

University Senate Agendas, 2015-2016

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

Monday, April 11, 2016

1. Minutes from March 21, 2016 and Announcements
2. Officer and Other Reports
 - a. Chair
 - b. Vice Chair
 - c. Parliamentarian
 - d. Trustee
3. Candidates for Degrees
 - a. Late Addition to December 2015 Degree list (per *Senate Rules 5.4.1.1.D.1-2*) for Graduate School Student CM-91
 - b. Late Addition to December 2015 Degree list (per *Senate Rules 5.4.1.1.D.1-2*) for Graduate School Student JB-86
 - c. Late Addition August 2015 Degree list (per *Senate Rules 5.4.1.1.D.1-2*) for Arts and Sciences Student BK-29
 - d. Late Addition to May 2014 Degree list (per *Senate Rules 5.4.1.1.D.1-2*) for Arts and Sciences Student EJ-37
 - e. Motion to Amend Something Previously Adopted (May 2015 Degree List) for Arts and Sciences Student BN-58: Bestow BA German and BA Psychology and Rescind BA Psychology with Second Major in German
 - f. Motion to Amend Something Previously Adopted (May 2009 and May 2015 Degree Lists) for Arts and Sciences Student FR-52: Bestow BA Psychology and Rescind BA Psychology with Second Major in Sociology (December 2009), and Bestow BS Sociology (May 2015)
4. Committee Reports
 - a. Senate's Academic Programs Committee (SAPC) - Margaret Schroeder, Chair
 - i. Proposed New Graduate Certificate in Research Methods in Education

University Senate Agendas, 2015-2016

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unless otherwise noted.

- ii. Proposed New Undergraduate Certificate in Nutrition for Human Performance
 - iii. Proposed Deletions of BA/BS Classics, BA/BS Japanese Language and Literature,
BA/BS Russian, BA/BS French, BA/BS German, and BA/BS Chinese Language and
Literature
 - b. Senate's Academic Organization and Structure Committee (SAOSC) - Ernie Bailey, Chair
 - i. SAOSC Recommendations on Proposed Lewis Honors College
 - 1. Proposed Changes to *Governing Regulations VII* ("University Organization")
 - 2. Proposal Package for New Lewis Honors College
 - c. Senate's Admissions Advisory Committee - Katherine McCormick, Chair
 - i. Update on Activities
 - d. Senate's Teaching and Course Evaluation Implementation Ad Hoc Committee - Jonathan
Golding, Chair
 - i. Final Report
 - e. Senate's ad hoc Calendar Committee
 - i. Final Report
 - 5. Other Business (Time Permitting)
-

Next Meeting: May 2, 2016

University Senate
March 21, 2016

The University Senate met in regular session at 3 pm on Monday, March 21, 2016 in the Athletics Association Auditorium of W. T. Young Library. Below is a record of what transpired. All votes were taken via electronic voting devices unless indicated otherwise; specific voting information can be requested from the Office of the Senate Council.

Senate Council Chair Andrew Hippisley (AS) called the University Senate (Senate) meeting to order at 3:01 pm. He reminded senators to pick up their clickers.

The Chair called for an attendance vote and 60 senators registered their presence.

1. Minutes from February 8, 2016 and Announcements

The Chair reported that a couple editorial corrections were received. There being no additional revisions and **no objections**, the minutes from February 8, 2016 were **approved** as amended by **unanimous consent**.

The Chair reported on his participation in the campuswide initiative to offer unconscious bias training for faculty employees. He introduced faculty subcommittee co-chair, Sonja Feist-Price (ED/Early Childhood, Special Education, & Rehabilitation Counseling, assistant provost for faculty advancement) and Claire Hart, the Human Resources strategic business partner and coordinator of the campuswide unconscious bias initiative. Guest Feist-Price offered background information on the unconscious bias initiative, which started in 2014 when information was gathered regarding how to impact climate and inclusion on campus. There were a handful of questions from senators. Guest Hart noted that the overall goal is to make UK a place of welcome and inclusivity where all opinions and diverse perspectives are welcomed and encouraged.

The Chair noted that the Senate was co-sponsoring a public art forum in W. T. Young Library later that evening at 6:30 pm. The panelists included: Jim Clark, executive director of Ashland, the Henry Clay Estate; Melynda Price, Robert E. Harding Jr. Professor of Law and Director of the UK African American and Africana Studies Program; Arturo Alonzo Sandoval, Alumni Endowed Professor of Art at the UK School of Art and Visual Studies; Richard Schein, Professor and Chair of UK Geography; and moderator Stuart Horodner, Director of UK Art Museum. He explained that food would be available to senators in the Alumni Gallery after the Senate meeting and before the forum.

2. Officer and Other Reports

a. Chair

The Chair reported the following actions.

- The SC approved two changes to 2016-17 calendar: “submit” instead of “accept” for three Graduate School-related activities; and move of last day to withdraw in spring 2017 from January 17 to January 18.
- The annual email soliciting nominations for area committee will be sent soon to all faculty. The Chair encouraged senators to spend a few minutes thinking about which faculty are the best to serve on promotion, tenure, and other committees.
- Senate will likely have a first reading on the proposed new Lewis Honors College in April. The SC sponsored a two-hour question and answer session the week prior; the Chair opined that the comments and input were helpful. There were about 45 attendees from around the campus.

University Senate
March 21, 2016

Answering questions were Ben Withers, dean of Undergraduate Education and Diane Snow, interim director of the Honors Program. The moderator was Ernie Bailey, chair of the Senate Academic Organization & Structure Committee. The Chair said that notes from the meeting were on the Senate website: http://www.uky.edu/Faculty/Senate/files/Meetings/1_2015-2016/Honors/PropNewHonCol.html

- Following Provost Tim Tracy's discussion with SC about title series, the SC charged the Senate Advisory Committee on Appointment, Promotion and Tenure (SACAPT) and Senate Advisory Committee on Privilege & Tenure (SACPT) to:
 - Meet jointly with Provost Tracy and review UK's current title series system to determine the feasibility of changing to a system such as a system with two title series (tenure-eligible and non-tenure-eligible), with ranks in both series at assistant professor, associate professor, and (full) professor, with the inclusion of multi-year contracts (rolling or not) for faculty in the non-tenure-eligible title series.

b. Vice Chair

The Chair explained that Vice Chair McCormick (ED) was out of the country and not in attendance.

c. Parliamentarian

There was no report from Parliamentarian Catherine Seago (LI).

d. Trustee

Faculty trustee John Wilson (ME) said there was not much to report and thanked faculty who had written to legislators in the Kentucky House and Senate regarding the state's budget. In response to questions from Jones (ME), Wilson said that practices varied over the years regarding who was allowed into a closed session when a committee of the Board of Trustees (Board) went into closed session. Recently, committee chairs had basically welcomed any Board member into the closed session, not just members of the committee. When the Board's Executive Committee met recently, the Board Chair chose not to include all trustees and only allowed Executive Committee members into the closed session. He said the closed session pertained to the President's salary. Debski asked if Board members were interacting with Kentucky's legislature, too. Wilson replied that individual members had contacted legislators.

3. Committee Reports

a. Senate's Academic Programs Committee (SAPC) - Margaret Schroeder, Chair

i. New University Scholars Program: BA English and MA English

Schroeder (ED), chair of the Senate's Academic Programs Committee (SAPC), explained the proposal. The Chair said that the **motion** from the SAPC was that the University Senate approve the establishment of a new University Scholars Program of a BA/BS English and MA English in the Department of English within the College of Arts and Sciences. Because the motion came from committee, no **second** was required. There were no questions from senators. A **vote** was taken and the motion **passed** with 70 in favor and one opposed

ii. New Master of Public Financial Management

Schroeder explained the proposal. The Chair said that the **motion** from SAPC was that the University Senate approve, for submission to the Board of Trustees, the establishment of a new Master of Arts in

University Senate
March 21, 2016

Public Financial Management, in the Martin School of Public Policy and Administration within the Graduate School. Because the motion came from committee, no **second** was required. Wood (AS) said that the correct name of the degree was not a Master of Arts degree, but that it was a Master of Public Financial Management with a major in Public Financial Management. Schroeder accepted that on behalf of the SAPC as a **friendly amendment**.

Sachs (AS) asked if the Gatton College of Business and Economics already offered something similar; Guest Eugenia Toma (GS/Martin School of Public Policy and Administration) said that Gatton faculty will be involved in the program. There being no further questions, a **vote** was taken on the motion that the University Senate approve, for submission to the Board of Trustees, the establishment of a new Master of Public Financial Management with a major in Public Financial Management, in the Martin School of Public Policy and Administration within the Graduate School. The motion **passed** with 69 in favor and two abstaining.

iii. New Graduate Certificate in Public Financial Management

Schroeder (ED) explained the proposal. The Chair said that the **motion** from SAPC was that the University Senate approve the establishment of a new Graduate Certificate in Public Financial Management, in the Martin School of Public Policy and Administration within the Graduate School. Because the motion came from committee, no **second** was required. There were a couple questions from senators. A **vote** was taken and the motion **passed** with 71 in favor and two opposed.

iv. New Graduate Certificate in Improving Healthcare Value

Schroeder (ED) explained the proposal. The Chair said that the **motion** from the SAPC was that the University Senate approve the establishment of a new Graduate Certificate in Improving Healthcare Value within the College of Public Health. Because the motion came from committee, no **second** was required. In response to Jones (ME), Schroeder confirmed that the certificate will be homed at the college level. There being no further questions, a **vote** was taken and the motion **passed** with 64 in favor, five opposed, and three abstaining.

b. Senate's Admissions and Academic Standards Committee (SAASC) - Scott Yost, Chair

i. Proposed Changes to Admissions and Academic Standards for All Nine BS Degree Programs in Engineering, Following the Introduction of the New First-Year Engineering Curriculum

Yost (EN), chair of the Senate's Admissions and Academic Standards Committee (SAASC), explained the proposal. The Chair said that the **motion** from SAASC was that the University Senate approve the changes to admissions and standards for all nine BS degree programs in the College of Engineering following the introduction of a new first-year Engineering curriculum (Biosystems Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering). Because the motion came from committee, no **second** was required. Grossman (AS) stated for the record that any gains in the Engineering curriculum would be overwhelmed by the disaster of allowing students to wait a semester or more in between taking the first general chemistry class and the second general chemistry class. Guest Kim Anderson (EN/Chemical and Materials Engineering, associate dean) explained that she mentioned at the SC meeting that Engineering was not sure about why some students delayed taking the second general chemistry class but that under the new curriculum, students would now be actively engaged in Engineering classes beginning in their first semester. She noted that when she attended SC she said that Engineering was open to making changes if necessary, but wanted to give things a try and see how it worked. There were a variety of questions from senators.

A **vote** was taken and the motion **passed** with 66 in favor, five opposed, and one abstaining.

ii. Standard of Evidence in Academic Offenses - Proposed Changes to *Senate Rules 6.4* ("Academic Offenses and Procedures")

Yost (EN) explained the proposal, noting that it stemmed from a report by the Ombud to the SC. The Chair said that the **motion** from SAASC was a recommendation that the University Senate approve the changes to *SR 6.4*. Because the motion came from committee, no **second** was required.

There were a variety of questions from senators, many regarding the exact definition of what "preponderance of evidence" specifically meant. Yost added that he contacted the chair of the University Appeals Board (UAB), Joe Fink, who confirmed that the consistently used preponderance of evidence in its deliberations because there was no written standard of evidence to use. Some senators raised concerns that the meaning of "preponderance of evidence" would not be obvious to students. Folmar (AG, student) said she appreciated the possibility of a student having difficulty understanding what the phrase meant, but a Google search quickly offered helpful information.

There being no additional comments or questions, a **vote** was taken and the motion **passed** with 52 in favor, 15 opposed, and four abstaining.

c. Senate's Rules and Elections Committee (SREC) - Connie Wood, Chair

i. Proposed Revision to *Senate Rules 1.5.2* ("Election: Two Voting University Faculty Members, Board of Trustees")

Wood (AS), chair of the Senate's Rules and Elections Committee (SREC), explained the proposal. The Chair said that the **motion** from SREC was a recommendation that the University Senate approve the changes to *SR 1.5.2*. Because the motion came from committee, no **second** was required. There was one question and one comment.

A **vote** was taken and the motion **passed** with 66 in favor and one opposed.

The Chair asked Wood if she would give senators an update on elections. Wood said that the trustee election was coming up to fill the trustee position currently held by Wilson (ME). Wood said that the SREC hoped to have a preliminary voting round from April 4 – 11 and a second round from April 18 – 25.

