

# **University Senate Agenda**

*All meetings are from 3:00 - 5:00 pm in the Auditorium of William T. Young Library unless otherwise noted.*

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## **Monday, September 13, 2010**

1. Minutes and Announcements
  - Minutes from April 12, 2010 pg. 2-9
  - Minutes from May 3, 2010 pg. 10-20
2. Officer and Trustee Reports
  - a. Chair
  - b. Vice Chair
  - c. Parliamentarian
  - d. Faculty Trustee
3. "State of Financial Affairs" - Executive Vice President for Finance and Administration Frank Butler and Vice President for Financial Operations (and Treasurer) Angie Martin
4. Old Business
  - a. Winter Intersession Proposal (second reading and vote) - Associate Provost for Undergraduate Education Mike Mullen pg. 21-30
  - b. 2010-2011 Winter Intersession Calendar pg. 31
5. Ombud's Report for 2009-2010 - Professor Lee Edgerton, Ombud
6. Proposed Changes to *Senate Rules 5.4.1.3* ("More Than Two Bachelor's Degrees") pg. 32-33
7. August 2010 UK Degree List
  - August 2010 Degree List and Summary (Separate Handout)
  - August 2010 (June and August) Summary (Separate Handout)
8. SACS Accreditation - Quality Enhancement Program (QEP) Update
9. Discussion Regarding Proposed Waiver of *Administrative Regulations 2:1-IVII.B.5* (for endorsement) pg. 34

***Next Meeting: October 11, 2010***

University Senate  
April 12, 2010

The University Senate met in regular session at 3 pm in the Auditorium of W. T. Young Library on Monday, April 12, 2010. Below is a record of what transpired. All votes were taken via a voice vote unless indicated otherwise.

Chair Dave Randall called the University Senate (Senate) meeting to order at 3:04 pm. He questioned the Sergeant-at-Arms, Michelle Sohner, and she verified that a quorum was present.

1. Minutes from February 8 and March 8 and Announcements

There were no changes made to the minutes from February 8, 2010, or to the minutes from March 8, 2010. Grossman **moved** to approve both sets of minutes as distributed, and Cheever **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

The Chair offered a variety of announcements.

- All faculty should turn in their grades no later than 72 hours after a final examination.
- There have been some difficulties with the faculty trustee election – the issues are being worked out and the voting site should be functioning as intended very soon.
- Colleges should currently be conducting elections to fill Senate seats.
- The Senate Council (SC) approved a change to the name of the Cardiovascular Research Center to the Dr. Siby & Becky Saha Cardiovascular Research Center on its academic merits, and did so on behalf of the Senate.
- The SC approved changes to *Governing Regulations IV* (“The University Senate”), on behalf of the Senate. The changes included updating administrative titles, removing one outdated position, and adding new language reflecting new substantive change language for SACS (Southern Association of Colleges and Schools). The major impetus was SACS’ requirements that there be explicit language about who is responsible for what type of substantive change. The new procedures require that the faculty be notified twice a year regarding the need to report any substantive changes. In addition, the SC Chair will mention substantive changes during new senator orientation.
- Regarding the February Senate action to approve a change to Graduate School calendar, Senator Grossman was correct in that the SC could have performed that action on behalf of the Senate, as an administrative change.
- Michael Kovash will serve as the Senate representative to the Online Teacher/Course Evaluation group.
- Armando Prats will serve as the Senate representative to the Work-Life Advisory Council.

- A number of senators' terms were ending and they were rotating off. The Chair asked that they stand; their service was recognized by a round of applause.

## 2. UK May 2010 Degree List

The Chair reported that due to the diligence of faculty senators working with colleagues, two undergraduate students were removed and one undergraduate degree was changed. The Chair noted that the Senate had asked that the Registrar present the names broken down by department, and the current degree list format reflected that organization. He said he would send a thank-you letter to acknowledge the change.

Grossman stated that on behalf of the department chair in the Department of Earth and Environmental Sciences, he was asking that a particular student's degree type be changed from a bachelor of science to a bachelor of arts degree. The Chair noted that the minutes would reflect that Grossman had transmitted that request.

Jones **moved** that the elected faculty senators approve UK's May 2010 list of candidates for credentials, for submission through the President to the Board of Trustees, as the recommended degrees to be conferred by the Board. Grossman **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

## 3. Proposed Change to Engineering Standing Requirements for Chemical Engineering

The Chair invited Professor Kim Anderson from the Department of Chemical and Materials Engineering to explain the proposal. Guest Anderson said that CME 199 had been taught during the second semester of a student's first year. After about two years it was realized that the subject matter was too advanced for freshmen students. The proposal would move CME 199 to the second semester of the second year, and since Engineering Standing is determined during the second semester of the second year, it was no longer feasible to include CME 199 in the Standing requirements. There were no questions from senators.

Nadel **moved** to approve the proposed change to Engineering Standing Requirements for Chemical Engineering, effective fall 2010 and Wasilkowski **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

## 4. Proposed New Dual Degree: PharmD and MS in Physician Assistant Studies

Professor Kelly Smith (PH/Pharmacy Practice and Science) explained the proposed new dual degree program for senators. Guest Smith explained that it would combine two clinical degree programs, and that admissions, progression requirements, etc. would be administered by each program. One additional year would be required for a student to complete both degree programs. There were no questions.

Hayes **moved** that the Senate approve the proposed New Dual Degree consisting of a PharmD & MS in Physician Assistant Studies, effective fall 2010 and Case **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

## 5. Proposed Change to Minor in Computer Science

The Chair invited Hayes to share information about the proposal. Hayes explained that the proposal would add a minimum GPA requirement and residency requirement to the minor, as well as remove the requirement for CS 100.

The Chair commented that the Computer Science proposal, as well as the other curricular proposals on the agenda, came from the SC with a positive recommendation. There were no questions from senators.

Snow **moved** that the Senate approve the proposed change to the Minor in Computer Science, effective fall 2010 and D. Anderson **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

#### 6. Winter Intersession Report

The Chair invited Associate Provost for Undergraduate Education Mike Mullen to offer the report. Mullen recalled that former associate provost Phil Kraemer offered an update for the first three years of the pilot, and that he (Mullen) was prepared to offer a report on the last three years of the Winter Intersession (WI) pilot. Mullen gave a brief presentation, and then answered questions.

#### 7. Proposed Permanent Winter Intersession (Discussion Only - First Reading)

The Chair noted that any plan to make the WI permanent would require a first and second reading.

Grossman asked Mullen to bring back data that addresses the issue of whether there was a retention-of-knowledge problem with students taking courses during the WI, and if that affected later coursework. Mullen commented that some courses taught during WI were prerequisites for courses for the major. He looked through data from 2007, 2008 and 2009, and found that there were two students who took SOC 101 during WI and went on to take upper division classes in Sociology and received As and Bs. There was not much data about students moving into other courses, perhaps because students used WI to fulfill elective requirements.

Mullen went on to say that of the courses mentioned in his presentation, almost \$14,000 in tuition came in per course, spread across a wide variety of areas. He opined that the tuition income was not really paying for the cost of offering a WI course, but that each department had to make a decision as to whether or not a WI course was cost-effective or not.

In response to Arrington's request for data on responses from a WI course instructor's perspective, Mullen said that he did not have that information prepared, but was willing to try to poll a substantial group of WI instructors for that information. Arrington explained that he taught a 400-level WI course, and that many of the students enrolled were there to graduate without having to take a spring semester course. He wondered aloud if what he taught was sufficient for post-graduation retention.

Yanarella said that he was a big supporter of WI when it was first vetted in the SC, thinking it could be great for experimental courses and study abroad, although it seems to have found its own niche. He asked if Mullen or someone in his area to create a recruitment strategy for both increased numbers of students as well as increased course diversity. Mullen replied that it was best to be intentional about how courses are brought into the WI, and that colleges should have a thoughtful discussion about what are its strategic courses. If WI can satisfy a student's learning and allows a student the opportunity to stay on track to graduate, it was worth taking up such discussions as mentioned by Yanarella.

Connors asked about how Mullen planned to grow the number of WI courses to something more substantial. Mullen replied that he would need a marketing campaign to help support an expansion of WI. Prats commented that he taught a WI once, and it was so exhausting he was unlikely to do it again. He said that the pay rates for instructors changes at the college level, so it might be beneficial to see if

compensation affects how many courses are taught. Mullen said that it was his understanding that colleges have different compensation levels.

Grossman **moved** that the Senate receive the Winter Intersession Report and Steiner **seconded**.

Jensen asked about pay rates for instructors, saying that there has been a fair amount of conversation regarding summer school pay rates and faculty salaries. She stated that the issue of faculty compensation should be clear if a proposal to make WI permanent is discussed.

There being no further discussion, a **vote** was taken and the motion **passed** with none opposed. The Chair asked if there were any other questions for Mullen, and Kwon asked if the advantages to the University could be articulated in the proposal for permanency. Mullen replied that if a handful of students take a three-credit hour course and they graduate sooner into the six-year window given for graduation, then it improves UK's six-year graduation rates. In addition, the total income from WI tuition on average exceeded the teacher cost.

#### 8. Code of Student Conduct (for Endorsement)

Assistant Provost for Program Support Richard Greissman explained to senators about the proposed changes to the Code of Student Conduct. Guest Greissman began by saying that the Code of Student Conduct (Code) had been last updated in 2005, and there was an effort to regularly review the Code, as opposed to updating it every 25 years or so. Due to changes in federal legislation and Title IX changes, as well as changes to UK policies, updates to various pieces of language were needed. The changes also clarify the judicial procedures associated with alleged violations of the Code, particularly those pertaining to criminal acts and alerting students.

After additional introductory comments by Greissman, he noted that he was asking for Senate endorsement and that the proposal would go to the Student Government Association (SGA) in two days for that body's review. After SGA review, the proposed changes will go to the Board of Trustees (BoT) with, hopefully, an effective date of July 1.

Nadel commented that suggestions by senators would affect the students' deliberations, and Greissman replied that the Code was deliberately brought to the Senate first to ensure that students were apprised of faculty input.

