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UNIVERSITY OF KENTUCKY
SENATE COUNCIL MEETING

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MAY 22, 2019

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JENNIFER OSTERHAGE, CHAIR
SHEILA ROBERTS, SENATE COUNCIL OFFICE
DOUG BLACKWELL, PARLIAMENTARIAN
BRENDA YANKEY, COURT REPORTER

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1 CHAIR BIRD-POLLEN: All right, everyone
2 thanks so much for being here today, and I know you
3 have a lot of other things to do, including getting
4 your graded in today. So I appreciate you making
5 time for our full agenda here today. We have a
6 special visit from the chair of the senate,
7 President Capilouto came just to say a few words. So
8 we'll start with him.

9 PRESIDENT CAPILOUTO: Thank you. I know how
10 busy you-all are, and I know you have a crowded
11 agenda, but it would have been enormously rude of me
12 not to stop by and say thank you. So here we are at
13 the end of the school year and, I want to I want to
14 tell you about a marvelous last week.

15 It started first Monday and Tuesday our board of
16 trustees meeting. I'll mention some highlights.
17 This arrangement we worked out with Ag to provide
18 op-ed's to our students. It tends really to
19 empower students and faculty with the technology
20 that together we'll learn on how to improve students
21 and such.

22 So it's very exciting. I want to thank
23 everybody who's been involved working with that for
24 over the past year or so. Saturday, I happened to
25 see some people who told me their -- their nephew's

1 and niece's decisions about coming to the University
2 of Kentucky hinged on that -- of this -- of the
3 op-ed.

4 First -- and some certainly wonderful gifts to
5 receive \$1.3 Million from Keeneland for the work on
6 areas that are of mutual interest to us, and it
7 being sent to our -- \$5 Million to our college of
8 agriculture, food and environment to focus on our
9 expertise in -- in -- related to the distillery
10 industry.

11 And then you somehow heard about it but it still
12 amazes me, a Hill Grant to put forth a proposal some
13 600-plus pages to do it in 90 days to involve some
14 20 investigators from six colleges, and probably
15 another 180 or so people at the county and state
16 level. It took tremendous work to go up against the
17 competition, the best in the country.

18 I think I can carefully but confidently say we
19 were the best to attend the press conference that
20 the secretary of health and human services wanted to
21 have in Washington to announce this, to then, the
22 following week to be at the Hal-Rogers Prescription
23 Drug and Heroin Addiction Summit, in Atlanta which
24 is up to 4,000 people now that three presidents in
25 the last three years speak to have Francis College

1 from the NRH director Nora Wokethoff, director of
2 the National Security Drug Abuse and everybody you
3 see talking about the excellence of the University
4 of Kentucky team and our proposal. So it is a steep
5 40 percent reduction in opioid deaths in three
6 years. It's the first time I think NRH has ever put
7 out a proposal with that kind of heightened
8 expectation and done it in such a complex amount of
9 time.

10 So great thanks to Chad Walsh and the team.
11 Wednesday was the decision day, I think the May 1st
12 week students are supposed to indicate their choice
13 of the universities -- choice of one university that
14 they're going to attend. We're upwards of about
15 1,400 students it's an opportunity in a market that
16 is highly competitive with a declining number of
17 high school graduates. Those are very encouraging
18 numbers.

19 Thanks to all of you 40 more students telling me
20 trying to make their choices. The time they spent
21 with faculty both formal and bumping into them in
22 campus on a tour, makes a big difference.
23 And then I wanted to show you this slide and just
24 share this report.

25 You know the state of Kentucky and the

1 legislature have adopted performance funding formula
2 to distribute dollars. The first year they wanted
3 that much at stake. The second year there was more
4 at stake. This is really the third year and there
5 are these metrics we -- we're above average is the
6 way they put it -- and we're far above average.

7 We really set the curve. If you're above average
8 you qualify for funding here, and it's a complex
9 calculation. So in 10 out of the 11 metrics, we're
10 above. Last year we were 11 out of 11, and look at
11 the next closest university's a five. So we knocked
12 it's socks off in this performance funding as you
13 can imagine everybody knows the chain.

14 So a cool little sentence. The next slide
15 Sheila Gilmont provided and at the top is a
16 component of the state funds that go to higher
17 education. That includes our community colleges as
18 well. Our share of those state funds you can see
19 are published around the 31 percent. That includes
20 our mandated programs, consist of -- it's kind of
21 hard to make strong conclusions out of that one
22 number, given that.

23 But I wanted to share with you how that
24 performance funding is increasing. You know, we
25 should all know money was at stake according to

1 this, but you have gone from 31 percent of the
2 budget to 48 percent. So this is why people are
3 very excited about performance funding in Kentucky.

4 I'm very excited about it, but -- but we'll see
5 how it goes. But -- but that too it takes everybody
6 to do that. Those metrics focus on undergraduate
7 education. That's what we agreed to performance
8 funding. It doesn't have anything to do with
9 research. Certainly would love to have that, but
10 these are complex formulas to start with and the
11 only thing that every university in Kentucky does is
12 undergraduate education.

13 So I thought we'd do well in that. We had been
14 positioning ourselves for that. It doesn't mean we
15 only take these monies and spend on undergraduate
16 education, but it's the way we -- we earn ourselves
17 for.

18 We're making progress on our path forward. You
19 know, as they came with a whole host of initiatives.
20 Some have been completed are here to mention, and we
21 already feel the consequences. Some are little
22 slower than we like just for this learning
23 enrollment and so forth, but we're on a good track.

24 We -- we have enough information about our
25 budget that we're moving forward to operationalize

1 what will be for faculty and staff a two percent
2 merit pool. Certainly wish it could be more, but
3 given everything we're balancing here, and you know
4 from our path forward by calculations even with this
5 modest increase in state dollars from 9 to 14
6 Million, we should still have a deep hole if we want
7 to do all the things on our aggressive agenda. I'm
8 encouraged. This is seven straight years we've been
9 able to offer a salary plan.

10 In terms of health benefits, you've received
11 information on this. You probably noticed it. Some
12 of those plans have a very modest monthly increase
13 and some of those plans have no increase. Parking
14 similarly there is a \$3.00 a month increase in
15 parking fees for you. Immediate tier, those are the
16 ones closer to the campus and those only have three
17 free remaining.

18 Some big helps I wanted to thank you for. The
19 board approved our research professors. Lisa Cassus
20 we owe a great deal of gratitude for changing the
21 way we get that news to focus on two or three this
22 expertise across all of our colleges, and we host
23 this reception every other than after the board
24 meeting's over at Maxwell Place, and one of the
25 loveliest things I like to recall we call in each of

1 the recipients to say a few words. They're from the
2 heart, and we'll keep appreciation to the college
3 and to the family, and that's very nice.

4 Also, the In Memoriam of posthumous degrees that
5 you have made possible. To be with these families
6 for this graduation. One family lost 14 members,
7 and to talk with them. Now, they watch what could
8 have been, but it's also a way that they take
9 another step towards closure and peace. It's very
10 helpful. So thank you for doing that.

11 And then the -- the honorary degree recipients,
12 we host them Thursday night before the Friday
13 morning graduation at Maxwell plus they -- they can
14 bring their family and close friends. It too is one
15 of the events that my wife and I look most forward
16 to hosting in the past.

17 Because at the conclusion of the meal or when
18 we're about to have dessert, I'll let you -- I'll
19 let each one of them stand up and tell their story,
20 and I wish we could record those. You certainly
21 hear their vibe being read at commencement
22 ceremonies and they're magnificent stories, but that
23 evening it's -- it's from a more personal
24 perspective, which is very touching. I acknowledge
25 to them I had nothing to do with them receiving this

1 award. I credit you. I do tell them that you're a
2 tough crowd to please so they must really be good.
3 But thank you for doing that year after year.

4 You're really great for it. So magnificent
5 people. And then graduation. We have 5300
6 graduates. 4,000 of them chose to participate.
7 That increases every year. Just to know the
8 indication of what that means to the students and
9 their families. We had 40,000 people attend. The
10 thing's on average it's one of these people takes
11 guts. So thanks a lot.

12 And I hope just like last year, you know, I think
13 we graduated more underrepresented minorities than
14 any other university and more African-Americans for
15 the first time of our university. I don't know if
16 that's the case once we calculate all this. It
17 means a lot.

18 And then my final close, for those of you who
19 came to graduation, it means much to our students
20 and their families and we had 250 faculty
21 participate. That's double from what we had last
22 year. So I'll end my run too with that knowing that
23 you have a very busy agenda. But thank you all very
24 much.

25 CHAIR BIRD-POLLEN: Okay. Thanks to

1 President Capilouto, and thank you all for being
2 here at a early time today to try to get through
3 this agenda. I just want to acknowledge that Sheila
4 Brothers is back as of today. She (applause), and I
5 loved having Joanie Ettmims who just really did four
6 people's jobs over the last two-and-a-half weeks.

7 (Applause.) I know that helping with agenda this is
8 really busy time of year to start off so I'm
9 thankful to both of them for all our hard work.

10 So a quick reminder to pick up your clicker in
11 the back and sign in if you didn't do that already.
12 These are our rules we have at every meeting.
13 Please return your clicker so we don't have to find
14 you in the summer, and so we'll get started with our
15 attendance slide. I have to say we -- we wrote the
16 attendance slide last week. Now, it feels that we
17 could have done something else about the Derby
18 winner, but -- so, yes, go ahead and vote now just
19 to indicate your attendance. Any last indications
20 of attendance?

21 Okay. All right. So we circulated the minutes
22 from our last meeting, which was only two weeks ago.
23 So, again, thanks to Joanie for getting those
24 minutes up so quickly. We didn't hear any
25 objections or comments in advance. Unless, I hear

1 anything now -- so those minutes will stand approved
2 and distributed by unanimous consent. Some
3 announcements. As we had -- we're not taking the
4 last week Provost Blackwell is here today actually
5 is going to lead an informational session and Q. and
6 A. on next Monday, a week from today, for senators
7 on the questions around the pricing and scholarship
8 amounts for online courses.

9 And so that will be next Monday, three o'clock
10 in this room. So please come. I know it's late in
11 the -- the school year, but it -- to be, it would be
12 great for you to come for your questions and
13 distribute information back out to your
14 constituencies.

15 Many of you have a term that's ending. Would
16 you mind standing if this is your last senate
17 meeting? Would you mind standing so we can
18 acknowledge you. And we'll always -- many of our
19 committees do not require senators to -- so if you
20 want to volunteer, I'm more than happy to have you
21 again next year, or you can run again, you know, if
22 you wish. Okay. So thank you all for -- for all
23 you've done for us.

24 President Capilouto mentioned the University
25 research professors who were announced at the

1 trustees meeting, and I just wanted to acknowledge
2 them here. Some people who are already here in this
3 room. This is possible as we -- so many fantastic
4 people we couldn't even get them all on one slide.
5 Here's the other half of the list. It was -- it was
6 pretty neat to hear about them. I'm sure there'll
7 be a -- maybe there already was a UK Now article --
8 I don't know -- or there will be, but it's
9 fascinating to read what they've all been up to. So
10 congratulations to them.

11 We're having a senate council retreat in two
12 days on Wednesday. Part why our office has been so
13 busy. The agenda's already posted online in case
14 you're interested in seeing what we'll be
15 discussing. I wanted to mention in particular two
16 items that'll be on our agenda.

17 One, which is up there, remember in our last
18 senate meeting we changed the senate rules to allow
19 nondegree seeking students to enroll in
20 undergraduate certificates. And so existing
21 undergraduate certificates will now have the
22 opportunity to change in order to permit nondegree
23 seeking students. So one of the things we'll
24 discuss is how to facilitate that change and whether
25 it's possible to do it in a -- sort of more stream

1 lined way.

2 The other thing I wanted to mention is that the
3 senate academic programs committee chaired by Aaron
4 Cramer has asked the senate council to consider
5 something like an announcement process for new
6 degree programs or new certificate programs coming
7 out of colleges before they get senate council
8 reviews so that we can have wider acknowledgment of
9 the proposals that are coming through and then any
10 problems that -- that might arise would arise
11 earlier in the process, which I think is overall a
12 good thing. So senate council will discuss that at
13 the retreat, as well.

14 Another very exciting news, is that we have a
15 third member of our team who's just been hired.
16 She's starting next week. Her name's Bethany
17 Woolery. Some of you may know her already. She
18 already works on campus. We're thrilled. We can't
19 wait to have her around. So next semester you'll
20 see a -- a new face in our office, as well.

21 One last announcement is about a proposal
22 deadline. So, again, if you're seeking now, fall
23 2020 as your respective dates please keep these
24 deadlines in mind. They may change a little or we
25 may increase the information available by letting

1 you know by when you should submit to the council.
2 So if the particular proposal you have has a council
3 review, but for now these are the -- the dates that
4 we're -- that we're advertising. So, again, sort of
5 tentative for right now, but earlier is better.
6 We'd love to see your things and we need a
7 three-hour meeting. Okay. So next thing on our
8 agenda is our honorary degree recipients, which is a
9 B.S. (Off-the-record telephonic interruption.)

10 MR. MICHAEL: Good afternoon. The university
11 joint committee on honorary grades met last month to
12 consider a very rich pool of -- of candidates. We
13 would like put forward three names for your
14 consideration. There is Brad Wilkinson for peoples,
15 and Joseph Hawkin, III degree deceleration,
16 Professor Wilkinson was a native of Lexington and --
17 and was one of the first three African American
18 graduates of University of Kentucky back in 1958.

19 She subsequently earned a master's and a PhD in
20 case Western University and then became the first
21 African-American appointed as a full-time faculty
22 member at UK in the late '60's. She was the founder
23 and the first director of UK's American studies and
24 research program and also founder of the
25 Anglo-College Unions Lecture Series, and Annual

1 Black Women's Conference. Professor Wilkinson was a
2 pioneering scholar on critical lay theory and
3 sociology of health and -- and illness.

4 She certainly served as either president and
5 vice president of a number of socio -- sociological
6 committees in -- in within the US, and so they have
7 known poly-scholar on race and ethnic relations.