4. Title IX Language - Proposed Addition to Syllabus Template/Guidelines

The Chair asked permission to postpone discussion on the Title IX language because the proposer was unable to attend the Senate meeting; he said it could be on the April Senate agenda. There were no objections from senators.

5. Proposed Changes to *Administrative Regulations 3:2* ("Phased Retirement Policy and Program")

Guest Marcy Deaton, associate general counsel, offered historical information about past changes to the regulation, as well as gave an overview of suggestions from the bodies that recently reviewed the proposal, including the SC's suggestions. The SC suggested adding information to an FAQ about the following three issues: effect of phased retirement on an employee's ability to access the Employee Education Program and Family Education Program; clearly stating that while the maximum duration of phased retirement is five years, the current norm is three years; and clarifying whether time spent on phased retirement can be counted towards earning a sabbatical. In response to Wilson, Deaton said that a link to a FAQ can be added into the regulation.

University Senate
March 21, 2016

Guest Joey Payne, chief benefits officer, also answered questions. Both Payne and Deaton made it clear that there was no absolute right to a phased retirement agreement and any such agreement must be approved by the employee's unit. Phased retirement is a benefit and is offered when there is a benefit to the University for doing so. There were many questions from senators about how phased retirement works.

The Chair said that the **motion** from SC was a recommendation that the Senate endorse the revisions to *Administrative Regulations 3:2* ("Phased Retirement"). Because the motion came from committee, no **second** was required. When there were no further questions, a **vote** was taken and the motion **passed** with 57 in favor, five opposed, and two abstaining.

6. Registered Investment Advisor (RIA) Fee Cap Proposal - Joey Payne, Chief Benefits Officer

Guest Joey Payne, chief benefits officer, gave senators a presentation on UK's intent to cap the fees paid to a registered investment advisor that come directly from an employee's retirement account. There were a variety of comments from senators.

The Chair said there was no time to discuss "other business" but solicited a motion for adjournment. There was no motion or vote for adjournment, as everyone was busy leaving.

Respectfully submitted by Katherine McCormick,
University Senate Secretary

Invited guests present: Kim Anderson, Jeff Clymer, Marcy Deaton, Sonja Feist-Price, Claire Hart, Joey Payne, Larry Prybill, and Eugenia Toma.

Absences: Allen, Bada*, Bailey, Bird-Pollan, Birdwhistell, T., Birdwhistell, M., Blackwell, Blonder*, Brennen, Brown, K, Burks, Butler*, Carvalho, Cassis, Clark, Cofield, Cox, Crist, Cross, de Beer, Doolen, D'Orazio, Doyle, El-Mallakh*, Geneve, Gower, Healy*, Health*, Herrera*, Kornbluh, Kyrkanides, Lauersdorf, Lehman, Loven, Martin, Mazur, McCormick*, McCulley*, Nash, Nathu, Niespodziany, O'Hair, D.*, Real, Rice, Richey, Rohr, Royster, Sanderson, Schultz*, Shen*, Smith*, Smyth*, Swanson, Symeonidis*, Tick, Tracy, Vasconez, Vernon, Vosevich, Walz, Wasilkowski, Watt, Wedeking*, Williams, Wilson, M.*, Wilson, K, Witt, Woods, Xenos, and Yeager.

Prepared by Sheila Brothers on Monday, April 4, 2016.

* Denotes an absence explained prior to the meeting.

Student CM-91



Gillis Building
Lexington, KY 40506-0033

859 257-4613
fax 859 323-1928

www.gradschool.uky.edu

February 11, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Cleophus V. Price, Assistant Dean, Graduate Academic Services,
The Graduate School

SUBJECT: Degree cards not handled correctly

1. Student Name: [REDACTED], MA, ARAD
2. Student applied for a Summer 2015 degree
3. The application for degree card was moved to Fall 2015 by Graduate School Staff
4. Graduate School Staff moved the card as the student was not enrolled in the following term and would not have been able to apply online.
5. The wrong calendar year was chosen when entering the new information
6. The student did not appear on subsequent degree processing lists
7. The error was not caught until a student notified the Graduate School
8. Due to the aforementioned administrative error, the Graduate School does not feel [REDACTED] should be penalized in any way.
9. The student should be awarded Fall 2015 degree.

see
blue.

Brothers, Sheila C

From: Cooper, Sean R
Sent: Thursday, March 17, 2016 1:09 PM
To: Brothers, Sheila C
Subject: RE: Additional Admin Errors/Degree List Additions (CM-91)

The appeal for CM-91 provides accurate statements regarding the existence of prior degree applications that were copied/moved to a presumably wrong term, as the application was last moved to a *prior* term/year (fall 2014). Logic would suggest they should have been moved to fall 2015 based on the prior existing applications.

Sean Cooper, Ed.S. | Senior Associate Registrar | University of Kentucky

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From: Brothers, Sheila C
Sent: Wednesday, March 16, 2016 2:47 PM
To: Cooper, Sean R
Subject: Additional Admin Errors/Degree List Additions

Hi, Sean. I have two more, from the Grad School. Do you mind taking a look at these?

Sheila

Sheila Brothers

Staff Representative to the Board of Trustees

Office of the Senate Council

203E Main Building, -0032

Phone (859) 257-5872

<http://www.uky.edu/faculty/senate>

Student JB-86



February 25, 2016

Gillis Building
Lexington, KY 40506-0033
859 257-4613
fax 859 323-1928
www.gradschool.uky.edu

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Cleophus V. Price, Assistant Dean, Graduate Academic Services,
The Graduate School

SUBJECT: Degree cards not handled correctly

1. Student Name: [REDACTED], 10168068, MA, HPST
2. Student applied for a Summer 2015 degree
3. The application for degree card was moved to Fall 2015 by Graduate School Staff
4. Graduate School Staff moved the card as the student was not enrolled in the following term and would not have been able to apply online.
5. The wrong calendar year was chosen when entering the new information
6. The student did not appear on subsequent degree processing lists
7. The error was not caught until a student notified the Graduate School
8. Due to the aforementioned administrative error, the Graduate School does not feel [REDACTED] should be penalized in any way.
9. The student should be awarded Fall 2015 degree.

see
blue.

Brothers, Sheila C

From: Cooper, Sean R
Sent: Thursday, March 17, 2016 1:09 PM
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Subject: RE: Additional Admin Errors/Degree List Additions (JB-86)

The appeal for JB-86 provides accurate statements regarding the existence of prior degree applications that were copied/moved to a presumably wrong term, as the application was last moved to a *prior* term/year (fall 2014). Logic would suggest they should have been moved to fall 2015 based on the prior existing applications.

Sean Cooper, Ed.S. | Senior Associate Registrar | University of Kentucky

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Hi, Sean. I have two more, from the Grad School. Do you mind taking a look at these?

Sheila

Sheila Brothers

Staff Representative to the Board of Trustees

Office of the Senate Council

203E Main Building, -0032

Phone (859) 257-5872

<http://www.uky.edu/faculty/senate>

Student BK-29

February 25, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Dr. Ruth Beattie, Associate Dean, College of Arts & Sciences

SUBJECT: Late Degree Addition – August 2015

1. Student Name: [REDACTED]
2. Student Number: [REDACTED]
3. Degree to be awarded: Bachelor of Arts – International Studies, August 2015
4. The student applied for a May 2015 degree. The Graduation Certification Officer contacted the student (via email) on 6/8/2015 and 6/9/2015 informing her that her May 2015 degree application was denied and that a new application needed to be filed for a later degree date. The degree application was denied because the degree requirements had not been completed.
5. The student contacted her advisor on 6/22/2015 and was told to complete, in-person, a paper degree application with Arts and Sciences for an August 2015 degree.
6. There is no record (electronic or hardcopy) that the student submitted a degree application for August 2015.
7. The student maintains that a degree application was turned in to the Arts and Sciences main office. The student contacted her advisor again on 9/9/2015 asking when she could expect to receive the degree and her advisor explained that diplomas may take up to three months and that the degree would be posted on her transcript. The student ordered a transcript and the degree was not posted. She contacted her advisor and the error was discovered.
8. There is no record (electronic or hardcopy) that the student submitted a degree application for December 2015. The student filed a paper application for a May 2016 degree on 12/1/2015.
9. Advisors have received additional training on the use of SAP to view student degree applications to verify receipt of applications as well as how to determine the status of the application.
10. Based on the student being informed by her advisor that her degree would be posted on her transcript, the student has requested that a petition for late degree addition be made on her behalf and that the Bachelor of Arts degree in International Studies be awarded for the August 2015 degree date.

Brothers, Sheila C

From: Cooper, Sean R
Sent: Thursday, March 17, 2016 3:23 PM
To: Brothers, Sheila C
Subject: A&S Senate petition (BK-29)

RE: A&S Senate petition (BK-29)

I do not see any issues, as it relates to the official student record, with the statements in this appeal. Some background information that may be helpful:

The Sp15 degree application was rejected by the college after the spring term for failure to meet A&S BA degree requirements (min. 39 hours of 300+ level course work). This requirement was completed during summer 2015. Two 300+ level courses were dropped during the Sp15 term. The student would have been unable to submit an online degree application at that time (August degree application deadline was 28 Feb.) and would have had to applied via paper application through the college prior to the second August list of degree candidates being submitted to the University Senate and Board of Trustees. This office cannot confirm the (non)submission of a paper degree application to the college.

The following screenshot from the student's degree audit supports the May degree application needing to be denied and that the student enrolled in a summer course to complete the final degree requirement:

✓ A&S COLLEGE CORE - 300+ LEVEL HOUR REQ (39 MINIMUM)

EARNED: 40.00 HOURS
1) COMPLETE AT LEAST 39 HOURS AT THE 300+ LEVEL
FOR A BACHELOR OF ARTS DEGREE

FA13 HIS 355 001	3.00	C	TOPS NON-WEST HIS SNC 1789:JA
SP14 ANT 324 001	3.00	B	CONTEMP LATIN AM CULTURE
SP14 GER 361 001	3.00	C	GERMAN CINEMA
			>GW
S214 FR 310	3.00	TA	FRENCH CIVILIZATION/CULT
			002002 :FREN323
S214 FR 410	3.00	TB	FREN LIT 20TH CENT
			002002 :FREN426
S214 ISP 599 020	1.00	P	STUDY ABROAD
FA14 CLA 331 001	3.00	B	GENDER & SEXUALITY IN ANTIQUI
			>GW
FA14 FR 470G001	3.00	C	TOPICAL SEMINAR I: GHOSTS, VA
			>GW
FA14 INT 350 001	3.00	B	SPC TOPS IS: DIPLOMACY & INTR
SP15 FR 335 001	3.00	B	HONORS WAR, LITERATURE, FILM
SP15 INT 495 004	3.00	C	CAP SEM IS MJRS: WAR PEACE NA
			>GW
SP15 PS 391 201	3.00	D	SP TOP IN PS: GLOBAL CONFLICT
S215 A&S 350 220	3.00	C	PERSONAL STRENGTHS & CAREER D
FA14 EXP 396 020	3.00	P	EXPERIENTIAL EDUCATION:A&S

Student EJ-37

February 25, 2016

TO: Dr. Andrew Hippisley, Chair University Senate
FROM: Dr. Ruth Beattie, Associate Dean, College of Arts & Sciences
SUBJECT: Late Degree Addition – August 2015

1. Student Name: [REDACTED]
2. Student Number: [REDACTED]
3. Degree Awarded : BBA in Finance (Dec 2013)
4. Degree to be awarded: Bachelor of Science – Mathematics, May 2014
5. The student submitted a degree application on 12/2/2013 for a May 2014 degree. As this was past the deadline for online degree application for May 2014, the degree application was submitted in person using a paper application.
6. The deadlines for degree applications overlap; paper applications for one term are still being accepted at the same time as the paper applications are being accepted for the next term. A staff member incorrectly filed the May 2014 application with the December 2013 paper applications that were completed. As a result the student's degree application was not posted in SAP.
7. The student contacted the Arts and Sciences main advising office and was incorrectly told that his Arts and Science degree had posted. The student had previously applied for a degree in Business and Economics, which had been awarded in December 2013. The staff member incorrectly identified the awarding of the B&E degree with the B.S. in Mathematics degree application. The student has not received a diploma for the Bachelor of Science degree in Mathematics and contacted the Degree Certification Officer on 11/17/2015 who discovered the error.
8. The front desk staff and student workers have received additional training on the use of SAP to view student degree application status.
9. Due to the aforementioned administrative error, the College of Arts & Sciences feels that the Bachelor of Science degree in Mathematics should be awarded to the student for the May 2014 degree date.

Brothers, Sheila C

From: Cooper, Sean R
Sent: Thursday, March 17, 2016 1:17 PM
To: Brothers, Sheila C
Subject: A&S Senate petition (EJ-37)

This office has no additional information or comments to provide on the appeal for EJ-37.