Snow asked if there had been any input from students. Greissman said that beyond the input of the SGA, he was unable to comment on additional student input.

Nokes **moved** that the Senate endorse the proposed changes to the Code of Student Conduct and Snow **seconded**. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

#### 9. Quality Enhancement Plan Update

Senator Diane Snow offered a presentation to senators. After the presentation, both she and Professor Diane Sellnow answered questions from senators.

Steiner asked if there were examples of what other institutions had done, and Guest Sellnow suggested he visit the Quality Enhancement Plan (QEP) site, where there examples from other universities.

Kwon asked how faculty could see the other ideas that are being developed, and Snow said that it was decided at the last QEP meeting to put the ideas online. Grossman asked about the possibility of developing a wiki or online community to share ideas, and Sellnow replied that there was someone in Public Relations working on a Facebook site, and that Sellnow would check into Grossman's suggestion.

In response to a question from Mountford about the rubrics for the QEP, Sellnow replied that rubrics will be developed based on criteria from SACS, and collecting ideas for rubrics will be part of summer activities. Sellnow added that she and Snow would return to the Senate in September with additional information. There were no further questions from senators.

10. Proposed Changes to *Administrative Regulations* (for Endorsement): *AR 3:4* ("Out-Of-State Employment or Assignment of Faculty and Staff"); *AR 4:7* ("Student Financial Aid Appeals and Advisory Committee"); and *AR 10:2* ("Information Technology Advisory Committees")

The Chair invited guest Associate General Counsel Marcy Deaton to explain the changes to each of the regulations.

Regarding *AR 3:4* ("Out-Of-State Employment or Assignment of Faculty and Staff"), Guest Deaton explained that there were no substantive changes. The revisions establish policies for out-of state programs, and define benefit and salary adjustments. In addition, the formatting was updated and out of date references to titles and other ARs were modified.

Grossman **moved** that the Senate endorse the proposed changes to *Administrative Regulations 3:4* and Nadel **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

Deaton went on to explain the changes to *AR 4:7* ("Student Financial Aid Appeals & Advisory Committee"). She said the regulation was renamed, and establishes appeals processes for students and student athletes. The National Collegiate Athletic Association (NCAA) requires that there be an independent committee to which students appeal. Such a committee has functioned for some time, but their activities were not well described by regulation. The changes are not substantive, but rather clarify practices, and were requested by individuals in Athletics and Associate Provost for Enrollment Management Don Witt.

D. Anderson **moved** that the Senate endorse the proposed changes to *Administrative Regulations 4:7* and Meyer **seconded**. A **vote** was taken and the motion **passed** with none opposed.

The last regulation was *AR 10:2* ("Information Technology Advisory Committees"). Deaton explained that the Information Technology Advisory Committees had undergone a restructuring, into three components: an umbrella committee that consists of a majority of faculty and reports jointly to the Provost and the Chief Information Officer; and two subordinate committees, the Academic Computing Committee and the Administrative Systems Committee. The aim of the restructuring was to allow for greater faculty input and involvement in the computing committees.

In response to Grossman, Deaton replied that the President appoints the committee members. Provost Subbaswamy added that those appointments were made via recommendations from the SC. Kightlinger referred to a mention of a graduate student member, and asked if that included professional students. Deaton replied that she was unsure, but would take that comment back for consideration. Grossman **moved** that the Senate endorse the proposed changes to *Administrative Regulations 10:2*, and Mountford **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

### 11. Proposed Changes to *Administrative Regulations 2:9* ("Lecturer Title Series")

Greissman explained that *AR 2:9* was last changed in 2005. The current revisions began as an initiative from the College of Arts and Sciences to bring a greater professional posture to the lecturer series faculty. The salient changes, aside from clarification, involve the terms of contract - introducing the concept of a rolling contract and professional development opportunities. The proposed appointment period was originally proposed to be for two years, but faculty feedback showed a preference for four to six years, so four years for an initial appointment period was decided upon. The rolling contract for senior lecturers was originally planned to be for four years, but was reduced to three years over concerns that four years was too long. The lecturer rank has a two-year rolling contract. Lecturers will be reviewed annually, and senior lecturers will be reviewed biennially. As a quasi-sabbatical opportunity, there is new language about a one-time course reduction per six years, for a one-year period of a two course reduction.

In response to Grossman, Greissman explained that as the two-year rolling lecturer contract comes up, it is renewed for two more years. If someone has unsatisfactory progress, the lecturer is given one year for improvement. A senior lecturer with an unsatisfactory performance will have a three-year window. If a lecturer continues to perform unsatisfactorily, they will be taken off the rolling contract and there will be three possible outcomes – termination at the end of the contract, renewal of a non-rolling contract due to insufficient progress, or a return to rolling contracts because the person is back on track and performing.

L. Meyer asked about the Provost making final decisions on lecturers without the benefit of an area committee's input. Greissman replied that the regular activities of promotion and tenure of the area committees are quite a bit different from the review of lecturers. Jones added that when the rank of senior lecturer was created in 2005, area committee chairs were canvassed for their collective opinion about reviewing lecturer faculty. Those chairs at that time did not think area committees were an appropriate mechanism to review lecturers. Area committee chairs' opinions were re-solicited for this *AR* revision and a majority of the chairs responding felt the same way.

Greissman said that the review would go through a process at the college level. Because the dean makes a recommendation to the Provost, the review goes from the educational unit to the college, and the dean can ask the college's advisory committee to weigh in. The only circumvention, per se, is that of the area committees. Noting Meyer's concern about clarity, Greissman said he would review the language to ensure that there could be no misinterpretation.

Yanarella recalled to Greissman that when the revisions were discussed at the SC, Greissman advised him to bring up to the Senate two issues raised during that meeting: grandfathering existing lecturers, many of whom have given loyal and dedicated service for years who are anxious about qualifications written into the *ARs* and a concern about the percentage of lecturers in some academic units and the generality of that language. Provost Subbaswamy acknowledged that whenever changes are made, there is always an issue of the extent to which incumbents are affected. In this instance, the requirement that gets in the way of grandfathering is that of an expectation of a terminal degree. There will be exceptions for those fields where a terminal degree is not appropriate or feasible, but over a period of time it is reasonable to expect that terminal degree holders will bring a good cadre of pedagogical input. To simply say that everyone would be grandfathered in could create a two-class system. As opposed to the Provost making all such decisions, he said that there should be a fair system recommended by the faculty of each college and implemented by the college.

Greissman commented that language pertaining to an educational unit has been tightened, and that units are where the academic appointments will occur, as well as where decisions on percentages will be determined. When the 2005 revisions were proposed, there were specific percentages of lecturers written into the language and subsequently removed after Senate input – the Senate said that faculties and departments have enough at stake to know what is best for their respective areas.

In response to a question from Wasilkowski, Greissman replied that suggestions from the College of Engineering to have a one-year contract following a bad review instead of two years were what caused the language to be changed to one year. Mountford asked about maximum percentages for units and Greissman explained that the requirement was that if a unit does want to impose a percentage, it must be codified. Jones said that he interpreted that language to mean that if a unit chooses to hire lecturers, then such a decision must be made. He noted that some departments with lecturers still had not developed criteria by which lecturers are evaluated. H. Anderson (associate provost for faculty affairs) said that after the changes to *AR 2:9* are made effective, she will review units to see if lecturer information in the college and/or department rules are up to date, and will ask them to update them if not. There will a rubric available, similar to that used for department and college rules.

Wasilkowski **moved** that the Senate endorse the proposed changes to *Administrative Regulations 2:9* and Grossman **seconded**. Meyer asked about language to clarify the proposals, and Greissman noted that the *GR/AR* workgroup will meet in the next couple of days, and will discuss it then. He reminded senators that both the Chair and Kaveh Tagavi are members of the group, and will help make sure that those changes will be made.

There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

#### 12. Update on Transfer Action Plan Legislation – Provost Kumble Subbaswamy

Provost Subbaswamy offered a presentation on Transfer Action Plan legislation occurring in Frankfort. As he finished the presentation, the Provost noted that in response to SACS (Southern Association for the Accreditation of Colleges and Schools) many public institutions are working on assessment and the learning cycle. All of Kentucky's four-year public institutions are aligned with the AAC&U (Association of American Colleges and Universities) model, and are surprisingly aligned amongst the four-year institutions. KCTCS can make a single alignment with the four-year institutions, which will work better. There were still details to be worked out, though, although there was a good understanding in the General Assembly about what the legislation entails.

Grossman said that one of the most consistent transfer problems pertained to transferring labs that differ in the number of lab hours. For example, a recurring question pertains to whether or not taking one hour of this lab and one hour of that lab through KCTCS counts as two lab hours at UK. Provost Subbaswamy said that there was no explicit discussion of labs, and that when faculty committees assemble to talk about this, it will need to be discussed. It is expected that there could be a statewide equivalency test, and it might be worth talking about a competency test for standardization.

Steiner thanked the Provost, saying that he worked decisively and quickly with the legislation, and that he did a wonderful job.

#### 13. Reminder on Submitting New Business



The Chair reminded senators about the procedures for bringing new business to the Senate. He gave senators a moment to read pertinent language from the *Senate Rules*, displayed via the PowerPoint presentation:

...The Senate Council shall prepare agendas for regular Senate meetings. Any student, faculty member or administrator may present a written recommendation for Senate action to the Senate Council. The Senate Council may refer it to committee or act on it itself. If referred to committee, the committee shall approve, disapprove, or modify the recommendation. The original recommendation with committee action shall be forwarded to the Senate Council. The recommendation shall be placed on the Senate agenda unless both the committee and the Senate Council determine otherwise. If the Senate Council acts on the recommendation without sending it to committee, it can decide not to place the matter on the agenda....

...In this situation, the recommendation may be introduced on the Senate floor if its initiator obtains either the signature of ten (10) Senators, or a petition approved by a corresponding percentage of the members of the University Faculty in the case of matters for which the elected University Faculty Senators are responsible. The agenda plus all recommendations for Senate action shall be posted on the University Senate's Web site and circulated by e-mail to all members of the University Senate and to administrative offices that are concerned with academic affairs at least six (6) days prior to regular Senate meetings....