8 And it's just certainly a well published including
9 -- two books the Black Panel in American, 1975 and
10 Race Class and Gender have come along between 1996.
11 Second nominee is Porter G. Peoples.

12 He's a native of Kentucky, of Lynch, Kentucky.
13 He got an associates degree from Southeast Community
14 College and subsequently a bachelor of arts from UK
15 in elementary and special education. At just 22
16 years old he became the education director for the
17 -- the Lexington Urban League.

18 And, in fact, since 1962 he has served as
19 president and CEO of the Urban League of Lexington
20 Fayette County. He clearly is very very well known
21 in Kentucky for his advocate -- advocacy on civil
22 rights, and -- and human rights.

23 He has served on a tremendous number of
24 different boards and committee. For example, chair
25 of KCTCS board, was on the executive committee of

1 the equestrian world games and associative chair of
2 Kentucky Civil Wideness Commission, and has an
3 equally diversive array of awards and honors.
4 Including, UK College for Education Hall of Fame,
5 and Kentucky Human Rights Commission Hall of Fame.

6 A third of is at Joseph Halcomb, III made a
7 successful Kentucky bachelor of science in chemical
8 engineering and then subsequently an M.D. degree
9 from UK utilizing these two unique sets of expertise
10 he became a pioneer (coughing) in biomedical
11 engineering developing joint replacement implants
12 and other medical devices that are freely used
13 around the world.

14 He is also philanthropic and he -- he has
15 assisted UK students for many years now with
16 interests in inter -- interdisciplinary studying and
17 research. He has been VP and -- and president of a
18 number of bio-pharmaceutical companies over at --
19 over at his career at Bristol-Myers Squib Script and
20 Amgen and in 2009 established a Halcomb family
21 endowed fellowship in medicine engineering at UK.

22 More recently in 2016 he endowed UK's department
23 of biomedical engineering, the first at the college.
24 In his home area of -- of California he participates
25 extensively in civil leadership and sits on multiple

1 boards of nonprofit organizations. So he's so nice.
2 We have three candidates for -- potentially for --
3 for honorary degree -- degrees. Do I have to take
4 it one-by-one?

5 CHAIR BIRD-POLLEN: I think there's one more
6 slide which describes just the -- I hope.
7 Do we have one more slide that describes the --
8 nobody vote just in case -- do we have one more
9 slide that describes the --

10 BROTHERS: Degrees and such --

11 CHAIR BIRD-POLLEN: Yes.

12 UNIDENTIFIED MALE SPEAKER: Yeah.

13 CHAIR BIRD-POLLEN: There we go, yeah. Just
14 wanted to put this up there. So -- so these are the
15 categories so the committee has brought a few
16 recommendations both of the names and the -- the
17 award based on this list of honorary degrees.

18 So -- so we're going to vote on these
19 independently. I wanted to make note of one last
20 thing which is that the committee recommends that
21 Professor Wilkinson be awarded her honorary
22 doctorate at this August 2019 event. So there'll be
23 a celebration of 70 years of integration at UK in
24 August and Sonja Feist-Price is one of the co-chairs
25 of that -- of the year long celebration and her

1 committee has asked for this as -- as part of the
2 celebration in August, and the senate rules do
3 permit the awarding of an honorary degree at a time
4 other than commencement, but the senate has to
5 explicitly approve that.

6 So the -- the committee will also be asking for
7 your vote on that piece of it as well. And Sonja's
8 here to answer any questions you might have about
9 the event. So, yes, I think we have this designed
10 as -- first the recognition of Professor Wilkinson,
11 and secondly the request for a vote about when her
12 degree would be awarded.

13 So there's a motion on the floor, then, from
14 the committee that the elected faculty senators
15 approve Professor Wilkinson as a recipient of an
16 honorary doctorate of humane letters. Are there any
17 questions of fact about that motion.

18 MR. LUHAN: Greg Luhan, I'm college of
19 design. Not necessarily in terms of fact, but a --
20 just a question of recognition. Would they be also
21 recognized at the primary commencement in June?

22 CHAIR BIRD-POLLEN: Well, that's a good
23 question. I mean, we have not historically
24 recognized someone who received the award in
25 December at the May commencement ceremony. So we

1 typically -- unless the people remember something
2 different than I remember -- it's usually at one
3 ceremony, and I don't -- it's been a while, I think,
4 since there's been someone who's received an
5 honorary doctorate other than a commencement
6 ceremony; right?

7 UNIDENTIFIED MALE SPEAKER: Is this going
8 to become precedent?

9 CHAIR BIRD-POLLEN: It may be precedent
10 setting. So if there's a suggestion of that, I'm
11 sure there'd be a way to -- to convey that message
12 to the commencement folks.

13 MR. LUHAN: I move.

14 CHAIR BIRD-POLLEN: Any other questions of
15 fact about this motion? Okay. So, then, we have a
16 motion to approve Professor Wilkinson as a
17 recipient. Any debate on that motion?
18 Okay. Then, we'll open that for voting. This is to
19 approve an honorary doctorate of humane letters.
20 Any final votes? I think that motion passes, then.
21 All right. So the second motion, then, is to confer
22 this award at the August 2019 commemoration of 70
23 years of integration.

24 Dr. Fiest-Price, do you want to say anything
25 about the event? Or anything in particular in -- in

1 favor of that?

2 MS. FIEST-PRICE: So it will actually be
3 August 30th of this year. There will be a
4 commemoration of 70 years of integration. It is
5 actually the kick-off of a year long event. So we
6 have a number of things planned but the kick-off --
7 the kick-off event will be an assembly, and we have
8 Trevor Noah that will be our keynote speaker.

9 We will have the president at the event
10 presenting the award. You will be receiving some
11 information because we are hoping to engage our
12 faculty in some quick kinds of activities.

13 Classes will not be cancelled as they were when
14 we celebrated our 50 years of integration classes
15 were cancelled. For our 70th, we recognized that it
16 was best not to cancel classes but to identify ways
17 in which we can get faculty to engage in some cool
18 curricular kinds of activities.

19 So this week you'll receive some information
20 about ways in which students can be involved. And
21 at that event we are wanting to recognize Dr. Dockus
22 Wilkinson for blazing the trail as it relates to
23 diversity among our faculty.

24 CHAIR BIRD-POLLEN: So any questions of fact
25 about this motion, then? Okay. So we have a motion

1 on the floor to award this particular honorary
2 degree in -- at this August 2019 event. Any debate
3 on that motion? Okay. Then, we'll open it for
4 voting. Again, elected faculty senators please.
5 Any final votes?

6 Okay. That motion passes. Great. Thank you.
7 Okay. So the second one is Porter G. Peoples for an
8 honorary doctorate in . The recommendation from the
9 committee is Jill Wartz degree at the December 2019
10 commencement ceremony. So we have a motion from the
11 committee. Are there any questions of fact
12 regarding this motion?

13 MS. CROTCHER: Yeah, I was just wondering,
14 it just seems pretty far in advance for the May
15 commencement next year. I was wondering if there
16 were plans (coughing) for us, to have more
17 candidates since there will be three in the next
18 academic year that are approved today presumably,
19 which would allow an opportunity for more to be in
20 it or -- or is it -- are we done in the next -- but
21 following --

22 UNIDENTIFIED MALE SPEAKER: We can
23 certainly still --

24 CHAIR BIRD-POLLEN: Yeah.

25 MS. CROTCHER: -- consider -- there will

1 probably be another round of calls for -- for the
2 moment the nominees -- its in December; right? It's
3 -- it's --

4 CHAIR BIRD-POLLEN: But this recommendation
5 is --

6 MS. CROTCHER : For?

7 CHAIR BIRD-POLLEN: -- for December. I
8 mention we usually vote in May on the
9 recommendations for December. It was the
10 committee's decision to forward three names and they
11 want us to spread them out a bit, but they're --
12 we'll still be a call for more nominees in the fall,
13 and that would allow us to bring some additional
14 candidates for May.

15 MS. CROTCHER: If they can move forward?

16 CHAIR BIRD-POLLEN: Yeah.

17 MR. BROWN: Just real quick?

18 CHAIR BIRD-POLLEN: Yeah.

19 MR. BROWN: Allen Brown, arts and sciences.
20 What is the number that we shoot for -- or is there
21 not a number?

22 CHAIR BIRD-POLLEN: So the total number for
23 the year is five.

24 MR. BROWN: From?

25 CHAIR BIRD-POLLEN: For the -- for the

1 academic (coughing). And so this would -- if you
2 approve all three of these today that would be three
3 of the five.

4 MR. BROWN: So there would be two left
5 available -- two slots left available essentially if
6 we make --

7 CHAIR BIRD-POLLEN: That's right. Did I
8 read -- this is still questions of fact -- yeah.
9 Any other questions of fact regarding this
10 nomination? Okay. So, then, we have a motion from
11 a committee to award Mr. Peoples the honorary
12 doctorate of humane letters. Any debate on that
13 motion? Okay. Then, we'll open that for voting.
14 Any last votes? Okay. That motion passes.

15 And then the final recommendation from the
16 committee is Dr. Halcomb and -- for an honorary
17 doctorate of engineering, and again this one -- the
18 committee's recommendation is for May 2020, which I
19 think was just an attempt to spread these awards out
20 a bit over the course of the next --

21 MS. CROTCHK: I make a motion.

22 CHAIR BIRD-POLLEN: Any questions of fact
23 regarding this motion? Okay. So, then, we have a
24 motion from the committee to award Dr. Halcomb the
25 honorary doctorate of engineering. Any debate on

1 that motion? Okay. And we'll open that last one
2 for voting. Any last votes? Okay. And the motion
3 passes. Great. Okay. Thank you all.

4 And, again, just a brief reminder these names
5 are embargoed we ask you not to discuss them outside
6 of these meetings. They'll have to go to the board
7 of trustees for approval because of the -- we'll
8 call the award individually. If the -- if the board
9 of trustees advances them.

10 Okay. So I have a chair report. A reminder
11 that the senate rules do give the senate council the
12 authority to make some minor calendar changes as
13 long as we report those to the senate. So we did
14 that at the most recent senate council meeting in
15 particular with regard to some dentistry courses,
16 and this -- all of these courses they're actually
17 not taught on the traditional semester model. They
18 actually run more like six months long, and so the
19 college of dentistry came to ask for a special
20 calendar for these courses for the 2019, '20 school
21 year and senate council approved that.

22 Professor Brett Spear, is he here? There he
23 is. So Brett Spear has been an excellent member of
24 the senate council, but has let us know that he will
25 be stepping down from the senate council basically,

1 today -- today. He's been in the recipients of a
2 couple of big grabs and he's also been added to a
3 couple of national review panels and so his workload
4 outside of the senate is -- is making it impossible
5 for him to continue. But I'd love to just take a
6 moment to than Brett for his service.

7 So what you might remember from times this has
8 happened in the past. The way our rules operate is
9 that we look to the most recent senate council
10 election and appoint the next person and so that is
11 Dr. Allison Soult who is right here, and the
12 department of chemistry will be joining us on
13 Wednesday for the retreat, which I'm sure she's
14 thrilled about. So please join me in welcoming
15 Allison as well.

16 Okay. I also just wanted to say briefly it
17 looks really pretty exciting to be part of that
18 graduation ceremony over the weekend and i
19 particular, participating in this honorary
20 doctorates and the -- the In Memoriam that President
21 Capilouto mentioned. But even the -- the degrees
22 themselves the students were so excited and it's
23 just a really nice way to -- to be reminded of all
24 the things that we do here and how they actually
25 matter to -- to the people who are -- who are

1 participating. So I just want to thank all of you
2 for letting me represent you that are -- and it was
3 -- it was pretty neat.

4 So I encourage you to run for senate council
5 chair so that you too can spend eight hours on a
6 weekend -- but, anyway, it was really fun. So -- so
7 thank you all for that. I appreciate it.

8 Okay. Next is our provost report. Provost
9 Blackwell, do you want to -- want to say anything
10 now? Or you --

11 PROVOST BLACKWELL: I think the president
12 said it all. I'll -- I'll defer to your busy
13 agenda. But, again, thank you for the extra time
14 you're putting in, and for all of the hard work this
15 year on getting these programs through because I --
16 I travel around and -- and speak to people around
17 the state and policy makers included -- including
18 today, there's a lot of excitement. Especially,
19 about the new online programs.

20 I think because they can reach remote laces
21 Somerset where people really do need those
22 credentials, and so I just want to say thank you,
23 and have a -- have a great productive summer or
24 relaxing summer as the case may be.

25 CHAIR BIRD-POLLEN: Okay. The next is our

1 vice chair's report. I think she's not here yet.
2 She's on her way, but she had -- she was running
3 late. So I'm going to report on her behalf.
4 Jennifer chaired the outstanding creditor committee.

5 The committee received several nominations and
6 it made its decision, however, the person that they
7 have chosen was unable to attend this meeting. So
8 they have decided to delay the announcement until
9 fall.

10 So in the fall we will celebrate the
11 outstanding senator at the beginning of the year.
12 So -- so that's her report. Next we'll be from the
13 (laughter) -- parliamentarian's report. Nothing to
14 report. Okay. And our trustee.

15 TRUSTEE BLONDER: So President Calipouto
16 told you a number of things that occurred at our
17 board meeting and i just want to add, just add two
18 things to that. We voted to approve the purchase of
19 an electronic health record. This is for UK
20 Healthcare \$280 Million. This will help consolidate
21 the medical records, and there are number of people
22 that are -- have been wanting this to happen. We
23 had a brand strategy update from UK P.R.

24 And we talked about developing a brand for UK.
25 There was a little bit of dissension from me and

1 another trustee about the use of the term "wildly"
2 in the slides "wildly possible" "wildly powerful".
3 Another trustee spoke in favor of it, and this is a
4 work in progress.

5 TRUSTEE GROSSMAN: Can I just say with that.
6 You may not have heard what the overall brand
7 strategy is, but it's -- the catch phrase is
8 "Achieve more through grace and grit." Okay. And
9 then there are supposed to be different units and
10 we're going to take that and convert into marketing
11 and publicity campaigns. But the idea was that See
12 Blue has run its course.