Sean Cooper, Ed.S. | Senior Associate Registrar | University of Kentucky

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Student BN-58

February 25, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Dr. Ruth Beattie, Associate Dean, College of Arts & Sciences

SUBJECT: Late Degree Addition – May 2015

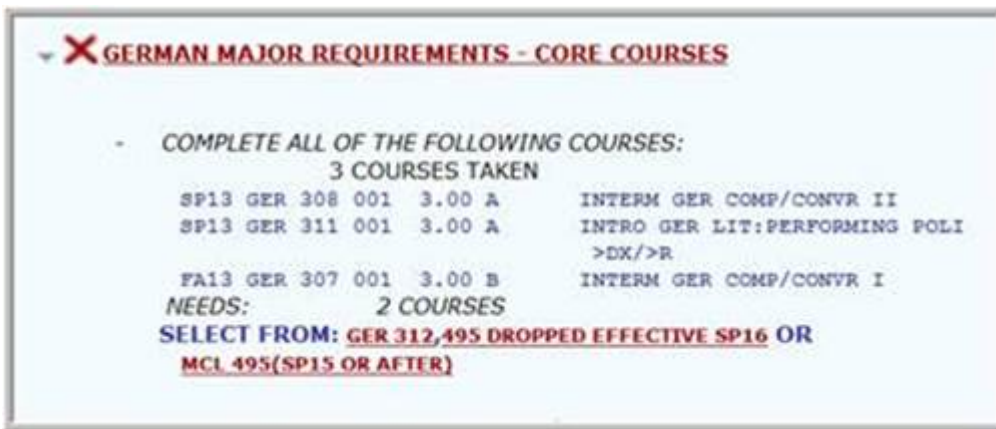
1. Student Name: [REDACTED]
2. Student Number: [REDACTED]
3. Degree Awarded:
 - a. Bachelor Of Arts – Psychology with a double major in German, May 2015
4. Degree to be rescinded:
 - a. Bachelor Of Arts – Psychology with a double major in German, May 2015
5. Degrees to be awarded: Bachelor of Arts – German, May 2015
Bachelor of Arts - Psychology, May 2015
6. The student was pursuing a BA in Psychology with a second major in German. A paper degree application was filed on Sep 30, 2013 for a December 2013. The student did not complete the degree requirements by December 2013 and as a result the degree application was moved to May 2015. The BA in Psychology with a double major in German was awarded May 2015.
7. The student states that she completed an application to change her program from a double major to a dual degree (Psychology and German). There is no record (electronic or hardcopy) that the student submitted a program change.
8. The student stated that she contacted the Registrar's Office in Fall 2015 to confirm the two expected diplomas and was told that the German degree was awarded, and that the diploma had been damaged and had to be re-ordered. The student never received the diploma. The student contacted the A&S Graduation Certification Officer who discovered the issue.
9. The Certification Officer has verified that the requirements for the second degree have been met. The student has requested that a petition for late degree addition be made on her behalf.
10. Based on the student being informed that her degree was awarded, the student has requested that a petition for late degree addition be made on her behalf.
11. We are petitioning
 - a. The rescinding of the Bachelor Of Arts – Psychology with a double major in German, May 2015
 - b. And the awarding of the Bachelor of Arts – German, May 2015, and the Bachelor of Arts - Psychology, May 2015

Brothers, Sheila C

From: Cooper, Sean R
Sent: Thursday, March 17, 2016 3:28 PM
To: Brothers, Sheila C
Subject: A&S Senate petition (BN-58)

RE: A&S Senate petition (BN-58)

Any change of degree/major (ex. from double major to double degree) occurs in the college. Based on the college's maintained degree audit for any catalog under which the student could possibly be registered under, the student lacks two core courses for the German major (please see below):



GERMAN MAJOR REQUIREMENTS - CORE COURSES

COMPLETE ALL OF THE FOLLOWING COURSES:
3 COURSES TAKEN

SP13 GER 308 001 3.00 A	INTERM GER COMP/CONVR II
SP13 GER 311 001 3.00 A	INTRO GER LIT:PERFORMING POLI >DX/>R
FA13 GER 307 001 3.00 B	INTERM GER COMP/CONVR I

NEEDS: 2 COURSES
**SELECT FROM: GER 312,495 DROPPED EFFECTIVE SP16 OR
MCL 495(SP15 OR AFTER)**

Sean Cooper, Ed.S. | Senior Associate Registrar | University of Kentucky
10 Funkhouser Bldg. | Lexington, KY 40506-0054 | ☎ 859.257.7157 | 📠 859.257.7160 | ✉ sean.cooper@uky.edu |
🌐 www.uky.edu/registrar



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Brothers, Sheila C

From: Hatfield, Holly N
Sent: Friday, March 18, 2016 3:28 PM
To: Brothers, Sheila C
Cc: Vaught, Aaron S; Beattie, Ruth E
Subject: RE: A&S Senate Petitions

Sheila,

Thank you for the follow-up email. [REDACTED] was granted substitutions by the DUS for the two GER Core courses – GER 363 was approved to replace GER 495 and a second completion of GER 311 was allowed to count for GER 312. The APEX exceptions were processed, but now APEX is pulling an Invalid Major Code and the exceptions will not be present on a “What-If” audit. Dr. Rogers also implies that the same issue with APEX had happened previously in the Spring term. I have included the email with my correspondence to Dr. Rogers regarding the substitutions below.

Holly Hatfield | Graduation Certification Officer
College of Arts and Sciences
202 Patterson Office Tower | Lexington, KY 40506
p: 859.257.4375 | www.as.uky.edu

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From: Hatfield, Holly N
Sent: Monday, December 15, 2014 7:54 AM
To: Rogers, Nels J
Subject: RE: [REDACTED]

Thank you Dr. Rogers. I’ve sent the necessary information to APEX.

Holly Hatfield

Degree Certification Officer
College of Arts and Sciences
202 Patterson Office Tower
University of Kentucky
Phone: (859)257-4375

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From: Rogers, Nels J
Sent: Friday, December 12, 2014 8:18 AM

To: Hatfield, Holly N

Subject: [REDACTED]

Holly,

[REDACTED] needs GER 495 waived, it is not offered in the fall and she is graduating this December. We replaced it with GER 363.

[REDACTED] also took GER 311 twice, one of those should be used as a substitution for GER 312.

I am a bit confused because I sent these substitutions in last spring.

Let me know if there are any questions or if there are still any issues we need to resolve to get her graduated on time. She has done everything we want her to do in German.

Jeff

*Fall 2014 Office and Advising Hours:

M 2-3 and R 10-11

Nels Jeff Rogers, Ph.D.

Associate Professor and Director of Undergraduate Studies

Modern and Classical Languages, Literatures and Cultures (MCL)

University of Kentucky

859-257-4540

nelsjrogers@uky.edu

Mail - 1055 POT / MCL / UK Lexington KY 40506

February 25, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Dr. Ruth Beattie, Associate Dean, College of Arts & Sciences

SUBJECT: Late Degree Addition – May 2015

1. Student Name: [REDACTED]
2. Student Number: [REDACTED]
3. Degree Awarded: BA in Psychology with double major in Sociology, Dec 2009
4. Degree to be rescinded: BA in Psychology with double major in Sociology, Dec 2009
5. Degrees to be awarded
 - Bachelor of Arts in Psychology Dec 2009
 - Bachelor of Science- Sociology May 2015
6. The student was awarded a Bachelor of Arts degree in Psychology with a second major in Sociology in December 2009.
7. The student re-enrolled at UK on 1/15/2014 as an engineering major. The student's readmission profile (attached) does not state the student was awarded a degree or had completed any college level course work. The student immediately changed his degree program to a BA in Psychology. A staff member entered this degree change into SAP on 1/15/2014. The SAP program change screen does not indicate if a degree has already been awarded and so the staff member was unaware the student had previously been awarded a psychology degree.
8. On 4/22/2014 the student added the BS in Sociology and changed the BA in Psychology to a BS in Psychology with a minor in cognitive science.
9. According to Senate Rule 5.4.1.3 a student cannot earn two undergraduate degrees within the same major.
10. The student was able to successfully submit an online degree application through myUK on 4/23/2014 for a Bachelor of Science in Sociology for May 2015. The Degree Certification Officer approved this application on 5/14/2015 and the degree was conferred on 5/26/2015. The screen used to approve a degree application does not show previous degrees awarded, nor does the online degree application software prevent a student from applying for a second undergraduate degree in the same major.

11. The student was also able to submit an online degree application through myUK on 5/14/2015 for a Bachelor of Science in Psychology for December 2015. The Degree Certification Officer certified this degree on 2/11/2016.
12. On 2/11/2016, the Registrar's Office rescinded the previously awarded Bachelor of Science in Sociology degree and denied the Bachelor of Science in Psychology degree.
13. The student has completed the degree requirements for the Bachelor of Science in Sociology.
14. The student's faculty advisor was not aware that the student had been previously awarded a degree in psychology and sociology as the readmission profile did not state the student was awarded a degree. Additionally, an APEX audit for this student did not indicate that a degree had been awarded with the two majors in question. Likewise, the program registration screen in SAP does not list if a student has been awarded a degree. Furthermore, the student was able to submit a degree application online through myUK for both of the majors that had previously been awarded.
15. The student should not be penalized for the multiple technical errors that resulted in the two new degree applications being denied. Taking into consideration that the student has already been awarded a degree in Psychology, the College of Arts & Sciences supports removing the secondary Sociology major from the BA Psychology degree and awarding the BS Sociology degree.
16. We are petitioning:
 - (a) The rescinding of the BA in Psychology with double major in Sociology, Dec 2009; and
 - (b) The awarding of the BA in Psychology , Dec 2009 and BS in Sociology May 2015

Brothers, Sheila C

From: Cooper, Sean R
Sent: Thursday, March 17, 2016 1:43 PM
To: Brothers, Sheila C
Subject: A&S Senate petition (FR-52)

RE: A&S Senate petition (FR-52)

I will note that a college advisor, with whom students are required to meet every semester prior to an advisor hold being lifted, has access to prior degrees awarded information via the unofficial transcript and/or SAP's Degrees Awarded tab. This student has been enrolled for five semesters since the initial degree (BA) was conferred in December 2009. I have seen nothing to suggest or support that the December 2009 BA degree was awarded in err.

Sean Cooper, Ed.S. | Senior Associate Registrar | University of Kentucky

10 Funkhouser Bldg. | Lexington, KY 40506-0054 | ☎ 859.257.7157 | 📠 859.257.7160 | ✉ sean.cooper@uky.edu |
🌐 www.uky.edu/registrar



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Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Friday, April 01, 2016 2:37 PM
To: Hippisley, Andrew R; Brothers, Sheila C
Cc: Bradley, Kelly D; Sampson, Shannon O
Subject: GC: Research Methods in Education

Proposed New Graduate Certificate: Research Methods in Education

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Research Methods in Education, in the Department of Educational Policy and Evaluation within the College of Education.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | [COE Faculty Council Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator](#) | Secondary Mathematics Program Co-Chair | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



NEW GRADUATE CERTIFICATE

A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15. Completed forms must receive appropriate department/school approval and sent to the college for review.

Once approved at the college level, your college will send the proposal to the Graduate Council for review. Once approved at the Graduate Council, the Graduate Council will send the proposal to the Senate Council office for additional review via a committee and then to the Senate Council. Once the Senate Council has approved the proposal, it is moved to the University Senate. Once approved by that body, the University Senate will send the proposal to the Registrar to be included in the Bulletin. The contact person listed on the form will be informed throughout this process.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION			
1a	Date of contact with Institutional Effectiveness ¹ :	10/19/2015	
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home college: <i>College of Education</i>		
1c	Home educational unit (department, school, college ²): <i>Educational Policy Studies and Evaluation</i>		
1d	Proposed certificate name: <i>Research Methods in Education</i>		
1e	CIP Code (provided by Institutional Effectiveness):	13.0603	
1f	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date ³ : <i>Fall 20</i>
1g	Contact person name: <i>Kelly D. Bradley</i>	Email: kdbrad2@uky.edu	Phone: 859-257-4923
2. OVERVIEW			
2a	Provide a brief description of the proposed new graduate certificate. (300 word limit)		
	<i>The Research Methods in Education Graduate Certificate provides students with a background in quantitative methods, evaluation, measurement and assessment in the field of education. Developing knowledge in educational research methods allows students from outside the College of Education to learn methods they can use in their academic and professional work. Enrolled students will learn to apply a range of research methods, techniques and constructs, to real-world settings, issues, and datasets. The graduate certificate is designed for students interested in Education research methods but who are not in the proposed M.S. Research Methods in</i>		

¹ You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

² Only cross-disciplinary graduate certificates may be homed at the college level.

³ Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

NEW GRADUATE CERTIFICATE

	<i>Education program. Students will be required to complete 15-credit hours, and have the option to take all courses in an online, asynchronous format. It is expected that the graduate certificate will be ready for enrollment starting Fall 2016.</i>		
2b	This proposed graduate certificate (check all that apply):		
	<input checked="" type="checkbox"/>	Has a clear and focused academic competency as its subject.	
	<input type="checkbox"/>	Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)	
	<input type="checkbox"/>	Respond to a specific state mandate.	
	<input checked="" type="checkbox"/>	Provide a basic competency in an emerging, preferably interdisciplinary, topic.	
2c	Affiliation. Is the graduate certificate affiliated with a degree program? (related to 3c)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “yes,” include a brief statement of how it will complement the program. If “no,” incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)		
	<i>The RMinE Graduate Certificate provides non-education students with the ability to specialize in education research methods that can be applied to a host of disciplines, e.g., social sciences, physical sciences, and business. The courses students will take provide them with a foundation in a range of approaches to research, including quantitative methods, assessment, evaluation, and measurement, which can be applied at the introductory level to their specific fields. The program is open to students within the College of Education who want to demonstrate they have completed rigorous coursework in research methods. Outside of this certificate, this range of skills is not offered elsewhere at the University.</i>		
2d	Duplication. Are there similar regional or national offerings?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” explain how the proposed certificate will or will not compete with similar regional or national offerings.		
2e	Rationale and Demand. State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). (400 word limit)		
	<i>The RMinE certificate introduces students to the systematic process by which research is conducted, within a problem-of-practice framework. The program is inter-disciplinary, crossing fields of study within education, and drawing from perspectives in policy, psychology, pedagogy and history. The core is designed to familiarize students with quantitative, qualitative, psychometric, and evaluation research, so students are prepared to approach research from many perspectives. This distinguishes RMinE from programs that specialize in a single component of methodology. The focus on educational research methods is something that is only beginning to appear at the graduate level. The development of the RMinE at this point provides the university with the opportunity to be a leader in the field. Furthermore, with the option to complete the program completely online asynchronously, so it will be accessible to students who are traditionally hard to reach, such as working professionals, students located in remote areas, and international students.</i> <i>According to the Bureau of Labor Statistics predicted job growth data there is a strong need for the skills that students will learn with this certificate. For example, the need for quantitative methodologists is expected to grow at a much faster than average rate (27% from 2012-2022) and the need for survey researchers is expected to grow at a faster than average rate (18% from 2012-2022). Students who leave this program will have the introductory skills to enter into these two areas. Presently there are few programs being offered throughout the country, which offer this range of program knowledge. In addition, this program provides students with the ability to demonstrate they have a research background, particularly masters’ students interested in continuing into advanced research focused degrees.</i>		

NEW GRADUATE CERTIFICATE

2f	Target student population. Check the box(es) that apply to the target student population.
	<input checked="" type="checkbox"/> Currently enrolled graduate students.
	<input type="checkbox"/> Post-baccalaureate students.

2g	Describe the demographics of the intended audience. (150 word limit)
	<i>It is expected that the program will be primarily made of graduate students. Given that many of the courses will be available through an on-line asynchronous format, many students may be non-traditional students. It will also be accessible to students who are traditionally hard to reach, such as working professionals, students located in remote areas, and international students. It is expected that the enrollees in the certificate will primarily be from the College of Education, although students from outside the College of Education may enroll in the certificate program.</i>

2h	Projected enrollment. What are the enrollment projections for the first three years?			
		Year 1	Year 2 (Yr. 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
	Number of Students	10	15	20

2i	Distance learning (DL). Initially, will any portion of the graduate certificate be offered via DL?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>		
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.				
	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>	100% <input checked="" type="checkbox"/>

	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. (300 word limit)
	<i>All of the courses will be available in an asynchronous online learning format, but it is not required that the course be taken in this format. The specific courses are listed in the curricular section and have all been approved for online delivery.</i>

3. ADMINISTRATION AND RESOURCES

3a	Administration. Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. (150 word limit)
	<i>Admissions procedures and student expectations will follow the guidelines in the University of Kentucky Graduate School's Graduate Student Handbook and the specific policies of the EPE Graduate Student Handbook. Applications will be accepted each semester, and affiliated faculty will review applications and determine admission. No minimum GPA is required for admission. Students will be required to submit an essay explaining their interest. To receive the graduate certificate, students must complete 15-credit hours in the designated courses. Students may switch out courses with approval from the Director. Students are required to complete each course with a 'B' and maintain an overall 3.0 GPA for courses counted towards the graduate certificate. Accepted students will be required to meet with a member of the faculty to discuss appropriate courses. Students must submit a form to the Director of the graduate certificate which specifies what courses they have completed and a guided reflection paper receive their graduate certificate.</i>

NEW GRADUATE CERTIFICATE

3b	<p>Graduate Certificate Director/Faculty of Record. <i>(related to 2c)</i> The faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. (The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. There must be a minimum of three members of the faculty of record who are also members of the Graduate Faculty.) If the answer to question 2c of this form is “yes,” then the faculty of record is typically the graduate faculty of the affiliated degree. (The answer below can be “the faculty of record are the Graduate Faculty for program X.”) If the answer to question 2c is “no,” please describe the process for identifying the faculty of record and the certificate director and address the aspects below. <i>(150 word limit)</i></p> <ul style="list-style-type: none"> • Selection criteria; • Term of service; and • Method for adding/removing members.
<p><i>The certificate director is Kelly D. Bradley, Ph.D. She was selected because she is a research methods professor in the EPE department, heading the department’s creation of a new master’s program and heading the department’s effort to move courses to an on-line format. The faculty of record include Michael Toland, Ph.D., a research methods professor who will be teaching several of the courses within the certificate and Beth Goldstein, Ph.D., the chair of the EPE department. Addition of new members is determined through approval of the current members and members may leave through submitting a resignation to the rest of the committee.</i></p>	
3c	<p>Course utilization. Will this graduate certificate include courses from another unit(s)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director⁴ from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units⁵ and impact on the course’s use on the home educational unit.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>	
3d	<p>Financial Resources. What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? <i>(300 word limit)</i></p>
<p><i>No resource needs exist for the certificate. The development of the online coursework was supported through an eLII grant (Bradley, Kelly. “Methods in Education Online Degree Program.” eLearning Innovation Initiative – University of Kentucky. \$141,247. Start Date: 5/16/15, End Date: 5/15/16)</i></p>	
3e	<p>Other Resources. Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>If “Yes,” identify the other resources that will be shared. <i>(150 word limit)</i></p>	
<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director⁴ of the unit whose “other resources” will be used.</p>	

⁴ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁵ Show evidence of detailed collaborative consultation with such units early in the process.

NEW GRADUATE CERTIFICATE

Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

4. IMPACT

4a **Other related programs.** Are there any related UK programs and certificates? Yes No

If "Yes," describe how the new certificate will complement these existing UK offerings. (250 word limit)

If "Yes," two pieces of supporting documentation are required.

Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators.

Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a **Admissions criteria.** List the admissions criteria for the proposed graduate certificate. (150 word limit)

Admissions procedures and student expectations will follow the guidelines in the University of Kentucky Graduate School's Graduate Student Handbook and the specific policies of the EPE Graduate Student Handbook. Applications will be accepted each semester. Faculty will review applications. No minimum GPA is required for admission. Students will be required to submit an essay explaining their interest. Students may be in a COE or non-COE program.

5b **Core courses.** List the required core courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁶
EPE/EDP 557	<i>Gathering, Using and Analyzing Educational Data I</i>	3	No change
EPE 619	<i>Survey Research Methods</i>	3	No change
EPE/EDP 620	<i>Topics and Methods of Evaluation</i>	3	No change
EPE 663	<i>Field Studies in Educational Settings</i>	3	No change
			Select one....
<i>Total Credit Hours of Core Courses:</i>		<i>12</i>	

5c **Elective courses.** List the electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁷
EPE/EDP	<i>Psychological and Educational Tests and Measurements</i>	3	No change

⁶ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

⁷ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

NEW GRADUATE CERTIFICATE

522			
EPE 558	<i>Gathering, Using and Analyzing Educational Data II</i>	3	No change
EPE 621	<i>Advanced Topics and Methods of Evaluation</i>	3	No change
EPE/EDP 797	<i>Historical Research Methods</i>	3	No change
EDC 726	<i>Curriculum Inquiry Mixed Methods Research</i>	3	No change
EDL 669	<i>Leadership for Creative Problem Solving</i>	3	No change

5d	Are there any other requirements for the graduate certificate? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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5e	Is there any other narrative about the graduate certificate that should be included in the Bulletin? If “Yes,” please note below. (300 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Elective options include, but are not limited to, courses listed. The elective must be related to research methods.			

6. ASSESSMENT

6a	<p>Student learning outcomes. Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) (250 word limit)</p> <ul style="list-style-type: none"> - Students will leave the program with the ability to develop research questions and apply appropriate analytical techniques. (Methodological Skills) - Students are expected to have the theoretical knowledge related to research design and analysis. (Theoretical Knowledge) - Students will leave the program with ability and knowledge of quantitative methods, evaluation/assessment, or research methods. (Analytical Ability) - Students will leave the program with the ability to produce their own work, developing research plans and studies which address stated research questions. (Application of Knowledge and Skills)
----	---

6b	<p>Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). (300 word limit)</p> <p><i>Student learning outcomes are assessed within each course. Students will also submit a reflection as part of a regular component of the EPE/EDP 620 Topics and Methods of Evaluation course. The reflection will ask them to discuss their experiences and outcomes in the three areas of quantitative methods, evaluation, and research design. Finally, students will be surveyed at the end of their program.</i></p>
----	--

NEW GRADUATE CERTIFICATE

6c	<p>Certificate outcome assessment⁸. Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. <i>(250 word limit)</i></p> <p><i>Program outcomes are:</i></p> <ul style="list-style-type: none"> - Examination of reflections by students demonstrates students are meeting expected learning outcomes. - <i>Program course evaluations by students are reported to be on-par or above other programs in the college.</i> - <i>Enrollment expectations are being met.</i> <p><i>Data will be collected through student evaluations of the program, surveys of students who have graduated, through financial records, and a review of the current program participants. This data will be used to adjust program quality. Courses not meeting expectations will be altered to ensure that student outcomes and quality expectations are being met. If enrollment numbers are not what has been expected, additional marketing efforts will be made by the faculty involved. The certificate will be deemed a success if enrollment and student learning objectives are being met.</i></p>
----	---

7. OTHER INFORMATION

7a	Is there any other information about the graduate certificate to add? <i>(150 word limit)</i>
----	---

8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College)		
	EPE	8/2014	Jeff Bieber / 859-257-2795 / jpbieb01@uky.edu
	EDP	8/2014	Jeff Reese / 859-257-4909 / jeff.reese@uky.edu
	EDC	8/2014	Susan Cantrell / 859-257-6731 / susan.cantrell@uky.edu
	EDL	8/2014	Beth Rous / 859-257-6389 / beth.rous@uky.edu
8b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
8c	(Senate Academic Council)	Date Approved	Contact Person Name

⁸ This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

NEW GRADUATE CERTIFICATE

	Health Care Colleges Council (if applicable)		
	Graduate Council		



College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
859 257-2813
fax 859 323-1046
www.education.uky.edu

November 2, 2015

To whom it may concern:

I am pleased to offer my full support for the College of Education's Department of Educational Policy Studies and Evaluation (EPE) proposal for the Masters in Research Methods in Education, as well as the certificate. EPE has developed a unique program that will be competitive on a national as well as international scale.

EPE proposes to create Masters in Research Methods in Education that will be available in an online, asynchronous delivery. This program will provide students with the evidence-based decision making skills needed to succeed in a wide array of research settings including academic institutions; schools and districts; state and federal agencies; healthcare research settings; and certification, licensing, and testing organizations. To date, there is only one similar program in the country – thus the demand is high.

This interdisciplinary program will draw from such perspectives as social policy, psychology, history, and educational innovation. The degree will stand alone, but it can be used as preparation for a variety of doctoral programs. The degree will be housed in EPE but coursework and related experiences will be collaboratively provided by departments across the College, Kentucky's Districts of Innovation, and with the Innovation Labs Network, serving 10 states and housed in the National Center for Innovation in Education led by Gene Wilhoit.

