

UNIVERSITY OF KENTUCKY

SENATE MEETING

NOVEMBER 14, 2022

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1 MS. COLLETT: Okay. Happy Monday afternoon,
2 University Senate. I'm calling
3 this meeting to order. If you
4 are here in person please use the
5 sign-in sheets at the back of the
6 room to sign in. I'm actually
7 going to have all the senators
8 go--we're going to go through and
9 make sure your Poll Everywhere is
10 working okay and you're logged
11 in. We're going to keep our
12 fingers crossed on that. You
13 should have received an email
14 with instructions from Sheila
15 already. Hopefully, all members
16 have checked out their account
17 and there won't be any issues, so
18 that means you logged in, you
19 remember your password, you maybe
20 remember your email that you
21 sometimes use or don't use. So,
22 the office recommends using the
23 web browser because it tends to
24 stay more updated, but there are
25 obviously three ways of voting.
26 You can vote via text using the

1 USenate789, you actually text to
2 22333 to join the session. When
3 you're using text just remember
4 that one is approved, two is
5 opposed and three is abstain with
6 the motions that you'll see in
7 the PowerPoint. If you're voting
8 via the App, open it, if you have
9 not already done so please do so
10 now. You'll see the little house
11 icon and you're going to say,
12 join presentation by entering
13 again USenate789. If you're
14 voting via the web please
15 navigate to the web with the link
16 provided and log in as well using
17 the same join presentation by
18 entering USenate789. So, this is
19 November the 14th, 2022
20 University Senate Meeting. We
21 can assure that your voting is
22 working correctly by indicating
23 one of the three options there,
24 "I am here. I am not here," and,
25 "This is a false dichotomy."
26 Seventy-four people. Still

1 tallying some votes here.

2 MS. GUSTAFSON: I can't find that Poll Everywhere
3 link, where my log in is. So,
4 I'm sorry. I don't know that
5 I'll be able to vote today.

6 MS. COLLETT: I don't know who's speaking. You
7 have to identify who's speaking.

8 MS. GUSTAFSON: Sorry. Alison Gustafson, College
9 of AG, Food and Environment. I
10 cannot find that Poll Everywhere
11 link anywhere for myself with my
12 account information. So, I'll
13 have to--I'll be late to voting
14 is what I'm saying while I look
15 for it.

16 MS. COLLETT: Okay.

17 MS. WILHELM: I have a question. I'm actually
18 in--this is Jennifer Wilhelm from
19 the College of Education. I'm in
20 the Poll Everywhere and once it
21 says, "Join presentation," it's
22 not letting me join. I tried my
23 email. I tried my Link Blue. It
24 won't let me join.

25 MS. COLLETT: Is it not letting you put in the
26 USenate789?

1 MS. WILHELM: Oh, maybe that's my problem.
2 Okay. Let me try that.

3 MS. COLLETT: You all can also try by text as
4 well.

5 MS. WILHELM: Use, U-S-E Senate789?

6 MS. COLLETT: Just USenate789.

7 MS. WILHELM: Oh, okay.

8 MS. COLLETT: So, if you want to join by your
9 phone you would text 22333 and
10 then in the text message you
11 would put USenate789. I'm up to
12 64. I still got some. Okay.
13 I'll give it 30 seconds. All
14 right. So, right now we have 67
15 votes in. I'd say some people
16 are still probably logging in and
17 getting their password at this
18 point, but we're going to move
19 ahead. Please email Sheila if
20 you're still having problems.
21 Welcome, let's get through some
22 housekeeping items before we
23 begin. So, this meeting is
24 subject to Open Records Laws,
25 it's recorded for note taking
26 purposes. We do use Robert's

1 Rules of Order newly revised.
2 This is a hybrid meeting, so in
3 person and Zoom and we want this
4 to be an inclusive experience as
5 set up this way. There's no
6 voting by proxy. If you are not
7 a member you cannot vote and if
8 the person is not here you cannot
9 sign in and vote for them. Okay.
10 You have to be present to vote.
11 You want to state your name and
12 affiliation prior to speaking.
13 Make sure you please speak loudly
14 to be heard and speak clearly.
15 Saying your name actually helps
16 to identify--for us to identify,
17 but it also makes it easier to
18 remember names and the Court
19 Reporter who does type this
20 transcript verbatim needs your
21 name and affiliation so that it
22 goes in the records that's
23 required by Open Records Law.
24 Okay. There are some guidelines
25 regarding who is able to speak
26 and when, so individuals are

1 called upon at the Chair's
2 discretion. Remember that senate
3 members have first priority.
4 Senators who have not spoken yet
5 about an issue will be called on
6 next, so if you're a senator and
7 you've already asked maybe two or
8 three questions and a new person
9 raises their hand, they're going
10 to get called upon before we
11 circle back to you. Other
12 individuals, those who can offer
13 information to assist the Senate
14 in their discussion, so proposers
15 or guests and then non-members if
16 time or circumstances permit.
17 Civility, remember debate is
18 about expressing an opinion. We
19 want everyone to participate.
20 More importantly, we want you to
21 report back to those who elected
22 you. So, remember that we have
23 Listservs for senators and I am
24 still waiting on some of you all
25 to request some of your
26 Listservs. Keep your

1 constituents informed by
2 communicating, this may be done
3 through those college meetings
4 and if those college meetings do
5 not occur with some frequency
6 find ways to communicate monthly.
7 I've suggested before, if there's
8 more than one senator, which most
9 of you all do have at least two
10 or more senators out of your
11 college, that you get together
12 and determine who wants to write
13 a summary this month and send it
14 out on your Listserv. We want to
15 make sure that you have the
16 availability and ability to
17 contact your faculty senators
18 within your colleges,
19 particularly if there's an issue
20 that comes up that's even outside
21 of the Senate Meeting that we
22 need you to quickly contact your
23 faculty senators about and get
24 some information out. All right.
25 Attendance is captured via Zoom
26 report and also the in-person

1 sign-in sheet. We avoid the use
2 of chat, it should be disabled,
3 but sometimes you never know.
4 This distracts from the official
5 proceedings, so we try not to use
6 chat. Please raise your hand,
7 instead raise your hand to be
8 called upon. If you're attending
9 via Zoom keep your cameras on as
10 much as possible for Open
11 Meetings Laws. Open Records Laws
12 require that all members shall
13 remain visible on camera while
14 business is being discussed. If
15 you're attending via Zoom use a
16 good quality headset with a
17 microphone. If the senate member
18 is disconnected and cannot
19 reconnect at all please send
20 Sheila an email and let her know,
21 so that we are aware and we can
22 capture that in the minutes.
23 Mute yourself when you are not
24 speaking, use the customary mute
25 button that you already have on

1 the Zoom. And if you're in
2 person today you're going to just
3 remember that the red light means
4 the mic is muted, no light means
5 the mic is on. Okay. To ask to
6 speak for any reason, of course
7 if you're on Zoom you're going to
8 use the raise hand function at
9 the bottom of the screen, if
10 you're in person just raise your
11 hand. You got to seek that
12 permission from the Chair to
13 speak, so this would include
14 reasons--you know, to include
15 point-of-order information, so
16 something is not clear that's
17 being discussed or you need to,
18 you know, get more information on
19 that make a second to a motion or
20 make a motion, questions of fact
21 or/and debate and to call a
22 question. We will try to make
23 sure we call on people in order
24 with their hands raised,
25 regardless of modality. So, I'll

1 kind of look back and forth and
2 the Vice Chair Leslie Vincent
3 will help me do that as well.
4 All right. Senate agenda, so I'm
5 moving onto announcements.
6 Senate Council elections were
7 conducted last week or concluded
8 last week, three new members will
9 start a three-year term on
10 January 1, 2023. Those new
11 elected Senate Council Members
12 are Molly Blasing from Arts and
13 Science, Douglas Michael from Law
14 and Elizabeth Salt from Nursing.
15 We also sadly have Senate Council
16 Members that are departing at the
17 end of December, those will
18 be--or their term will end at the
19 end of December, Richard
20 Charnigo, Susan Cantrell and
21 Leslie Vincent. Leslie will
22 actually remain on Senate Council
23 and the Senate, but as a non-
24 voting member for the duration of
25 her term as Vice Chair, which

1 will not end until May 31st of
2 2023. So, we want to thank those
3 Senate Council Members that will
4 be sadly leaving us and thank
5 them for all that they have done
6 while they have been in the
7 Senate Council. We want to thank
8 the Rules and Election
9 Subcommittee for all the work
10 that they have done on this
11 election and the next elections,
12 they work very, very hard and
13 it's a well ran process, so we
14 want to thank them as well.
15 Also, we have two new deans that
16 have started since this academic
17 year, so I just want to
18 acknowledge and welcome them Dr.
19 Anna Franco-Watkins from A and S
20 and Rosalie Mainous from the
21 College of Nursing. They're both
22 in the back here, in attendance,
23 in person. So, other
24 announcements. We've recently
25 had some issues that have come up