13 It was never really intended to represent the
14 entire university in this area, and (coughing)
15 Advertising slogans and so they want -- and I think
16 really needing to get anyone outside of Kentucky.
17 So "You achieve more through grace and grit" was
18 supposed to bring forth the notion that we're a
19 southern school where people help one another and
20 there's grit in that people achieve -- overcome a
21 lot of obstacles to achieve what they want to
22 achieve here.

23 So that's the -- that's the general theme.
24 Again, different units are going to roll this out in
25 different ways, and you may never even hear wildly

1 in an advertisement, but -- but anyway it's an
2 ongoing process.

3 TRUSTEE BLONDER: Yeah, and the grace and
4 grit discussion occurred some many -- some months
5 ago. I'm not sure when, but that was controversial.
6 There were a number of us that felt that this would
7 not appeal nationally and that perhaps there are
8 some issues to consider with the word grace and the
9 interpretation of that, but apparently, that's
10 continuing to be the theme.

11 TRUSTEE GROSSMAN: Seems that way.

12 TRUSTEE BLONDER: Yeah. So -- you want to
13 say anything?

14 UNIDENTIFIED MALE SPEAKER: I -- just a
15 second Phoebe --

16 MS. PHOEBE: Yeah.

17 UNIDENTIFIED MALE SPEAKER: -- if that's
18 okay. And I've been in a lot more of these meetings
19 than --

20 MS. PHOEBE: Right.

21 UNIDENTIFIED MALE SPEAKER: -- you two have
22 been. So thanks for the opportunity to maybe
23 clarify a little bit. So grace and grit is -- is
24 kind of a brand strategy. Those words will actually
25 never appear in an ad or in a brochure or anywhere

1 else just to be clear. And there's a lot of -- of
2 research and different ways of expressing that brand
3 strategy and the first one that actually came out of
4 that brand strategy is "Kentucky Can" back in
5 September.

6 So that -- that is an al-grove from that
7 strategy that is specific to philanthropy, and so
8 wildly possible is intended to be specific to
9 recruiting freshman essentially. So -- and a lot
10 testing behind that. So that's -- I just wanted to
11 clarify that there will be -- kind of what you were
12 indicating Bob -- there'll be different expressions
13 of this overall brand strategy in different
14 contexts. Does that make sense?

15 UNIDENTIFIED MALE SPEAKER: So when -- when
16 would that whole phrase ever appear? Or would it
17 ever appear on any sort of --

18 UNIDENTIFIED MALE SPEAKER: Achieve more
19 through grace and grit?

20 UNIDENTIFIED MALE SPEAKER: Yeah, the whole
21 phrase?

22 UNIDENTIFIED MALE SPEAKER: Would never appear
23 anywhere except in our internal documents expressing
24 our brand strategy. So it wouldn't be on an ad or a
25 billboard, or a radio commercial or anything like

1 that.

2 UNIDENTIFIED MALE SPEAKER: Un -- unless
3 some unit decides that it would work for them?

4 UNIDENTIFIED MALE SPEAKER: Pre -- presumably
5 they could -- they can decide that.

6 UNIDENTIFIED MALE SPEAKER: So it's to drive
7 the concept or to help us conceptualize --

8 UNIDENTIFIED MALE SPEAKER: It's to help us
9 to see the big picture that -- that UK is -- is a
10 supportive environment that helps everyone involved
11 at UK including faculty, staff, students to achieve
12 their goals.

13 TRUSTEE FEMALE SPEAKER: In the slide
14 presentation last week which is on the web on the
15 trustee website you can see into the committee human
16 relations committee there was a portrayal of this
17 wildly possible, wildly powerful, wildly strong in
18 banners that possibly could be put on the student
19 center or just --

20 UNIDENTIFIED MALE SPEAKER: Right. More in
21 the student context.

22 MS. BLONDER: So a number of us -- well, two of
23 us in particular spoke out against the use of the
24 word wildly, but other trustees liked it so I just
25 want to report --

1 UNIDENTIFIED MALE SPEAKER: My --

2 TRUSTEE FEMALE SPEAKER: -- that to you.

3 MS. BLONDER: -- my point of view is I'm not
4 in public relations so I just defer these kinds of
5 things to people who know a lot more and have done
6 all the research.

7 TRUSTEE FEMALE SPEAKER: Thank you.

8 UNIDENTIFIED MALE SPEAKER: Thanks.

9 MS. BLONDER: Some other things to report. We
10 approved some renovations the student center, the
11 law, the psychology department space improvements,
12 and then the president mentioned iPads and Bob I
13 think will mention that again, and then we approved
14 all the degree candidates and we approved the five
15 degree programs that we had approved in the senate.

16 UNIDENTIFIED MALE SPEAKER: So in terms of
17 the iPads, you saw the press releases and the
18 articles. One thing that didn't really come out I
19 think in a lot of the press releases is that
20 initially, these iPads are going to be distributed
21 to incoming freshman early, before they enroll,
22 especially to -- or particularly to students who are
23 not fully prepared for college outside their various
24 measures.

25 So when we admit students, we admit a cohort who

1 have met all of the college readiness indicators,
2 but then there -- there are some who we admit who
3 are missing one or more of those college indicator
4 -- college readiness indicators. And so the initial
5 effort will be to load these iPads with software
6 that will help the students to become more
7 academically prepared before they start classes in
8 the fall.

9 That's just the beginning. And, in fact,
10 today, right now I was triple booked at two o'clock
11 today, but there is a meeting going on with some
12 people who are interested or have expressed interest
13 in educational technology in the past, and who
14 interact with a lot of freshman to decide hey, what
15 kinds of things do we want these iPads to do that we
16 think will help our freshman. So decisions haven't
17 been made.

18 The software hasn't even been loaded yet on --
19 on these iPads. There's going to be lots of
20 opportunities for us, as faculty, to get involved in
21 the side of what tools the -- or software tools
22 would be best to place on these iPads.
23 Yeah.

24 MS. DEBSKI: Liz Debski, A. and S. So
25 there's no first year courses that they're already

1 integrated into the --

2 UNIDENTIFIED MALE SPEAKER: Not as far as I
3 know. Unless some faculty member has already done
4 that and saved it to all his or her student's --
5 you-all need to bring an iPad to class. I don't
6 know that that's the case.

7 And I think with all the arts and sciences Lee
8 had the opportunity to talk to people who
9 represented for their colleges who may have some --
10 want to input -- for example, in SATC discussing how
11 open education they use a suite of -- of software
12 that must be preloaded onto their student iPads and
13 impossible to had the opportunity to talk to people
14 like that. She might be able to give you some
15 feedback.

16 Yeah, it's already directed -- a few people
17 who emailed me directed them to email Patsy
18 Corothers who's overseeing this exercise of trying
19 to figure out exactly what kinds of tools we want to
20 put on the iPads. So I would -- I guess, I would
21 just suggest if you're interested or know someone's
22 interested, ask them to contact Patsy Corothers and
23 Jen Omimale in the next -- and there's going to be
24 several meetings over the summer I presume and then
25 into the fall, and this is -- initially, they're

1 focusing on freshman, but they also -- I mean, she
2 -- she did say to me that they wanted to -- begin
3 early planning for when these freshman become
4 sophomores, juniors and seniors and planning for
5 what kind of tools you might want to load onto these
6 iPads at that point.

7 So -- so if you are interested or you know
8 somebody's interested you got to get involved in the
9 planning process call Patsy. I hope I don't
10 overwhelm her with about 3,000 emails, but I --
11 somehow I doubt I will -- she will be that
12 overwhelmed since summer's almost here, but she's
13 the one who's -- who's in charge of that, and I
14 don't think there's any intention to exclude anyone
15 from this planning process.

16 MR. FARRELL: Herman Farrell, college of fine
17 arts. So I'm the professor who from time to time --
18 most of the time using -- within my classroom
19 because, I find that it is really problematic even
20 when I put students on the honor code of not
21 drifting off and doing what they do. They do it
22 anyway and so I tend to say laptops down.

23 So I'll admit I can see a problem going forward
24 for the next several years in my classroom I don't
25 know if other, around -- around the same -- feel the

1 same way but they know of other of having --
2 removing students who have been given a -- a laptop
3 -- I mean, a desktop and they've been given this and
4 they are basic -- basically encouraged to use it
5 within the classroom I assume, but feel -- I feel
6 some pressure from the acceleration if I am saying
7 to one group of students put your laptop down and
8 close them while the others are allowed to make
9 their electronic available to them.

10 I -- I find it disruptive to the teaching
11 process. And so I'm -- I know I sound like a and
12 I'm really not. So --

13 TRUSTEE FEMALE SPEAKER: Well, I think
14 there's actually some evidence --

15 MR. FARRELL: I have heard students who use
16 technology at times when I say, "That's a good
17 question. Let's open up our laptops, and let's go."
18 But, then I say, "Put it away." Because I've found
19 that it is distracting, and it -- and I know because
20 I've been keeping track of this to chronicle and
21 whether online day-to-day assistance there is a real
22 debate about whether or not whether note taking is
23 best maybe through the computer or taken by hand. I
24 --

25 UNIDENTIFIED MALE SPEAKER: I -- I --

1 MR. FARRELL: -- I -- I think by hand, and
2 I think -- I encourage that with most students.

3 UNIDENTIFIED MALE SPEAKER: Sure.

4 TRUSTEE FEMALE SPEAKER: I think --

5 MR. FARRELL: So, again -- sorry for long
6 -- it's a long --

7 TRUSTEE FEMALE SPEAKER: Yeah.

8 MR. FARRELL: -- question, but was any of
9 that taken into consideration when this decision was
10 just made?

11 TRUSTEE FEMALE SPEAKER: Yes, I think that
12 what you do in your classroom will continue to be
13 under your control. And there is -- there is some
14 data. There was an article in the New York Time's
15 like two or three weeks that the Kansas school
16 system has decided to -- that this is not a good
17 thing using iPads it distracts the students, that
18 they can't sleep at night, this and that. Whereas,
19 some school systems are apparently having success
20 with it and that's at the high school level. So I
21 think as a professor, you will have the opportunity
22 to make a decision --

23 And is that what you're thinking as a provost?
24 Do you want to say something?

25 PROVOST BLACKWELL: Yes, so Herman thank you

1 for the question. The -- the vision is that faculty
2 will be given a -- the opportunity, but it --
3 there's no pressure, no requirement for -- for these
4 to be used in anyone's course, but there will be the
5 opportunity. We will -- we are going to try to
6 pilot the -- the use of -- of these devices with a
7 -- with a group of faculty as part of this
8 initiative in the fall.

9 Associate Provost, Cathy Kern is collecting
10 group of faculty that want to experiment and try to
11 -- try to learn from this, but no -- no pressure
12 whatsoever. There is -- there are two governance
13 groups overseeing this implementation. I'm not sure
14 how much of that came out of the trustees meeting,
15 but there is a -- a group being co-chaired by Dean
16 Rudy Buckheight from the college of engineering and
17 -- and Bryan Nickels the chief information officer,
18 and that group has -- has faculty representation,
19 department chair representation, pretty broad, and
20 they're -- they're going to be basically, screening
21 ideas and soliciting ideas for how -- how these
22 devices are used starting now.

23 But it's, you know, in no way are we trying to
24 force anyone to use it. I mean, this first -- the
25 first thing we want to do is facilitate student

1 success, and that starts with these students that
2 have academic -- various academic proficiency issues
3 and engaging them now, starting them on that very
4 early so that by the time they get here they -- they
5 are prepared and so that -- that's the initial
6 project and then later on we want to develop a more
7 comprehensive application for the devices that eases
8 the transition from high school to college.

9 So at least initially, a lot of it is going to be
10 towards student support rather than academics. And
11 I think it's faculty experiment and as -- as Rudy
12 and Bryan's committee gathers more information from
13 campus, it may evolve into faculty members deciding
14 for themselves if they want to incorporate those in
15 their classes.

16 CHAIR BIRD-POLLEN: Okay. I'm a little --
17 I'm getting a little anxious about the time --

18 UNIDENTIFIED FEMALE SPEAKER: Oh, yeah.

19 CHAIR BIRD-POLLEN: -- but maybe if we could
20 take a few more questions --

21 UNIDENTIFIED MALE SPEAKER: If --

22 CHAIR BIRD-POLLEN: -- if they're very urgent.

23 UNIDENTIFIED FEMALE SPEAKER: I think
24 probably you have an urgent question?

25 DEAN KORNBLUH: Mark Kornbluh, arts and

1 sciences. I wanted to say this came from keyboards
2 and pencils so they're actually designed for long
3 hand note taking, and there will be a note -- we
4 talked about a standard note taking app. So I think
5 UK 101, you know, could show the students how to
6 take notes. It'll be up to faculty whether you let
7 them use it that way in your class, but they're
8 actually designed exactly for that purpose of --

9 TRUSTEE FEMALE SPEAKER: I'm just -- I'm
10 thinking that this first roll-out with this first
11 group of students, it would be very -- very helpful
12 not so much for the integration into their classes
13 but for the student academic life. For advising,
14 knowing how to reach out for services that these
15 would be the types of things that I could see on the
16 iPad that they -- you know, I don't know how to do
17 this, where can I get help. And that that would be
18 really helpful for students to have.

19 UNIDENTIFIED MALE SPEAKER: And that --
20 that's exactly the kind of thing that will be the
21 focus early -- early on in this broader -- in the
22 broader app that -- that's under development. The
23 -- the way this has evolved that app won't be ready
24 until the next group of freshman. So for this first
25 group it's really going to be focused on academic

1 preparation, but as the new app is developed it will
2 incorporate a lot of these new things that you've --
3 you've mentioned.

4 TRUSTEE FEMALE SPEAKER: Thank you.

5 CHAIR BIRD-POLLEN: Yeah, last question.

6 MS. MARTIN: Martin, from the college of
7 nursing. We have received interest in having this
8 from IT that University of Kentucky does not support
9 Apple products and does not support offer support
10 for Macs for our students that have Macs, and I'm
11 just wondering if there's a plan to address that if
12 we're obviously moving to an Apple product?