The College of Education will provide continued support for this new program in two important ways:

1. COE Next Generation Learning Strategic Team consisting of experienced instructional designers, programmers, data analysts, and innovation leaders. This interdisciplinary team connects Next Generation Learning attributes (i.e., personalized and performance-based learning; anytime, everywhere opportunities) with students and faculty as well as with experts in instructional design.
2. COE Online Teaching and Learning Supports Team offers hands-on technical assistance with learning management systems, beginning course design for both synchronous and asynchronous formats, support with several audiovisual software programs, and technical advising regarding equipment, software, and platforms. This team also helps link faculty to existing resources within the university to enable them to offer high quality courses using the latest pedagogic technologies, while being able to address the learning needs of all of their students.

It is with great enthusiasm that I provide my full support to this innovative program. If I can provide any additional information please do not hesitate to contact me.

Sincerely,

Mary John O'Hair

Mary John O'Hair
Dean and Professor, College of Education

Documentation from Office of Institutional Effectiveness

Alexander-Snow, Mia

To: [Sampson, Shannon O](#)

Cc: [Bradley, Kelly D](#)

Monday, December 14, 2015 1:09 PM

Thank you for submission of the SACS COC Substantive Change Checklists for the 15 hour Research Methods in Education (RMinE) Certificate program. Based on your responses, the proposed program does not constitute substantive change as defined by SACSCOC, the university's regional accreditor. At this time, no additional documentation is needed.

Best,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Phone: 859-257-2873
Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

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The University of Kentucky

Letters of Departmental and Faculty Support

Support and Verification from Department Chairs



College of Education
Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506-0001
859 257-3178
fax 859 257-4243
<http://uky.edu/epe>

I write as interim chair of the originating department for the Master's degree, Research Methods in Education, RMinE. On behalf of the faculty members of the Department of Educational Policy Studies & Evaluation, I approve submission of this proposal and convey to you EPE's endorsement of the proposed degree program.

Within the College of Education, EPE offers the widest array of research methods courses, designed to develop graduate students' knowledge and skills in basic and applied research and in evaluation methods. Our courses cover qualitative and quantitative methodologies, for the purposes of historical and contemporary research in educational policy, learning outcomes and assessment, program evaluation, testing and measurement, and more. These courses have been offered mostly in service to graduate degree programs within our own department and across the College of Education and to other applied research disciplines, primarily as training for students to conduct thesis and dissertation research. Nine faculty members in EPE teach research methods courses. Other departments in the College also offer research methods courses, though not with the same breadth or depth of coverage. Approximately six years ago, the research methods faculty members in EPE and EDP began meeting regularly to coordinate content, sequencing and rotation of the quantitative methods courses offered by the two departments. Other departments in the College of Education are also now part of this effort. This collaboration has allowed for more efficient and effective use of faculty time and expertise, enhancing the coverage and frequency of coursework available to students. It has recently brought about the redesign of several individual research methods courses from traditional classroom formats to online formats, with plans to alternate the delivery format in a systematic, cross-department coordinated schedule. Out of this grew discussion about the possibilities of creating a graduate degree program focused on Research Methods in Education. Having benefitted from the support of an eLII University of Kentucky grant, we are now ready to submit the degree for review.

Given national and global trends in educational testing, assessment and evidence-based policy-making, we have experienced enrollment growth in research methods courses, demand for these courses from people within and outside of UK, and a robust employment market for graduates with applied research and evaluation skill sets. We therefore see the strong potential for this Masters degree program to increase graduate enrollment locally, nationally and internationally. With the tuition revenues this can generate, the program should quickly recoup the startup investment and be able to support doctoral student

assistantships. Its presence in the College of Education will also provide important flow of graduate assistants to our Evaluation Center, a unit that now in its 3rd year is self-supporting through grants and contracts, with 8 staff and graduate assistants.

Finally, the courses that will be part of this Masters degree initiative will simultaneously continue to serve as research methods courses in support of other degree programs but now in a delivery mode that will greatly enhance their accessibility. You will read in the letters of support that EPE will be the home department of this degree initiative. However, it will be developed and delivered in collaboration with research methods faculty from at least the Departments of Educational, School and Counseling Psychology (EDP), Curriculum & Instruction (EDC), and Educational Leadership (EDL). Drs. Jeff Reese, Susan Cantrell, and Beth Rous, respectively chairs of the aforementioned departments, have provided letters of support for this proposal. Technical support will be provided by the College of Education's Instructional Technology Center, Office for Online Teaching and Learning, and Library, as well as through UK instructional support units.

The EPE Department is committed to supporting the individual courses and degree proposal through the College of Education, University and accrediting body review processes. It is also committed to allocating the faculty time for instruction of the proposed courses and the advising of students enrolled in the program.

Sincerely,

Jiit

Jeffery P. Bieber, PhD
Interim Chair
Educational Policy Studies and Evaluation



Re: Commitment to Proposal, Research Methods in Education (RMinE)
From: Department Chair Educational, School, and Counseling Psychology

October 20, 2015

I am writing in support of the Research Methods in Education master's degree online proposal submitted by Dr. Bradley from the Department of Educational Policy Studies and Evaluation. For multiple years now, our departments have collaborated to enhance the research methods' course offerings in the college, working to create tracks in measurement, evaluation, and statistics, the three areas also highlighted in this program. Currently, many of our quantitative methods courses are cross-listed between EPE and EDP, resulting in faculty from both departments teaching the courses on a rotating schedule. Faculty in both departments have been working together to move many of the traditionally face-to-face research course offerings to an online format, with all of these courses either approved or under review. Beyond the master's degree itself, the online delivery of many of these courses will support our current graduate students and enhance their opportunities. I am happy to support further efforts between our departments. If approved, the program will expand our already flourishing research curriculum.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeff Reese'. The signature is fluid and cursive, with a large initial 'J' and 'R'.

Professor & Department Chair
Educational, School, & Counseling Psychology
Dickey Hall 245
jeff.reese@uky.edu
859-257-4909



College of Education
Curriculum & Instruction
335 Dickey Hall
Lexington, KY 40506-0047
859 257-7399
www.education.uky.edu/edc

October 21, 2015

Dr. Kelly Bradley, Professor
Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506

Dear Dr. Bradley,

This letter is in support of the online Masters in Research Methods in Education program to be offered by the Department of Educational Policy Studies and Evaluation. As part of the proposal, the Department of Curriculum & Instruction has been selected as a collaborator based on specific research expertise of some of our faculty. The type of cross-departmental collaboration that would be offered through this program would provide graduate students with increased exposure and access to leading scholars both within and outside their areas of expertise, thus providing them with a richer and more dynamic research skill set. As any seasoned researcher knows, connections and networking in a variety of research areas and across disciplines can lead to unprecedented opportunities in the future.

As part of the proposed program, *EDC 707: Mixed Methods* taught by Dr. Joan Mazur is listed as an elective. This course is currently offered in our department and will not require any additional resources to include it in the proposed program. Another faculty member in our department, Dr. Kristen Perry, has taught *EPE 663: Field Studies* as part of her DOE during the 2013-2014 academic year. Although this cross-departmental instructional collaboration is a newly developed partnership, we look forward to additional opportunities for our faculty to engage in similar ways. Additionally, the proposed program will support the teacher education transformation work that is currently taking place in our department as we seek new ways to further develop online options for our current and future students. The Department of Curriculum & Instruction is pleased to be part of this collaborative opportunity and is in full support of the proposal. We look forward to accepting students into EDC 707 to fulfill one of their elective requirements as well as additional opportunities that may arise in the future.

Sincerely,

t.

Dr. Susan C. Cantrell
Interim Department Chair
Curriculum & Instruction
College of Education

see blue.



Educational Leadership Studies
111 Dickey Hall
Lexington, KY 40506-0017
859 257-8921
Fax 859 257-1015
<http://Leadership.uky.edu>

October 22, 2015

To Whom It May Concern:

As Chair of the Department of Educational Leadership Studies, I understand that the Department of Educational Policy Studies and Evaluation is creating a Masters program focused on research methods. Further, I understand they wish to use one of our existing courses (i.e., EDL669: Leadership for School Problem Solving) in their program. We are in full support of their effort and the inclusion of this course and feel it will be beneficial for both departments and for students across the college.

Best Regards,

A handwritten signature in black ink, appearing to read "Beth Rous". The signature is fluid and cursive.

Beth Rous
Professor and Chair
Department of Educational Leadership Studies
College of Education
University of Kentucky

Faculty Support and Agreement for Teaching in RMinE Program



UNIVERSITY OF KENTUCKY

Educational Policy Studies & Evaluation
College of Education
131 Taylor Education
Lexington, KY 40506
(859) 257-4923 [tel]
(859) 257-4243 [fax]
www.uky.edu

MEMORANDUM

FROM: Dr. Kelly D. Bradley, Professor
Department of Educational Policy Studies and Evaluation
kdbrad2@uky.edu

DATE: October 22, 2015

RE: Letter of Commitment

Research Methods in Education (RMinE) Online Degree Program

This memo serves as commitment to serve as program director, an active advisor to students and a core instructor for the Research Methods in Education masters degree. Specifically, I will be available to teach EPE/EDP 557, EPE/EDP 558, EPE 619, EPE/EDP 620 & 621, EPE/EDP 660, EPE 525, EPE/EDP 522, and EDP 656. As needed, I have the skill set and teaching experience to offer other courses also included in this degree program. In addition, I will provide supervision of internship as requested. I currently serve as PI on the funded eLII grant through the University of Kentucky, received to develop and implement this degree program. I initiated this degree and want nothing more than for it to succeed, for the betterment of our college and university. Currently, I am teaching a large section of EPE/EDP 557 online and am offering EPE 619 as well. I have taught all courses listed for multiple years with outstanding teaching evaluations and look forward to the new online venue to complement our face-to-face offerings. These courses are all part of our regular research methods offering; thus, the stability and availability of the course are assured. The Research Methods in Education (RMinE) masters program is an exciting and much needed addition to our research methods offerings in the College of Education. I do hope you will support our proposal, as it will enhance the research methods offerings of the entire university, while creating a one of a kind, quality and much needed degree program. I am thrilled to be leading this innovative program.



UNIVERSITY OF KENTUCKY

D r e a m • C h a l l e n g e • S u c c e e d

COLLEGE OF EDUCATION

August 29, 2014

Kelly Bradley, PhD
Associate Professor
144A Taylor Education Building
College of Education
University of Kentucky
Lexington, KY, 40506

Dear Kelly,

I am writing to let you know that I fully support and am committed to teaching online courses for the newly proposed online Master's degree in Research Methods in Education (RMinE). As an expert in applied psychometrics and statistics in the department of Educational, School, and Counseling Psychology in the College of Education and instructor of almost all quantitative courses, I am very capable of collaborating with you and other colleagues in the College of Education in order to make this new online degree a top tier degree. I am committed to teaching several of the courses online: EPE/EDP 557 (Gathering, Analyzing, & Using Educational Data I), 558 (Gathering, Analyzing, & Using Educational Data II), 656 (Methodology of Educational Research), 522 (Psychological & Educational Tests & Measurement), and 660 (Research Design & Analysis in Education).

Evidence of my support has already been made by my efforts to create, modify, and teach 522 online and my current efforts in creating all necessary components to teach 660 and 656 online next year. This new online degree in RMinE is highly needed not only at the University of Kentucky, but around the world. Our face-to-face research methods courses are already overfilled and since making 522 and 557 available online our courses have been in much higher demand. By offering the degree and courses online we will be able to not only better serve and accommodate graduate students seeking such a degree in our College, but better serve the University of Kentucky campus. and generate more revenue for the College of Education and University of Kentucky by reaching students that are unable to physically be located in or near Lexington, KY. You and I have been in discussions about this new degree for several years now, so I am excited to continue working with you once the new online Master's program grant is funded.

Sincerely,

A handwritten signature in black ink that reads "Michael D. Toland". The signature is written in a cursive style with a large, sweeping flourish at the end.

Michael D. Toland, PhD
Associate Professor in Educational Psychology – Applied Quantitative Methods
Department of Educational, School, & Counseling Psychology
University of Kentucky College of Education
243 Dickey Hall
Lexington, KY 40506-0017
toland.md@uky.edu
859-257-3395



August 27, 2014

College of Education
Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506-0001
859 257-3178
fax 859 257-4243
<http://uky.edu/epe>

I am a clinical faculty member in the department of Educational Policy Studies and Evaluation at the University of Kentucky. As part of the EPE department, I am committed to teaching Introduction to Evaluation (EPE/EDP 620) and Advanced Topics and Methods of Evaluation (EPE/EDP 621) for the Research Methods in Education (RMinE) online master's program.

I have experience with other online programs and have found that developing an online program using Quality Matters standards makes learning goals explicit, promotes continuity for faculty and students, and ensures programs meet national standards. These online programs enable the university to serve a broader range of students and increase program impact. In addition, proactively developing an online program provides an opportunity to embed metrics that serve to satisfy both internal and external stakeholders.