1 around retroactive withdrawal
2 appeals, which if some of you
3 don't know is a process which
4 students use a retroactive
5 withdrawal from a prior semester
6 if the student experienced
7 significant hardship. Those
8 hardships are actually spelled
9 out in the Senate Rules that the
10 RWA Committee actually uses.
11 We've had--students currently, if
12 they go through a RWA appeal they
13 are automatically part of like a
14 tuition appeal process, so it
15 automatically kind of flips on
16 the tuition appeal and their
17 tuition dollars are refunded.
18 So, what we found out more
19 recently is there was a policy
20 change in the fall of 2021 for
21 how the return of institutional
22 state funding is handled after a
23 student is approved for an RWA.
24 While this actually came up with
25 a current student and we really

1 didn't know anything about this
2 happening because it was so new,
3 it wasn't necessarily
4 communicated on the website or I
5 think widely communicated, so
6 some of us were very confused on
7 what was going on. The policies
8 recently impacted students who
9 have received an automatic
10 tuition refund as a result of
11 being approved for the RWA. A
12 student who receives a tuition
13 refund as a result of RWA now may
14 be asked to return state or
15 institutional scholarship funding
16 due to the policy change, if such
17 funding is granted--if such
18 funding is granted in excess of
19 tuition. So, if it's--if they
20 had additional funding that was
21 covering housing or dining those
22 students may be actually left now
23 with an outstanding balance that
24 they owe to the university. So,
25 I was contacted by the RWA

1 Committee Chair about this
2 concern and how it was impacting
3 current students and future
4 students, so she reached out for
5 some help and we actually
6 contacted the Associate Vice
7 President or Provost of
8 Enrollment Management, Christine
9 Harper and Vice President of
10 Student Success Kirsten Turner
11 and actually went through what
12 kind of is going on, what we
13 could do, how we could help the
14 student, really kind of being in
15 partnership on how we need to
16 move forward to make sure that
17 there is an appeals process
18 that's developed and that it is
19 clearly stated and understood by
20 all students and RWA Committee
21 Members and so forth and so on.
22 And so, we're working with them.
23 They're going to be working with
24 the Director of Financial Aid as
25 well to develop this scholarship

1 appeals process and we're--at
2 this point just we're kind of
3 creating it and getting through
4 with it. We've also recently
5 learned of some situations where
6 the Registrars Office is being
7 asked by departments and programs
8 to change prerequisite courses,
9 to add prerequisite courses, to
10 turn them on and off. Programs
11 have contacted the Registrars
12 Office to turn prerequisites off
13 during certain registration times
14 to ensure certain students can
15 enroll, but then the Registrars
16 Office is then asked to turn the
17 prerequisites back on.
18 Basically, units are kind of
19 circumventing the Senate Rules
20 required approval process. So,
21 Senate already has a clearly
22 expectation for units to use the
23 course approval process for any
24 change to a course. The SC
25 Office currently is going to

1 partner and is partnering with
2 the Registrars Office to inform
3 units of the appropriate way to
4 go through a course approval
5 process and to make changes to
6 course prerequisites to help
7 ensure units comply with the
8 Senate Rules. So, all senators
9 and everyone else in your college
10 and units will receive some
11 information in the next month or
12 so that will kind of describe
13 what's going on, it also will
14 include some information about
15 what--like the inventory you're
16 going to get for your area, the
17 courses that are being offered,
18 the current course prerequisites
19 and for you to look over and see,
20 "Are these prerequisites still
21 what we want to offer. Do we
22 need to go through a course
23 change?" because we will no
24 longer be turning them off and
25 on. Starting fall 2023 that will

1 no longer occur, it will be they
2 stay on because they are the
3 Senate approved prerequisites and
4 if you would like a change you
5 will go through the course
6 approval process to change those
7 prerequisites. Ann Eads, in our
8 office, will actually provide
9 guidance on how to use the Senate
10 course change process should you
11 want to start looking at your
12 courses now or if you're one of
13 those individuals or units who
14 tend to do this on the regular
15 basis I would say, go ahead and
16 get ahead of the game and start
17 looking at your prerequisites and
18 determining whether there needs
19 to be a change or if you're going
20 to keep those the same. Very
21 good. So, Consent Agenda.
22 Today's Consent Agenda consists
23 of Senate Minutes from October,
24 activity reports and minutes from
25 the Academic Councils and

1 Committees, additionally there
2 are going to be six proposals for
3 suspension and closure. Items on
4 the Consent Agenda are considered
5 adopted unless a member asks to
6 remove an item for discussion
7 later in the meeting. Items can
8 be--okay. Somebody is unmuted.
9 Antonio Garcia, can you please
10 mute. Thank you. Okay. Items
11 can be removed well before the
12 meeting or just before the
13 Consent Agenda is adopted. So,
14 so far I've received no requests
15 to remove anything from today's
16 Consent Agenda. Senate Council
17 was amendable to adding all of
18 these items to the Consent Agenda
19 because they were
20 noncontroversial. So, you have
21 the minutes from October 10th and
22 we had just a couple of clerical
23 edits received, the Activity
24 Report from the Academic Councils
25 and Committees and the Six

1 Day's falls on the Sunday. That
2 was just needed to be edited out
3 of their calendar and also they
4 changed the timing of their
5 spring break, it was just entered
6 wrong, but they actually--their
7 spring break actually falls in
8 line with the Fayette County
9 Public Schools spring break, and
10 so, they have done that for years
11 and have continued to do such and
12 so that was approved. Let's see
13 here. So, also you have--you can
14 recall that the Senate approved
15 three new standing committees in
16 September, we have Faculty
17 Affairs Calendar and the
18 Nominating Committee. Senate
19 Council has actually already
20 received some reports from the
21 Nominating and the Calendar
22 Committees so they are working
23 hard already. The Nominating
24 Committee provided nominees for
25 Senate Council to vet for the

1 deans or current Dean's Summative
2 Review Process. The Calendar
3 Committee has, as you see, the
4 dentistry piece, they put that
5 forward already and if you read
6 the Consent Agenda items you'll
7 see some of the things that they
8 are actually looking into now and
9 I have several calendars that
10 will come up on the next senate
11 meeting, but we're also
12 working--they're working with the
13 Senate Council Office to develop
14 some forms concerning non-
15 standard calendar requests. And
16 also, Senate Council approved the
17 use of a New Grade Assignment
18 Form for I-Grade extensions.
19 Additionally, on October 24th
20 Senate Council heard a report
21 from Tom Barker, Associate Vice
22 President of Philanthropy and
23 Senior Philanthropic Advisor, he
24 gave us an overview of the
25 processes within philanthropy

1 related to major gifts and other
2 donations. We appreciated his
3 attendance and he answered quite
4 a number of questions from SC
5 members. He shared detailed
6 notes of the meeting with the
7 Senate Academic Organizational
8 Structure Committee, which
9 reviews changes of names to
10 academic units. Remember that
11 the meeting minutes will detail
12 this conversation, so all you
13 have to do is go into the website
14 and click on those minutes to
15 kind of find out detailed
16 information. You may be
17 wondering about our website, I
18 just want to update you on that.
19 It's not in my notes right now,
20 but we are moving forward. We
21 have asked for some assistance
22 from the President's and the
23 Provost's Office to help us get
24 this underway, as I've told you
25 all before no one in the Office

1 of Senate Council, none of us are
2 web designers, we can maintain
3 the website, but web designing is
4 not something that we put on a
5 resume or a CV. So, we have
6 asked for some assistance to get
7 us through, as you know we are
8 trying to get your programs and
9 your courses approved and that's
10 our priority more than the
11 website design. So, we are
12 asking for some help there. All
13 righty. The next item up is a
14 report from our Vice Chair Leslie
15 Vincent.

16 MS. VINCENT: No reports yet.

17 MS. COLLETT: Next, our Parliamentarian Greg
18 Rentfrow. He has no report. And
19 then we have our Trustees Holly
20 Swanson and Aaron Cramer, who do
21 have a report for us.

22 MS. SWANSON: Good afternoon. Here's a summary
23 of the activities of the UK Board
24 of Trustees that have occurred
25 since our last report. On

1 October 10th the Executive
2 Committee reviewed and approved
3 the Financial Statements and
4 Independent Auditors Report for
5 the university. These statements
6 are typically considered by the
7 Audit and Compliance Committee
8 with final approval by the full
9 board, however, in order to
10 comply with our SACS
11 Accreditation deadlines the
12 process had to be expedited. On
13 October 20th the board engaged in
14 a day-long retreat that focused
15 on research and the major goal of
16 our Strategic Plan Inspiring
17 Edgenuity. Presentations from a
18 wide variety of programs and
19 initiatives supported by the Vice
20 President of Research to promote
21 innovation and creation of a
22 diverse workforce were listened
23 to. Of particular interest is to
24 strategically align our research
25 efforts to prepare for the new

1 federal funding the CHIPS and
2 Science Act that will enhance
3 investment in the STEM Plus H
4 research. Board members also
5 engaged a research impact design
6 think campus bus tour and a
7 poster session with undergraduate
8 and graduate students with
9 (Inaudible) scholars and faculty.
10 Typically, these retreats
11 culminate in a resolution that is
12 approved at the Board meeting the
13 following day. Your Trustees
14 Swanson and Cramer expressed
15 concerns that the resolution
16 lacked inclusivity of the breadth
17 of research and creative
18 endeavors performed at the
19 university and worked with the
20 Board Chair and the
21 administration to alter the
22 language of the resolution
23 accordingly. On October 21st the
24 Executive Committee met to
25 consider the President's