13 UNIDENTIFIED MALE SPEAKER: I don't have the
14 answer to that question.

15 MS. MARTIN: But you'll find out?

16 UNIDENTIFIED MALE SPEAKER: If I did, I'll --

17 UNIDENTIFIED MALE SPEAKER: They're work --
18 they're working on it.

19 UNIDENTIFIED MALE SPEAKER: They're working
20 on it?

21 TRUSTEE FEMALE SPEAKER: I would assume.

22 UNIDENTIFIED MALE SPEAKER: Yeah, I -- I truly
23 don't know the answer, but I would presume that --
24 that with the relationship we would be able -- be
25 able to support IOS applications at the very least.

1 UNIDENTIFIED MALE SPEAKER: Particularly, if
2 you hear college in some -- and maybe some health
3 sciences where you are both a healthcare college and
4 an undergraduate college there may be some tension
5 there again, integrating the healthcare environment
6 with the Mac environment, but platform differences
7 are not as much of a barrier as they used to be. So
8 hopefully those problems will resolve.

9 MS. MARTIN: Thank you.

10 CHAIR BIRD-POLLEN: I'm sure our trustees and
11 provost will take additional questions at the end.

12 UNIDENTIFIED MALE SPEAKER: Absolutely. I'm
13 going to sit down.

14 CHAIR BIRD-POLLEN: Thank you. Okay. All
15 right. So onto our committee report. So our first
16 committee report comes from Aaron Cramer, the senate
17 academic programs and as you see it's another long
18 list. The programs committee was hard at work again
19 this week.

20 MR. CRAMER: Almost done for the year, though.
21 The first item is a proposed new B.S. in consumer
22 economics in family financial counseling. This is a
23 recommendation that the University Senate approved
24 for submission to the board of trustees. The
25 establishment of a new B.S. degree in consumer

1 economics and family financial counseling in the
2 department of family sciences within the college of
3 agriculture, food and environment.

4 The proposed program will provide students will
5 knowledge and skills to positively impact economic
6 and financial decision making of individuals and
7 families. Of course, working consumer economics,
8 personal finance and financial counseling will
9 provide students with a broad skill set to assist
10 consumers in making sound financial decisions and
11 ultimately, improving overall family economic
12 well-being and financial security.

13 Students in the program may select coursework
14 that would allow them sit for the accredited
15 counselor exam. Graduates of such programs may
16 pursue careers in financial counseling, consumer
17 journalism, public and nonprofit educational program
18 development and delivery and also entrepreneurship.
19 Enrollment starting at ten students growing to 50
20 students is anticipated.

21 CHAIR BIRD-POLLEN: Okay. So we have our
22 report of -- of the motion from the committee and
23 the proposer is here in the back to answer questions
24 as well. Are there questions of facts about this
25 proposal? Yeah.

1 MS. LESLIE: Leslie (inaudible) at college of
2 business and economics. I hope I'm asking at the
3 right time -- or -- but one thing I just wanted to
4 point out I know the academic college is good at its
5 work and this program and this motion, but just in
6 the spirit of transparency I would like to point out
7 one of the following points made in the letter of
8 support for this program from Dean Kindchetter it
9 said: Due to AACSB accreditation there may be some
10 implications for this program. Currently, I believe
11 the program has 22.5 percent of its courses offered
12 containing some content related to business, and
13 because of the AACSB macro-dissection this can't go
14 over 25 percent.

15 So the hope is that the Dean wants to commit to
16 working the faculty in the cafe because I guess it's
17 a college program so that potentially, you know,
18 they could work together in the future to find a
19 solution that would the students to have more access
20 to Gatton courses where they could take extra
21 business classes, but as it currently stands with
22 accreditation and the program students that would
23 declare this their major would -- would not have
24 access to extra business courses so the certificate
25 of business or the minor in business. I just wanted

1 to point that out.

2 CHAIR BIRD-POLLEN: Okay. Other questions of
3 fact? Okay. So, then, we have a motion from the
4 committee that the senate approved. The new B.S.
5 degree in consumer economics and family financial
6 counseling which will be in the department of family
7 sciences in the college of Ag, food and the
8 environment. Any debate on that motion? Any
9 debate?

10 Okay. So, then, we'll open this for voting.
11 Any last votes? Okay. Motion passes. Oh, sorry.
12 Go ahead, Aaron.

13 MR. CRAMER: Okay. The next item is a new
14 unaccredited certificate in business. This is a
15 recommendation that the University Senate approved
16 the establishment of a new undergraduate certificate
17 in the Gatton College of Business and Economics.
18 The proposed 15-hour program includes an
19 introductory course in business and foundational
20 courses in accounting managing -- management,
21 marketing and finance all available online.

22 The credential is intended to compliment any
23 discipline preparing for future careers in which
24 business and disciplinary expertise intersect.
25 Admission is open to nonbusiness undergraduate

1 students as well as nondegree seeking students under
2 the little change that we voted on last time, an
3 initial enrollment of 50 students growing to 150
4 students is anticipated.

5 CHAIR BIRD-POLLEN: Okay. So you've heard the
6 motion from the committee. We have the proposers
7 here as well to answer questions, any questions of
8 fact on the new undergraduate certificate in
9 business? Questions of fact?

10 Okay. So, then, we have a motion on the table
11 that the senate approved the establishment of a new
12 undergraduate certificate in business housed in the
13 got -- Gatton College of Business and Economics.
14 Any debate on that motion? Any debate? Okay.
15 Then, we'll open that for voting. Any final votes?
16 Okay. Motion passes. Okay.

17 MR. CRAMER: The next item is a new
18 undergraduate certificate in bio-pharmaceutical
19 engineering. This is a recommendation that the
20 University Senate approved the establishment of a
21 new undergraduate certificate in bio-pharmaceutical
22 engineering in the department of chemical materials
23 engineering within the college of engineering.
24 Okay. So this was initially, a conditional
25 recommendation, but the conditions of that

1 recommendation have now been met. So they're
2 mentioned there. There was some portions that
3 needed to work their way through undergraduate
4 counsel, and they have.

5 The National Academy of Engineering has listed
6 the engineering of better medicines as the grand
7 engineering challenges. To meet this need the
8 pharmaceutical field will need engineering students
9 who have a solid foundation in both chemical
10 engineering and basic pharmaceutical principles.
11 During this educational experience students who have
12 an interest in formulation design are encouraged to
13 continue onto graduate programs in pharmaceutical
14 studies and related fields while students who are
15 focused on process, production will enter directly
16 into the pharmaceutical industry.

17 The proposed program will formalize in
18 successful educational collaboration in this area.
19 This is spans the last decade. Enrollment of
20 approximately, 35 students is expected.

21 CHAIR BIRD-POLLEN: Okay. So you've heard the
22 description of the recommendation. I think we have
23 a proposer here --

24 UNIDENTIFIED MALE SPEAKER: Yes.

25 CHAIR BIRD-POLLEN: -- to be able to answer

1 questions? Yes. Excellent. So any questions of
2 fact regarding this proposal? Questions of fact?
3 Okay. So, then, we have a motion on the table to
4 approve the establishment of a new undergraduate
5 certificate in bio-pharmaceutical engineering in the
6 department of chemical and materials engineering in
7 the college of engineering. Any debate on that
8 motion? Any debate?

9 Okay. Then, we'll open that one for voting.
10 Any final votes? Okay. Motion passes.

11 MR. CRAMER: All right. The next item is a
12 proposed new undergraduate certificate in musical
13 theater for dance majors. This is a recommendation
14 that the University Senate approve the establishment
15 of a new undergraduate certificate in musical
16 theater for dance majors in the department of
17 theater and dance within the college of fine arts.

18 The proposed program here has two existing
19 successful programs within the college of fine arts,
20 musical theater for theater majors and musical
21 theater for voice majors. The program provides an
22 opportunity for students who advance to gain
23 knowledge in areas such as acting, voice and musical
24 theater techniques. Students who complete the
25 program will be able to synthesize acting, singing

1 and dancing within musical theater performance.
2 Students within the B.A. dance program have already
3 expressed an interest in such a program. Enrollment
4 of between two and four students (coughing)
5 auditions is anticipated.

6 CHAIR BIRD-POLLEN: Okay. So you've heard
7 the description of the proposal any -- and we have a
8 -- the proposer here as well. Any questions of fact
9 regarding this proposal? Okay. So, then, we have a
10 motion on the table from the committee to approve
11 the establishment of new undergraduate certificate
12 in musical theater for dance majors in the
13 department of theater and dance within the college
14 of fine arts. Any debate on that motion? Any
15 debate?

16 Okay. Then, we'll open that one for voting.
17 Any final votes? Last votes? Okay. Motion passes.

18 MR. CRAMER: Next item is a -- another
19 undergraduate certificate. This is a recommendation
20 that the University Senate approve the establishment
21 of a new undergraduate certificate in diversity and
22 inclusivity awareness in the college of social work.
23 The proposed certificate will provide an enriching
24 multidisciplinary academic experience to an exposure
25 to a variety of cultures and lived experiences,

1 within the academic context. It will allow students
2 the opportunities to engage with diverse content,
3 views, and experiences to gained preparedness for an
4 ambiguously connected future.

5 This program is composed of the core course in
6 social justice foundations and elected courses in a
7 variety of areas will enable students to better
8 understand differences in cultures and lived
9 experiences. Social influences resulting from those
10 differences as well as how those influences shape a
11 student's awareness and ability to connect with a
12 world view that values diversity and -- and models
13 inclusivity for all. An initial enrollment of 30
14 students jumping to 60 students is anticipated.

15 CHAIR BIRD-POLLEN: Okay. So you heard the
16 description of the certificate, and the proposer's
17 here as well. Any questions of fact regarding this
18 certificate. Yes?

19 MS. DEBSKI: Liz Debski, A. and S. So I'm
20 just a little confused because I think we're going
21 to consider a graduate certificate in inclusivity
22 and diversity and that's in the college of A. and S.
23 So why are we in different colleges?

24 MR. CRAMER: So each college, of course,
25 sort of worked on their own together. These two

1 have -- have actually collaborated with each other
2 and discussed each other's proposals early on and
3 included letters indicating awareness and support
4 for each other. Broadly, the issue of diversity
5 including this one it probably spans more than that
6 single --

7 UNIDENTIFIED MALE SPEAKER: Right.

8 MR. CRAMER: -- college; right. And so an
9 area that fits clearly within the academic expertise
10 of -- of numerous colleges and so this is something
11 we could maybe look at and say how can we make sure
12 that these proposals have at least made sure that --
13 that everyone knows what's going on here, and then
14 participation from -- from other parts of campus.

15 So I would say that the broad answer is because
16 it probably doesn't uniquely belong any in one
17 college; right? The question is it's bigger than
18 any one college on campus and -- but somebody took
19 the lead and started it going forward.

20 CHAIR BIRD-POLLEN: Yeah. Uh-huh.

21 UNIDENTIFIED MALE SPEAKER: Well, no -- I'm
22 -- Mark has got his --

23 CHAIR BIRD-POLLEN: Okay.

24 UNIDENTIFIED MALE SPEAKER: -- address.

25 DEAN KORNBLUH: I was going to --

1 CHAIR BIRD-POLLEN: Name, please.

2 DEAN KORNBLUH: Mark Kornbluh, arts and
3 sciences. I was going to add if there's any credit
4 that involves -- follows the faculty member not
5 thinking that -- that at onset so the units that
6 although these certificates are welcoming classes
7 from other units. So when you get into our graduate
8 certificate a call went out to other colleges.

9 So we -- we will host the certificate, but the
10 idea is that it is more widely and then if there is
11 ever ravenger's share follows the individual
12 teaching it rather than the unit that helps the
13 certificate or the masters or the degree program.

14 MR. POOL: Well --

15 CHAIR BIRD-POLLEN: Name?

16 MR. POOL: -- that -- oh, Chris Pool, A. and
17 S. Yeah, I'm just a little confused as well. So
18 thank you for that part that helps. It seems that
19 the -- the arts and sciences hosted graduate
20 certificate as -- you know, it had broad -- much
21 broader consultation among the parties then the --
22 this undergraduate, and I don't know what that was
23 but -- any way.

24 MR. CRAMER: So both programs actually sent
25 out communication to all the deans on campus and

1 said, hey, this is the -- this is the proposal where
2 it stands. One, if you have things ready to go that
3 you think would fit in this, we'll -- we'll meet
4 right now.

5 Two, the north open and so they both set out
6 very -- year A. and S. did send the first one out,
7 but then -- then social work sent one that looked
8 very similar.

9 DEAN KORNBLUH: All right. Mark Kornbluh,
10 arts and sciences. So the revenue share at the
11 graduate level is much clearer at this point than
12 the revenue share at the undergraduate level. So
13 colleges are stepping forward more quickly to do
14 programs at the graduate level that might reach
15 beyond this campus where we understand the revenue
16 share. Whereas, it a -- a possibility the revenue
17 at the undergraduate level's not quite as clear.

18 CHAIR BIRD-POLLEN: Any other factual
19 questions about this proposal? Okay. So, then, we
20 have a motion from the committee that the senate
21 approved the establishment of a new undergraduate
22 certificate -- certificate in diversity and
23 inclusivity awareness in the college of social work.

24 Any debate on that motion? Any debate? Okay.
25 Then, we'll open that for voting. Any last votes?

1 Okay. Motion passes.

2 MR. CRAMER: The next item is a
3 recommendation that the University Senate approve
4 the establishment of a new undergraduate certificate
5 in digital design literacy developing an online
6 presence in the college of design. This item was
7 actually placed on the senate agenda by the senate
8 council without endorsement of the committees
9 recommendation.

10 I'll mention there are reasons why. Shortly,
11 and if any senate council members -- the chair asked
12 for debate or discussion can feel free to correct me
13 if I improperly summarize how this went. The core
14 value of the proposed certificate program is that
15 digital literacy and good design can enhance the
16 vitality effectiveness and impact of any projects.
17 The goal of the program is to leverage leading edge
18 technology to address the emergent need for both
19 visual fluency and design savvy across disciplines.

20 The program will offer a suite of courses as it
21 can serve with professionals throughout Kentucky
22 allowing enrollees to harness the power of design
23 technologies for their professional growth and
24 personal use. Potential students include
25 entrepreneurs and business owners in need of an

1 effective online presence or website. Young people
2 interested in communicating and compelling social
3 media brand and established design practitioners and
4 artisans who wish to continue their education by
5 learning new skills.

