compiled we do have it broken down by
12 class; Freshman, Sophomore, and as I recollect and
13 we can pull that up if somebody is interested.

14 MR. BROWN: It's okay. I can just go
15 through it. I just was curious if you saw any
16 trends.

17 MR. MCGILLIS: Yeah, we really haven't
18 looked over the last five years at that specific
19 question if theres been a trend in upperclassmen
20 versus underclassmen.

21 CHAIR BIRD-POLLAN: If you're interested we
22 can ask the Ombuds Office and we can report back at
23 the next Senate Meeting to share that information.

24 MR. MCGILLIS: Send us an email. We can
25 take a look at it.

1 MS. BRION: Gail Brion, Engineering. I'm
2 wondering, on top of those things, I'm wondering if
3 this increase that you've been seeing is that any
4 student who was privy to and couldn't get their
5 response through, the second thing is at what time
6 is, at what level is this workload going to need
7 more people in your office?

8 MR. MCGILLIS: We have been talking about
9 that and its sporadic. So, there are weeks where,
10 you know, we can surf the net and probably find ways
11 to keep ourselves busy but as the semester goes on
12 it does get very busy. We have discussed asking for
13 a temp person perhaps during the last three weeks of
14 the semester when calls really pick up.

15 And then last year Laura had told me that it
16 gets really busy in January and I thought, Oh okay
17 so it gets busy in January. I had no idea how busy
18 it would get in January. When I was starting a
19 course that I was teaching among a few other things
20 and so I pulled Laura, You didn't tell me it got
21 this busy, which Laura responded Yes, I did.

22 So January is also because everything has been
23 backed up from the fall. Yes, but we have talked
24 about the potential need for an extra person to get
25 us through seasonal times, peak times.

1 TRUSTEE GROSSMAN: Bob Grossman, A&S. So,
2 first of all a comment that it's not that you're not
3 a student Ombud, you're an Academic Ombud.

4 MR. MCGILLIS: Academic Ombus.

5 TRUSTEE GROSSMAN: So, you deal with faculty
6 and students on academic matters. What we're
7 missing is an Ombus who can help faculty on
8 non-academic matters for example a conflict with a
9 Chair and things like that.

10 MR. MCGILLIS: That's true. That's true.
11 The comment was that we're really not a faculty
12 Ombud and, you know, we do resolve issues for
13 students but we do assist faculty in resolving
14 issues as well that are academic in nature.

15 TRUSTEE GROSSMAN: And I've called you guys
16 several times over the years if I have a problem
17 that I just need someone to talk to.

18 MR. MCGILLIS: And we're willing to listen
19 and say that we don't know what we can do but --

20 TRUSTEE GROSSMAN: The question I had is are
21 there any parts of the rules of the university that
22 generate a lot of questions, a lot of contacts in
23 such a way that you think there is room for
24 improvement in those?

25 MR. MCGILLIS: The answer would be yes.

1 We're compiling a list.

2 TRUSTEE GROSSMAN: Great.

3 MR. MCGILLIS: That is on my to do list to
4 bring to the Council. There are a couple of things
5 that have come up but from the top of my head I'm
6 drawing mostly a blank. One issue that's come up
7 recently is falsified medical excuses and you know
8 theres been a split. Do they handle them as code of
9 conduct issue and go through the Dean of Student
10 Office or do they come to us?

11 So, I've been talking to Nick Kehrwald, the Dean
12 of Students about looking at proposing language to
13 approve that as an academic offense which we would
14 then bring to Senate Council to debate.

15 CHAIR BIRD-POLLAN: Yes?

16 MS. SPILLMAN: Kim Spillman, College of
17 Agriculture. Do the students or the faculty, is
18 there any way to track if they were satisfied with
19 how their problems are handled?

20 MR. MCGILLIS: So this is a question that has
21 come up and that I frequently read about through the
22 International Ombud Association is how do you assess
23 the effectiveness of an Ombud's office and there's
24 actually been people who have written dissertations
25 on this. In fact, Laura for her Masters Degree,

1 which she was gracious enough to allow me to read
2 her thesis, wrote an article on evaluating and it's
3 difficulty because it corresponds with satisfaction
4 of the outcome. By nature we deal with conflict and
5 you know we try to find a resolution that's going to
6 be satisfactory for everybody but a good portion of
7 the time somebody is not happy.