1 evaluation from constituent
2 groups and the Senate Council as
3 well as the Board's self-
4 evaluation. At the Board meeting
5 the Nominating Committee reported
6 on the election of officers and
7 membership of the Executive
8 Committee. Elected officers are
9 Robert Vance, Chair, Kim McCann,
10 Vice Chair, Rachel Webb,
11 Secretary and William Thro as
12 Assistant Secretary. Other
13 executive members are Skip Berry,
14 Britt Brockman and Derrick
15 Ramsey. Committee assignments
16 include Trustee Cramer, on the
17 Academic and Students Affairs
18 Committee, Human Resources and
19 University Relations Committee as
20 well as the Mining Engineering
21 Foundation Board. Trustee
22 Swanson is a member of Investment
23 Healthcare and Audit and Audit
24 and Compliance Committee. On
25 October 27th the Board met and

1 approved the UK's Acquisition
2 Royal Blue Health in Ashland,
3 Kentucky. This action
4 represented the final step of an
5 initiative that began with a
6 joint venture with King's
7 Daughters Health System that
8 began on April 1, 2021. The next
9 meeting of the Board will occur
10 on Monday, December 12th. Any
11 additional comments? Questions?
12 Thank you.

13 MS. COLLETT:

14 We do have some old business that
15 we did not get to at the last
16 meeting. We just had a change up
17 and the proposer is not able to
18 be here, which is around the
19 update on the CIP Code or CIP
20 changes for 2021-22, the Director
21 of Planning and Accreditation
22 RaeAnne Pearson. So, if you can
23 remember the CIP Codes are
24 Classification of Instructional
25 Program Codes are promulgated by
the Federal Government's

1 Department of Education, this
2 taxonomy allows for the same
3 content, but with different
4 names--or allows programs of the
5 same content but different names
6 to be compared and contrasted.
7 Programs typically change their
8 CIP as part of a program change,
9 but sometimes the Department of
10 Education changes the taxonomy
11 and a program realizes they
12 should be using a different CIP
13 even though their content has not
14 actually really changed. If the
15 unit is updating their CIP and
16 not changing the content they may
17 go through the Office of
18 Strategic Planning and
19 Institution Effectiveness to
20 administratively change their
21 CIP, but the Senate is informed
22 about the changes via this
23 report. RaeAnne, are you on
24 Zoom?
25 MS. PEARSON: I knew I saw you somewhere.

1 MS. COLLETT: All rightly. You're up.

2 MS. PEARSON: Okay. So, for the 2021--my name
3 is RaeAnne Pearson. I'm the
4 Director of Planning and
5 Accreditation. And as indicated
6 in the report there were two CIP
7 Codes that changed this year,
8 Veterinary Science Masters of
9 Science and then Veterinary
10 Science Doctorate of Philosophy,
11 both of those were changed to
12 better align what they felt was
13 the curriculum, so they changed
14 from 018101, which is Veterinary
15 Science, Veterinary Clinical
16 Science-General, which is an
17 integrated program of studying
18 one or more veterinarianian
19 medicines or clinical sciences or
20 a program undifferentiated as to
21 title. They revised this to
22 018108 and both a Master's in PhD
23 are research focused and provide
24 training in a variety of
25 veterinary sciences disciplines

1 including infectious disease,
2 reproductive, physiology,
3 genetic, pharmacological,
4 toxicology and muscular skeletal
5 sciences, the pathogens of
6 disease condition is a central
7 issue that is routinely
8 emphasized by their faculty in
9 different disciplines and they
10 felt like the veterinary
11 pathology and pathobiology CIP
12 Code was better aligned as this
13 program focuses on the scientific
14 study of the development and
15 processes of disease in domestic
16 and wild animals and applications
17 to diagnoses, prevention and
18 treatment, including instructions
19 in pathogenesis, viral therapy,
20 inherited metabolic diseases,
21 environmental toxicology in
22 anatomical and clinical
23 pathologies, (Inaudible) biopsy
24 techniques, clinical laboratory
25 now says pathogenic

1 interpretation and disease
2 diagnosis. So, the faculty
3 voting in July of 2021 to change
4 their CIP Code and this CIP Code
5 was approved by the Council on
6 Post-Secondary Education.

7 MS. COLLETT: Thank you. Does anybody have any
8 questions? Wonderful. All
9 right. Committee Reports. For
10 the Senate Academic
11 Organizational and Structure
12 Committee Greg Hollis, the Chair.
13 We have a proposal--proposed name
14 change of the Department of
15 Finance and Quantitative Methods
16 to the John Stewart Department of
17 Finance and Quantitative Methods.
18 The Department Chair Chris
19 Clifford, I believe is on Zoom
20 and should be attending today.
21 Greg?

22 MR. HOLLIS: (Inaudible) a proposed change of
23 Department of Finance and
24 Quantitative Methods to the John
25 Stewart Department, the J-O-H-N,

1 John Stewart Department of
2 Finance and Quantitative Methods.
3 John Stewart, a member of the
4 Finance Advisory Board, is in the
5 final stages of completing a Gift
6 Agreement with the University of
7 Kentucky to contribute \$10
8 million to advance the quality
9 and prominence of the Department
10 of Finance and Quantitative
11 Methods. The gift includes funds
12 for professorships, student
13 scholarship and endowing the Wall
14 Street Scholars Program. The
15 gift will enhance the Department
16 and University's Educational and
17 research Mission. In recognition
18 of the gift, Dean Simon Sheather
19 and the faculty of the Department
20 of Finance and Quantitative
21 Methods agree that the department
22 should be renamed the John
23 Stewart Department of Finance and
24 Quantitative Methods. The only
25 change requested is to the name

1 of the department.

2 MS. COLLETT: Thank you. So, this is a
3 recommendation from the committee
4 for the Senate to endorse a
5 proposed name of change, because
6 the motion comes from a committee
7 no second is required. This
8 motion is now on the floor and
9 the floor is open to members for
10 questions of fact and debate.
11 Are there any questions of fact
12 and debate, and/or debate?

13 MR. HOLLIS: To be held in perpetuity, what
14 was the first question?

15 MS. COLLETT: That was it.

16 MR. HOLLIS: Okay.

17 MS. COLLETT: Any additional questions? Okay.
18 Seeing no hands raised at this
19 time, it's time to vote. As a
20 reminder, Senates voting to
21 recommend or to endorse the name
22 change. So, should Senate
23 endorse the proposed name change
24 is your motion on the floor.
25 Okay. That's approved. We have

1 76 approved, one opposed, three
2 abstain. That motion is
3 approved. Next we have the
4 Senate Academic Organizational
5 Structure Committee, Leslie
6 Vincent as Chair and DUS Ruth
7 Adams is the proposer and should
8 be on--should be attending today.
9 Leslie?

10 MS. VINCENT: All right. So, this proposal
11 seeks to change a degree program,
12 the B.S. in Digital Media Design
13 that was started in 2016. This
14 proposal stems from an evaluation
15 of the program that was conducted
16 by a Steering Committee of
17 faculty and students and the
18 specific changes include, first,
19 moving a 3D Arts Studio to the
20 first year of the curriculum.
21 Second, changing electives from
22 18 credit hours of outside
23 concentrations to now 15 credit
24 hours of outside explorations,
25 which allows the program to free

1 up the three credit hours needed
2 for the 3D Arts Studio that will
3 now be in the first year of the
4 program. The third change is to
5 restrict the number of studio
6 courses that a student can take
7 to three per semester to ensure
8 that students are completing the
9 program on time. Students do
10 have the opportunity to request
11 to take additional studio courses
12 but it will require approval from
13 an advisor. The final change to
14 this program comes from a change
15 to the GCCR Course that will be
16 used for students enrolled.

17 MS. COLLETT: Okay. So, there's a
18 recommendation from the Committee
19 for the Senate to approve the
20 proposed changes to the B.S. in
21 Digital Media Design, because the
22 motion comes from Committee no
23 second is required. The motion
24 is now on the floor and the floor
25 is open to members for question

1 of fact and/or debate. Richard?
2 MR. CHARNIGO: Richard Charnigo, Public Health.
3 The point of clarification
4 please, from which Committee does
5 this originate? I'm not sure
6 that it's correct on the slide.
7 MS. COLLETT: The Senate Academic
8 Organizational and--oh, it's not.
9 It's not organization, Senate
10 Academic and Standards Committee.
11 MR. CHARNIGO: Thank you.
12 MS. COLLETT: You're correct. It's not right
13 on the slide. Thank you. It's
14 SAASC. Any other questions?
15 Okay. Seeing no additional hands
16 raised it's time to vote. The
17 recommended motion is that the
18 Senate approve the proposed
19 changes to the B.S. and Digital
20 Media and Design. All right. We
21 have 82 approve and one abstain.
22 Thank you. That motion is
23 approved. Proposed changes to
24 Senate Rules 1.4.2.17 Incident
25 Rules 1.4.2.18. So, the Senate

1 previously approved inclusion of
2 a representative from the Provost
3 Committee on Advising to the RWA
4 Committee and the Academic
5 Advising Committee. Due to
6 organizational structure changes
7 in the Provost Office and the
8 President's Office that committee
9 no longer reported to the
10 Provost. So, SC was not willing
11 necessarily to seat an ex-officio
12 from what appeared to be an
13 inactive body at the time.
14 Senate Council asked for a
15 description of the revised
16 committee from Vice President of
17 Student Success Kirsten Turner
18 and that's the university--that
19 change was the University
20 Committee on Advising Leaders and
21 that will replace the former name
22 of the Provost Committee on
23 Advising. SC recommended Senate
24 approve the substitution of one
25 name committee for the newly

1 (sic). All right. It looks like
2 we have 80 approve and one
3 abstain, so that motion passes.
4 Next, we actually have the Chair
5 of the Retroactive Withdrawals
6 Appeals Committee Amy Spriggs,
7 she will actually talk to us and
8 give us a report. I have a slide
9 missing, so you're just going to
10 see this slide for just a second.
11 Amy, are you ready?