6 It's intended in that way to be open again to
7 nondegree seeking students as we voted on last time.
8 As well as the currently enrolled students from a
9 variety of disciplines. The initial enrollment of
10 12 students growing to 30 students is anticipated.
11 So this is another area where finding the right set
12 of people to interact on monitoring our program
13 together is challenging, and there's a lot of
14 different people on campus.

15 At the senate council meeting there was concern
16 that the department of writing rhetoric and digital
17 studies within the college of arts and sciences
18 hadn't been consulted with in the construction of
19 the proposal and because of that concern the senate
20 council decided that -- to bring it forth without
21 endorsement.

22 In the time that's followed the proposer has
23 met with the chair of -- of WRD had a -- a
24 productive meeting. The chair of WRDS provided a --
25 a strong letter of endorsement that now, I think

1 Sheila sent out fairly late indicating its support
2 and its view that this did not interfere and also it
3 seems like giving hope that they'll be able to
4 collaborate in future offerings. So my
5 understanding that's the reason why senate council
6 chose to bring it forward without endorsement and
7 that that reason's been cleared, of course, unless a
8 senate council member feels otherwise, please say
9 so.

10 CHAIR BIRD-POLLEN: And we have a proposer
11 here for that certificate as well. Okay. Questions
12 of fact regarding this proposal? Any questions of
13 fact? There's a desperate fly flying around. I'm
14 trying to do about it, and he doesn't even add to
15 the --

16 Okay. So, then, we have a motion from the
17 committee to approve the establishment of a new
18 undergraduate certificate in digital design literacy
19 developing an online presence to be housed in the
20 college of design. Any debate on that motion? Any
21 debate? Okay. Then, we'll open that for voting.
22 Any final votes? Any other votes? Okay. All
23 right. Motion passes.

24 MR. CRAMER: Next item is the graduate
25 certificate. This is a recommendation that the

1 University Senate approve the establishment of a new
2 graduate certificate in Louisville studies. The
3 proposed certificate is aimed at professionals in a
4 wide variety of industries who wish to develop the
5 essential, but difficult to practice skills, that
6 employers demand drawing on the liberal arts
7 discipline.

8 This certificate allows students to develop
9 proficiencies such as critical and complex thinking,
10 clear writing and communication, effective
11 collaboration, research, awareness and sensitivity
12 to the context and historical attributes about key
13 issues and problems in society and cultural
14 literacy.

15 The demand for such skills is persistent and
16 growing, but they can be difficult to develop after
17 completing one's undergraduate degree. Working
18 professionals and adult learners are a primary
19 audience for this program. The initial enrollment
20 of ten students growing to 30 students is
21 anticipated.

22 CHAIR BIRD-POLLEN: Okay. And we have the
23 proposer here as well. Any questions of fact
24 regarding this graduate certificate? Any questions
25 of fact? Okay. So, then, we have a motion on the

1 floor to approve the establishment of a new graduate
2 certificate in liberal studies housed in the college
3 of arts and sciences. Any debate on that motion?
4 Debate? Okay. So we'll open that for voting. Any
5 last votes? Okay. Motion passes.

6 MR. CRAMER: This is a recommendation that
7 the University Senate approve the establishment of a
8 new graduate certificate in explosives and blasting
9 in the department of mining, engineering within the
10 college of engineering. The proposed 9-hour
11 certificate program is for industry professionals
12 seeking to advance their careers. The program
13 consists of coursework in advance blast design and
14 technology, (coughing) blasting and blast
15 mitigation, and environmental aspects of blasting
16 federal and state regulations.

17 There are very few national well burns in this
18 area, but the need for more full time engineers
19 primarily mining and civil engineers with the
20 explosives and blasting knowledge of drilling as a
21 result of mining and also the need for renovation
22 and enhancement of current infrastructure initial
23 enrollment of ten students growing to 25 students is
24 anticipated.

25 CHAIR BIRD-POLLEN: Okay. And we have the

1 proposer here. Oh, yes, there he is. Okay. So
2 questions of fact regarding this proposal --
3 proposed graduate certificate? Questions of fact?
4 Okay. Then, we have a motion on the floor that the
5 senate approve the establishment of the new grad
6 certificate in explosives and blasting in the
7 department of mining, engineering and the college of
8 engineering. Any debate on that motion? Any
9 debate?

10 Okay. Then, we'll open that for voting. Any
11 final votes? Okay. Motion passes.

12 MR. CRAMER: All right. This is a
13 recommendation that the University Senate approve
14 the establishment of a new graduate certificate in
15 diversity and inclusion in the college of arts and
16 sciences. The proposed 12-hour certificate
17 addresses a high demand for employers to have
18 training in diversity and inclusion. Diversity is
19 cited as a source of innovation and its lack is a
20 risk factor for workplace hara -- harassment.

21 The certificate will prepare students to become
22 proactive to ensure that they understand the
23 importance of diversity and inclusion in the
24 workplace. The primary audience includes current
25 students and working professionals interested in

1 increasing their skills and awareness of inclusion
2 and diversity. Including individuals in
3 nongovernmental organizations, administrators, business
4 and health professions and state employees. The
5 initial enrollment of 20 students doubling to 40
6 students is anticipated.

7 CHAIR BIRD-POLLEN: We have the proposer
8 here as well to answer questions. Any questions of
9 fact about this proposal undergrad certificate? Any
10 questions of fact? Okay. Then, we have a motion
11 that the senate approves the establishment of the
12 new graduate certificate in diversity inclusion
13 housed in the college of arts and sciences. Any
14 debate on that motion? Any debate?

15 Okay. Then, we'll open that for voting. Any
16 final votes? Any last votes? Okay. Motion passes.

17 MR. CRAMER: This is a significant change. So
18 this is a recommendation that the University Senate
19 approve the significant change to the B.A. and B.S.
20 in communication in the department of communication
21 within the college of communication and information.
22 The proposed change is to add an additional track to
23 the major focused on sport communication.

24 The track is designed to prepare students for
25 growing field of sport communication and media. The

1 global sports market is estimated at up to \$700
2 Billion. Career opportunities in sport
3 communication and media continue to expand with the
4 industry.

5 The Bureau of Labor Statistics estimates a ten
6 percent increase in sports related professions by
7 2026. The proposed track includes a required course
8 in communication and sport and elected coursework in
9 a variety of sport communication topics.

10 CHAIR BIRD-POLLEN: Okay. And we have the
11 proposers here? Yes, actually. Okay. Any
12 questions of fact regarding this change to the B.A.,
13 B.S. in communications? Questions of fact?
14 Okay. Then, we have a motion from the committee to
15 approve this significant change to the B.A., B.S. in
16 communications in the department of communication
17 within the college of communication and information.
18 Any debate on that motion? Any debate?

19 Okay. We'll open that for voting as well. Any
20 last votes? Okay. Motion passes. All right. So
21 Aaron has to recuse himself from these last three.
22 So our new senate council member will --

23 NEW FEMALE MEMBER: This is a recommendation
24 that the University Senate approve the establishment
25 of a new graduate certificate in power systems in

1 the department of electrical and communicate --
2 computer engineering within the college of
3 engineering.

4 There's a strong need for power systems
5 professionals in the workforce, and this 12-hour
6 online certificate will target those in the
7 industry, government and academia with the
8 flexibility of an online program. The certificate
9 takes advantage of existing courses and expertise by
10 the faculty at UK and will help those working in the
11 field the opportunity to learn and master the latest
12 information in this area.

13 Several courses are available online now, an
14 additional point in the plan they would also support
15 the certificate. Initial enrollment is expected to
16 be five students with growth to 15.

17 CHAIR BIRD-POLLEN: Okay. Do we have our
18 proposers here? Yeah. Excellent. Okay. Any
19 questions of fact regarding this proposal? Any
20 factual questions? Okay. Great. Then, we have a
21 motion from the committee that the senate approve
22 the establishment of the graduate certificate in
23 power systems in the department of electrical and
24 computer engineering within the college of
25 engineering. Any debate on that motion?

1 UNIDENTIFIED FEMALE SPEAKER: Yes, BSEE --

2 CHAIR BIRD-POLLEN: Okay. We'll open that for
3 voting as well. Any additional votes? Okay.

4 Motion passed.

5 NEW FEMALE MEMBER: So the next propose -- I
6 should have put that one first here. That'd be
7 easier. I put two that are -- okay. The next
8 recommendation is that the University Senate approve
9 the establishment of a new university scholars
10 program. The BSEE in electrical engineering and PhD
11 in electrical engineering in the department of
12 electrical and commuter -- computer engineering
13 within the college of engineering.

14 The goal of the USP is to retain the most
15 promising undergraduate students to continue into a
16 doctoral program at UK. The PhD requires 42 hours
17 of coursework so allowing these students to count up
18 to 12 hours towards that will make a significant
19 difference in the progress towards degree. The
20 proposed USP will streamline the transition of our
21 top students into the doctoral program and hopefully
22 increase the number of who complete their PhD in
23 electrical engineering.

24 CHAIR BIRD-POLLEN: The contact person. So I
25 know he's here.

1 NEW FEMALE MEMBER: Right.

2 CHAIR BIRD-POLLEN: Okay. Any questions of
3 fact regarding this new USP? Any questions of fact?
4 Okay. So, then, we'll put the motion on the floor
5 that the senate approve the establishment of a new
6 university scholars program between the BSEE in
7 electrical engineering and the PhD in electrical
8 engineering the department of electrical and
9 computer engineering in the college of engineering.
10 Debate on that motion? Any debate?

11 UNIDENTIFIED FEMALE SPEAKER: Is it in
12 engineering?

13 CHAIR BIRD-POLLEN: I'm not sure. We were a
14 little unclear about that. I'm going to say, yes.
15 Any debate? Okay. We'll open that for voting,
16 then. Any final votes? Okay. Motion passes.

17 NEW FEMALE MEMBER: And then another which I
18 think is there as well. This is a recommendation
19 that the University Senate approve the establishment
20 of new university scholars program the VSVOE in
21 computer engineering and PhD in electrical
22 engineering in the department of electrical and
23 computer engineering within the college of
24 engineering. Demand for students with computing
25 degrees has rate -- rate more than double the

1 national average.

2 The goal of the USP is to retain the most
3 promising undergraduate students to continue into
4 the doctoral program at UK. Again, counting up 12
5 hours towards the 42 hours of coursework required
6 for the PhD will make a significant difference in
7 the student's progress towards a degree. It will
8 streamline the transition of top students within --
9 into the doctoral program and increases their
10 graduating with a PhD in electrical engineering.

11 CHAIR BIRD-POLLEN: Okay. And Karen is our
12 contact person for this as well. Is there any
13 questions of fact regarding this USP proposal?
14 Okay. Then, we have a motion that the senate
15 approve the establishment of a new university
16 scholars program in the BSCOE in computer
17 engineering in the PhD in electrical engineering in
18 bioengineering. (Coughing)

19 Any debate on that motion? Any debate? Okay.
20 We'll open that for voting, then. Any last votes?
21 Okay. Motion passes. All right. Great.
22 Well, thanks again to the SATC they -- all of the
23 things we saw today they approved in the last week
24 and a half. So -- they worked very hard this
25 semester so we're very grateful.

1 All right. So next on our agenda is Herman
2 Farrell as chair of admissions and academic
3 standards.

4 MR. FARRELL: Good afternoon. This first
5 proposal makes a liar out of me. Last week I had
6 said that we would not be doing one of these
7 waivers, but we are going to be doing it. So I
8 apologize, and the next proposal that comes
9 thereafter we won't because we actually did an open
10 hearing.

11 But let's begin with this proposal that comes
12 through us from the college of arts and science --
13 sciences regarding the proposal to close the DABS in
14 Latin American studies program. The stand alone
15 nature became the Latin American studies track under
16 the international studies major back in fiscal year
17 2009. They began the process to suspend the Latin
18 American studies program in March of 2008.

19 The college asked to hold up on the suspension
20 until they were able to complete a program review on
21 the -- in the international studies program.

22 Inadvertently, the process to suspend the B.A. and
23 B.S. in Latin American studies was never resumed and
24 the major has not appeared in the bulletin since
25 2007, 2008 and they have not enrolled students into

1 the major since.

2 So at this point they'd like to close the B.A.
3 and B.S. in Latin American studies and as noted this
4 is one of those cases when we need two motions.

5 CHAIR BIRD-POLLEN: So, again, the first
6 motion here is to ask you to waive the open hearing
7 for the closure of program and just a reminder as he
8 said at the last senate meeting the discussion has
9 been among the senate council and with Herman who
10 will not serve as chair of this committee next year,
11 but will hopefully advise the person who does that
12 our hope in the future will be that his committee
13 meeting will become the -- the official hearing
14 that's required under the senate rules for this
15 purpose, but this one last one where we weren't able
16 to do that.

17 So we'll ask the senate to waive the requirement
18 to have an open hearing of a disclosure requirement.
19 So any questions of fact regarding this motion --
20 regarding the hearing and disclosure? Okay. So,
21 then, we have a motion on the table that the senate
22 waived the requirements under 3.4.2.2.2 for the
23 proposed suspension of admissions and closure of the
24 B.A., B.S. in Latin American studies. Any debate on
25 that motion?

1 Okay. Then, we'll open that for voting. Any
2 final votes? Okay. Motion passes. All right. And
3 then the -- so the second motion here, then, is to
4 approve the suspension of admissions and closure of
5 -- actually let me look -- yeah. It's really just
6 the closure. They've already suspended admissions
7 for ten years in Latin American studies. Any -- it
8 says, closure -- any questions of fact?

9 Okay. Then, we have a motion to approve that
10 closure of the B.A., B.S. in Latin American studies.
11 Any debate on that motion? Okay. We'll open that
12 for voting. Any last votes? Any additional votes?
13 Okay. Motion passes.

14 MR. FARRELL: The second suspension and
15 closure proposal that's before us comes from the
16 college of health sciences department of clinical
17 sciences regarding a proposal to suspend and close
18 the physician assistant studies program. The
19 proposal states suspending and deleting the program
20 -- they're doing it because it's no longer offered
21 in the college of health sciences. In addition, the
22 removal of the program corrects the opportunity to
23 correct information in SAP to more clearly reflect
24 the status and the organization structure of the
25 college.