The Chair shared that the SC was trying to conduct business a little differently and will continue to do so. There will likely be two SC retreats this summer, with both focused on how to better conduct Senate-related business.

There being no further business to discuss, the meeting was adjourned at 4:43 pm.

Respectfully submitted by Hollie I. Swanson,  
University Senate Secretary

Absences: Adams; Almasi\*; Arents; Arnold; Atwood; Back; Birdwhistell; Bishop\*; Blackwell; Boissonneault; Brennen; Chappell\*; Costich\*; Coyne; Culver; Denison; Dyer; Edgerton; Estus; Ettensohn; Gesund\*; Gonzalez\*; J. Hall; Hallman; Hardesty; T. Harris; V. Hazard\*; Heller; J. Jackson; Januzzi; Karan; Kidwell; Kington; Kirk; Kirschling; Lester; Maglinger; Martin\*; McCormick\*; McCorvey; McMahan; Mehra; Mendiondo; Mobley; Murphy; Nardolillo; Nieman; D. O'Hair; M. O'Hair; Patsalides; Perman; Perry; Ray; Reed; Richey; Rieske-Kinney; Ritchie; Robinson; Rohr\*; Roorda; Rouse; Santhanam\*; Schoenberg; Sellnow; Shannon; Shay; M.S. Smith\*; R. Smith; Speaks; Subbaswamy; Sudharshan; Sutphen; Swanson\*; Telling; Thacker; Todd; Tracy; Travis; Troske; Turner; D. Watt\*; Wells; Wermeling\*; Wiseman; D. Witt; Zhang.

Invited guests present: Kim Anderson, Richard Greissman and Kelly Smith.

Prepared by Sheila Brothers on September 7, 2010.

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\* Denotes an absence explained prior to the meeting.

University Senate  
May 3, 2010

The University Senate met in regular session at 3 pm on Monday, May 3, 2010 in the Auditorium of W. T. Young Library. Below is a record of what transpired. All votes were taken via a voice vote unless indicated otherwise.

Chair Dave Randall called the meeting to order at 3:05 pm. He questioned the Sergeant-at-Arms, Michelle Sohner, and she verified that a quorum was present.

1. Minutes and Announcements

The Chair offered a variety of announcements.

- The Senate Council (SC) approved a waiver of *Senate Rules 5.2.4.8.1* ("Common Examinations") for HIS 371.
- The SC also approved a waiver of *Senate Rules 5.2.4.8.1* ("Common Examinations") for ACC 301.
- The SC approved the addition of one Education graduate student to the May 2010 degree list because a clerical error prevented the student's inclusion.
- The SC moved that in cases where the student can show that failure to be on the degree list is entirely due to an administrative error, the SC will add the student to the degree list on behalf of the Senate; failing that demonstration, the SC will not consider the student's petition.
- In situations regarding "late additions" (due to administrative error) to the degree list when there is no scheduled SC or Senate meeting, the SC moved to direct the SC Chair to act on behalf of the SC regarding additions to degree lists if the matter cannot wait until the next SC meeting.
- College of Health Sciences Dean Lori Gonzalez made an administrative decision to decrease funding to two programs in Health Sciences. As a result, admissions to the master's and PhD programs in Reproductive Sciences were suspended for one year. On April 26, the SC moved that the Chair inform the Senate about this action. This has raised issues about *Senate Rules 3.3.2* and a lack of clarity in that language about what specifically constitutes a "significant reduction" to an academic program. The SC explicitly stated that this action/process, deemed to be less than a "significant reduction" does NOT set a precedent, but rather serves as an impetus to develop formal language to address similar, future situations.
- The SC will hear a report from Ruth Beattie during May 10 SC meeting regarding TurnItIn (TII). The report will include suggestion that the pilots have served sufficiently to investigate the product, and the next step is to purchase TII. Please send in any final comments about TII to Beattie by Wednesday.
- A formal proposal, second reading and vote on a permanent Winter Intersession will be presented in September.

- A web transmittal is currently posted – senators have until one week from today to review. Over 50 proposals were received in the Office of the Senate Council over the past few days, and every effort will be made to process them prior to the semester’s end. Thus, more transmittals will be coming.
- Send in any additional “Improve the Senate” comments to Mrs. Brothers by Wednesday.
- A webinar presented by the Advising Network will be presented on the topic of “The Role of Faculty Advisors in Student Success” on Thursday, May 13. See Matthew Deffendall with questions.
- Regarding the submission of final grades, senators are asked to please remember that *Senate Rules 5.1.6.A* states that grades must be submitted to the Registrar within 72 hours after the final examination is administered, and not the Monday after Finals Week.
- Please remind your constituents that the Quality Enhancement Program (QEP) “Big Ideas” solicitation is still ongoing. Senators are asked to please:
  - Remind your constituents to visit the website ([www.uky.edu/QEP](http://www.uky.edu/QEP)) to post ideas;
  - Nudge unit/dept heads & assessment coordinators to complete the unit assessment worksheet and forward it to [deanna.sellnow@uky.edu](mailto:deanna.sellnow@uky.edu) in May; and
  - Remind unit/dept heads & assessment coordinators to copy [deanna.sellnow@uky.edu](mailto:deanna.sellnow@uky.edu) and [dsnow@email.uky.edu](mailto:dsnow@email.uky.edu) when submitting their spring 2010 Program Outcome assessment reports to the Office of Assessment.

## 2. Proposed New Center for Interprofessional Healthcare Education, Research, and Practice

The Chair introduced Professor Andrea Pfeifle (ME/Internal Medicine), who attended to answer questions regarding the proposed new Center for Interprofessional Healthcare Education, Research, and Practice (CIHERP). Guest Pfeifle explained that there were a variety of her colleagues in attendance who supported the proposal and were available to answer questions. She said that the purpose of CIHERP is to help enable graduate students to work as effective collaborators, regardless of specific careers. Interprofessional healthcare activities are a national and international concern. Another key function of CIHERP is a research component, and a good working model has been incorporated into the center proposal. Since the proposal was first submitted in November, the reporting structure has changed so that it will reside in the Office of the Provost, not the College of Medicine. CIHERP will be governed by a board of deans made up of the participating colleges, along with other colleagues. CIHERP’s director will also sit on the board and work to establish priorities with a working group from each participating college.

Jones asked for clarification regarding the type of center being proposed. Pfeifle ultimately agreed that it was a multidisciplinary research center and Jones noted that if it were to be an educational unit, a governing board of deans would not have the authority to set educational policies for CIHERP.

Kightlinger said that the proposal includes the College of Law, yet there was no signature from Law’s dean. He said that Law’s associate deans were unaware of the proposal and that the faculty had not signed off on any participation. Pfeifle replied that the letter from former Law Dean Vestal had been removed since his departure, but that the acting dean had been fully supportive. She thought it unfair to

say that Law faculty had not been actively involved. Kightlinger replied that Dean Brennan was unaware of any such participation when Kightlinger queried him about it a few hours previously.

Thelin, referring to language in the CIHERP proposal about UK being a national leader, said that this type of center has already been established at many other institutions. During SC discussions, Thelin said that Pfeifle listed UK's lack of an invitation to participate in the Carnegie Foundation for the Advancement of Teaching as another rationale for the proposed CIHERP. Thelin said that it seemed a little presumptuous to claim UK to be a national leader in anything, and that CIHERP is neither original nor innovative.

Pfeifle responded that UK was not behind, but that an informal group of faculty and staff have worked together for some time, but not having an organized center puts UK behind when other universities have such entities. Guest Ron Botto (DE/Oral Health Science) said that his impression of the language was not that UK was planning to be the leader, but rather will do the best it can and strive towards that goal.

Guest Donna Webber (ME/Molecular and Biomedical Pharmacology) explained that she recently headed up an experiential activity with Pharmacy and Medicine students. UK is one of the first universities in the country to have a required component of courses in Medicine and Pharmacy in which all those students are involved in an interprofessional activity. She said there was no point in striving for mediocrity, and that other current activities will be benefitted by CIHERP.

Swanson asked for more information on how CIHERP could have benefitted the course Webber conducted. Webber said that the project involved all second-year medical students and all third-year pharmacy students. She had wanted to also include students from the College of Nursing, but it was difficult to schedule them as well as Pharmacy and Medicine students. From the standpoint of working with experienced people in standardized patient care simulations, CIHERP would facilitate the use of multiple facilities across campus, as well as with assessment of the course. Involving more than one college's students requires a lot of planning and expertise, which could be facilitated by CIHERP.

D. Anderson commented that it seemed that if anything were needed, it would be an interprofessional center for the entire campus, instead of involving just nine colleges. The College of Engineering has been doing phenomenal things with healthcare, and many departments in the College of Arts and Sciences have also been involved with healthcare. D. Anderson stated that if CIHERP will reside in the Provost's office, it should certainly be campuswide. Pfeifle explained that they started with the healthcare colleges and that many other have come forward and are regularly participating in interprofessional activities. Guest Patricia Burkhart (associate dean of undergraduate studies, College of Nursing) added that CIHERP was supported by a vote of the Nursing faculty, and will establish a visible university presence demonstrated at the professional level. CIHERP will open the door to conversations and elevate UK's status to be competitive for grant opportunities.

Thelin commented that using \$260,000 in annual operating budget to break down institutional barriers created by the administration was interesting, when faculty were not receiving any salary increase. Pfeifle said that the \$260,000 was primarily allocated for salary support for the interprofessional faculty involvement, and no college underwriting. Financial support will be provided by the Provost and Executive Vice President for Health Affairs (EVPHA). That money cannot be used for general purposes, and that the monies spent were under the discretion of those two individuals, who could choose to direct it to CIHERP. As far as salaries go, Pfeifle said that it was modest – a director, one full-time staff employee and a coordinator. The remainder of the monies goes to the programs.

Jones asked for additional information regarding the money and funding. Greissman said that he heard the Provost explain to the SC that the money to fund CIHERP was primarily coming from a healthcare endowment fund that derives money from practice plan income, and can only be spent on the healthcare colleges. The principle sum is coming from monies bracketed by healthcare initiatives, which is why the EVPHA would be involved. Jones opined that the Provost's description of start-up monies was somewhat different from the explanation currently being given.