12 MS. SPRIGGS: I am.

13 MS. COLLETT: Wonderful.

14 MS. SPRIGGS: So, do--they have a copy,
15 correct, of the report?

16 MS. COLLETT: Yes.

17 MS. SPRIGGS: Okay. So, I won't bore you with
18 all of those details. So, the
19 report that you received is the
20 summary of what we completed last
21 year. We had 153 appeals
22 submitted. We average usually
23 around 30 appeals each month.
24 Some things that we did to try to
25 streamline our process was we

1 were spending a lot of time just
2 going through cases that are
3 pretty straightforward, so we
4 created a Consent Agenda. And
5 so, that has really cut down on
6 the amount of time we spend, so
7 we actually get more time to
8 discuss the harder cases. We
9 meet for two hours once or twice
10 a month depending on how the
11 dates fall and that's--other than
12 what you mentioned at the
13 beginning with trying to figure
14 out how to support students who
15 come into UK on scholarships and
16 then have something happen, a lot
17 of times we see it happening in
18 their first year, trying to make
19 sure that they don't owe the
20 university money back that
21 they've--that's already been
22 spent. So, other than that, I
23 think we're running pretty
24 smoothly this year. We're
25 anticipating next week is the

1 deadline for students to get fall
2 2020 appeals to their deans, so
3 we anticipate a pretty heavy
4 December and January meeting and
5 then next semester we anticipate
6 the spring '21 files coming in.
7 So, I would anticipate that this
8 years numbers will be bigger than
9 last years just because of the
10 timeline.

11 MS. COLLETT: And, Amy, can you just mention
12 for those who maybe can't pull up
13 the document right now if they're
14 on their phone or something like
15 that--

16 MS. SPRIGGS: Sure.

17 MS. COLLETT: --just what you're seeing in the
18 Appeals Committee mostly, like
19 the type of cases.

20 MS. SPRIGGS: Yeah, for sure. So, we--we see
21 most often it's a serious injury
22 or illness, not surprising. A
23 lot of our students end up with
24 Covid related issues. We have
25 serious personal or family

1 problems. A lot of our students
2 are exposed to things that no
3 student should ever have to be
4 exposed to and then they write
5 about it and then they have to
6 come up with evidence to support
7 it. I would think those two are
8 the most common. Our serious
9 injury or illness those are
10 usually cut and dry because they
11 have a doctor's note to confirm
12 whatever the student is claiming.
13 The personal or family problems
14 are a little bit harder to prove,
15 but they do, we give them--we
16 have some guidance that we can
17 give the deans to help students
18 with kind of what we would accept
19 as evidence. And then we have
20 serious financial difficulties,
21 we only had four last year, those
22 are, I think, the hardest for our
23 students to actually provide
24 evidence for, but we accept W2s,
25 rent agreements. Like we've had

1 students turn in a W2 and their
2 rent agreement and then at the
3 end of the year they had like
4 \$4,000 to live on, so it kind of
5 confirms their stories. Students
6 who have a disability identified
7 after the semester in question,
8 we only had two, those are kind
9 of rare. A lot of our students
10 come to us with an identified
11 disability. And then we are also
12 seeing, though I think we are
13 doing better with our deans on
14 this, some administrative appeals
15 and we are actually working with
16 the Ombud, we actually just send
17 them to the Ombud now if it is,
18 you know, a student has proved
19 that they asked an instructor or
20 they provided an excuse to an
21 instructor and the instructor
22 told them that they wouldn't
23 accept the excuse, so we just
24 send those straight to the Ombud.
25 That's not something we can

1 really vote on and I think in the
2 past it was voted on and then a
3 student had to then had to go to
4 the Ombud, but we actually just
5 take their file and send it over
6 to the Ombud and we let the
7 student know that that's what's
8 happening. Yeah, I think that
9 that is kind of where we are.
10 Like in 2017/'18 there were 170
11 appeals and it's gone down each
12 year, but not by much, we're
13 still over 150 a year.

14 MS. COLLETT: Thank you. Any questions for Amy
15 at all? Allison?

16 MS. SALT: Allison Salt, Arts and Sciences.
17 In the report you mentioned there
18 was a clarification of the two-
19 year rule. Can you share what
20 that clarification was?

21 MS. SPRIGGS: Students have two years to submit
22 their appeal from the last day of
23 the semester they're appealing.
24 So, if they want to appeal fall
25 2020 the last day of fall 2020

1 was in November, I don't have the
2 exact date, like the 24th or
3 something. It was the year we
4 got out early before Thanksgiving
5 and then we came back late in
6 January. So, they have to have
7 their paperwork to their dean by
8 the last day of class two years
9 prior. So, it doesn't have to
10 make it to our committee within
11 two years, but they have to have
12 submitted their appeal to their
13 dean.

14 MS. SALT: I mean I know previously we had a
15 lot of exceptions made to that,
16 so is that not happening any
17 more?

18 MS. SPRIGGS: No.

19 MS. SALT: We're holding (Inaudible) for the
20 most part (Inaudible).

21 MS. SPRIGGS: The only way we can approve
22 reviewing a case that's more than
23 two years old the dean has to
24 make a case to the Senate Council
25 and the Senate Council have to

1 tell our committee that they
2 believe we should hear the case
3 and I don't believe a dean has
4 come forward with that yet.

5 MS. SALT: Thank you.

6 MS. COLLETT: Thank you.

7 MS. SPRIGGS: I will say some other--one other
8 change we made that I know was
9 not occurring before, if a
10 student submits an appeal and we
11 feel that they could provide
12 better evidence or evidence that
13 actually supported their Personal
14 Statement we will send it back to
15 the college and ask for more.
16 So, we don't--we're trying to be
17 really student centered. A lot
18 of these students are
19 experiencing their first tragedy,
20 some of it is truly--like some of
21 this stuff is tragic, but we're
22 trying to work with the deans to
23 give the deans an idea of a
24 better--a better appeal, like
25 what they can include that

1 matches their Personal Statement,
2 but if we feel that one more
3 piece of evidence would really
4 make us change our mind then we
5 do send it back to the college
6 and ask for more evidence and I
7 don't think that was happening in
8 the past.

9 MS. COLLETT: Thank you so much, Amy. We
10 appreciate all your hard work.
11 All right. Next, we have a fall
12 2022 enrollment update, so this
13 is Vice President of Student
14 Success Kirsten Turner. So, when
15 Vice President Turner attended a
16 Senate Council meeting recently
17 to discuss that previous agenda
18 item with the revised name change
19 there happened to be a few
20 questions that were given to her
21 and asked of her regarding the
22 enrollment etcetera, and so,
23 Senate Council Members appreciate
24 her comments and asked if she
25 would attend today's meeting so

1 she could offer a more formal
2 presentation for all Senators and
3 we'll have a little Q and A right
4 after that as well. Kirsten, I
5 know you're on--

6 MS. TURNER: I am. Can you hear me okay?

7 MS. COLLETT: Yeah. Yup.

8 MS. TURNER: Fantastic. Thank you so much,
9 Chair. It is a pleasure to be
10 with all of you today. I'm happy
11 to spend some time making
12 meetings together. I'm going to
13 walk through some slides, but
14 really see this as a give and
15 take conversation, so by all
16 means let me know if you've got
17 questions or thoughts. I also
18 want to acknowledge that Todd
19 Brann who leads our IREGS Office
20 as well as Christine Harper who's
21 our Associate VP for Enrollment
22 Management are also on here along
23 with me and we may tag team with
24 each other on the presentation
25 and/or on questions that you

1 have. As the Chair suggested I
2 was able to talk with Senate
3 Council in a great conversation a
4 couple of weeks ago, so I just
5 wanted to walk through some of
6 these numbers and where we are at
7 right now in terms of overall
8 enrollment footprint for the
9 campus. On the first slide it
10 will show you that we are just a
11 hair short of 33,000 students,
12 that is an all time record high,
13 so we're at 32,955. You can see
14 over about a five-year time
15 series how we've grown over the
16 last couple of years, both in
17 terms of this is undergraduate,
18 graduate, professional, post-doc,
19 so this is the entire
20 university's enrollment footprint
21 currently. It says down there
22 the preliminary, we do a snapshot
23 on October 15th that is the CPE,
24 what we--the Council on Post
25 Secondary Education and our IPEDS