1 A teach up form was provided that indicated --
2 indicates that no faculty or students are effected
3 by this change. In this case, a notice of an open
4 hearing pursuant to SR 3.4.2.D2 was sent out noting
5 that there would be this open hearing during the
6 SAAAC meeting.

7 It was sent to the constituencies effected by
8 this program closing, and no one showed up to
9 protest or express concerns about the closure. We,
10 therefore, skipped the next requirement of -- of ten
11 days for documents to be delivered debating whatever
12 was brought up at the open hearing and so a motion
13 was made and seconded that we approve the proposal
14 to suspend and close the program, and it was voted
15 unanimously by our committee.

16 CHAIR BIRD-POLLEN: Okay. Any questions of
17 fact? Yes.

18 MR. ENGLISH: This is Tony English, health
19 sciences. We -- we stated three times that the
20 physician assistant program was closing and --

21 CHAIR BIRD-POLLEN: Yeah.

22 MR. ENGLISH: -- it's just the degree the BHS
23 because the degree now is a master's.

24 MR. FARRELL: I stand corrected. Thank you.

25 CHAIR BIRD-POLLEN: And our -- our -- I think

1 our motion is correct the closure of the BHS --

2 MR. ENGLISH: That is correct.

3 CHAIR BIRD-POLLEN: -- physician assistant
4 studies. Yes.

5 MR. FARRELL: I apologize.

6 CHAIR BIRD-POLLEN: BHS is the only thing
7 closing. Thank you for that. Yes.

8 MR. BROWN: Allen Brown, arts and sciences.
9 Just a quick question of fact. How do we determine
10 who the parties are for this email to be sent out
11 when these hearings are held? Is it just -- who --
12 who -- what's (coughing) required -- and Carl -- is
13 Carl here -- because you could probably share --

14 UNIDENTIFIED FEMALE SPEAKER: I don't know.

15 MR. BROWN: -- with --

16 UNIDENTIFIED MALE SPEAKER: It's supposed
17 -- it's supposed to be the students and the faculty.

18 MR. BROWN: Of the department?

19 MS. MAGIC: Karen --

20 MR. BROWN: Or?

21 MS. MAGIC: -- Karen Magic from college of
22 health sciences. We send them out to the college.
23 So it went out to the colleges serving --

24 MR. BROWN: Wow.

25 MR. FARRELL: And that's just --

1 MR. BROWN: So the senators the whole
2 college, thanks you.

3 CHAIR BIRD-POLLEN: Any other questions of
4 fact? Okay. So, then, we have a motion on the
5 table to close the BHS in the physician assistant
6 studies. Any debate on that motion? Any debate?
7 Okay. We'll open that for voting. Any final votes?
8 Okay. Motion passes.

9 MR. FARRELL: The next proposal comes to us
10 from the college of business and economics regarding
11 changes to upper level admissions policy
12 requirements. The proposal provides for a change to
13 the upper level admission policy removing the
14 60-semester-hour requirement stated in the proposal.

15 This proposed change is an effort to streamline
16 high achieving students into upper division courses.
17 Note that there are no changes to the remake
18 requirements, GPA requirements or any individual
19 course prerequisite requirements operationally that
20 they have provided -- operationally they have
21 provided classification overrides for students a
22 process that would no longer be necessary with this
23 change because overrides have been provided in these
24 situations for a number of years this is not
25 expected to change the classroom demographics. Only

1 ease the current process.

2 CHAIR BIRD-POLLEN: Okay. I think we have a
3 proposer here from the college of business. Any
4 questions of fact regarding this proposal? No
5 questions of fact?

6 Okay. So, then, we have a motion to approve
7 the changes to the senate rules that re -- that
8 address this requirement of 60 hours to enter upper
9 division standing. Okay. Any debate on that
10 motion? Any debate? Okay. Open that for voting.
11 Any final votes? Okay. Motion passes.

12 MR. FARRELL: Next up is a proposal from the
13 college of engineering regarding the proposal to
14 change the admission criteria. The proposal
15 involves raising the standards for admission to the
16 college of engineering including changing the NCT
17 master requirements from 23 or higher to 25 or
18 higher or the SAT equivalent from 570 to 590 or
19 higher and in -- and in changes to the alter --
20 alternative admission route regarding math
21 department course prerequisites in addition the
22 proposal states, "That we are proposing that
23 students who are not additionally admitted and
24 transfer students from outside of UK be required to
25 have a cumulative GPA of 2.5 and complete Math 110

1 with a grade of B. or higher."

2 So the rationale for these changes is to set
3 up incoming students for success in their areas of
4 study in engineering by ensuring that they have the
5 requisite base of knowledge before they engage with
6 the rigor -- rigorous curriculum.

7 It was noted in the meeting before us that there
8 was evidence that raising the -- and it's also in
9 the proposal -- there is evidence that raising the
10 standards actually works to improve retention in
11 graduation rates. The bridge programming that's
12 included in this proposal creates a pathway for
13 students who are not initially admitted to
14 engineering to have an opportunity to improve their
15 scores, take prerequisite courses and then "Come
16 into engineering after obtaining a solid foundation
17 in basic science and math courses."

18 CHAIR BIRD-POLLEN: Okay. I think we have a
19 -- Kim Anderson's here from engineering to answer
20 questions. Any questions of fact regarding proposed
21 change? Yeah.

22 MR. GIANCARLO: Matthew Giancarlo from arts
23 and sciences. Is there any information about how
24 this might impact recruiting and yield?

25 CHAIR BIRD-POLLEN: Kim, do you want to speak

1 to that?

2 MS. ANDERSON: Right now about 11 percent of
3 our students ACT scores below a 25 -- students
4 saying students.

5 CHAIR BIRD-POLLEN: Anymore factual questions
6 about this proposal? Any questions? Okay. Then,
7 we have a motion that the senate approve the
8 proposed changes to the college of engineering's
9 admissions requirements language. This will go into
10 the bulletin and ultimately be changed in the senate
11 rules as well.

12 Any debate on that motion? Any debate? Okay.
13 We'll open that for voting. Any last votes? Okay.
14 Motion passes.

15 MR. FARRELL: This next proposal comes to us
16 from the college of agritrol -- agriculture, food
17 and environment to change the minimum graduation
18 requirements from all B.S. degrees conferred by the
19 college to be what's in the college bulletin.

20 The proposed changes in minimum graduation
21 requirements across the college is in alignment with
22 the sub-standards known as the academic enrichment
23 experience that was adopted by the college in 2012
24 and '13. Those standards were adopted by various
25 programs within the college. The entire set of

1 standards that impact the entire college have not
2 been subject to curricular review and approval,
3 thus, this proposal to revise the college bulletin
4 accordingly.

5 CHAIR BIRD-POLLEN: Okay. And I think Larry
6 Grambo is here from college of Ag, food and the
7 environment. Any questions of fact regarding this
8 proposal? No questions of fact?

9 Okay. Then, we have a motion that the senate
10 approve the proposal to change the minimum
11 graduation requirements for all the B.S. degrees
12 conferred by the college. Any debate on that
13 motion? Any debate? Okay. We'll open that for
14 voting. Any last votes? Okay. Motion passes.

15 MR. FARRELL: So the next proposal comes from
16 the college of communications and information --
17 college of communication and information, department
18 of communication regarding a proposal for an online
19 degree completion B.A. program in communications.
20 The proposal states that the purpose here is to
21 capture those students who are unable, for whatever
22 reason, to complete a traditional degree in the
23 classroom.

24 CHAIR BIRD-POLLEN: What just happened,

25 MR. FARRELL: I don't know.

1 UNIDENTIFIED FEMALE SPEAKER: I don't --

2 MR. FARRELL: If you have an iPad.

3 CHAIR BIRD-POLLEN: Okay.

4 MR. FARRELL: Maybe I shouldn't have pushed
5 that.

6 UNIDENTIFIED FEMALE SPEAKER: Yeah.

7 CHAIR BIRD-POLLEN: I'll ask the provost to
8 run and get us --

9 MR. FARRELL: Wait.

10 CHAIR BIRD-POLLEN: -- that.

11 UNIDENTIFIED FEMALE SPEAKER: It's up
12 again.

13 MR. FARRELL: That's good.

14 UNIDENTIFIED FEMALE SPEAKER: It's good.

15 MR. FARRELL: Okay. The proposal states
16 the purpose is to capture those students who are
17 unable, for whatever reason, to complete a
18 traditional degree in the classroom and to have A.,
19 earned at least 60 hours toward their degree at UK,
20 but have been away for at least a year. Or B., a
21 transfer to UK at least 60 hours taken at another
22 college or university.

23 They've been offering courses online in terms of
24 summer, for several years. With the addition of
25 this program, they'll be offering courses online

1 during the fall and spring semesters as well to meet
2 the needs of the students in this degree seeking
3 program.

4 So at the first meeting that was held where we
5 discussed this -- we discussed this over two
6 meetings -- the notion of a -- a communications
7 degree that could potentially be delivered in its
8 entirety online was noted and questioned by several
9 members of the committee. The question was, how
10 could a degree in communications be made available
11 completely online.

12 We acknowledge that online communications are
13 essential to 21st century life, but we also wondered
14 about teaching and learning that focuses on
15 interpersonal face-to-face communication that occurs
16 in a classroom setting on campus. That matter was
17 tabled until the following week when the chair of
18 the communications department Dr. Sherry Vail
19 attended and spent some time answering questions to
20 the committee and chair.

21 She noted since all these targeted students have
22 already received 60 college credit hours and are now
23 out in the "real world" they most likely already
24 have a social interactive skills necessary for the
25 degree, and even though the courses are offered

1 online there are opportunities with video
2 conferences for peers and faculty -- faculty to
3 observe each other and essentially pick up on human
4 cues that would also be observable in a traditional
5 classroom setting, and after that conversation in
6 the committee, the proposal was passed unanimously
7 by our entire committee.

8 CHAIR BIRD-POLLEN: Okay. So do we have
9 folks here from communications? We have the dean.
10 Any questions of fact regarding this proposed change
11 to the B.A., B.S. in communication? Questions of
12 fact?

13 Okay. So, then, we have a motion on the table
14 to approve the proposed changed to the B.A., B.S. in
15 communication. Any debate on that motion? Any
16 debate? Okay. We'll open that for voting. Any
17 last votes? Okay. Motion passes.

18 MR. FARRELL: This proposal comes from the
19 college of fine arts department of arts
20 administration regarding the proposal to change --
21 make changed in the B.A. in arts administration.
22 The proposal involves new courses and the revised
23 courses and the change of the total credit hours for
24 the required minor from 30 down to 21. The proposal
25 states that minors in the CFA, college of fine arts

1 have reduced required hours to 18 to 21 credit hour
2 units.

3 We have -- our students now are having to take
4 more hours than necessary within the college in
5 order to complete the required minor. Thus, they
6 have reduced the requirement to 21. All these
7 changes have come about as a result of an -- of an
8 extensive curriculum review and mapping process.

9 CHAIR BIRD-POLLEN: Okay. We have a proposer
10 here. I think she has something she wants to add.

11 MS. SHANE: Yes. So in -- in addition on the
12 proposal there's an opportunity for students to
13 obtain a secondary minor, and we are actually
14 requesting to remove three of those secondary minors
15 after our conversation with this unit. One, is
16 American studies because I tend on ending he minor.
17 So we don't want to include it in ours, and the
18 other is business and economics and both of those
19 are being struck because if we include them in ours
20 we will have to go through accreditation with
21 business' accreditation body and we don't want to.

22 CHAIR BIRD-POLLEN: Same issue that we heard
23 about earlier today?

24 MS. SHANE: Yes.

25 CHAIR BIRD-POLLEN: Okay. So -- so the

1 version that you-all saw Rachel brought this up to
2 me earlier, but we -- since we'd already posted this
3 online I asked not to have it amended in the moment,
4 but Rachel's asking to strike these three minors as
5 approved minors for the directed elective credit.

6 So, parliamentarian, we didn't discuss this, but
7 my proposal was to accept that change on behalf of
8 the -- the committee. Can I do that as a friendly
9 amendment unless people object?

10 PARLIAMENTARIAN BRENNEN: You haven't
11 presented the question to be changed.

12 CHAIR BIRD-POLLEN: That's right.

13 PARLIAMENTARIAN BRENNON: -- so it can be
14 changed.

15 CHAIR BIRD-POLLEN: Okay. Can I just do it?

16 PARLIAMENTARIAN BRENNON: You can do a
17 second or you can ask -- ask for a second.

18 CHAIR BIRD-POLLEN: Okay. I'd -- I'll ask
19 for a motion.

20 MR. GIANCARLO: So moved.

21 CHAIR BIRD-POLLEN: Okay. Thank you, Dr.
22 Giancarlo. A second for that -- to remove those?

23 MS. SOULT: Second, Allison Soult A. and S.

24 PARLIAMENTARIAN BRENNON: There you go.

25 CHAIR BIRD-POLLEN: Okay. Great. All

1 right. Any debate on that motion? We'll have to --
2 we'll have to vote to amend the motion -- we'll have
3 to vote by hand. So any debate to remove those
4 minors? Okay. All in favor of amending the motion?
5 I'd say, generally, yes.

6 PARLIAMENTARIAN BRENNON: Yeah.

7 CHAIR BIRD-POLLEN: Anyone opposed? Okay.
8 Motion passes. So we will amend the proposal as
9 Rachel Shane just described it. So, now, we have an
10 amended motion. So imagine that that does put the
11 senate --

12 PARLIAMENTARIAN BRENNON: We --

13 CHAIR BIRD-POLLEN: -- approved the amended
14 motion to the proposed changes --

15 PARLIAMENTARIAN BRENNON: -- changed to?

16 CHAIR BIRD-POLLEN: -- to the B.A. in arts
17 administration. Any other questions of fact about
18 the proposal? Okay. So we have the motion on the
19 table, then, to approve this amended proposal to
20 change the B.A. in arts administration. Any debate
21 on that motion? Any debate? Okay. We'll open that
22 for voting, then. Any final votes? Okay. Motion
23 passes. This is the last one.