8 There's also been literature from the Ombud
9 Association on how to promote -- express a value of
10 Ombud offices and one of the ways that people are
11 looking at is to try and figure, is there a way to
12 try to quantitate the savings in time and
13 potentially of lawsuits. You know if we can resolve
14 an issue to a students satisfaction and we've dealt
15 with students a number of times who have engaged
16 attorneys. If we can prevent escalation of a
17 situation then it prevents downstream costs but
18 theres not substantive way we know to measure that.
19 We would be open on any suggestions on how to.

20 MS. SPILLMAN: Well, it seems ironic that the
21 people you serve don't have a voice at the
22 conclusion of their case. I don't know.

23 MR. MCGILLIS: You know I could, we could
24 give every student that came to us a survey and I
25 think it would be like -- what people have expressed

1 about faculty evaluations. It would correlate
2 completely with the grade that they gave. We'd
3 certainly be open to any suggestions that anybody
4 might have on evaluating Ombud services.

5 MS. SPILLMAN: Well, I have a comment also
6 about the graph. Maybe they are just happy to be
7 heard that somebody either Laura or yourself took
8 the time to listen and maybe that was all they
9 needed or all they wanted.

10 MR. MCGILLIS: I think that that is
11 frequently the case, is that we are empathetic, its
12 part of our job description. Laura is certainly one
13 of the most empathetic people I know and we will
14 listen to them. Sometimes it's basically an
15 opportunity for them to vent for an hour and you
16 know then they calm down and we talk about well, you
17 know, what about considering this for a faculty
18 members side or, you know, some other implication.

19 MS. INMAN: Diana Inman, College of Nursing.
20 Some of the cases do go to the University Appeals
21 Board and -- on to the Appeals Board correct, there
22 are student representation there, also?

23 MR. MCGILLIS: Correct. So, my
24 understanding is that there are eighteen faculty
25 members who are appointed to the pool and I believe

1 its twelve students and by Senate Rule there has to
2 be at least one student. My understanding is that
3 Joe Fink generally tries to have five faculty and
4 three students on the Appeals Board. And what I can
5 tell you is that in 2018 we had thirty-two cases go
6 to the Appeals Board and about eight of those were
7 successful. So there's about a 25 percent success
8 rate.

9 CHAIR BIRD-POLLAN: Meaning that their
10 appeal?

11 MR. MCGILLIS: Their appeal was upheld.
12 They won their appeal.

13 CHAIR BIRD-POLLAN: Yeah?

14 MS. DEBSKI: Liz Debski, A&S. How many of
15 those were considered by your office no cause?

16 MR. MCGILLIS: No Cause? So you mean
17 merit, no merit?

18 MS. DEBSKI: No merit.

19 MR. MCGILLIS: Yeah, so the question is
20 for grievances or grade appeals, after we receive
21 the students appeal, we share with the faculty and
22 ask for their perspective. My job then is to sit
23 down and read through all the information, to
24 investigate further if needed and then to render an
25 opinion does the appeal have merit or not have merit

1 and I base that strictly on some potential violation
2 or inconsistency with Senate Rules. We don't second
3 guess curricular or grading, specific grading
4 issues. Obviously we don't have the expertise to do
5 that. Now, the percent that I gave to no merit --

6 MS. DEBSKI: On of your no merits were
7 overturned.

8 MR. MCGILLIS: No, no, but how many no merits
9 did I?

10 MS. DEBSKI: I think eight.

11 MR. MCGILLIS: Eight? So, if I do decide
12 the appeal has no merit, the student still has the
13 option to ask the Appeals Board to review the no
14 merit decision. So, knock on wood, I'm batting 100
15 percent so far. Laura has told me she knows that
16 was one overturned the previous year.

17 CHAIR BIRD-POLLAN: So you're saying the
18 thirty-two cases that went to the UAB were things
19 you said there was merit for the UAB --

20 MR. MCGILLIS: That's for --

21 UNIDENTIFIED FEMALE: No (inaudible).

22 MR. MCGILLIS: Yeah, academic offense, the
23 student automatically has the right to appeal the
24 findings. So it's only for grievances or grade
25 appeals.