1 snapshot, we call it the Census
2 Day. So, every year on October
3 15th we look to see who is
4 enrolled on our campus and we
5 kind of lock the data on that
6 day, so whoever is there on
7 October 15th is when our data
8 gets locked, whether it's for
9 overall enrollment or if it's for
10 retention, things of that nature.
11 You see it say preliminary,
12 because now we've locked the data
13 and we're just doing some
14 cleanup. Todd's group is doing
15 some cleanup, so those--those
16 numbers are really good, I don't
17 think we'll vary very much from
18 it, but we'll have the final,
19 final, final numbers which we
20 will submit two things like IPEDS
21 or to the CPE later this month.
22 So, we're still just making sure
23 everything is cleaned and
24 scrubbed, but that's a really
25 good number in terms of 32,955,

1 but that's--if you wondered why
2 it says preliminary that's where
3 we are in the cycle right now.
4 On the next slide I wanted to
5 give you a little sense of where
6 we are in terms of how does that
7 33 or just shy of 33,000 break
8 down across our different types
9 of students. So, at the far end
10 you'll see the undergraduate
11 enrollment, you'll see that we
12 went up about a 1,000 students
13 overall at the undergraduate
14 level from year over year, from
15 fall '21 to fall '22. And then
16 you can see it broken out by some
17 of our professional degree
18 programs and schools/colleges as
19 well as our graduate and our
20 resident house staff. You'll see
21 that at the graduate level we
22 also had a jump from year over
23 year as well as in the College of
24 Medicine, College of Law and as
25 well as some graduate

1 professional programs. On the
2 next slide you'll see that this
3 is looking at it by college, so
4 this is overall Enrollment by
5 college. You can see where we've
6 seen some growth and where we've
7 seen some declines. When you
8 look at the arrows, whether it's
9 going up or down that's year over
10 year, so that's the percent
11 change from fall 2021, again we
12 would lock it on October 15th and
13 then look at what's the size of
14 the class or what's the size of
15 the college a year from then, so
16 it's from October 15th to October
17 15th. You can see where we've
18 seen some increases across the
19 campus, Business and Econ has
20 definitely and you'll see that
21 here when I show you the freshman
22 enrollment numbers, you've seen
23 that increase and you've seen
24 social work. Social work is
25 another really big college that

1 you've seen some increase,
2 nursing as well. Many of the
3 colleges are up for their overall
4 enrollment footprint, but those
5 are some of the drivers. This is
6 looking particular at our--sorry,
7 if you could go back one more.
8 I'm going to show you the
9 freshman class. One more from
10 there. Yeah, there you go. So,
11 this is looking at just the
12 freshman class. I think there
13 was a lot of conversation across
14 campus, understandably around our
15 freshman Enrollment. This year
16 we opened the class at 6120 that
17 is an all time freshman, first
18 year/first time enrollment high.
19 We call it a lot first time/first
20 year that is a definition again
21 by IPEDS which is the National
22 Clearing House type of definition
23 and it's for students who have
24 never enrolled in another
25 institution, so they are a first-

1 time freshman in their first year
2 and we had 6120. If you can look
3 over the course of from say fall
4 '18 onward you'll see that there
5 was kind of a--we were marching
6 towards 6,000 right around fall
7 of 2019. There had been some
8 work done back in about fall of
9 '17/fall of '18/fall '19 to open
10 up new markets looking at a
11 growth of the freshman class and
12 then you see that dip that
13 happened during Covid. So, this
14 year's freshman class, although
15 it's a much higher than year over
16 year there had been an
17 institutional kind of growth plan
18 that had been started back in
19 fall of '17/fall of '18 to move
20 towards a freshman class of 6,000
21 and then during Covid, for all
22 sorts of good reasons, that
23 growth plan didn't materialize, I
24 mean I think we all can
25 understand that. And then what

1 you saw is kind of a return to
2 where we were headed as an
3 institution, so we are up year
4 over year, but as I showed you
5 from the earlier slide we're only
6 up about a 1,000 students overall
7 on our footprint and as a
8 spoiler, I'll show you this at
9 the end, one of the reasons why
10 you see that is because we
11 actually graduated undergraduate
12 students earlier in terms of
13 instead of a six-year or five-
14 year graduation rate we sort of
15 moved students to the four-year
16 and the five-year, so when you
17 look at our undergraduate
18 enrollment overall footprint,
19 although you see this large
20 freshman class as it relates to
21 one year there's a mix there
22 that's been impacted by some
23 other drivers, which is getting
24 students out earlier. On the
25 next slide it will show you where

1 you see some of that growth and
2 it's a testament to the faculty
3 and the students, I'm sorry, the
4 faculty and the staff across the
5 entire campus, our college-based
6 recruiters and others and a deep
7 interest in the institution. We
8 had about a 65/35 percent instate
9 to out of state split on this
10 freshman class, it can go up to,
11 you know, maybe a little bit
12 higher in terms of towards out of
13 state, but there's not a lot of
14 interest to move beyond about a
15 60/40 split for instate and out
16 of state. There's a real deep
17 commitment that we are the
18 Commonwealth's Flagship Research
19 One institution, that we serve
20 the Commonwealth, and so, when
21 you look at a place like the
22 University of Alabama, and this
23 is no judgement, but where they
24 have about a 65/35 split weighted
25 towards out-of-state students,

1 that's not--that's not who--who I
2 think we are as an institution.
3 We've been pretty committed to
4 keeping--although we want out-of-
5 state students and we have
6 students from every single state
7 as well as all 120 counties and
8 from about 100 countries, we
9 really are laser focused on
10 serving the Commonwealth and then
11 additionally students from out of
12 state at about a 35 percent clip.
13 But you'll look here, in terms of
14 our primary major by college at
15 the freshman level, the first-
16 time freshman and these are again
17 year over year and you can see
18 that almost every college is up
19 year over year from where they
20 were last year. Now, last year's
21 class was a much smaller class,
22 and so, you would somewhat expect
23 that and then we have, again, the
24 all time high of this year's
25 freshman class. If you look at

1 the next slide, I know there's
2 been, I've heard, questions
3 about, "Well, did the standards,
4 the admission standards change to
5 get that class at 6100? What was
6 happening?" this slide shows you
7 kind of our overall academic
8 footprint year over year for
9 those--for our freshman class and
10 you'll see that we've really
11 hovered around an unweighted high
12 school GPA of right around 3.6.
13 If I had the weighted one I could
14 put that one on here as well,
15 it's pretty much stayed the same
16 around about a 3.8 or 3.9. We
17 haven't really seen much
18 movement. We are--we have a
19 academic profile that's
20 materially similar to what we've
21 had over the last several years.
22 Similarly, if I had the ACT
23 scores up here, we hover right
24 around about a 25 to 26, we kind
25 of shift within there by a couple

1 tenths of a point year over year.
2 Now, this year and the last
3 couple of years, based on the
4 pilot that the Senate had
5 approved we are test optional, so
6 looking at that ACT score,
7 although we still have students
8 who submit their ACT score,
9 we--it's not required, so it's
10 not submitted as heavily, but our
11 ACT scores look materially
12 similar and our high school
13 unweighted and weighted GPAs in
14 terms of the overall preparation
15 looks similar to what we've seen
16 in other--other years. So, this
17 freshman class, although it's
18 larger, it's academically, at
19 least as by measures of GPA and
20 by measures of test scores, looks
21 similarly. Now, we can get into
22 an entire discussion, and I would
23 absolutely welcome it because we
24 see it in the classroom and we
25 see it with our students, on

1 whether those grades that are
2 coming out of high school are
3 similar to the grades say from
4 five years ago or six years ago
5 and what kind of effect did Covid
6 have on preparing students in
7 terms of executive functioning
8 skills at what level, in terms of
9 all of those. In another
10 presentation we'd be happy to
11 talk through what we saw in terms
12 of grades once students got here
13 during the Covid years, but in
14 terms of the input data if you
15 look at our GPA and if you look
16 at our ACT scores they look--this
17 class, this class of 6120 looks
18 really, really similar to
19 previous classes. On the next
20 slide, this is a--kind of an
21 overall kind of march of where
22 we've been as a campus in terms
23 of our retention and our
24 graduation rates it's one of my
25 favorite slides, it shows you

1 really the work of the whole
2 campus in terms of charting a
3 new--a new first time freshman
4 retention rate as well as our
5 four-year, five-year, and six-
6 year graduation rate. We use a
7 six-year graduation rate because
8 that's the federal definition by
9 which IPEDS or US News and World
10 Report or other types of
11 publications or media will judge
12 institutions by. So, obviously,
13 we want students to graduate
14 earlier if possible, but we have
15 to report out at the six-year
16 graduation rate and that's what
17 institutions are compared to
18 against, so that's why you see
19 that six-year graduation rate.
20 We had a goal that the Board of
21 Trustees put in front of us back
22 in 2016/2017 to get to a 70
23 percent graduation rate. As you
24 can see after six years and as
25 you can see on this chart we had