24 MR. FARRELL: Last one.

25 CHAIR BIRD-POLLEN: Very --

1 MR. FARRELL: I just want to say that whole
2 sitting down, that's good. I should have been doing
3 that all year long.

4 CHAIR BIRD-POLLEN: Come back next year.

5 MR. FARRELL: No.

6 CHAIR BIRD-POLLEN: No?

7 MR. FARRELL: So this is a proposal from
8 the Lewis Honors College to change the senate rules
9 where Lewis Honors College is referenced. So this
10 proposal was forward to -- forwarded to us from the
11 senate rules and elections committee for review.

12 The SREC was tasked with approving changes to
13 terminology in the senate rules that reference the
14 Lewis Honors College and reflect the new structure
15 of the Lewis Honors College.

16 The SAAC was asked to review changes and to
17 consider actions of the proposed changes that effect
18 academic standards, and when we reviewed it some
19 changes in the naming of honor's degrees were
20 debated as to those that are currently under the
21 rules which say honor's degrees are to be awarded to
22 students who -- who are in -- have a major or --
23 sorry.

24 Let me just read this the way I write it. The
25 proposed changes sent to me on 4/18/19 was tabled

1 when a concern arose regarding changes to the naming
2 of the honor's degree and our review awarded was to
3 students who did not enroll in Lewis Honors College.

4 But, nevertheless, are to be awarded honors for
5 achievement in their major or professional college.
6 At that point there was a question about whether or
7 not you could use the term departmental distinction
8 for those non-Lewis Honors -- Honors recipients.

9 This conversation continued into a second
10 meeting and even in the senate council and
11 essentially what was decided was to remove this
12 section that dealt with changing the rules with
13 regard to names of honors for achievement in major
14 or professional college, which is now the current
15 rule.

16 And so basically, the proposal that's before
17 you doesn't have that -- that consideration within
18 it. I just thought I'd raise it just so you know
19 that that may be something that will come back to
20 the -- to the University Senate in the next year as
21 a -- as a proposal once it's vetted by all the
22 effected units notably colleges and majors that
23 currently hand out honors distinctions for -- for
24 their graduates who are not necessarily in Lewis
25 Honors College.

1 So having said all that, the proposal that's
2 before you is to approve all of the changes that
3 were set forth by the SREC and also approved by the
4 SAASC regarding structure and governance of -- of
5 Lewis Honors College, and that -- initially, that
6 section of it was unanimously supported by our
7 committee.

8 CHAIR BIRD-POLLEN: And we have Dean Brady
9 here in the back as well to answer questions. So as
10 Herman said the -- you -- what you have in front of
11 you if you read through you might have been confused
12 because Herman's cover memo references a section
13 which is not in the ultimate proposal because the
14 proposal includes only the pieces that were
15 forwarded on from the senate council. So are there
16 questions of fact about the proposal that's in front
17 of you now?

18 DEAN KORNBLUH: Mark Kornbluh A. and S. So I
19 am looking at 1.4.3.6.1 and this idea university
20 honors is part of the change being proposed here?

21 UNIDENTIFIED FEMALE SPEAKER: No.

22 DEAN KORNBLUH: In the first paragraph in
23 blue. So I thought Herald -- I thought you just
24 said we're not talking about university honors just
25 --

1 MR. FARRELL: No, university honors is
2 included in the proposal. You go back to section 5

3 --

4 CHAIR BIRD-POLLEN: 5.4.2 --

5 MR. FARRELL: 5.4 --

6 CHAIR BIRD-POLLEN: -- .2.

7 MR. FARRELL: That's the one that would be
8 changing what is already the current rule which is
9 conditions and merit and circumstance for degrees.
10 Honest, that is not being effected by this proposal.
11 It remains as-is. So all that's happening in this
12 proposal and in fact if you correct it I would by
13 Dean Brady is the inclusion of language with regard
14 to an honors graduation.

15 DEAN BRADY: Yes, I think Mark if you're
16 referring to Dean Lewis there is the acknowledgment
17 or -- or the designation university honors now for
18 those including the Lewis Honors College
19 requirements. The other section simply remains as
20 it's been with currently departments for -- so that
21 other section will have whatever -- would -- would
22 remain the way it is now with departments, colleges
23 or professional programs being able to -- to award
24 honors as-is.

25 So that's not changing. The acknowledgment and

1 description of completion of Lewis Honors College
2 granting university honors is.

3 CHAIR BIRD-POLLEN: Yes.

4 MR. POOL: It's Chris Pool A. and S. But
5 there is a change proposal for 4.2.2 which includes
6 the -- the insertion of the word departmental before
7 honors; right? So it's changing the designation is
8 what it is?

9 DEAN BRADY: Oh, that should have been
10 struck out.

11 UNIDENTIFIED FEMALE SPEAKER: Yeah.

12 DEAN BRADY: That was a part of the back
13 and forth, if I'm remembering.

14 UNIDENTIFIED FEMALE SPEAKER: No, wait.
15 Yeah, no, the -- actually, I don't think it is
16 supposed to say, "departmental." What -- where do
17 you see that, Chris?

18 MR. POOL: Looking at the --

19 UNIDENTIFIED FEMALE SPEAKER: Page 1 of --

20 MR. POOL: -- of?

21 UNIDENTIFIED FEMALE SPEAKER: -- the
22 proposal.

23 MR. POOL: Okay.

24 CHAIR BIRD-POLLEN: Okay. You're looking at
25 Page 1 of the proposal?

1 MR. POOL: Yeah.

2 CHAIR BIRD-POLLEN: So that's the part that
3 includes Herman's description of the part that would
4 have changed except it --

5 MR. POOL: Oh.

6 CHAIR BIRD-POLLEN: -- was removed.

7 MR. POOL: Go lower.

8 CHAIR BIRD-POLLEN: So if you move further
9 down into the proposal itself I think that language
10 isn't there in 5.4.2.2. It just says, "The
11 bachelors degree with honors in a student's major,
12 or a degree with honors from a professional college
13 will be conferred." So that's being left the way it
14 currently is.

15 MR. POOL: Okay. Thank you.

16 CHAIR BIRD-POLLEN: Any other -- any other
17 questions of fact?

18 UNIDENTIFIED MALE SPEAKER: Got new dress
19 code.

20 CHAIR BIRD-POLLEN: Any other questions of
21 fact regarding this proposal? Yes.

22 MS. BOSH: Eleanor Bosh, arts and sciences.
23 Really just to clarify again, so you're talking
24 about -- currently to the changes that are Pages 4
25 through 9?

1 CHAIR BIRD-POLLEN: Exactly. Everything
2 that's in the sort of --

3 MS. BOSH: Not this?

4 CHAIR BIRD-POLLEN: -- table not -- not the
5 original cover memo. That's correct.

6 UNIDENTIFIED MALE SPEAKER: May I?

7 CHAIR BIRD-POLLEN: Uh-huh.

8 UNIDENTIFIED MALE SPEAKER: Just maybe to
9 clarify a little bit of what Herman's referring to.
10 The college itself wasn't referenced in the senate
11 rules at all. None of that had been updated or
12 amended since the college had been created. So much
13 of what is in there is just changing honors program
14 to college, director to -- to dean and things like
15 that, and that's the vast majority of it.

16 And, in fact, the fact that we've just not
17 touched at the moment that -- that paragraph means
18 that that's not changing functionally. It's not
19 changing and I will say sort of as a teaser to begin
20 the conversation for the next year, even the
21 proposal that came from faculty of what departments
22 we would recognize a distinction wouldn't be a
23 functional change.

24 The departments would still have that, but that
25 was considered as one possible way of -- of drawing

1 these together. But anyway, that's not there. Most
2 of this was entirely just tidying up what had
3 referred to programs and in general context to now
4 that there's a college and -- and just getting it
5 all up to date.

6 CHAIR BIRD-POLLEN: Any factual questions?
7 Anything else? Okay.

8 MR. FARRELL: Thank you.

9 CHAIR BIRD-POLLEN: All right. So, then, we
10 have a motion on the table to approve all of the
11 changes that are in the tables that start on Page 1,
12 2, 3, 4 of the proposal. Everything else below
13 there is a list of changes we'd be approving in an
14 -- an omnibus motion now. So is there any debate on
15 that motion?

16 DEAN KORNBLUH: Mark Kornbluh, arts and
17 sciences. I don't have a vote here, but if I had it
18 I'd vote no on this. This calling completion of
19 Lewis Honors College curriculum university honors
20 and the faculty in my college have repeatedly
21 objected to the way this curriculum was set up and
22 actually we think we should have a voice to talk
23 about departments versus university what -- what
24 it's called. This is something from the Lewis
25 Honors College, it's calling it the university

1 honors, and we have lots of evidence that many of
2 our best students never take this program especially
3 in STEM because it doesn't work very well with the
4 STEM version.

5 So I think this requires much more discussion.
6 Deans never got a chance to discuss this or see
7 this. It was never brought to the college's faculty
8 that offer the degrees. It didn't go tossed to us
9 at the college level at all.

10 CHAIR BIRD-POLLEN: Okay.

11 MS. BRION: I would like --

12 PROVOST BLACKWELL: Your name?

13 MS. BRION: -- to ask --

14 CHAIR BIRD-POLLEN: Your name?

15 MS. BRION: Gail Brion, college of
16 engineering. Sorry, David. I would like to ask
17 what our provost can do to help the Lewis Honors
18 College push that debate forward and -- and bring
19 some clarity to what are honors and what are
20 distinctions.

21 CHAIR BIRD-POLLEN: Are you asking about the
22 item that's not on the agenda?

23 MS. BRION: Well, the item that's just been
24 talked about, what does university honors mean?
25 What does -- yeah, I think that --

1 CHAIR BIRD-POLLEN: Dean Kornbluh was
2 discussing the items that are on the agenda.

3 DEAN KORNBLUH: Yeah, which -- which now
4 gives Lewis College -- Honors College degree the
5 name university honors.

6 MR. BRION: But there's -- there's -- it
7 goes beyond that because we need to have a larger
8 debate about what we're going to call these even if
9 this passes today because we still had the huge
10 discussion within senate council about what does
11 departmental honors mean, you know, this -- this is
12 something that really needs to be brought forward.
13 It needs to be helped along to have that discussion,
14 so...

15 CHAIR BIRD-POLLEN: Provost Blackwell said,
16 I can't tell you.

17 PROVOST BLACKWELL: Well --

18 MS. BRION: What can you do to help this
19 discussion along, I guess is what I'm asking?

20 PROVOST BLACKWELL: I can facilitate the
21 discussion as provost council --

22 MS. BRION: Uh-huh.

23 PROVOST BLACKWELL: -- obviously. And I'm
24 aware of let's say -- I don't want to call it
25 controversy, but -- but disagreement of -- around

1 departments starting I think it's programs that look
2 honors like, and how -- how those -- how those are
3 recognized. So I'm certainly open to having that
4 conversation in the fall, or even over the summer
5 with -- with all the deans.

6 MS. BRION: And perhaps having the -- the --
7 Herman's replacement as part of that -- the senate
8 academic --

9 PROVOST BLACKWELL: Cert -- certainly.

10 MS. BRION: Yeah.

11 PROVOST BLACKWELL: I don't want to commit
12 Herman's replacement, but --

13 MS. BRION: Well --

14 PROVOST BLACKWELL: -- making him -- but
15 does it --

16 MS. BRION: But represent --

17 PROVOST BLACKWELL: -- mean --

18 MS. BRION: (Coughing) I --

19 PROVOST BLACKWELL: But Jennifer is part of
20 provost council and if she wants to invite a chair
21 to come and participate that we will honor that.

22 MS. OSTERHAGE: Don't say that too loud.
23 I've got to get one of these people to be their
24 chair, so...

25 CHAIR BIRD-POLLEN: Yeah. I would just --

1 I would just say that Dean Kornbluh's concerns were
2 taken into consideration and raising them here when
3 we heard this proposal coming forward and saw that
4 there would be an impact on existing -- on honors
5 degrees in majors and professional colleges under
6 the current rule we balked at that and then asked
7 that that be removed, and that was agreed to by the
8 Lewis Honors College.

9 So the -- what's before you now is -- that
10 section has been removed. The status quo does
11 remain. The same with regard to degrees being
12 awarded with honors and major or a professional
13 college as the current rule satisfy 4.2.2 that --
14 that's gone unchanged. The only thing that's
15 happened here is handing back this addition of
16 university honors for those who are Lewis Honors
17 Colleges graduates.

18 CHAIR BIRD-POLLEN: And just to be clear,
19 though. The rule used to say, "University honors
20 was the credential awarded by the honors program."
21 And it will now say that, "University honors is the
22 credential awarded by the Lewis Honors College."
23 Yeah.

24 MR. JONES: Davy Jones, is somebody from the
25 registrars office here?

1 CHAIR BIRD-POLLEN: No.

2 MR. JONES: Does anybody know on the
3 diploma currently how is honors -- how is the name
4 stated?

5 CHAIR BIRD-POLLEN: Dean Brady, do you know
6 the answer to that?

7 DEAN BRADY: Oh, I'm thinking. Trying to
8 think. I think it just says honors at the moment.
9 I think this way -- this is a -- this is a point in
10 question, and we've got samples coming back and
11 forth between the offices to look at it.

12 MR. JONES: And if I understand Dean
13 Kornbluh's addressing -- he's concerned that what is
14 on the table right now would cause the diploma to
15 not say, "Honors" but to say, "University honors"
16 and that would be a substantive change.

17 CHAIR BIRD-POLLEN: It's always said,
18 "University honors."

19 MR. JONES: On -- on the diploma?

20 CHAIR BIRD-POLLEN: Well --

21 DEAN BRADY: Not sure about the diploma, but
22 the senate rules is just changing in terms of
23 university honors. That's actually -- it -- it
24 would currently say -- if you read the strike outs
25 in colors, the honors program is an educational

1 program that leads to an academic graduation award
2 (university honors). That's what it says. So the
3 adding of the university honors is not new.