Sincerely,

A handwritten signature in blue ink that reads "Jessica Hearn". The signature is stylized and appears to be written in a cursive or semi-cursive script.

Jessica Hearn, PhD

University of Kentucky
Dept of Educational Policy Studies and Evaluation
143D Taylor Education Building
jessica.hearn@uky.edu
859.257.2628



College of Education
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<http://uky.edu/epe>

August 27, 2014

To whom it may concern:

I am Jungmin Lee, an assistant professor in the department of Educational Policy Studies and Evaluation. I would like to teach EPE 557 and 558 (Gathering, Analyzing, and Using Education Data) in the Research Methods in Education program. I firmly believe that this program will attract many prospective students who work in the field and would like to learn more about how to effectively handle data to better serve their students. Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jungmin Lee". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jungmin Lee

Assistant professor

University of Kentucky



RE: Masters in Research Methods in Education

I write in support of the Masters in Research Methods in Education under development by our department, Educational Policy Studies and Evaluation. I am an Assistant Professor in the department and am responsible for teaching quantitative methods courses. The RMinE masters is an excellent degree for the College of Education and the University, as it allows us more flexibility in offering quality methods courses more broadly and will answer a need and demand for research training. I will be actively involved in instructing courses in both the core curriculum and the quantitative methods strand, as well as supporting the advising of students. I accept this challenge and look forward to my work with the degree program.

Sincerely,

A handwritten signature in black ink, reading 'Richard J. Waddington'. The signature is written in a cursive style with a long, sweeping tail on the 'n'.

Richard J. Waddington
Assistant Professor
Educational Policy Studies and Evaluation



Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506
(859) 257-1929

RE: Masters in Research Methods in Education

To Whom It May Concern:

I write in support of the Masters in Research Methods in Education under development by our department, Educational Policy Studies and Evaluation. I am an Associate Professor in the department and have seventeen years of experience teaching qualitative methods courses in the college. The proposed new masters is a positive step for the College of Education and the University as it will allow us more flexibility in offering quality methods courses more broadly and will answer a consistent demand for research training.

The sequence of courses offered in the college that introduce qualitative methods of generating and analyzing data, specifically EPE663 Field Studies in Education and EPE763 Advanced Field Studies, is one of the few options available at the University for students interested in exploring questions best served by a qualitative approach to research design. As a result, we regularly have students in our sequence from across the university and our classes are always fully subscribed. Recently, we have added a second section of the introductory course to try to meet the demand; however, every year there are more students than we have seats.

One of the difficulties we have faced in offering qualitative research methods at UK is the constraint of the face-to-face mode of course delivery. Our courses are experiential and therefore require time for the students to apply their learning to real-world problems of research design and implementation. Offering short summer courses has been suggested, but this does not provide enough time for students to gain experience under faculty supervision. Developing an online version of EPE663 in particular would allow us to expand opportunities for students interested in qualitative methods while still giving them time to develop their skills and understanding of the philosophical rationale for their choice of methodological approach.

I look forward to developing my own skills in teaching in an asynchronous classroom environment. A course like EPE663, with its experiential focus and theoretical underpinnings, will be challenging to convert to an online environment. Support from the university in this development will be necessary so that we will be able to offer the best course possible. I accept this challenge and look forward to the development of the degree program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jane McE. Jensen'. The signature is written in a cursive style with a long horizontal line extending to the right.

Jane McE. Jensen
Associate Professor

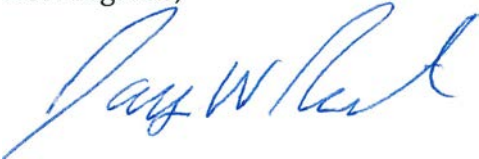
Department of Educational
Leadership Studies
111 Dickey Hall
Lexington, KY 40506-0017
859 257-8921
fax 859 257-1015
www.uky.edu

August 26, 2014

To Whom It May Concern:

As an Associate Professor of the Department of Educational Leadership Studies, I understand that the Department of Educational Policy Studies and Evaluation is creating a Masters program focused on research methods. Further, I understand that they wish to use one of our existing courses (i.e., EDL669: Leadership for School Problem Solving) in their program. I have taught this course and will continue to teach this course in the future. Adding this course to their Masters is a great idea. I am in full support of having their student take this course.

Best regards,



Jayson W. Richardson, Ph.D.
Associate Professor | Interim Chair
Department of Educational Leadership Studies
Director of Online Teaching and Learning
Taylor Hall, Room 151G | University of Kentucky
Lexington, KY 40506-0001
P: 001.859.379.9097



Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506
(859) 257-1929

RE: Masters in Research Methods in Education

To Whom It May Concern:

I am writing to express my support for the Masters in Research Methods in Education program being developed by the Department of Educational Policy Studies & Evaluation. Currently I am an Assistant Professor in the department and have 15 years of experience using quantitative and qualitative methods in a wide variety of applied research contexts. The proposed Masters program will allow our department to meet a rapidly increasing demand for research methods in education policy and evaluation fields.

Our department offers a full sequence of research methods courses. The “gateway” courses in this sequence include EPE 557 and EPE 558 (Gathering, Analyzing, and Using Educational Data I & II, respectively). These courses are crucial to our program because they offer students a strong foundation from which to critically engage with data, and are prerequisites to our intermediate and advanced research methods courses. As such, these courses attract students from across the College of Education and UK and are regularly at or over capacity.

It is no secret that research methods are among the most challenging courses students encounter in graduate school. It takes a significant amount of time, effort, and engagement for students to acquire these tools at a level that allows them to approach practical research problems. A key strategy toward this end is providing students with the time and space to analyze data and to consider which methodological tools are best suited to the problem at hand. The advancement of online platforms has created virtual opportunities in which students can pursue this practical and technical expertise in an environment that affords them control over the pacing of conceptual understanding and application. Thus, offering online versions of EPE 557 and EPE 558 will allow our department to simultaneously meet the growing demand for these courses and provide us the ability to tailor our offerings to a more diverse array of learning styles.

There is great potential in offering these and other such courses in an online environment. However, the task is challenging and will require that we develop our pedagogical repertoire accordingly. In addition, our department will need support from the University to ensure that we have the capacity to develop our program into a rigorous and productive degree offering. I look forward to this challenge and opportunity.

Sincerely,

A handwritten signature in black ink, appearing to read "J. J. Ferrare". The signature is stylized and cursive.

Joseph J. Ferrare, Ph.D.

Assistant Professor

Department of Educational Policy Studies & Evaluation

University of Kentucky

Joseph.ferrare@uky.edu; 859-257-9884



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335 Dickey Hall
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fax 859 257-1602
education.uky.edu/EDC

August 27, 2014

To whom it may concern:

I, Dr. Kristen H. Perry, am writing this letter in support of the proposed master's program in Research Methods in Education. I teach EPE 663, Field Studies in Education, which draws from interpretive traditions to introduce students to qualitative research methods in educational settings.

The proposed program, through its online platform, has the potential to reach a wider student base across multiple departments and programs, which will help to relieve the current problem of students being waitlisted for face-to-face courses with limited seat availability. Additionally, a masters program in research methods will also support the College's mission to the Commonwealth of Kentucky to provide education professionals who are prepared to conduct and interpret research, and, thus, to provide important leadership and new knowledge to the state (and beyond).

Best,

-f/1'

Kristen H. Perry, Ph.D.
Associate Professor
Department of Curriculum & Instruction
University of Kentucky
341 Dickey Hall
Lexington, KY 40506-0017
Phone: 859-257-3836
Email: kristen.perry@uky.edu



UNIVERSITY OF KENTUCKY

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MEMORANDUM

FROM: Dr. Joan Mazur, Associate Professor

Department of Curriculum and Instruction
859-257-4896

jmazur@uky.edu

TO: Dr. Kelly Bradley, Associate Professor, Educational Policy Studies & Evaluation

DATE: August 27, 2014

RE: Letter of Commitment for Course Inclusion for
Research Methods in Education (RMinE) Online Degree Program
EDC 726 – Mixed Methods for Curriculum Inquiry

This letter serves as a letter of support and commitment to provide EDC 726 – Mixed Methods for Curriculum Inquiry course as part of this online degree program. This course has been offered every other fall semester for the past 10 years and is required as part of another interdisciplinary Ph.D. program, thus the stability and availability of the course are assured.

The Research Methods in Education (RMinE) masters program is an exciting and much needed addition to our research methods offerings in the College of Education. As quality and accountability in myriad arenas of education and training become a primary concern for not only educational institutions and business and industry, skilled and prepared educational researchers are a primary and much needed resource in the Commonwealth and the nation.

On the numerous privately and publically funded grants in which I have participated over the years I have been here at UK, *every* grant requires funded positions for individuals with the research methods skills this program will provide. Large grants are not funded without collaborative partnerships and the College of Education is positioned to provide graduate level professional researchers and evaluators through this program who can meet these needs.

I am pleased to participate in this innovative and rigorous program that will advance the 21st research mission of our college and land-grant university .

Supplemental Support Letters



Department of Educational
Leadership Studies
111 Dickey Hall
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www. uky.edu

August 27, 2014

To Whom It May Concern:

As Director of Online Teaching and Learning for the College of Education, I understand that the Department of Educational Policy Studies and Evaluation is creating a Research Methods in Education program focused on research methods. My office is committed to working with the faculty on this grant to ensure their courses are high quality and meet the needs of the students and faculty. My office is in full support of their effort and feel it will be beneficial to students across the college.

Best regards,

Jayson W. Richardson, Ph.D.
Associate Professor | Interim Chair
Department of Educational Leadership Studies
Director of Online Teaching and Learning
Taylor Hall, Room 151G (University of Kentucky
Lexington, KY 40506-0001
P: 001.859.379.9097



Dr. Kelly Bradley
University of Kentucky
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131 Taylor Education building
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The Evaluation Center
597 South Upper Street
1430 Taylor Education Building
Lexington, KY 40506-0001

859 257-2628
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EvaluationCenter@uky.edu

<http://education.uky.edu/EvaluationCenter>

August 27, 2014

RE: Letter of Commitment for Evaluation Services

Dear Dr. Bradley:

The purpose of this letter is to convey my commitment for the Evaluation Center at the University of Kentucky to provide evaluation services for the Research Methods in Education (RMinE) online master's program. The Evaluation Center will direct efforts and provide resources to examine accessibility, practicality, quality, and utility of the program, as well as, outcomes and long term impacts.

The Evaluation Center is fully staffed with a director, assistant-director, and four research assistants who are proficient with quantitative, qualitative, and mixed-methods approaches to evaluation. As director, I have over 9 years' experience working in evaluation with recent publications in the area of principal preparation program evaluation and the impact of co-designed/co-delivered online doctoral courses.

If I can be of further assistance, please feel free to contact me. I look forward to the opportunity to work with you.

Sincerely,

A handwritten signature in blue ink that reads 'c'.

Jessica E. Hearn, PhD
University of Kentucky Evaluation Center
143 D Taylor Education Building
Lexington, KY 40506-0001
evaluationcenter@uky.edu
859-257-2628



1865 - 2015

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COLLEGE OF EDUCATION COURSES AND CURRICULA COMMITTEE MEETING

November 12, 2015 1:00 - 2:30 151F Taylor Education Bldg

Committee Members present

C&I: Margaret Rintamaa

EDL: Tricia Browne-Ferrigno

EDSRC: Bob McKenzie

EDP: Michael Toland (standing in for Jon Campbell)

EPE: Willis Jones

KHP: Justin Nichols (chair)

STEM: Molly Fisher

Ex-Officio members present

Rosetta Sandidge

Gary Schroeder

Martha Geoghegan

Susan Cantrell was present, representing the Curriculum and Instruction department, and speaking to the reading recovery program proposals.

The committee voted to continue to use the services of Martha, Gary, and Rosetta in taking notes, but with the proviso that the minutes will be reviewed by the chair, prior to being sent out to the committee.

Agenda was approved for review.

From Curriculum and Instruction

Following is an old set of courses that have been offered for years as a set of special titles. These proposals will update the courses.

The program is for reading recovery teachers. They are hired by a school, but are trained by UK through this program.

These proposals will regularize this program. The program is not an official UK certificate, and there is no EPSB certificate for it. Many of the staff members teaching 700 level courses may not have a doctorate. By regularizing the program, it will make it easier to use the teacher staff.