1 kind of languished in the 60s for
2 awhile. We are at 68.5. We are
3 really on target to next year
4 getting to a 70 percent six-year
5 graduation rate. When and if we
6 hit that goal, which I feel
7 pretty confident when you look at
8 our five-year graduation rate,
9 which is about to cross over our
10 six-year graduation rate and when
11 we look at who is going to be
12 slated to graduate at the end of
13 this year we are on track. I
14 feel really good that we're going
15 to hit that goal of 70 percent,
16 when and if we do we'll be one of
17 100 institutions nationally of
18 public institutions that hit that
19 70 percent graduation rate. One
20 of the reasons why I'm so proud
21 of this campus and so proud of
22 everyone on this call and across
23 our colleges and our faculty and
24 our staff is we didn't cut the
25 tail on that. Other institutions

1 they can get to that 70, they can
2 get to even higher, they can get
3 to a first-year retention rate in
4 the 90s, but they have a very
5 different set of population that
6 they're servicing and that's--I'm
7 not judging them for the
8 decisions they've made, but many
9 institutions can make that jump
10 pretty quickly by just becoming
11 more selective. And for me,
12 personally, being here in a state
13 that has challenges in a state
14 where we need more students to
15 cross that stage for all sorts of
16 really good reasons that we've
17 been able to hit that 70 percent
18 graduation rate, we've been able
19 to--as you can see here we've got
20 a goal, an internal goal of
21 getting to 90 percent for our
22 first-year to second-year
23 retention rate. This coming year
24 our goal is for it to be at 87
25 percent. We've been hovering in

1 the last couple of years during
2 Covid between 85 and 86. We had
3 been at about 81 for about 10
4 years prior to that. To move
5 those numbers at an institution
6 like us after you get passed 80
7 it gets increasingly more
8 difficult and for us to be
9 pushing towards that 90 percent
10 without having cut that tail off,
11 without having tried to just have
12 a different type of input I think
13 is really fantastic, it shows the
14 value added. We do a lot of
15 predictive analytics looking at
16 input data, also looking at the
17 first-year survey that we do of
18 our students, which about 96 to
19 97 percent of our students take.
20 We do a lot of predictive
21 analytics to try to determine
22 what the, say the retention
23 number would be or what the
24 graduation number would be based
25 on those input characteristics.

1 Internally, what we always try to
2 do is beach that number. We try
3 to show that we have a--that you
4 all and all of the scaffolding
5 and all of the courses and all of
6 the experience, the educational
7 experience at UK adds more value
8 that we can look to students and
9 to their families and say, "If
10 you come to UK you have a better
11 than--we will out perform our
12 predicted retention rate or our
13 predicted graduation rate to show
14 that there's a value added, that
15 you come here and you've got a
16 better chance at being
17 successful." Of our
18 undergraduate students about 25
19 to 30 percent are first-year
20 students. We want to be the
21 first institution nationally at
22 the Research One Flagship Land
23 Grant Classification to erase
24 that preparation gap of our first
25 gen students, we want to do it

1 for all students of different
2 demographics, but our first gen
3 students, which we have a large
4 cohort from Kentucky, most of
5 those are Kentuckians. We also
6 know when you look at the data
7 that when you control--and other
8 demographics that have
9 preparation gaps, when you
10 control for things like ACT
11 score, high school GPA or income
12 that students tend to out
13 perform--students from those
14 preparation or from those
15 demographics that have those
16 preparation gaps at a certain
17 level they will out perform their
18 counterparts, and so, that
19 harkens to things like Bridge
20 Programs trying to get students
21 the right preparation before--
22 MS. COLLETT: Kirsten, you froze on us. I'm
23 always scared of getting frozen
24 on screen, like right in the
25 midst of me probably like

1 sticking my tongue out or
2 something like that. Just give
3 us one second. We're
4 communicating with her, so I bet
5 she's going to log right back in
6 and we're doing fantastic on
7 time, so we'll give her a moment.
8 Okay. She's coming back in.

9 MS. TURNER: DeShana, can you hear me?

10 MS. COLLETT: I can. I see you too.

11 MS. TURNER: Yeah, I apologize for that. I
12 went ahead and got on my hotspot
13 instead. I don't know where I
14 ended, but what I would just--to
15 kind of wrap up on this is I just
16 am really proud of this
17 institution that we were able to
18 move these numbers and show the
19 value added of a UK experience
20 and a UK degree, that we out
21 perform our predicted value based
22 on who it is and knowing that
23 we've got about 25 to 30 percent
24 of our students are first gen,
25 knowing that when you look at the

1 data of our first gen students,
2 unlike other demographics that
3 have preparation gaps their
4 preparation gap extends across
5 the academic spectrum and across
6 the finance spectrum. So, a
7 student who's a first gen with a
8 34 ACT or comes from a wealthy
9 family that preparation gap
10 continues, it also continues even
11 as they move through to the
12 second year, to the third year or
13 the fourth year. So, that tells
14 us that there is additional kinds
15 of scaffolding, additional kinds
16 of work that we need to do
17 throughout their four years and
18 knowing that we've got such a
19 large number of them here and
20 thinking about what that means
21 for Kentucky and for Kentucky
22 families, because a first gen
23 student who crosses that stage it
24 doesn't only change the
25 trajectory of their life, it

1 changes the trajectory of the
2 life from which they come, the
3 communities from which they come
4 and the families from which they
5 come. About a quarter of our
6 students come from median family
7 incomes and Todd you're going to
8 have to quote me on this exactly
9 correctly but it's about \$24,000.
10 The starting salary in Kentucky
11 of somebody with a bachelor's
12 degree is about \$55,000. So,
13 when you think about that first
14 gen student who comes from a low
15 income family and the moment they
16 cross that stage that is a huge
17 shift in terms of their kind of
18 long-term trajectory. So,
19 that's--a lot of this work that
20 we've all been doing collectively
21 is just a strong testament to our
22 faculty and our staff and our
23 students. I'll stop there,
24 DeShana, because I know I cut out
25 and I'm not quite sure what you

1 missed and what I need to go back
2 on.

3 MS. COLLETT: Thank you. Thank you very much
4 for that presentation. I'm going
5 to open it up for questions that
6 people may have here and on Zoom.
7 Well, I have a question quickly.
8 Going back to, I think maybe the
9 first slide over the overall
10 enrollment. There's a graduate
11 professional and I'm not sure
12 what that definition encompasses.
13 So, right here where it has
14 graduate and then it has graduate
15 and professional and then the
16 other professional schools are
17 kind of pulled out, so I wasn't
18 sure what that meant.

19 MS. TURNER: It's a great question and I'm
20 going to make sure I get the
21 definition right, so I'm going to
22 ask Todd Brann to speak to that.

23 MR. BRANN: Good afternoon. Todd Brann,
24 Institution of Research Analytics
25 and Decision Support. And so,

1 the graduate professional
2 includes four degree programs,
3 the Doctor of Public Health, the
4 Doctor of Nursing Practice, the
5 Doctor of Physical Therapy and
6 the Doctor of Social Work, in
7 addition to--

8 MS. TURNER: And Todd--

9 MR. BRANN: --in addition to the four college
10 schools.

11 MS. TURNER: And those would be definitions
12 that we wouldn't necessarily do,
13 those would be national standard
14 definitions, correct?

15 MR. BRANN: Yeah, those are as they are
16 created in our System of Record
17 after they are approved.

18 MS. COLLETT: Okay. Any additional? Okay,
19 Molly?

20 MS. BLASING: This is Molly Blasing from Arts
21 and Sciences. I was contacted by
22 a colleague in my college who
23 asked that we relay this question
24 to you, this colleague was
25 concerned that as we see such a

1 dramatic increase in the number
2 of first-year students he was
3 doing some research into the
4 enrollment--the admission rate
5 and it's about 94 percent, which
6 is a lot higher than most of the
7 other colleges and universities
8 in the state and also much higher
9 than many of our benchmarks and
10 my colleague was concerned that
11 student preparation is lowered it
12 puts more burden on faculty. I
13 was wondering if you could talk a
14 little bit about the
15 justification for a 94 percent
16 admission rate with the--what you
17 see the benefits and the
18 drawbacks of that high admissions
19 rate and perhaps talk a bit about
20 some of the things that the
21 university is doing to support
22 faculty who are taking on the
23 additional burden to keep
24 students kind of moving through
25 the programs.

1 MS. TURNER: I really appreciate the question
2 and I'll--I'm going to kick it to
3 Todd and then I'm going to answer
4 on the back end, because
5 there's-- the definition of
6 admission rate is calculated
7 differently by some institutions,
8 and so, I want Todd to explain
9 the way we do it versus how some
10 institutions do it and then I'm
11 going to--I'll circle back on the
12 other part of that question.