Nadel asked if there was a way to independently verify information given by the Provost. He said that at the last May Senate meeting the Provost said that no money would be spent on a new Gen Ed unless the Senate voted on a budget, but money has been spent yet no vote has been taken. Greissman said that with the exception of the fall pilot projects, recurring monies have not and will not be allocated until the Senate votes on implementation. Non-recurring sums have been spent to demonstrate that courses can be developed and taught successfully. Nadel replied that he had heard that six faculty lines had been filled for Gen Ed instruction in the Department of English, and funded as recurring lines. He acknowledged he could have erroneous information, but wondered where the truth lay. Greissman suggested that the discussion regarding salaries and Gen Ed be taken up when Provost Subbaswamy arrived later in the meeting.

The Chair noted the length of the agenda and asked if there were any further comments. Wood asked about the proportion of money would come from the earmarked healthcare funds, and what portion would come from the Provost. Greissman said he was unsure, and the Chair suggested the question be asked when the Provost arrived.

Having previously drawn senators' attention to the two proposed motions regarding CIHERP (that the Senate approve the proposed new Center for Interprofessional Healthcare Education, Research, and Practice based upon its academic merits; and that the Senate not endorse the proposed new Center based upon its non-academic merits) Zentall asked for information regarding the difference between the two motions.

The Chair explained that the Senate has unquestionable responsibility regarding academic merit, and while the SC vote was not unanimous, the SC did approve the academic issues involved with CIHERP.

Thelin said that to put aside money, one has to have an administrative solution to an administrative problem. He said that the essence of College of Medicine Dean Perman's comments to the SC was that the members of the health campus did not cooperate well among themselves. Thelin expressed disbelief that a dean from one college contacting another dean could not accomplish as much as CIHERP is proposed to do. He cited many faculty committees working across campus. Pfeifle said that the majority of the budget did fund faculty lines, and much of the budget is allocated to faculty grants. Thelin responded that he saw a \$109,000 salary for the director, and Pfeifle noted that the person was a faculty member. Thelin responded that moving that faculty person into the directorship moved that person into an administrative role. That position takes the faculty member away from teaching, etc. and will give them a Distribution of Effort (DOE) percentage that is overwhelmingly administrative. Pfeifle said that she had been fulfilling 30% toward interprofessional activities on her DOE, and was not mired in administrivia and that the director will also not be, with appropriate staff support.

Burkhart said that the proposal for CIHERP supported the spirit of breaking down the barriers referred to by Thelin. Of course deans may talk, but CIHERP would establish a concrete mechanism for working

together. She expressed excitement about the collaborations in CIHERP, and mentioned that there were discussions at the hospital about an interprofessional unit.

Guest Karen Novak (DE/Oral Health Practice) said that CIHERP could bring students together, and would provide experiences similar to the interprofessional honors colloquium. Guest Janice Kuperstein (HS/Rehabilitation Sciences) said that the silos at UK were not created here, but rather existed for decades.

Jones **moved** that the Senate approve the proposed new Center for Interprofessional Healthcare Education, Research, and Practice based upon its academic merits and Kelly **seconded**.

Nadel asked about the consequences of passing the first motion prior to the second motion. Greissman and Jones discussed Nadel's comments. After a short period, Jones said that if the Senate disapproved the motion on the floor, there would be no educational environment and if SACS or the CPE asked questions about an established CIHERP, both the Provost and President would be obliged to report the non-academic status of the center. A vote on the second motion is advisory. In response to a follow-up question from Nadel, both Jones and Greissman agreed that the second, advisory vote may or may not be heeded by the Provost and/or President.

There being no additional discussion, a **vote** was taken on the motion to approve the proposed new Center for Interprofessional Healthcare Education, Research, and Practice based upon its academic merits. The motion **passed** in a show of hands, with 39 in favor and 16 opposed.

The Chair drew attention to the second motion ("that the Senate not endorse the proposed new Center for Interprofessional Healthcare Education, Research, and Practice based upon its non-academic merits"). Noting that the motion was in the negative, he added that this motion was advisory and that the SC vote was very close. He suggested Thelin summarize the SC discussion, and Thelin agreed to do so. Thelin said that his recollection was that there was concern about the sources and direction and uses of funding. SC colleagues also raised serious questions and quality and the validity of assessment criteria; there was reasonable agreement that assessment of the proposed center would probably not pass a rudimentary course in program evaluation.

Jensen spoke to clarify the budget issue, saying there was a general question in the SC of how to pay for a new center. During the SC discussion, which may have been clarified later for Greissman, the practice fund was mentioned, but it was not clear that the money would come from health college revenues. Jensen said that regarding the budget piece, it was not clear where the money would come from, and there was a general sense of discomfort with an unfunded situation.

Provost Subbaswamy said that it was important to realize that UK is a single university, and that it does not operate on the notion that any one college works on its own. He said that his office does take account of the fact that many colleges have auxiliary and other funding sources, and deal with it in a judicious manner. There are instances where initiatives step across college boundaries, and if all activities take place in one college, it can be easily argued that funding must come from that one college. If multiple colleges are involved, then the suggestion from the SC that the center be housed in the Provost's Office made sense. He said he contributed a symbolic amount of money, and will split the costs with the Office of the EVPHA. There are some pots of money inherited from the days when campus was separate from the medical center, and those monies must be spent in the health care colleges by statute.

Pfeifle said that the evaluation plan included with the proposal was based upon a strategic planning group comprised of faculty from across colleges, and working together for the past three years. The information was intended to illustrate that best practices will be followed, and at the request of the SC CIHERP will be assessed by established regulations. The Chair requested a motion.

Jones **moved** that the Senate not endorse the proposed new Center for Interprofessional Healthcare Education, Research, and Practice based upon its non-academic merits. Wood **seconded**. The Chair called for discussion of the motion.

D. Anderson said that she had an additional question regarding the financial aspect, because what she just heard was not what she heard at the SC meeting. She asked the Provost to confirm that the financing is coming directly from the hospital and a fund from the Provost's office that is strictly for the healthcare colleges. The Provost affirmed her statement.

There being no further discussion, the Chair reminded senators that an affirmative vote meant a vote against. A **vote** was taken on the motion that that the Senate not endorse the proposed new Center for Interprofessional Healthcare Education, Research, and Practice based upon its non-academic merits and the motion **passed** with 33 in favor and 16 opposed.

### 3. UK August 2010 Degree List

Jensen **moved** that the elected faculty senators approve the UK August 2010 list of candidates for credentials, for submission through the President to the Board of Trustees, as the recommended degrees to be conferred by the Board and Wermeling **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

### 4. UK May 2010 Degree List Addendum (Western KY/UK Joint Engineering Programs)

Zentall **moved** that the elected faculty senators approve UK's May 2010 Degree List Addendum (Western KY/UK Joint Engineering Programs), for submission through the President to the Board of Trustees, as the recommended degrees to be conferred by the Board. English **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

### 5. Proposed Relocation of Graduate Center for Biomedical Engineering from Graduate School to College of Engineering

[Senators were informed via a PowerPoint slide that Chair Randall has a joint appt in the Graduate Center for Biomedical Engineering.] Jeannine Blackwell, dean of the Graduate School, explained that the proposal would move the Graduate Center for Biomedical Engineering and associated degree programs and budget from the Graduate School to the College of Engineering. The move had been under discussion for several years and has finally been completed. Dean Blackwell noted that various faculty bodies approved the move.

In response to a question from Saatman, Dean Blackwell said that there was no impact on the undergraduate accreditation in the College of Engineering, as the Biomedical Engineering program did not have an undergraduate degree, with no plans for one in the future.

Wermeling asked about the students' opinions and how the move affected them. Guest David Puleo (director, Graduate Center for Biomedical Engineering) replied that they were not really affected, and that those who are aware of the move and have given their opinion have been in support. Blackwell said

that there were no curriculum changes associated with the move, nor would it affect any graduate assistantships or funding for research conferences, etc. The funding is already in place and moves with the Graduate Center for Biomedical Engineering.

D. Anderson **moved** that the Senate approve the proposed relocation of the Graduate Center for Biomedical Engineering from the Graduate School to the College of Engineering and Wasilkowski **seconded**. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

#### 6. Proposed New BA and BS in Japanese Language and Literature

Guest Doug Slaymaker (AS/Modern and Classical Languages, Literature and Culture) explained the proposal to senators. He said that there was a need in a state with strong ties to Japan for the state's flagship university to have a Japanese degree program. He said that there were between five and six students in a topical "Japanese" major at any given time. There are also about 30-35 majors in International Studies with Asia as their area of focus. Kentucky's regulations require that for certification of teaching, the person must be competent in the language. Murray State has recently instituted a major in Japanese, but is not nearly as robust as UK's proposed Japanese degree program. Slaymaker said that the proposed degree program will place UK in a position to recommend teachers for certification in teaching Japanese. Last year two new Japanese Studies faculty were hired with foundation seed money, and there are another five or six faculty across campus teaching Japanese-related courses or doing related research. In response to a question from Kightlinger, Slaymaker explained that they expected 30-45 students in the program annually.

Sellnow **moved** that the Senate approve the proposed new BA and BS degrees in Japanese Language and Literature, effective fall 2010 and Nadel **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

#### 7. Proposed Suspension of Dance Minor

The Chair invited Professor Melody Noland (ED/Kinesiology and Health Promotion) to explain the proposal to suspend the Dance Minor. She also touched on aspects of the request to suspend Dance Certification.

Guest Noland explained that the Kinesiology and Health Promotion (KHP) faculty voted unanimously to suspend the Dance Minor. One of the primary reasons is low enrollment – the dance certification existed for six years, and only graduated seven students. In addition, a lot of resources are required for an effective program. About 17 dance classes are offered per year, some for KHP majors taking Dance for physical education, but all those courses are now taught through part-time instructors. Additionally, performance dance does not meet the strategic plan in the College of Education. Dance can be used for physical education training, but also encompasses jazz dance, choreography, etc. and are more of the performing arts than education courses. Noland went on to explain that the market for teachers with Dance Certification is low; the only places hiring such individuals are special or private schools. She said that a few classes would still be taught to assist students majoring in KHP, but after the current students finish out, no more performing arts-type dance classes will be taught. The enrollment in KHP has increased by 33% over the past two years, and faculty felt it important to concentrate on programs other than dance.