1 UNIDENTIFIED MALE: Or grade appeals?

2 MR. MCGILLIS: Which would be considered a
3 grievance.

4 CHAIR BIRD-POLLAN: Yeah.

5 MR. JONES: Davey Jones, Toxicology. When
6 you bring your decision on your case, is that
7 something that the faculty member and student get an
8 email from you as a hard copy?

9 MR. MCGILLIS: Yes, we share all the final
10 documentation with the student and the faculty
11 member as well as my memorandum.

12 CHAIR BIRD-POLLAN: Any other questions for
13 our Ombud? Okay. I'd like to thank you. (APPLAUSE)
14 Okay.

15 MR. MCGILLIS: I thought this would be just
16 a few minutes.

17 CHAIR BIRD-POLLAN: All right. So I think
18 that's the end of our -- oh items from the floor?
19 Are there any items from the floor? Yes?

20 TRUSTEE GROSSMAN: Bob Grossman, A&S.
21 Earlier today there was a mention of a rule that
22 requires us to treat undergraduates and graduates in
23 the same course differently when it comes to
24 grading. This rule, I remember when it was passed,
25 it was more than fifteen years, like fifteen or

1 twenty years ago when it passed and it was passed
2 only because we were told that SACS required it,
3 that our accreditation would be in danger if we did
4 not pass this rule requiring that we have different
5 grading scales for different students in the same
6 class. And at the time I opposed it vehemently.

7 And there were others who opposed it as well to
8 not, the class, but not by a lot because I thought
9 the assumption that was in the Rule allegedly, the
10 SACS Rule was wrong that graduate students were
11 somehow up here and undergraduates were down here
12 and you have to treat them differently.

13 Any of us who teach 500 level courses know that
14 that's not the case. So, I would like -- SACS Rules
15 have changed over the years and so I would like us
16 to now find out if this is still something that SACS
17 is still requiring. They may not have ever required
18 it but we were told they required it. Is it
19 something that is still required, might there be the
20 opportunity for us to revise this Rule and to go
21 back to treating all students taking a class
22 equally.

23 CHAIR BIRD-POLLAN: Yes.

24 MS. DEBSKI: Liz Debski, A&S. Bob, I'm going
25 to disagree with you a little because you don't have

1 to -- you're saying you have to grade them on a
2 different scale. You don't have to grade them on a
3 different scale, you just have to provide additional
4 assignments.

5 TRUSTEE GROSSMAN: Oh, okay but --

6 CHAIR BIRD-POLLAN: Okay. So I don't want to
7 debate this motion right now unless you're making a
8 motion about something specific. I think it's a
9 reas -- you're requesting that we find out whether
10 SACS still requires this Rule and if not then we
11 could consider a Rule change and at that time have a
12 debate about such a Rule change. Is that what
13 you're asking for?

14 TRUSTEE GROSSMAN: Yes.

15 MS. DEBSKI: I second it. (LAUGHTER) Do we
16 need to vote on that? I don't know if you need it,
17 but --

18 CHAIR BIRD-POLLAN: Okay. No, okay all
19 right. Then so we pass it on. These two Senators,
20 it sounds like there might be some disagreement and
21 a little unclarity or at least reasons to reconsider
22 whether SACS has changed this Rule. So, we'll make
23 a note of that and add it to somebody's agenda.

24 TRUSTEE GROSSMAN: I think Annie's agenda.

25 CHAIR BIRD-POLLAN: Annie is happy to have

1 things added to her agenda. We're not her boss by
2 the way. She sometimes helps us out anyway. Okay.
3 Other items from the floor?

4 MS. DEBSKI: Move to adjourn.

5 CHAIR BIRD-POLLAN: Okay. Move to adjourn.
6 All right. You can vote on that. Excellent. Thank
7 you all. Leave your clickers in the back please and
8 well see you in December. Remember President
9 Capilouto will be here that month. So, come with
10 your questions.

11 (WHEREUPON, the Senate Council Hearing concludes at
12 4:30 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 November 20, 2018.
Crestwood, Oldham County, Kentucky.**

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