4 MR. JONES: How --

5 DEAN BRADY: I --

6 MR. JONES: -- how is it operationalized by
7 the registrar on the --

8 CHAIR BIRD-POLLEN: Yeah --

9 MR. JONES: -- diploma --

10 CHAIR BIRD-POLLEN: -- we don't know.

11 MR. JONES: -- we're not quite sure.

12 CHAIR BIRD-POLLEN: Yeah.

13 DEAN BRADY: I'm not quite sure. I
14 apologize for not having that information.

15 MR. JONES: Okay.

16 MR. BROWN: Allen Brown, arts and sciences.
17 How does it appear on the transcript, assuming it's
18 --

19 DEAN BRADY: Yeah, I'm sorry, again. I know
20 it -- I've looked at this, but it was months ago,
21 and I don't remember exactly how it -- how it
22 appears on the transcript.

23 MR. BROWN: But that's not going to change
24 either?

25 DEAN BRADY: No.

1 MR. BROWN: Does it show --

2 DEAN BRADY: This -- this doesn't change.

3 The -- the -- that's a different process to updating
4 the registrars process.

5 MR. BROWN: Yeah.

6 DEAN BRADY: Right.

7 MS. DUNCAN: Marilyn Duncan, college of
8 medicine. Why doesn't it say, "Lewis honors"
9 instead of "University honors"? Why doesn't it say,
10 "Lewis honors" and then it links it directly to the
11 Lewis -- Lewis Honors College?

12 CHAIR BIRD-POLLEN: So I think we could --

13 DEAN BRADY: David.

14 CHAIR BIRD-POLLEN: -- discuss that brief --

15 DEAN BRADY: David.

16 CHAIR BIRD-POLLEN: -- briefly. David, do
17 you have --

18 DEAN BRADY: David, you responded to that in
19 a question of whether or not you could put the name
20 of a sponsor on a honors --

21 PROVOST BLACKWELL: We name departments not,
22 you know, Gatton College. We -- we've never named
23 an academic credential for a sponsor.

24 CHAIR BIRD-POLLEN: So I think that was the
25 rationale, then, putting the donor's name on the

1 diploma. Yeah.

2 MS. BOSCH: Just as a point of information.
3 I have a transcript here of a student who graduated
4 with honors from the biology department, and honors
5 from the Lewis Honors College, and I can read to you
6 what it says at the top of the transcript.

7 It says, "Degrees awarded bachelor of science,
8 college of arts and sciences, university honors:
9 Summa cum laude major: Biology." Next line,
10 "Departmental honors." Next line, "Lewis Honors
11 College." Next line, "Minor: Chemistry." That's a
12 transcript.

13 CHAIR BIRD-POLLEN: That's the way it looks
14 right now? So it said Lewis Honors College; right,
15 then?

16 MS. BOSCH: That's right.

17 CHAIR BIRD-POLLEN: But it doesn't describe
18 that as --

19 MS. BOSCH: A different line.

20 CHAIR BIRD-POLLEN: -- honors as such it
21 says the person was in Lewis Honors College?

22 UNIDENTIFIED MALE SPEAKER: It said --

23 UNIDENTIFIED FEMALE SPEAKER: Correct.

24 UNIDENTIFIED MALE SPEAKER: -- university
25 first.

1 UNIDENTIFIED FEMALE SPEAKER: And, in fact,
2 it says "University honors: Summa cum laude."

3 CHAIR BIRD-POLLEN: So that's inconsistent
4 with our rules. We've got to call the registrar
5 about that because those aren't called university
6 honors in the senate rules; right Davy? Is that
7 right? Those are called graduation honors or
8 something like that?

9 MR. JONES: Commencement honors.

10 CHAIR BIRD-POLLEN: Commencement honors.

11 UNIDENTIFIED FEMALE SPEAKER: What, on this?

12 UNIDENTIFIED MALE SPEAKER: Degree on there.

13 MR. JONES: Yeah, exactly. So commencement
14 honors.

15 CHAIR BIRD-POLLEN: Commencement honors
16 because they are referenced in the senate rules,
17 which we've got to talk to the registrar about it.

18 MS. UDVARDY: Monica Udvardy, arts and
19 sciences. Do we have samples from benchmarks --

20 DEAN BRADY: The SCC, we and only one other
21 school allow departmental honors. All the others
22 that have a university wide honors scholarship
23 program have graduating with honors, non-Latin
24 honors, only coming from the university wide honors
25 scholarship program. So we are currently not there.

1 It's only Mizzou is the other example.

2 DEAN KORNBLUH: Mark Kornbluh, arts and
3 sciences, and we're also the only MPP school where
4 the honors curriculum was designed by a donor and
5 forced through with a donor, and every faculty
6 discussion was redirected to meet the donor's
7 demands.

8 DEAN BRADY: I would simply suggest that that
9 may not be a fair characterization.

10 CHAIR BIRD-POLLEN: Any other debate on the
11 motion to make these senate rule changes? Any other
12 debate on the motion?

13 UNIDENTIFIED FEMALE SPEAKER: Just a point
14 on clarification. So it will now say that
15 university honors comes from the Lewis Honors
16 College? That's not in the struck out portion, and
17 that's not changed from what our senate rules said
18 --

19 CHAIR BIRD-POLLEN: Well, our senate rules
20 used to say --

21 UNIDENTIFIED FEMALE SPEAKER: -- honors
22 program.

23 CHAIR BIRD-POLLEN: -- "Honors program led
24 to an academic graduation award (university
25 honors.)" Now, it will say, "The honors college

1 educational unit where completion of the honors
2 curriculum leads to an academic graduation
3 credential of the university honors." And we
4 obviously have to talk to the registrar.

5 Yeah.

6 MR. GIANCARLO: Matthew Giancarlo, arts and
7 sciences. Reading the documentation and listening
8 to the discussion points and debate it seems to me
9 that the situation with acknowledging honors per
10 college is rather hopelessly confusing in that there
11 are multiple levels.

12 And also multiple constituencies which need to
13 be taken into account before we make any major
14 changes to designation which would effect
15 certification and university graduate transcripts,
16 therefore, I would just say that I plan to probably
17 vote against this until a more unified proposal is
18 brought forward that makes clear what exactly we're
19 doing.

20 CHAIR BIRD-POLLEN: So let me ask you then,
21 there are many elements of the rule changes in here.
22 Only some of which relate to the things that people
23 have been discussing so far. So if people would
24 like to make proposals that relate to breaking this
25 apart they could for example consider doing that.

1 UNIDENTIFIED MALE SPEAKER: May I?

2 CHAIR BIRD-POLLEN: Yes.

3 UNIDENTIFIED MALE SPEAKER: Just to clarify
4 something. So that's why we've taken all that stuff
5 out? So nothing that is currently in the motion
6 before you would change the -- the notation or -- or
7 acknowledgment. It -- it -- everything that's
8 before you now is just the updating of all the other
9 language including the university honors. That was
10 something that was already there. We're now just
11 transforming program to college.

12 So that's exactly the reason we need these
13 conversations that we -- we tabled that -- not
14 technically tabled, but set aside for now.

15 CHAIR BIRD-POLLEN: Yeah.

16 DEAN LANE: Derek Lane, college of
17 communication and information. The concern is --
18 and I'm supportive of the honors college, but by
19 voting on this and acknowledging that university
20 honors is only this -- it may not say that, but by
21 making that name change it eliminates the
22 possibilities of the honors that are in each of our
23 colleges moving forward. We were told we couldn't
24 have H.O.N. in front of any of the -- the numbered
25 --

1 CHAIR BIRD-POLLEN: But just again to clarify.
2 That's not the change. It is already the case that
3 it is university honors used to be from the honors
4 program would now be from the honors college.
5 That's already the language in there.

6 MR. BROWN: Roger Brown, college of Ag. Is it
7 not true that the sentence that begins, "This honors
8 graduation credential," is shown on the student's
9 diploma and transcript, is that not --

10 CHAIR BIRD-POLLEN: That's new.

11 MR. BROWN: -- new?

12 CHAIR BIRD-POLLEN: That's new.

13 MR. BROWN: Whatever that means -- whatever
14 operationally that means is that not some new
15 information that --

16 CHAIR BIRD-POLLEN: That's new.

17 MR. BROWN: -- you put --

18 CHAIR BIRD-POLLEN: But the award being called
19 university honors is not new.

20 MR. BROWN: Well, whatever that means I am --
21 I could make a motion to take that out.

22 CHAIR BIRD-POLLEN: That sentence?

23 MR. BROWN: Does that seem to be more
24 consistent with the plan that all the rest of the
25 changes here are only related to non -- are not

1 related to this discussion?

2 CHAIR BIRD-POLLEN: Uh-huh. So your proposal
3 would be to remove the sentence, "This honors
4 graduation credential is shown on the student's
5 diploma and transcript as university honors in the
6 student's major or minor discipline which also
7 aligns with their thesis topic area"?

8 MR. BROWN: Yes. Assuming that, then, would
9 just preserve the status quo until we get a -- a
10 discussion that addresses it. I don't see why we
11 shouldn't just leave the status quo where it is
12 whatever -- whatever that -- whatever that is.

13 PARLIAMENTARIAN BRENNON: Striking that
14 single sentence is fine.

15 CHAIR BIRD-POLLEN: Okay.

16 PARLIAMENTARIAN BRENNON: Motion to amend.
17 Need a second, and then you talk about that.

18 MS. BRION: I'll second. Gail Brion.

19 UNIDENTIFIED FEMALE SPEAKER: First, can you
20 tell me what the section is.

21 CHAIR BIRD-POLLEN: Okay. So this is from
22 1.4.3.6.1 Jurisdiction.

23 UNIDENTIFIED FEMALE SPEAKER: Okay. And so
24 the "This honors graduation credentials" --

25 CHAIR BIRD-POLLEN: Yes.

1 UNIDENTIFIED FEMALE SPEAKER: -- would be
2 removed --

3 CHAIR BIRD-POLLEN: That sentence.

4 UNIDENTIFIED FEMALE SPEAKER: -- then?

5 CHAIR BIRD-POLLEN: Yes. So Roger made the
6 motion and Gail Brion seconded it.
7 Davy.

8 MR. JONES: Davy Jones. I'd like to point
9 out that essentially the effect of -- of what
10 Roger's just done, everything else is just
11 editorially making the senate rules match what the
12 governing regulations now control, the people's
13 degrees and the honors college, they have a senator
14 and the dean is voting and et cetera. And -- and
15 just editorially bringing us into compliance with
16 what the governing regs say.

17 CHAIR BIRD-POLLEN: Further debate on this
18 motion?

19 PROVOST BLACKWELL: Amendment.

20 CHAIR BIRD-POLLEN: Oh, I'm sorry. I'm sorry.
21 I'm sorry. There's an amendment. An amendment to
22 strike the second sentence of Rule 1.4.3.2.1.
23 Is there debate on the amendment? Debate on that
24 amendment? Okay. We'll have to do this by a show
25 of hands. All in favor of the amendment? All

1 right. Opposed? Okay. That motion passes.

2 UNIDENTIFIED MALE SPEAKER: Can you repeat?

3 CHAIR BIRD-POLLEN: So we've got an amend --
4 amended motion which would, then, to approve
5 everything else in the table that was circulated to
6 you except for the second sentence in 1.4.3.6.1.
7 Debate on that amended motion? Any further debate?
8 Any debate? Okay. All right. Well, then, we'll
9 open that for voting.

10 We're voting to approve all of the senate rule
11 changes with the amendment we just discussed in the
12 first section. Any final votes? Any last votes?
13 Okay. The motion passes.

14 Okay. You will hear more about the -- the
15 remaining issue there before -- we'll come back to
16 you. You don't have any more, though; right.

17 MR. FARRELL: No.

18 CHAIR BIRD-POLLEN: Okay. That was the last
19 item. So we do have an opportunity for any items
20 from the floor. If you just want to bring something
21 up before the summer. Oh, there is an item from the
22 floor.

23 MR. BROWN: Roger Brown, college of Ag before
24 Provost Blackwell leaves, there's a meeting next
25 week and I just wondered if there was a -- if we

1 intended to provide any documentation? I -- I
2 wanted to communicate that out, but as well I didn't
3 want to, you know, take over what the meeting was
4 about. So I -- I -- but I wondered what you thought
5 about that.

6 PROVOST BLACKWELL: Yeah, I -- I plan to
7 send something out. I just -- given graduation and
8 board of trustees, I --

9 MR. BROWN: Okay.

10 PROVOST BLACKWELL: There's a longer document
11 that I used at the academic leadership meeting, and
12 I was going to just cut out the superbolous stuff as
13 that one, and I'll -- I'll try to get to that
14 tonight.

15 MR. BROWN: And I'll -- I'll wait then to
16 talk to you.

17 PROVOST BLACKWELL: I'll -- I'll send it to
18 Jennifer and copy you on it.

19 MR. BROWN: Thanks.

20 PROVOST BLACKWELL: Yeah.

21 CHAIR BIRD-POLLEN: I'll forward this out to
22 you -- this document -- as soon as we have it. And,
23 again, reminder. This room three o'clock next
24 Monday and we'll answer questions about which way --
25 Yeah.

1 UNIDENTIFIED FEMALE SPEAKER: I just want to
2 take a -- a moment to thank you sure leadership and
3 thank the committees. Although, the committees got
4 to see each of those proposals, I think we should
5 also thank our members on the senate council because
6 they had to view all of them.

7 CHAIR BIRD-POLLEN: Yeah, that's right.

8 UNIDENTIFIED FEMALE SPEAKER: And it has been
9 a very -- very productive year. I have not seen a
10 year this productive.

11 CHAIR BIRD-POLLEN: All right. Well, let me
12 just say one more time, thank you to all of you. I
13 hope you have a fantastic summer. I would be happy
14 to have conversations or coffee with anyone who
15 might consider chairing a committee next year or
16 serving on a committee who would like to get more
17 involved in senate, I'd be thrilled. Tell your
18 colleagues I'm happy to talk to any of you. Thank
19 you-all and I'll see you in September.

20 (Meeting adjourned.)

21 (WHEREUPON, the May 6th, 2019 Senate Council Meeting
22 concludes at 4:15 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 May 6, 2019
Crestwood, Oldham County, Kentucky.

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