In response to a question from Estus, Noland explained that current students received a letter about the suspension of the program, which included a suggestion that the student sit down with their advisor to work out a plan.

Kwon asked about how course enrollments compared to the students taking a major/minor. She said that it was her understanding that KHP was the only area that offered dance courses, and such a suspension would have a big impact. She wondered why it was not part of the College of Fine Arts. Noland replied that the dance courses had a unique history. Enrollment for Dance Certification is very low, sometimes one or two people, but the performing arts-types of classes can have pretty good enrollments, but vary from 10 to 25 students. Some students are not enrolled in any degree program that requires the courses, but rather just take them for enjoyment. Noland said that she thought dance should be in Fine Arts, but would be a minor with low enrollment requiring a lot of resources.

Estus **moved** that the Senate approve the proposed suspension of the Dance Minor effective fall 2010, and D. Anderson **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with one opposed.

#### 8. Proposed Suspension of Dance Teacher Certification

The Chair noted that the rationale for the suspension of the Dance Minor overlapped that of the suspension of the Dance Teacher Certification. There were no additional comments or questions from senators.

Costich **moved** that the Senate approve the proposed suspension of the Dance Teacher Certification effective fall 2010, and L. Meyer **seconded**. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

#### 9. Proposed Change to *Senate Rules 5.1.1* ("General Grading System")

Jones, chair of the Senate's Rules and Elections Committee (SREC), explained that Grossman had put forward this change, but was unable to attend to explain. Awhile back, a new grade, "SI," was created for those courses that stretch over one semester (i.e. undergraduate research project, research hours, etc.), which indicated that a student was on track for a real grade. Grossman encountered a situation in which he was unable to indicate unsatisfactory interim progress after the first semester. The proposed new grade, "UI," will indicate unsatisfactory progress.

Yost asked if this proposed grade would stay on the student transcript until the student graduated, or goes on to a qualifying exam, or leaves the university. Jones replied that he was unsure, and said that an amendment from the floor could be offered, or the SREC could be charged with coming up with that language. He said the lack of a sunset was just an oversight. After brief discussion about how to address a sunset clause, Nadel **moved** that the Senate approve the proposed change in *Senate Rules 5.1.1*, to include a new grade of UI, effective fall 2010 and Mountford **seconded**.

Prats asked how the grade differed from "I." Greissman explained that I was for a course that is bounded by one semester, while the UI/SI grades are used for courses that fall over two semesters.

There being no additional discussion, a **vote** was taken and the motion **passed** with a vast majority in favor.

Yost **moved** that the Senate Council further pursue the issue of a sunset clause or definitive timeframe other than just graduation for use of SI and UI grades, and Wasilkowski **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

#### 10. Proposal for a Three-Year December Commencement Pilot

The Chair explained that he spoke with Provost Subbaswamy during the fall semester, which resulted in a January conversation with additional individuals on the possibility of a winter commencement. There was another discussion in March, and the topic has since been talked about by the SC. He asked Greissman to explain the proposal in detail.

Greissman noted that the *Administrative Regulations* establish the Commencement Committee, which worked very hard for a highly choreographed spring commencement, in which one out of ten graduates may show up. Additionally, about 40% of students do not graduate in May – they are eligible to graduate in December. The Provost asked deans to do some informal work about a December commencement, and the result is a formal suggestion for a three-year December commencement pilot, which will admittedly mostly capture undergraduates. The discussion is now at the stage in which faculty must determine how or if it should be made to work. Greissman was explicit that there was no intent to interfere with pinning, hooding, coating, etc. ceremonies, but rather would offer an opportunity for every student to walk across the stage and have their name announced. He said that a discussion of honorary degrees at a December commencement would wait for now.

In response to Jones, Greissman said that the intent is to obviate the need for college recognition ceremonies, and have December and May commencements in which all undergraduates are recognized by name. Dean Smith (AG) said that the version of the proposal that he saw said students would be recognized by name “if feasible,” and said that particular phrase would likely prevent many graduates from showing up. Greissman said that the assumption was that every student’s name will be announced – if not, then it is the same as the current practice.

English asked what a vote to approve this proposal would mean for individual college ceremonies in the spring. Greissman said that if all students’ names are called, it would obviate the need for separate undergraduate ceremonies, notwithstanding pinning, etc. He said that professional and graduate students would also be honored. Wood asked for further clarification about college ceremonies, and asked if approving the pilot would mean that after December 2010 colleges would be unable to have recognition ceremonies. Greissman replied that if one looked at the main commencement ceremony as the event where all students are recognized, one might wonder if the separate recognition ceremonies were even necessary. He said it was a known fact that many students do not attend the main ceremony, preferring to attend the college ceremonies and thinking that will be more meaningful. If there are college recognition ceremonies that continue to be held, it will keep students from attending the main ceremonies in May and, perhaps, December. He said that a starting point is how to make the main ceremony and the pilot more participatory than currently.

Wood said that having served as the chair of the Commencement Committee in the College of Arts and Sciences (AS), she acknowledged the issues surrounding commencement, as described by Greissman. She said that to be clear, senators should understand that a vote for a pilot December commencement was, in essence, a vote against college recognition programs. She voiced her support for the pilot. Greissman said that this particular aspect was part of why the SC insisted that there be a pilot for winter commencements. He said that many recognition ceremonies were created in reaction to what did not take place during commencement.

Dean Kornbluh said that he supported a December commencement, and wondered about a recommendation from the deans' committee regarding recognition ceremonies. D. Anderson said that it was her recollection that the December commencement would not supersede anything else. Greissman said that there would be no college recognition ceremonies in December, to see how well students and parents would attend a full commencement.

Wermeling asked about student input and desires. Greissman replied that students were consulted by the deans' committee, and that they want a ceremony in which they get real recognition – they want to cross the stage and have their families members see them and hear their names announced.

Steiner asked about whether there were any guesses about the number of potential students who graduate in May, compared to graduating in December. Greissman said that students liked the idea of leaving December as an experiment. Forty percent of students do not attend commencement, so there is a possibility to get them to attend.

Wasilkowski commented that the proposal would not take anything away from students, and that those who want to participate in a college recognition ceremony in May still could. He spoke in favor of the proposal. Greissman agreed that the recognition ceremonies would take place (if at all) during May.

After additional questions about college recognition ceremonies, Provost Subbaswamy said that the intent is not to disallow college recognition ceremonies in December, but rather that such ceremonies would no longer be necessary if students are able to individually cross the stage and have their names announced during a campuswide ceremony.

Estus **moved** that the Senate approve a three-year pilot trial of a December commencement, beginning in December 2010 and ending after a December 2012 commencement and Swanson **seconded**. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

#### 11. Approval of Establishment of Interim General Education Oversight Committee

Mullen, Associate Provost for Undergraduate Education, explained that Gen Ed had utilized a steering committee, then had template committees, and then this past fall (2009) had vetting teams to review course proposals. Because the vetting teams will sunset in May, there needs to be a faculty group to oversee the final two years of implementation for Gen Ed, as well as continue the review of proposed Gen Ed courses. An interim General Education Oversight Committee (GEOC) was discussed with the SC and met with positive comments. Members will be appointed by the SC, with input from Mullen, and will meet over the summer.

Wood **moved** that the Senate approve the establishment of an Interim General Education Oversight Committee as outlined in the proposal, with the requirement that one-half of the membership will be comprised of individuals new to the General Education initiative. D. Anderson **seconded**. Wood asked for confirmation about who would be doing the appointing. Mullen replied that it would be the SC, and Wood asked that information to be included with the letter of appointment.

Jensen clarified that during the SC discussions, the one faculty member per each of the ten areas referred to disciplinary background, not strict college or department representation.

Wood asked Mullen to consider another friendly amendment – she wanted to clarify that the composition of the committee be included. In response to C. Lee, Mullen said that while there were seven vetting teams, it was thought that there should be one “representative” for each of the 10 course templates, and function as one committee. Mullen said that he would ask GEOC to offer an update to the SC in August about the most efficient ways to work.

There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

13. Update from Vice President for Institutional Diversity

The Chair noted that Vice President for Institutional Diversity Judy “J.J.” Jackson was ill and could not attend the day’s meeting.

14. State of Academic Affairs - Provost Kumble Subbaswamy

The Provost offered his presentation on the State of Academic Affairs at UK. Subsequent to his presentation, he answered questions from senators.

The meeting was adjourned shortly after 5 pm.

Respectfully submitted by Hollie I. Swanson,  
University Senate Secretary

Absences: Adams; H. Anderson\*; Arents; Arnold; Atwood; Back; Barnes; Birdwhistell; Blonder; Boissonneault; Brennen; Chappell; Conners; Culver; Dyer; Ederington; Edgerton; Ettensohn; Gesund\*; Griffith\*; Grossman\*; Hall; Hallman; Hardesty\*; Harris; Hatcher\*; Hayes\*; Heller; Jackson; Januzzi; Kidwell; Kington; Kirk; Kirschling\*; Lester; Maglinger; Martin\*; McCormick\*; McCorvey; McMahon; McNamara; Mehra; Mobley; Nardolillo; Nieman; Nokes\*; D. O’Hair; M. O’Hair\*; Patsalides; Perman; Perry; Richey\*; Rieske-Kenney; Ritchie; Robinson; Rohr\*; Roorda; Rouse; Schoenberg; Shannon\*; Shay; R. Smith; Snow\*; Sottile; Speaks; Starr-Le-Beau\*; Subbaswamy; Sudharshan; Sutphen; Telling; Thacker; Todd; Tracy; Travis; Troske; Turner; Viele; Watt\*; Wells; Williams; Wiseman\*; Witt; Yanarella; Zhang.

Invited guests present:

Prepared by Sheila Brothers on September 7, 2010.

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\* Denotes an absence explained prior to the meeting.

## Winter Intersession Proposal

Presented to University Senate for Final Consideration by Dr. Mike Mullen,  
Associate Provost for Undergraduate Education.