13 MR. BRANN: So, generally speaking, we do
14 almost 100 different external
15 submissions to various entities,
16 like Kirsten mentioned, CPE
17 IPEDS, they all come with their
18 own particular guidelines and
19 definitions. Lots of times
20 you'll see that the admit rate
21 referenced in US News and World
22 Report, for example, and the
23 guidelines clearly stipulate that
24 that is based on the number of
25 students admitted divided by the

1 number of students who completed
2 their application and that
3 includes providing all the
4 necessary documentation, paying
5 an application fee, letters of
6 recommendation, whatever each
7 individual school requires. And
8 so, we--that's been a consistent
9 number based on the number of
10 students admitted divided by the
11 number of students who completed
12 their application. Based on some
13 of the numbers that we see out
14 there I'm not sure all of the
15 different institutions are
16 necessarily aligned on that
17 definition, but we have adhered
18 to those--adhered to those
19 definitions and guidelines from
20 the entities and do it based on
21 the number of completed
22 applications and the denominator.

23 MS. TURNER: Todd, can you talk a little bit
24 about what the word completed
25 versus submitted and how that

1 might be shift--how some
2 institutions might characterize
3 those two things differently.

4 MR. BRANN: Yes, absolutely. And so,
5 submitted meaning you've filled
6 out all of the--all of the--the
7 entirety of the application form
8 and pressed submit and it is sent
9 onto the institution and then
10 completed meaning that you have
11 done all of the necessary steps
12 after that, including paying an
13 application fee or providing a
14 letter of recommendation, making
15 sure that all of your transcripts
16 are received and that any other
17 requirements are completed.

18 MS. TURNER: So, some of this is probably
19 somewhat definition, some of it
20 is we do have a high admission
21 rate. I will say, we have the
22 chart and we could circulate it.
23 Todd, you'll have the data more
24 specifically at your hands.
25 Ninety-four, I know it sounds--I

1 know it sounds high, it actually
2 is a little bit lower relatively,
3 I think we've been up to 97
4 before, Todd, if I remember
5 correctly. So, this class
6 actually, based on those
7 definitions, is doing completed
8 rather than just submitted is a
9 little bit lower than--than where
10 we have been. We have our--the
11 University Set Admission
12 Standards, anyone who does not
13 meet those admission standards we
14 send those out to the colleges
15 that will review them. We have
16 quite a few colleges that have
17 selective admissions that are
18 even higher than our baseline
19 admission standards, but there
20 are colleges on our campus
21 who--who just have the
22 university's admission
23 requirements. If anyone doesn't
24 meet those definitions we send
25 those applications to the

1 colleges and the colleges
2 themselves do a holistic review.
3 We often help them with some data
4 to do some predictive analytics
5 around it, but they do the
6 whole--they do a holistic review
7 and decide whether or not to
8 admit those students or not if
9 they don't meet our basic
10 admission standards. We
11 have--oh, I just lost a train of
12 thought. I was just going to say
13 something on the 61--oh, the
14 6120, one of the things we've
15 been doing some--as I said, we
16 started to talk through growing
17 those classes for the last
18 several years and obviously the
19 last two classes, the prior two,
20 have not been as--we're not at
21 the same level as we had been in
22 the 5,000s, we dipped back down
23 to the 4,000s and now we're up at
24 the 6100. As I said, we had
25 opened about seven new out-of-

1 state markets, but really one
2 of--we've done several different
3 pieces over this last year that I
4 think brought us to the 6120.
5 One of the things we did is, and
6 this was an idea behind our AVP
7 Christine Harper, she can also
8 speak to this, but we were not
9 getting the Kentucky addresses of
10 Kentucky residences in the same
11 ways that we used to from test
12 optional, from all sorts of
13 different shifts. So, we
14 actually forged all the high
15 schools so that we could actually
16 do some outreach within Kentucky
17 to start working with our
18 sophomores and juniors and
19 seniors. And so, my sense is one
20 of the reasons why we had a
21 higher increase is that we
22 started working with students
23 that we used to not reach with as
24 much, both within Kentucky and
25 outside. And so, although they

1 are--it's more their academics
2 and their--if you believe in test
3 scores, their test scores are
4 similar to where we've been
5 before. Now, to your question
6 also about the 6120 and in terms
7 of having enough resources both
8 at the college level, at the
9 faculty, as well as in student
10 support services too, I mean that
11 impacts and obviously freshmen
12 need different types of services
13 than say juniors and seniors.
14 You also have issues particularly
15 for something like the College of
16 Arts and Sciences, which I spent
17 12 years in the deans office, so
18 I have a real deep understanding
19 and respect and affiliation for
20 it. When you have increases in
21 other colleges it's going to
22 impact A and S in that first year
23 in some ways more
24 disproportionately because of the
25 large footprint or the UK core

1 requirements. So, even if say A
2 and S itself didn't grow you
3 might see this kind of shift in
4 terms of growth in other colleges
5 and how that hits A and S or any
6 of our colleges that teach a
7 large freshman imprint. When we
8 saw that the class was going to
9 be much higher back in the fall
10 we started working with the
11 Provost Office almost
12 immediately. I know Katie
13 Cardarelli, who I think is in the
14 room, I know she immediately
15 started working with the
16 Associate Deans as well as the
17 Deans in terms of what would the
18 colleges need in order to
19 accommodate whatever level of
20 that 6100. As we think about
21 longer term growth or whether we
22 stay steady for awhile we've been
23 working with every single Dean
24 and whoever they want to kind of
25 bring to the table, usually

1 Associate Deans. I think we've
2 got two or three more meetings
3 left. We've been sitting down
4 with all of them over the last
5 several weeks to say, "Okay.
6 Here's where our enrollment
7 footprint for your college is
8 right now. Do you want to go
9 higher? Do you want to go lower?
10 Do you want to stay the same?
11 What are the new programs you're
12 thinking about bringing on? What
13 are the--where are the pressure
14 points both in terms of first
15 time freshman as well in terms of
16 retention?" We're not quite
17 finished with that, like I said,
18 I think we've got about two or
19 three more colleges to do, but
20 we've been having those kind of
21 conversations at the college
22 level. Todd's been bringing kind
23 of a data snapshot, so we're all
24 working from the same data and
25 then having those conversations

1 about whether or not--"Where are
2 the pressure points?" or, "Where
3 are the growth opportunities?"
4 based on each individual college.
5 After we get through all of those
6 we will sit down and look at kind
7 of the overall impact, so we
8 can't just do it in silos,
9 because as I was saying, we know
10 that it can hit disproportionately
11 based on where--where the
12 students spend most of their
13 first year in and what they take,
14 but we're having those kind
15 of--starting with those discreet
16 conversations at each college to
17 say, "Is this the right number?
18 Do you need to go higher or do
19 you need to go lower?" and--and,
20 "If so, what's the impact there?"
21 So, we're almost to the end of
22 that, but hopefully by the end of
23 this month we'll finish that up
24 to have kind of overall
25 enrollment goals at the

1 undergraduate first-time level as
2 well as our retention and
3 graduation rates.

4 MS. BLASING: Thank you.

5 MR. CRAMER: This is Aaron Cramer from
6 Engineering. I was asked by
7 several faculty members to ask
8 you about rankings. Obviously,
9 rankings are pretty imperfect,
10 but there was a question about
11 why are the rankings like less
12 imperfect for us than they are
13 for other schools, schools that
14 we've, you know, perhaps have
15 done better than in the past that
16 we're doing worse than. I think
17 right now US News and World
18 Report wise we're, I think, at
19 our lowest level at least that I
20 can remember in awhile. Do you
21 have any sense of how--you've
22 presented some sort of good
23 success and student success
24 metrics and so forth, why is this
25 having this affect on our

1 rankings? Do you have any sense
2 of that?

3 MS. TURNER: Trustee Cramer, I appreciate the
4 question. And again I'll tag
5 team to Todd a little bit,
6 because I can speak to the
7 student success piece but
8 obviously the rankings cover way
9 more than just student success,
10 and so, I'll kick it to Todd when
11 we get to that spot. I will say
12 that our--you know, our retention
13 and our graduation we want to
14 move it up higher, that will have
15 an impact on the rankings.
16 I--you know, I personally, and
17 this is me, so this is not
18 obviously--obviously an
19 institutional conversations
20 decision, I am less concerned
21 about rankings. I'm more
22 concerned about, are we doing the
23 right things for the Commonwealth
24 and because of that we may never
25 be as high as, you know, some of

1 our other counterparts. I was
2 talking to a colleague from a
3 public northeastern school just
4 this weekend and they were saying
5 that their university is laser
6 focused on their rankings and I
7 think that's a perfectly
8 legitimate plan of action if
9 that's what an institution wants
10 to do. I don't think this
11 institution has focused as much
12 on the rankings because of those
13 imperfections and I don't know,
14 in terms of, you know, are we
15 beating our value added
16 predicted, for me is a stronger
17 one, in order to get to say a 95
18 percent retention rate, which
19 there are public Research One
20 Institutions that have that, that
21 would drive those rankings pretty
22 quickly we would have to probably
23 have a very different student
24 body and I don't know if that
25 serves the Commonwealth given

1 that we have a lot of challenges
2 in this state. What I hope for
3 is that this state is--I see UK
4 as a place that can make a real
5 difference, because if we can
6 figure out how to do it here it
7 could have long term impacts for
8 other states too. I really feel
9 like UK and Kentucky can be the
10 test Kitchen for the nation.
11 We've got some of the most
12 attractable problems of our time
13 when you think about heart
14 disease and cardiovascular
15 disease and you think about
16 economic disparity and we have
17 the 10 poorest counties in our
18 state. So, if we can figure out
19 how to solve some of these
20 problems here in the middle of
21 the country I think that to me is
22 a motivator, but I'm getting a
23 little bit philosophical, so I'll
24 stop there. Todd, I know you and
25 your team have really unpacked

1 those rankings and what drives it
2 and where we're falling short on
3 it, so I'll throw it to you and
4 stop talking.