New Course Proposal – [EDC 502 Teaching Reading to Low Achieving Primary Students](#)

New Course Proposal – [EDC 503 Teaching Reading to Low Achieving Primary Students, Advanced](#)

New Course Proposal – [EDC 622 Observing and Responding to Young Readers](#)

New Course Proposal – [EDC 623 Theoretical Foundations: Language and Literacy](#)

New Course Proposal – [EDC 624 Leadership Practicum for Teacher Leaders](#)

New Course Proposal – [EDC 627 Observing and Responding to Young Readers, Advanced](#)

New Course Proposal – [EDC 628 Theoretical Foundations: Issues in Literacy Difficulties](#)

New Course Proposal – [EDC 629 Leadership Practicum for Teacher Leaders, Advanced](#)

- Motion to accept and approve all of the courses as a group.
- Questions and Discussion: The two courses 502 and 503 are essentially the same. However one course is noted as being advanced. The course used to be one course, but was taught across two semesters. Bob McKenzie noted that there needs to be a prerequisite of 502 for 503.
 - In 622, the course description is the same as 502 and 503. Could a person take 622 before taking 502 and 503?
 - Note: if a course is at the 500 level, you have to demonstrate what makes it a graduate course.
 - 622 also has the same course description... Again, what will differentiate these courses? Bob McKenzie thinks that without more clarity, the course proposals will be rejected at the university committee level.
 - It was noted that all of the course proposals need to be checked to ensure the graduate grading scale is indicated.
 - There was some discussion of whether the syllabi ought to use the NCATE syllabus template. The decision is no, because the courses require the candidates to be accepted for reading recovery, which is not EPSB approved program.
 - It was noted that the person identified as the disabilities resource person, and the person noted as religion resource person both are incorrectly identified.
- Action: The committee discussed how to deal with the approval process, given that there are a number of problems that have been noted.
 - The committee discussed whether the courses should be tabled.
 - All of the courses were tabled for review in December.

From Early Childhood, Special Education, and Rehabilitation Counseling

The committee voted to review new course RC 570 separately, and the remaining minor course changes as a group.

New Course Proposal – [RC 570 Crisis Disaster and Trauma Response for Persons with Disabilities](#)

- Motion to approve/Second: Tricia Browne-Ferrigno and Bob McKenzie
- Questions and Discussion:
 - The grading scale needs to be specified.
 - The course number on the syllabus is incorrect. Martha indicated if the syllabus is to be changed, then the current course has to be deleted. And then add the updated version of the syllabus.
 - There was a demonstration and discussion of how eCATS requires an author to change a proposal after it has originally been submitted.
 - There was a general discussion of the experiences that committee members have had in navigating the eCATS system.
 - Dr. Crystal will meet with Martha to make these changes.
- Action: Approve with the required changes as specified above.

Remaining minor course changes to be reviewed as a group.

Minor Course Change Request – [RC 520 Principles of Rehabilitation Counseling](#)

Minor Course Change Request – [RC 610 Case Management in Rehabilitation Counseling](#)

Minor Course Change Request – [RC 620 Vocational Evaluation and Work Adjustment](#)

Minor Course Change Request – [RC 630 Placement Services and Techniques in Rehab Counseling](#)

Minor Course Change Request – [RC 650 Rehabilitation & Mental Health Counseling Theory & Practice I](#)

Minor Course Change Request – [RC 660 Rehabilitation & Mental Health Counseling Theory & Practice II](#)

Minor Course Change Request – [RC 670 Group and Family Counseling in Rehabilitation Counseling](#)

Minor Course Change Request – [RC 710 Clinical Practicum in Rehab Mental Health Counseling](#)

Minor Course Change Request – [RC 730 Clinical Internship in Rehab Mental Health Counseling](#)

- Motion to Approve/Second: Tricia Browne-Ferrigno and Bob McKenzie
- Questions and Discussion: The grading scale must be changed to graduate scale for all of the courses included in this action.
- Action: Approved, with the requirement as stated above.

From Kinesiology and Health Promotion

Minor Course Change Request – [KHP 580 Introduction to Team Development](#)

- Motion to Approve/Second: Tricia Browne-Ferrigno and Molly Fisher
- Questions and Discussion:
 - The graduate grading scale needs to be marked, and the differences between the grading scales must be added to the syllabus.
- Action: Approved with the required changes above.

Education Abroad Proposal – [KHP 420G and KHP 300 Summer 2016 Ed Abroad London England](#)

- Motion to Approve/Second: Bob McKenzie and Molly Fisher
- Questions and Discussion:
 - Noted that nothing has changed but Ed Abroad programs must be approved every year.
- Action: Approved

From Educational, School, and Counseling Psychology

New Course Proposal – [EDP 305 Introduction to Counseling Skills](#)

- Input from Author: This course has been reviewed by the Departments of Psychology and the College of Social Work, and has been approved.
- Motion to Approve/Second: Tricia Browne-Ferrigno and Margaret Rintamaa
- Questions and Discussion:

- This course would probably be an elective in a number of majors.
- Where is there a notation of the review and approval by the other department and college
 - These approval documents can be uploaded to the approval as attachments.
- Action: Approved, with the requirement above

Major Change Request – [EDP 606 Professional Issues in Counseling Psychology](#)

- Motion to Approve/Second: Molly Fisher and Bob
- Questions and Discussion:
 - Needs the graduate school grading scale indicated
- Action: Approved with the requirement above

New Course Proposal – [EDP 704 Social Justice Consultation and Evaluation](#)

- Motion to Approve/Second: Bob McKenzie/Tricia Browne-Ferrigno
- Questions and Discussion:
 - Needs graduate school grading scale
- Action: Approved with the requirement above

New Course Proposal – [EDP 712 Advanced Psychometric Methods](#)

- Input from Author: There was a discussion from Michael Toland about the need for this as a new course.
 - The course was presented to the committee by Michael Toland representing EDP and representing EPE.
- Motion to Approve/Second: Tricia Browne-Ferrigno/Bob McKenzie
- Amendments:
 - See the questions below
- Questions and Discussion:
 - It was commented that EDP 711 was submitted at the same time, but did not make it on to the agenda.
 - Actually, EDP 712 is cross listed with EPE 712.
 - Note that the syllabus course description for EDP 711 doesn't match the description in the proposal.
- Action: Approved with the required two changes above.
- Additional question.... What to do about EDP/EPE 711 which was also submitted, but not in time to get on the agenda.
 - eCATS shows that the course did not have the right submission date.
 - EDP 711 will be reviewed at the next meeting

Major Course Change Request – [EDP 765 Independent Study in Counseling Psychology](#)

- Motion to Approve/Second: Tricia Browne-Ferrigno/Molly Fisher

- Questions and Discussion:
 - The graduate grading scale box needs to be checked.
 - If all that is needed is changing the title, then this should not be a major course change... it should be a minor change.
 - Note... there is a change from independent study to a graduate seminar
 - The course title has been changed
 - If they want to keep EDP 765 available as an independent study, then possibly you can't use the course change process as stated.
 - Possibly this really should have been a new course and a program change
 - There was a motion to table this course until the above questions have been resolved by the department
- Action: Table the proposal until it is resubmitted or clarified

From Education Policy Studies and Evaluation

New Program Proposal – [Master's of Science in Research Methods in Education](#) (RMinE)

New Certificate Proposal – [Research Methods in Education Graduate Certificate](#) (RMinE)

Motion to review the program and the certificate program together.

- The courses are being taught collaboratively between EDP and EPE.
- The courses will all be available online or as face to face.
- There are five courses in the certificate
- The core for the master's degree plus an elective constitutes the certificate
- It is a 36 credit master's degree.
- Discussion of how the program and certificate were developed.
- Question called... both the program and certificate were approved

EPE vote on Research Methods in Ed online master's program

Bieber, Jeffery P <jpbieb01@uky.edu>

Mon, Mar 28, 2016 at 5:33 PM

To: "Schroeder, Margaret" <m.mohr@uky.edu>

Cc: "Bradley, Kelly D" <kelly.bradley@uky.edu>

Margaret,

At its annual retreat held on May 8, 2014, the EPE department faculty voted unanimously to approve the on-line Research Methods in Education master's program and certificate.

Please let me know if you have any questions.

Best,

Jeff

Jeffery P. Bieber, PhD

Interim Department Chair

Educational Policy Studies and Evaluation

145A Taylor Education Building

University of Kentucky

Lexington, KY 40506-0001

jpbieb01@uky.edu<mailto:jpbieb01@uky.edu>

859.257.2795

FAX:859.257.4243

 **winmail.dat**
6K

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Friday, April 01, 2016 6:11 AM
To: Brothers, Sheila C; Hippisley, Andrew R
Cc: Thomas, D. Travis
Subject: Undergraduate Certificate in Nutrition for Human Performance
Attachments: Nutrition for Human Performance (revised 2-19-16).pdf

Proposed New Undergraduate Certificate in Nutrition for Human Performance

This is a recommendation that the University Senate approve the establishment of a new Undergraduate Certificate: Nutrition for Human Performance, in the Department of Human Health Sciences within the College of Health Sciences.

Please find the revised proposal attached.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | [COE Faculty Council Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator](#) | Secondary Mathematics Program Co-Chair | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



MEMO

August 20th, 2015

TO: Sharon R. Stewart, Professor and Associate Dean of Academic Affairs
FROM: Jody Deem on behalf of Travis Thomas – Chair of Academic Affairs
RE: Academic Affairs review of the proposed *HHS Nutrition for Human Performance Certificate*

Dear Dr. Stewart,

The Academic Affairs (AA) Committee has reviewed the proposed *Nutrition for Human Performance Certificate*. The certificate is a 14 credit hour program combining courses from HHS, DHN and KHP. The practice area of Nutrition for Human Performance continues to grow and has sparked interest among students pursuing undergraduate degrees in not only nutrition, but also kinesiology and health promotion and human health sciences (e.g. pre-medicine, pre-physical therapy, pre-physician assistant studies). It is anticipated that the *Certificate in Nutrition for Human Performance* will provide students with cross-disciplinary knowledge of the relationship between exercise physiology, nutrition, and overall wellness. I am submitting this certificate to you for approval as Travis Thomas is the author of and primary contact person for this proposal.

Upon initial review, the AA Committee recommended additional changes that were all successfully addressed by Dr. Thomas to improve the clarity of the proposal. The Academic Affairs committee recommends approval of the attached requested program change.

Thank you for the opportunity to review this proposal. Please let me know if I can help clarify anything regarding this approval request.

Sincerely,



Jodelle F. Deem, PhD, CCC-SLP, Acting *Chair on behalf of Travis Thomas, PhD, RDN, CSSD, LD – CHS Academic Affairs Committee (2014-15)*



College of Health Sciences
Department of Clinical Sciences
900 South Limestone
Lexington, KY 40536-0200
859 323-1100
fax 859 257-2454
www.mc.uky.edu/pa

July 10, 2015

Dr. Geza Bruckner, Director
University of Kentucky
Division of Clinical Nutrition
College of Health Sciences
207 Charles T. Wethington Building
Lexington, KY 40536-0200

Dear Dr. Bruckner,

Let me congratulate you on your proposal for the proposal to create a colligative certificate on the nutritional role influencing human performance. The Department of Clinical Sciences in the College of Health Sciences supports the creation of a certificate in this area. The certificate will provide an excellent addition to the understanding of students who study the influences on human performance and the importance of nutrition on performance.

Collocation with the Departments of Dietetics and Human Nutrition and Kinesiology and Health Promotion will allow students from diverse programs to benefit from the certificate. In fact, the only concern expressed was that we might attract so many students to participate in the certificate program that we might not have classroom space to accommodate them. The Department of Clinical Sciences will work to free classroom space to accommodate students who apply for the certificate.

Please let me know if I can provide additional information. I look forward to seeing this certificate become a reality.

Sincerely,

A handwritten signature in black ink, appearing to read "Phyllis J. Nash". The signature is written in a cursive style.

Phyllis J. Nash, Interim Chair
Department of Clinical Sciences



College of Health Sciences

Division of Health Science
Education and Research (HSER)
Programs Human Health Sciences
Clinical Leadership & Management
Wethington Building, Room 207
Lexington, KY 40536-0200

859 323-1100 Ext. 8-0495

fax 859 257-2454

www.mc.uky.edu/healthsciences

6/8/2015

Joanie Ett-Mims
Undergraduate Education

Certificate in Nutrition and Human Performance

Dear Dr. Ett-Mims,

Attached you will find our collaborative certificate proposal titled "Nutrition and Human Performance" originating from our Human Health Sciences (HHS) program with full support from the programs in Dietetics and Human Nutrition (DHN) and Kinesiology (KHP). The certificate has been vetted with faculty in all three programs and approved - see attached support letters. As described in the proposal, the program will be directed by Dr. Travis Thomas and administered in cooperation with co-directors appointed from DHN and KHP. The administrative structure and course work as detailed will provide students with an integrated program in Nutrition and Human Performance that would not be possible through any of the programs acting independently. Please let us know if there are any questions.