September 10, 2010

On February 9, 2004, the University Senate considered a Winter Intersession Pilot. The rationale was to help our students progress towards degree completion in a timely fashion, and to allow for experimental courses. The proposal was approved and the pilot began in winter, 2004. After three years, the pilot was extended for another three years, expiring during the 2009-2010 Winter term. It is now time to consider making this a permanent part of our course offerings.

Data on enrollment, number of courses, and course evaluation data from students in the WI courses were reported to Senate on April 12, 2010. That report is found in the appendix of this document. In brief, the report showed that in 2004, 13 classes from five colleges were offered with a total of 99 students. Since 2007, enrollments have stayed over 200 each year, doubling our enrollments in these courses (Fig. 1). Additionally, the number of courses offered each year has grown from 13 in 2004 to 18 this past year (Fig. 2). Also, Juniors and Seniors account for about 78% of total enrollment.

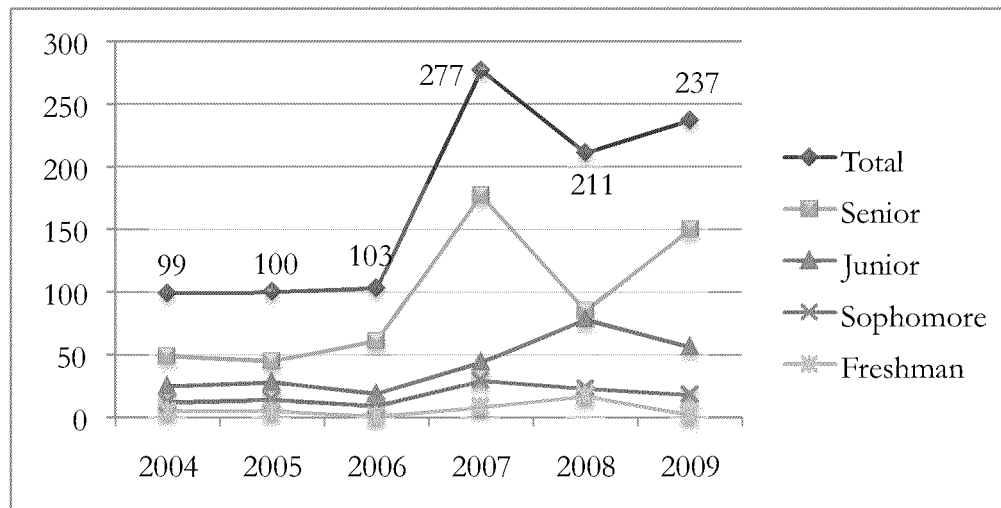


Figure 1. Total enrollment and by classification

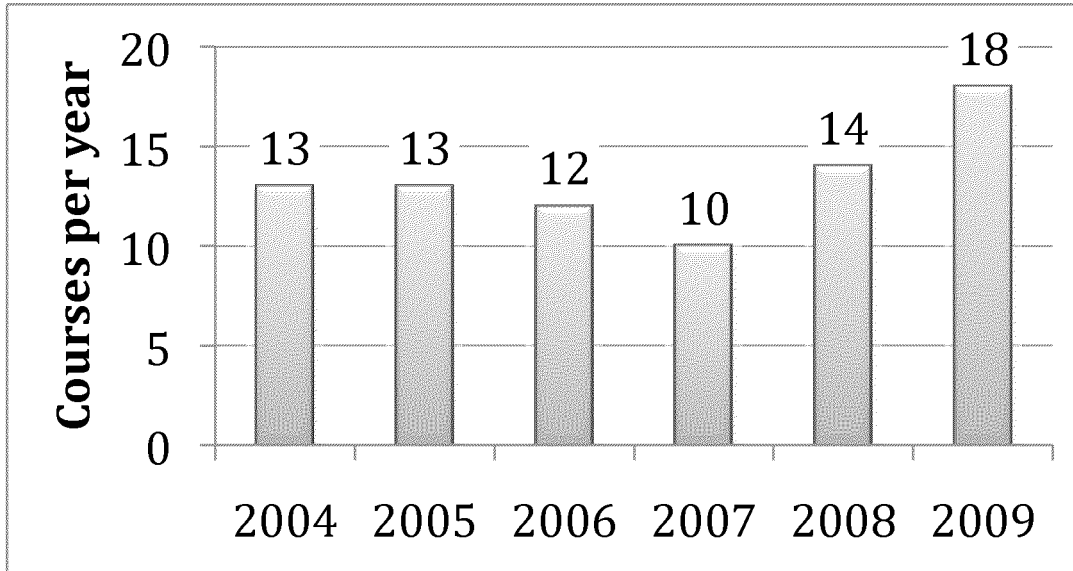


Figure 2. Number of courses each year during the Winter Intersession Pilot

Students who have taken WI courses have confirmed that progress towards graduation is a key reason for taking these courses, with approximately 60% of students indicating they took the course to stay on track for graduation and approximately 35% indicating that the course was taken to accelerate their progress towards degree (see Appendix). Student responses also indicated that approximately 35% viewed their course as comparable to regular semester course work, and about 45% thought the course was better or much better than a semester course. The large majority of students indicated that they would consider taking another WI course in the future.

At the Senate meeting on April 12, 2010, questions were posed regarding other aspects of the program. These dealt with the observations of instructors of the courses and an question related to how dollars are allocated from the program.

A survey of instructors who taught in WI was conducted. Only seven instructors responded, but their responses support the concept of Winter Intersession. Four taught a face-to-face class, three taught a distance course, one was a study abroad class, while only one class was a required course in the major.

The instructors were asked why they taught a WI course. Their responses were:

1. money, experience
2. Students need the credits to graduate by May 2010
3. To earn extra money.
4. There was a need in our department for this role, and I volunteered.
5. The course meets USP requirements and is always in demand on campus. This generates additional funds for the department as well.

6. Timing -- convenient for students, and for study abroad, easier to convince students who haven't traveled to try a short course than one that would last the entire semester.
7. Service to students. Increase income to self and department

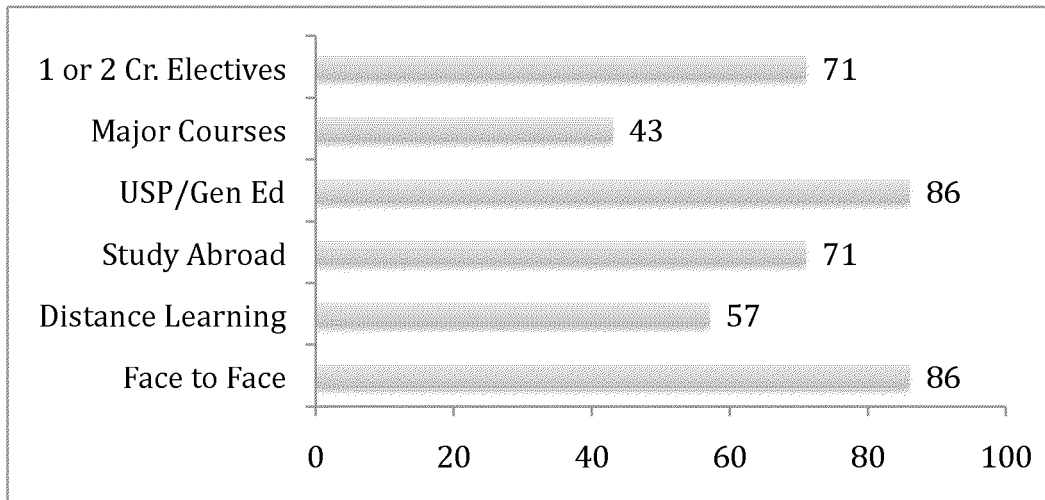
Survey question results are in Table 1, and Figure 3 below. The responses of these instructors support the idea that WI courses are a viable strategy for offering courses that assist students with progress towards degree. The responses also seem to indicate that students in WI courses are perhaps more motivated to succeed, which seem plausible when we know that most students take the courses to advance more quickly, and most of the students are Juniors and Seniors.

Table 1. Results of a survey of instructors in WI courses. Fifteen were identified, seven responded.

Question	Responses			
How did the quality of your WI students compare with students who take your course during the fall and spring semesters?	43% About the same	43% Better	14% Much Better	0% Worse or Much Worse
What is your perception of the students' willingness to actively engage in your Winter Intersession class compared with your classes offered during the fall or spring semester.	14% About the same	57% Better	29% Much Better	0% Worse or Much Worse
Students in a Winter Intersession course generally learn as much as they do in a fall or spring course.	0% Strongly Disagree	14% Disagree	57% Agree	29% Strongly Agree
Would you teach another WI Course in the future	0% no	14% were unsure	86% yes	

The instructors were also asked to indicate what the best use of WI for courses, and there was support for both face to face and distance formats, offering USP/Gen Ed courses, Study Abroad, and 1 or 2 credit elective courses. Interestingly, fewer than half thought that offering courses in the major was a good use of the time (Fig. 3).

Figure 3. Question: What types of courses should we focus on for Winter Intersession?



The instructors were also asked to leave comments. These are summarized in Box 1 below.

**Box 1.** Responses to: Please share other comments regarding your Winter Intersession experience.

“Biggest problem was the holiday plans students had already made that interfered with the scheduling.”

“My students were better than I expected. And I think they were able to learn a lot in such a short amount of time, though it was probably less than they would learn in a normal semester. For certain well motivated students, the WI can offer an excellent learning experience--partly due to the intensity of the work, which I believe enhances the experience for survey courses or courses where a succession of interrelated concepts are covered. Some things that are important include:

- Making attendance mandatory
- Structuring smaller, but frequent writing exercises to display competency of the material (versus a formal paper perhaps)
- At least two exams, despite the constricted timeline for the WI”

“As mine is a online course 90% of the student are very much motivated. Only a small percentage could be problematic but that is true with any regular course. I think the online instructional medium helps.”

“I think it's an important option to offer. From what I'm aware of, it's something most peer institutions have, so important for UK to offer from a competitive standpoint as well.”