5 MR. BRANN: Yeah, I think one thing that
6 obviously plays a healthy role in
7 those rankings is just the
8 reputation and what other
9 administrators think of your
10 institution, which is obviously a
11 very--the fuzzy metric when it
12 comes to those components and I
13 don't have--I don't have the last
14 decade say at my fingertips, but
15 the last three years, in terms of
16 those national rankings we've
17 been at 133 two years ago, 127
18 last year and 137 this year.
19 With an actual score on a zero to
20 100 level of 56 last year--56 two
21 years ago, 57 last year, 56 this
22 year, so we've stayed about the
23 same. There's--I think we have
24 some quibble with some of
25 their--some additional metrics.

1 Other than--than obviously the
2 reputation component some of
3 their predictions don't take into
4 account residency mix, which
5 would by us those metrics in
6 favor of institutions that have a
7 large percentage of their
8 students living close to home,
9 since it's generally a bit easier
10 to retain those folks, as well as
11 the tuition component. So, I
12 think we have--the metrics
13 themselves can be a bit
14 problematic and then the number
15 itself has been--has been fairly
16 consistent over the past few
17 years.

18 MS. TURNER: Todd, I think that's a good
19 point. That reputation piece of
20 say US News and Report, so every
21 President, Provost and Chief
22 Enrollment Officer, so for us
23 that would be Christine Harper,
24 they vote on--they actually
25 submit who they think are the

1 best schools and you will see a
2 lot of institutions putting a lot
3 of money on that in terms of
4 sending out communications about
5 what their institutions doing.
6 We had one institution from out
7 west that sent us a whole bunch
8 of potato chips in a box to say,
9 "Look, we've invented a new
10 potato chip. Look at our
11 innovation." I mean and I say
12 that kind of jokingly, but it's
13 serious. I mean they spend a lot
14 of marketing money to try to
15 drive up a brand awareness and
16 what we're doing--what
17 institutions are doing. So,
18 again, there's--there's different
19 levers that you can pull on those
20 things if that is something that
21 an institution really wanted to
22 put a lot of effort and resources
23 behind on it. I'm not judging.
24 I'm just saying that there's a
25 piece of that.

1 MS. COLLETT: Hollie?

2 MS. SWANSON: Hollie Swanson, College of
3 Medicine. Could you give us some
4 insight on what enrollment within
5 the Honors College would look
6 like and what the trend has been?

7 MS. TURNER: Yeah, and again, I can turn to
8 Christine and Todd. There's
9 actually a requirement in
10 that--in the Honors College about
11 how high it can go. There's a
12 little bit of discussion about
13 whether or not that is the--that
14 percentage is for each freshman
15 class or whether that percentage
16 is for the overall footprint on
17 honors, it's usually between
18 about 10 percent and 13 percent
19 of the incoming class, but that
20 is kind of imbedded in the gift
21 agreement. Todd and Christine, I
22 don't know if you have any more
23 particulars.

24 MR. BRANN: We've been a little over 2100 to
25 2300 over the past five years or

1 so and this year we were at 2321
2 in that preliminary number, which
3 is just slightly lower than fall
4 2019, which was a high at 2346.

5 MS. COLLETT: Any further questions?

6 MS. BLASING: Molly Blasing, Arts and Sciences.
7 This is something, a really big
8 question, but I was hoping that
9 you could give us some insights
10 into how your office is talking
11 about the recent and upcoming
12 Supreme Court Rulings in Dobbs
13 and in the Affirmation Action
14 case. Just--I'm looking for
15 some--well, I became aware of a
16 student protest on October 10th
17 where a group of students
18 delivered to the President's
19 Office a list of dozens of
20 suggestions for how to support
21 students in the wake of the Dobbs
22 decision and then I'm also doing
23 reading about the Affirmative
24 Action case that looks like it's
25 going to make it no longer

1 possible to take race into
2 account in admissions. I was
3 wondering if you could just offer
4 us some insight into the kinds of
5 conversations you're having
6 around supporting student success
7 given these pretty dramatic
8 changes that are coming or are in
9 place in our society.

10 MS. COLLETT: Thank you.

11 MS. TURNER: It's an excellent question. It's
12 an absolute excellent question
13 and as it's unfolding in front of
14 us those conversations are
15 ongoing. I'm going to actually
16 ask Christine, because
17 she--Christine is not only our
18 AVP for Enrollment Management,
19 but Christine is also big on the
20 national scene and has been
21 working in terms of other Chief
22 Enrollment Officers and has been
23 working with the College Board
24 and others in some of these
25 discussions and she and I were

1 talking about this just last
2 Friday about some of--what the
3 industry is talking about as
4 we're--as we are waiting for
5 these court cases to come down.
6 So, Christine, I don't know if
7 you want to share some of the
8 things you and I were talking
9 about.

10 MS. HARPER: So, yes. This has been
11 something--we've attended many,
12 many conference presentations,
13 have some small working groups
14 nationally that have been
15 discussing--I know on our campus
16 they'll be a lot of meetings as
17 these are coming down. I would
18 say that one of the best pieces
19 about the test optional approach
20 that we've had, not just for
21 admissions, but also for our
22 scholarships, is that so much of
23 the test score industry, whether
24 it's biased in construct of
25 questions or the impact of

1 socioeconomic status on ability
2 to get higher and higher scores
3 has had an impact. And so, us
4 going test optional what I'm
5 happy to report is that
6 particularly, not just in
7 admissions, but also in the merit
8 award we have more students of
9 color, more first gen students
10 that are--and more low income
11 students that are accessing
12 scholarships than ever before
13 just because you're taking away
14 the requirement of something that
15 prejudices and has impact based on
16 factors beyond. So, those are--I
17 think that's really great because
18 it positions us well, but there
19 are going to be challenges. I
20 recall the last two times that we
21 had Affirmative Action cases that
22 came down and there was an impact
23 in students who were considering
24 institutions or applying to
25 college whether that be two-year

1 or four-year institutions because
2 there is this, you know, "I'm not
3 welcome anymore," or, "I'll be
4 treated differently." So, for us
5 we really are working on having
6 more outreach and conversation.
7 Part of the open records request
8 that VP Turner shared was because
9 the--in Kentucky the KDE, the
10 State Graduation Exam, was the
11 ACT in the junior, because of
12 privacy issues we stopped getting
13 that, so we went from 33,000
14 prospects in Kentucky down to
15 19,000 when we couldn't get
16 those. This past year we only
17 had 44 superintendents in school
18 districts reporting that
19 information, but what that did
20 was actually open up a lot of
21 Jefferson County, because there
22 were students who because they
23 never got an email from us didn't
24 think they should apply, didn't
25 think that we were interested in

1 them. So, we have to keep doing
2 that kind of work. And then from
3 the national level there's been a
4 lot of conversation about what
5 does this mean, if race is taking
6 out of the admissions it's not
7 just, can you not ask race,
8 should you not take AP or IB
9 credit because there's a
10 different in what school
11 districts access and have access
12 to those test scores, because of
13 construct bias and because of the
14 difference in outcomes for
15 students based on socioeconomic
16 status, is that something that
17 shouldn't be considered. So,
18 there's a whole host of not just
19 what legally do you have to do
20 and what is the interpretation,
21 but then what does the industry
22 do and how does that impact us as
23 an institution if benchmarks or
24 other competitors are doing
25 things in a different way, and

1 so, we have to be true to the
2 data and I think that's really
3 been helpful to us in the test
4 optional approach and solidifying
5 that with other things that'll
6 come down the pipe.

7 MS. COLLETT: Any additional questions? All
8 right. Well, thank you all so
9 much for the presentation and the
10 information we really appreciate
11 it and I think there was some
12 definitely good questions from
13 Senators just getting us
14 thinking, very good. Thank you
15 so much, again. I appreciate it.
16 Any items from the floor? So,
17 since there's no further business
18 to conduct there's an opportunity
19 for Senators to ask questions,
20 suggest topics for discussion or
21 to raise issues that are not on
22 the agenda, that would be this
23 current time should you wish to
24 do so. Okay. Well, we have a
25 next Senate Meeting will be

1 December 12th in this room
2 hopefully, unless something
3 should happen and I get only like
4 15 people saying they will be in
5 person. We may have to switch
6 complete modality if we continue
7 to go less, less, less and less
8 of in-person attendance. So, you
9 know, if there are no objections
10 the meeting will now stand as
11 adjourned by unanimous consent.
12 Are there any objections? All
13 right. The meeting is adjourned.
14 Thank you for attending today.
15 Make sure please to report back
16 to your colleagues on Senate
17 related information, so
18 everything we talked about today,
19 summarize it and get it out on
20 those Listservs. You all have a
21 great day and you got 30 minutes
22 of your life back today. Bye-
23 bye.
24