“Faculty pay for the Winter Session has always been slow and at times a struggle. Lack of services during the Session is a problem for students having tech difficulties. Blackboard support has been spotty.”



On the issue of funding, the standard practice, as communicated by Registrar's office, is that after subtracting instructional costs, 50% of tuition revenue generated by a course is returned to the college. Winter Intersession pays the TA rate to all intersession instructors, and colleges generally use part of their share of tuition revenue for additional compensation for the WI instructors. The policy on remuneration beyond the TA rate is strictly a college decision and is not dictated by the WI program.

Financially, the program makes sense, assuming that enough students enroll to cover costs. If the TA rate for a program is \$2000, then 3 students in a three-credit course generate enough income to cover the course. Using WI 2009 data, 237 students in 17 courses generated \$234,630. That is an average of \$13,802 per course. In 2009, 16 of the 18 courses had enrollments of 5 to 56 students, covering instructional costs, and returning funds to the college. Two courses had enrollments of two or three, and would not be net profit centers for the college or department.

Our WI Calendar has typically been the Monday after finals in December through the second week in January. If approved, this year, it would run from December 20 through January 11. This is very similar to a number of other universities as previously discussed in April. As a review, the following research, and largely land-grant, universities all have WI programs and their dates for the past year are shown below.

- Cornell University: Jan 4 – 22
- Rutgers University: Dec 23 – Jan 15
- University of Arizona: Dec 21 – Jan 12
- University of Delaware: Jan 4 – Feb 6
- University of Iowa: Dec 27 – Jan 14
- University of Maryland: Jan 4 - 21
- University of Mississippi: Jan 4 – 19
- University of Oklahoma: Dec 21 – Jan 15

The Winter Intersession has been in pilot mode for six years and has been a useful tool for many students during this time to enhance their progress to degree. Making the WI a permanent part of our academic calendar will allow us to plan for courses needed by students for graduation in a timely fashion. We should continue to evaluate opportunities for online or study abroad courses, and to evaluate opportunities for one or two credit electives that could prove popular with students in a compressed time frame while also enhancing progress towards degree.

Appendix:

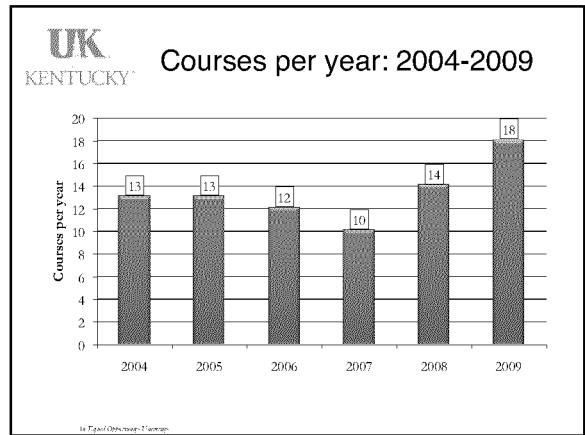
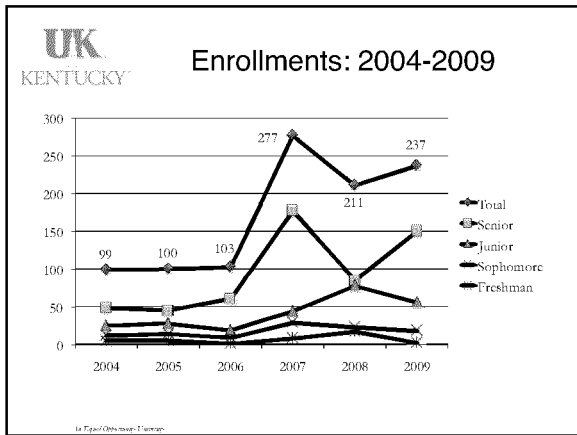
Slides from April 12, 2010 presentation to Senate on Winter Intersession.



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## Objectives

- Brief overview of courses offered and enrollment data
- Some measures of satisfaction with the WI program from 2009-10.
- Recommend approval of Winter Intersession as permanent part of UK course offerings.



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### Course Enrollments – 2009-10

Course	Enrollment	Course	Enrollment
ANT 101	5	HMT 120	20
A-S 351	2	IUC 522	3
BIO 355*	16	ISC 541	17
COM 482	13	MAT 247	17
EDS 522	9	PHI 100	6
ENG 330	5	PHI 120	14
ENG 408G	18	SOC 101	10
FAM 403	56	STA 200	15
GEO 160	8	STA 291	21

\* Study Abroad: Australia      RED = Distance Learning

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### Quality Measures– 2009-10

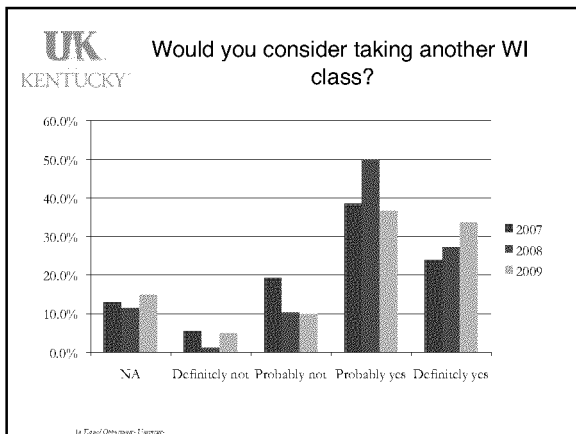
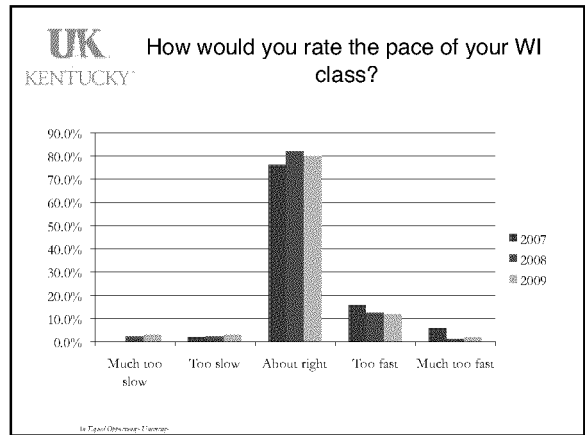
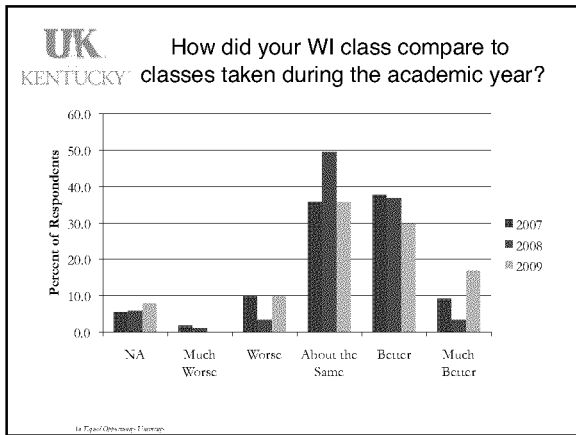
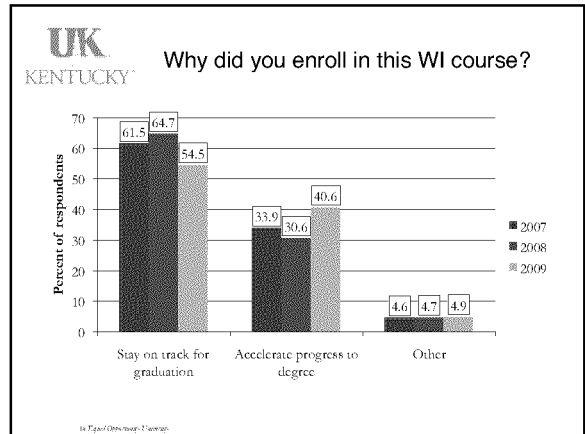
Course	Crs	Inst	Course	Crs	Inst
ANT 101 (1)	4.0	4.0	IEC 522 (0)	—	—
A-S 351 (1)	1.0	1.0	ISC 541 (4)	3.0	3.5
COM 482 (7)	3.1	3.0	MAT 247 (5)	2.8	2.4
EDS 522 (9)	3.3	3.6	PHI 100 (3)	3.3	3.3
ENG 330 (1)	2.0	1.0	PHI 120 (4)	3.2	3.0
ENG 408G (6)	3.5	4.0	SOC 101 (7)	3.4	3.4
FAM 403 (28)	3.5	3.5	STA 200 (5)	3.3	3.3
GEO 160 (5)	2.8	3.6	STA 291 (6)	3.7	3.8
HMT 120 (9)	3.3	3.3			

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### Comparative GPAs

	WI 08	WI 09	Sp/Fall 09	
			Low	High
<b>ANT 101</b>	3.6	3.50	2.67	3.15
<b>COM 482</b>	4	3.31	2.82	3.12
<b>EDS 522</b>	3.78	4.00		3.76
<b>ENG 330</b>	3.86	3.60	2.66	3.39
<b>ENG 480G</b>	3.78	3.00		3.13
<b>GEO 160</b>		3.86	2.25	3.34
<b>HMT 120</b>	3.65	4.00	3.51	3.88
<b>MAT 247</b>	3.21	3.70	3.24	3.50
<b>PHI 100</b>	3.80	4.00	2.31	3.23
<b>PHI 120</b>	3.09	3.08	2.22	3.32
<b>SOC 101</b>	4.00	3.70	2.21	3.44
<b>STA 200</b>	3.25	3.33	2.36	3.43
<b>STA 291</b>	3.28	3.26	2.33	3.58
<b>Total</b>	3.46	3.37		

by Faculty/Other users - 1/1/2010



- UK KENTUCKY**
- ### Comparable Winter Sessions
- UK: Dec 21 – Jan 12
  - Cornell University: Jan 4 – 22
  - Rutgers University: Dec 23 – Jan 15
  - University of Arizona: Dec 21 – Jan 12
  - University of Delaware: Jan 4 – Feb 6
  - University of Iowa: Dec 27 – Jan 14
  - University of Maryland: Jan 4 - 21
  - University of Mississippi: Jan 4 – 19
  - University of Oklahoma: Dec 21 – Jan 15
- by Faculty/Other users - 1/1/2010

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### Conclusions

- Enrollment in WI courses has doubled in the past three years
- Number of courses offered appears to be increasing
- Seniors and Juniors account for 78% of enrollment
- Most students surveyed view the WI program positively
- WI is a useful tool for students to progress towards degree more easily
- Recommend making this a permanent part of UK academic offerings

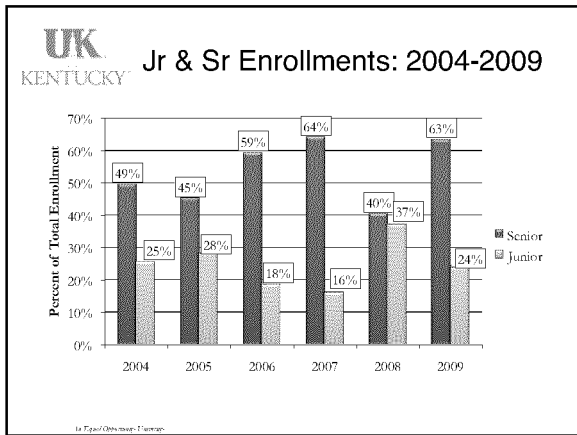
by Faxon/Olshausen/Tierney

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### Enrollments by Status

Status	2007-08	2008-09	2009-10
Senior	177	85	150
Junior	44	78	56
Sophomore	29	85	23
Freshman	8	17	17
Grad	14	7	6
Other	5	1	5
<b>TOTALS</b>	<b>277</b>	<b>211</b>	<b>237</b>

by Faxon/Olshausen/Tierney



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### Course Enrollments – 2007-08

Course	Enrollment	Course	Enrollment
ANT 101	12	PHI 100	6
CLA 131	18	PHI 120	14
COM 482	9	SOC 101	11
ENG 408G	11	STA 200	20
FAM 475	50	STA 291	15
MAT 247	20		

10 courses

by Faxon/Olshausen/Tierney

**UK KENTUCKY**

### Course Enrollments – 2008-09

Course	Enrollment	Course	Enrollment
ANT 101	14	ISC 541	2
COM 482	5	MAT 247	20
EDL 632	7	PHI 100	11
ENG 330	8	PHI 120	15
ENG 408G	13	SOC 101	10
FAM 403	58	STA 200	20
HMT 359	7	STA 291	21

14 Courses

by Faxon/Olshausen/Tierney

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### Quality Measures– 2007-08

Course	Crs	Inst	Course	Crs	Inst
ANT 101 (6)	3.0	3.3	PHI 100 (2)	3.5	4.0
CLA 131 (12)	2.9	2.5	PHI 120 (8)	3.6	3.8
COM 482 (6)	3.2	3.3	SOC 101 (4)	3.5	3.5
ENG 408G (6)	3.8	4.0	STA 200 (12)	3.2	3.5
FAM 475 (25)	3.5	3.3	STA 291 (7)	2.4	2.4
MAT 247 (10)	3.1	3.0			

by Faxon/Olshausen/Tierney



### Quality Measures– 2008-09

Course	Crs	Inst	Course	Crs	Inst
ANT 101 (6)	3.2	3.5	ISC 541 (0)	--	--
COM 482 (2)	4.0	4.0	MAT 247 (11)	3.4	3.5
EDL 632 (4)	3.8	3.8	PHI 100 (6)	3.8	3.8
ENG 330 (2)	4.0	4.0	PHI 120 (6)	3.8	4.0
ENG 408G (4)	3.8	3.5	SOC 101 (5)	3.0	3.4
FAM 403 (24)	3.4	3.3	STA 200 (8)	3.1	3.3
HMT 359 (0)	--	--	STA 291 (7)	3.1	3.0

La Paro/John Boyd - Flannery

- **October 15, 2010** — Wednesday — Priority deadline for admission to the Winter Intersession
- **November 1 — November 23, 2010** — Monday through Tuesday, Priority registration for Winter Intersession
- **November 20, 2010** — Friday — Winter Intersession registration for newly-admitted students
- **December 17, 2010** — Friday — Deadline for admission to the Winter Intersession
- **December 17, 2010** — Friday — Last day a student may drop a course or cancel registration with the University Registrar for a full refund of fees
- **December 20, 2010** — Monday — First day of class
- **December 20, 2010** — Monday — Last day to add a class for the 2010-2011 Winter Intersession
- **December 20, 2010** — Monday — Last day to officially withdraw from the University or reduce course load and receive an 80 percent refund
- **December 24, 2010** — Friday — Last day to officially withdraw from the University or reduce course load and receive a 50 percent refund
- **December 24, 2010** — Friday — Last day to drop a course without it appearing on the student's transcript
- **December 24, 2010** — Friday — Last day to change a grading option (pass/fail to letter grade or letter grade to pass/fail; credit to audit or audit to credit)
- **December 27 — December 31** — Monday through Friday — Academic Holidays
- **January 5, 2011** — Wednesday — Last day to withdraw from the University or reduce course load. Students can withdraw or reduce course load after this date only for urgent non-academic reasons.
- **January 11, 2011** — Tuesday — Final Examinations
- **January 11, 2011** — Tuesday — End of 2010-2011 Winter Intersession

**Associate Provost for  
Undergraduate Education**  
217 Funkhouser Building  
Lexington, KY 40506-0054

August 8, 2010

859 257-3027  
fax 859 323-1932

MEMO

[www.uky.edu/ugs](http://www.uky.edu/ugs)

To: Dr. Hollie Swanson  
Chair, Senate Council

From: Dr. Mike Mullen  
Associate Provost and  
Chair, Undergraduate Council



Re: Multiple bachelors degree proposal

On Monday, August 2, I sent a proposal to the UG Council for advice and possible approval (attached). As of the time of writing this memo, 10 members of the UGC have responded back with affirmative votes on this proposal, and none have dissented. I therefore send it forward to Senate Council with a positive recommendation for inclusion in the Senate Rules.

C: Sharon Gill  
Sheila Brothers  
Jacquie Hager  
Dr. Davy Jones



**RECOMMENDATION:**

That the University Senate approve the following proposed change and implementation to Senate Rule 5.4.1.3

**Current Rule:**

## 5.4.1.3 Second Bachelor's Degrees

A student is eligible to qualify for a second Bachelor's degree in a different major. The student must complete all university, college, and departmental requirements for both degrees. Courses taken towards fulfilling one degree may also count towards fulfilling parallel requirements in the other, but the student must complete a minimum of at least 144 hours for both degrees. The student may elect to receive the degrees simultaneously if college and departmental degree requirements can be met simultaneously. [US: 3/8/82; 4/10/89]

**Proposed Change:**5.4.1.3 ~~Second~~ Additional Bachelor's Degrees

A student is eligible to qualify for ~~a second~~ an additional Bachelor's degrees in ~~a different majors~~. The student must complete all university, college, and departmental requirements for ~~both~~ all degrees. Courses taken towards fulfilling one degree may also count towards fulfilling parallel requirements in ~~the other~~ another degree, but the student must complete ~~a minimum of at least 144 hours for both degrees~~ at least 24 additional hours for each degree. The student may elect to receive the degrees simultaneously if college and departmental degree requirements can be met simultaneously. [US: 3/8/82; 4/10/89]

Implementation: This rule is to take effect immediately. Under this new policy students currently enrolled at the University of Kentucky are eligible for approval for conferral of additional degrees beyond the second Bachelor's degree. Current students seeking conferral of a third Bachelor's degree for December 2010 must have applied for that conferral date not later than October 1, 2010.


JUSTIFICATION: In today's fast paced society, there are opportunities or needs for students to pursue additional degrees. Careers change, interests change, or life circumstances change, requiring or allowing someone to return to school for additional learning and potentially degrees. Our current rules do not permit a student to earn more than two Bachelor's degrees from UK. However, if someone has the interest and desire to return to school to pursue an alternate path, this should be allowed, and, we should welcome them back to our campus. There are increasing numbers of students who earn one or two bachelor's degrees, enter the workforce, and then realize that another undergraduate degree in a different major would be of benefit. With the changed language, students enrolled at UK will have the opportunity to earn as many undergraduate degrees in different majors as desired.




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*www.uky.edu/Pharmacy*

**MEMORANDUM**

TO: Heidi Anderson, Ph.D.  
Associate Provost for Faculty Affairs

FROM: Tim Tracy, Ph.D.  
Dean 

William Lubawy, Ph.D.  
Faculty Secretary 

RE: Request for waiver from AR 2:1-1 VII B 5

DATE: August 24, 2010

At the Faculty Meeting of August 18, 2010 the faculty of the College of Pharmacy unanimously approved requesting a waiver from AR 2:1-1 VII B 5 in order to allow more optimal functioning of the college advisory committee i.e. the Appointment, Promotion and Tenure (APT) Committee. The waiver would allow members of the college APT Committee to forgo participation in the initial evaluation of faculty in their home department (academic unit). All members of the APT committee (even those from the same academic unit as the faculty member being considered for promotion or tenure) would participate fully at the College level to evaluate candidates for promotion and tenure.

The APT Committee in the college is composed of three faculty from each of the two departments, Pharmaceutical Sciences and Pharmacy Practice and Science. AR 2: 1-1 VII B 5 indicates "A member of a college advisory committee... shall be excluded from any participation in that committee's consideration of a recommendation initiating from the educational unit in which the faculty employee holds an academic appointment. He or she shall participate fully in the unit level evaluation of those candidates." In a small college such as Pharmacy, with only two departments, this is problematic. Effectively the three APT members from one department would always be evaluating dossiers of members of the other department, and vice versa. This situation not only has the potential to create conflict between the departments, but it also does not result in an optimal review of the candidates. The faculty are unanimously opposed to functioning in this manner.

Faculty of the College believe a far better approach would be to waive AR 2:1-1 VII B 5, not request input from the individuals in a department who are members of the college APT committee, and allow all six members of the college APT committee to fully participate in the development of recommendations from the committee. This memorandum therefore requests a waiver from AR 2:1-1 VII B 5 and permission to function with the procedure described above.