Respectfully,

A handwritten signature in black ink, appearing to read "Geza Bruckner".

Geza Bruckner, Division Director Clinical Nutrition
Professor

A handwritten signature in black ink, appearing to read "Travis Thomas".

Travis Thomas, Ph.D., RDN, CSSD, LD
Assistant Professor

see
blue.



Department of Dietetics & Human Nutrition
School of Human Environmental Sciences
203 Funkhouser Building
Lexington, Kentucky 40506-0054
(859) 257-3800
www.uky.edu

June 9, 2015

Geza Bruckner, PhD
Division Director Clinical Nutrition
College of Health Science Education and Research
Wethington Building, Room 207
Lexington, KY 40536-0200

Dear Dr. Bruckner

The Department of Dietetics and Human Nutrition (DHN) enthusiastically supports the collaborative certificate, "Nutrition for Human Performance." Students in our dietetics and human nutrition programs will find the interdisciplinary certificate between the Human Health Sciences, Kinesiology and Health Promotion, and Dietetics and Human Nutrition departments to be of high interest. The Nutrition for Human certificate is timely and meets the needs of students interested in gaining specialty education related to the role of diet in promoting optimal physical performance. Faculty in our department will support the proposed certificate through teaching of required coursework, providing information and advising to our students about the certificate requirements, and serving in the co-director position for the certificate.

Please let us know if there are any questions or if additional information may be requested. We appreciate the opportunity to collaborate on this proposed certificate in Nutrition for Human Performance.

Joyfully,

Sandra S. Bastin, PhD, RD, LD, CDE

Sandra Bastin, PhD, RD, LD
Chair, Department of Dietetics and Human Nutrition

Tammy J. Stephenson

Tammy J. Stephenson, PhD
Director of Undergraduate Studies in Human Nutrition and Dietetics



College of Education
Kinesiology and Health Promotion
100 Seaton Building
Lexington, KY 40506-0219

859 257 5826
Fax 859 323-1090

June 12, 2015

Dr. Bruckner:

Thank you for consulting us about the Nutrition for Human Performance undergraduate certificate. I consulted with our faculty and our main concern was that if we had significant numbers of students, we would not be able to handle all of them. One of the problems would be that our largest classroom only holds a maximum of 48 students and we have had great difficulty getting larger rooms assigned by the University. You pointed out that if we collaborate on this, then perhaps your department could help us secure a classroom in the Wethington Building or other room on South Campus. So our plan was if we get 10-15 more students, we could make a lecture section that much larger and add a lab section. The hope was that some resources will be available for adding a lab section in the new budget model or through your college.

So after discussing our options, we give our approval for the Nutrition for Human Performance certificate. We think it will be a great addition to the curriculum and that our students would benefit from the certificate. We look forward to working with you.

Sincerely,

Melody Noland

Melody Noland, Ph.D., C.H.E.S.
George and Betty Blanda Endowed Professor in Education,
Department Chair, and Professor of Health Education

PROPOSAL FOR NEW UNDERGRADUATE CERTIFICATE

An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student’s major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

After the proposal receives college approval, please submit this form electronically to the Undergraduate Council. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be included in the Bulletin. The contact person listed on the form will be informed when the proposal has been sent to committee and other times, subsequent to academic council review.

Please click [here](#) for more information about undergraduate certificates.

1. GENERAL INFORMATION						
1a	Undergraduate Certificate Home:	Department <input checked="" type="checkbox"/>	OR	College <input type="checkbox"/>	OR	Other <input type="checkbox"/>
	If “Other,” please explain:					
1b	Name of hosting academic unit:	<i>Human Health Sciences (HHS)</i>				
1c	Proposed certificate name:	<i>Nutrition for Human Performance</i>				
1d	CIP Code ¹ , primary discipline:	<i>51.0000</i>				
	CIP Code for other disciplines:					
1e	Requested effective date:	<input checked="" type="checkbox"/> Semester after approval.	OR	<input type="checkbox"/> Specific Date ² :		
1f	Contact person name:	<i>Travis Thomas</i>	Email:	<i>dth225@uky.edu</i>	Phone:	<i>8-0863</i>
2. OVERVIEW						
2a	Provide a brief description of the proposed new certificate. (300 word limit)					
	<i>The Nutrition for Human Performance Certificate is a 14 credit hour program combining courses from HHS, DHN and KHP. The practice area of Nutrition for Human Performance continues to grow and has sparked interest among students pursuing undergraduate degrees in not only nutrition, but also kinesiology and health promotion and human health sciences (e.g. pre-medicine, pre-physical therapy, pre-physician assistant studies). Nutrition for Human Performance focuses on the integration of nutrition and exercise to properly support physical activity, fitness, and athletic performance at all levels, from those just starting an exercise program, to elite athletes, and those recovering from injury. The Certificate in Nutrition for Human</i>					

¹ You must contact the Office of Institutional Effectiveness prior to filling out this form (257-2873 | institutionaleffectiveness@uky.edu). The identification of the appropriate CIP code(s) is required for college-level approval and should be done in consultation with the Undergraduate Council Chair and Registrar.

² Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

PROPOSAL FOR NEW UNDERGRADUATE CERTIFICATE

	<p><i>Performance also provides students with cross-disciplinary knowledge of the relationship between exercise physiology, nutrition, and overall wellness.</i></p> <p><i>This certificate provides a unique opportunity to expand student knowledge in an area not traditionally, or adequately, addressed in each individual degree programs. For students in dietetics and human nutrition, the certificate would provide specialized knowledge that would immediately make graduates more competitive at securing a supervised internship and/or employment (e.g. as a Registered Dietitian Nutrition (RDN) interested in professional certification as a specialist in sports nutrition). For students in human health sciences, the certificate would provide basic knowledge to make them a more well-rounded candidate for professional school. For students in kinesiology and health promotion, the certificate would provide additional knowledge of the role of diet on health, wellness, and injury recovery.</i></p> <p><i>At this time, it is not necessary to obtain a minor and, in fact, a minor is not offered at the University of Kentucky that addresses these needs. As well, there are no health-related interdisciplinary/cross-disciplinary certificate programs currently available to undergraduate students at UK and this certificate would be of interest to students in at least three colleges.</i></p>
2b	This proposed certificate (check all that apply):
	<input checked="" type="checkbox"/> Is cross-disciplinary ³ .
	<input type="checkbox"/> Is certified by a professional or accredited organization/governmental agency.
	<input type="checkbox"/> Clearly leads to advanced specialization in a field.
2c	Affiliation. Is the certificate affiliated with a degree program? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If “yes,” include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)
	<i>In addition to the response found in 2A, the HHS degree serves as a pre-professional undergraduate degree for students who aspire to careers in health care, such as dentistry, pharmacy, physician assistant studies and physical therapy. The program offers an interprofessional education with broad exposure to health care practices, policies and management. The Nutrition for Human Performance certificate enhances the value of the HHS degree by addressing a weakness found in many pre-health professions baccalaureate programs: absent to minimal nutrition and exercise education for healthcare professionals.</i>
2d	Demand. Explain the need for the new certificate (e.g. market demand and cross-disciplinary considerations). (300 word limit)
	<i>This certificate provides a unique opportunity to provide students with a better understanding and appreciation for how nutrition impacts athletic performance and the role of diet and exercise in disease prevention. Nationwide, this opportunity is not offered in most traditional pre-health profession programs (e.g. biology, chemistry) or only offered as separate entities with limited exposure (e.g. one class in kinesiology or basic nutrition).</i>
2e	Target student population. Check the box(es) that apply to the target student population.
	<input checked="" type="checkbox"/> Currently enrolled undergraduate students.
	<input checked="" type="checkbox"/> Post-baccalaureate students.

³ An undergraduate certificate must be cross-disciplinary and students must take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

PROPOSAL FOR NEW UNDERGRADUATE CERTIFICATE

2f	Describe the demographics of the intended audience. (150 word limit)			
<i>The certificate program will be available to any student in good academic standing (minimum GPA 3.0) that has an interest obtaining undergraduate knowledge of Nutrition for Human Performance and meets all prerequisites for the required courses (GPA minimum 3.0, must have completed a 100 or 200 level basic nutrition course, a 200-level physiology course and UG classification as a junior or senior). We expect a diverse group of both male and female students consistent to what is currently found in the KHP, HHS, and DHN programs.</i>				
2g	Projected enrollment. What are the enrollment projections for the first three years?			
		Year 1	Year 2 (Year 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
Number of Students		25	35	45
2h	Distance learning (DL). Initially, will any portion of the undergraduate certificate be offered via DL?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If "Yes," please indicate below the percentage of the certificate that will be offered via DL.				
1% - 24% <input type="checkbox"/>		25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>
100% <input type="checkbox"/>				
If "Yes," describe the DL course(s) in detail, including the number of required DL courses. (200 word limit)				
3. ADMINISTRATION AND RESOURCES				
3a	Administration. Describe how the proposed certificate will be administered, including admissions, student advising, retention, etc. (150 word limit)			
<i>The Certificate Director and Co-Directors will meet with interested students in their respective departments and facilitate the admissions protocol to verify students are meeting the established admissions criteria and progressing in the certificate program. Faculty from HHS, DHN, and KHP will all provide general information and advising about the certificate to their interested students. The Director will reach out to students annually to evaluate their progression towards completion of the certificate. Students must earn a B or better in each required certificate course to receive the certificate. Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree. The program will be surveyed prior to and upon graduation to assess the ways the certificate could be improved.</i>				
3b	Resources. What are the resource implications for the proposed certificate, including any projected budget needs? If multiple units/programs will collaborate in offering this certificate please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate. Convert each letter to a PDF and append to the end of this form. (300 word limit)			
<i>No extra funding needed; HHS program needs can be met by existing resources. All courses currently exist and are being taught by faculty in the College of Health Sciences, College of Education, and College of Agriculture, Food and Environment. The Director will meet at least once annually with the certificate co-directors/FOR to assess the quality of the certificate and adequacy of certificate resources. In consultation with the FOR, the Director may choose to increase resources (i.e., pursue tuition dollars to increase space) or consider strategies to limit enrollment.</i>				

PROPOSAL FOR NEW UNDERGRADUATE CERTIFICATE

3c	<p>Faculty of Record. The Faculty of Record consists of the certificate director and other faculty who will be responsible for planning and participating in the certificate program. Describe the process for identifying the certificate director. Regarding membership, include the aspects below. <i>(150 word limit)</i></p> <ul style="list-style-type: none"> • Selection criteria; • Whether the member is voting or non-voting; • Term of service; and • Method for adding/removing members.
<p><i>Travis Thomas, PhD, RDN, CSSD is a Certified Specialist in Sports Dietetics (CSSD) and will serve as the certificate director. A faculty member in DHN (Stephenson) and KHP(Abel) (will serve as Co-Directors for a 3-year term. Faculty from DHN and KHP will be responsible for nominating new Co-Directors during the last year of the previous 3-year term. The Director of the Nutrition for Human Performance Certificate shall represent the curriculum and affiliated faculty. The Director approves the certificate curriculum each year in consultation with the Faculty of Record and informs the Registrar when the certificate is complete and may be awarded. The Faculty of Record (FOR) will initially consist of the Director (Thomas) and 2 Co-Directors (Stephenson/Abel), appointed by the individual programs. Faculty of record will serve a three-year term and all members will have voting status. The FOR will oversee this certificate program, including required coursework, student advising, and assessment activities.</i></p>	
3d	<p>Advisory board. Will the certificate have an advisory board⁴? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>If “Yes,” please describe the standards by which the faculty of record will add or remove members of the advisory board. <i>(150 word limit)</i></p>	
<p>The advisory board will include at least seven members, including one undergraduate student each from HHS, DHN, and KHP, two community members with expertise and experience in nutrition and human performance (UK Athletics nutrition staff), Dr. Bruckner (Director of HHS), and Karina Christopher, RDN, Assistant Professor and ECU athletics consulting dietitian. Advisory board members will be appointed by the Faculty of Record. Faculty advisory board members will be asked to serve a 3-year term, while students will be asked to serve a 1-year term. Advisory board members can be removed by vote of the Faculty of Record.</p>	
<p>If “Yes,” please list below the <u>number</u> of each type of individual (as applicable) who will be involved in the advisory board.</p>	
	Faculty within the college who are within the home educational unit.
	Faculty within the college who are outside the home educational unit.
	Faculty outside the college who are within the University.
	Faculty outside the college and outside the University who are within the United States.
	Faculty outside the college and outside the University who are outside the United States.
3	Students who are currently in the program.
	Students who recently graduated from the program.
2	Members of industry.
	Community volunteers.
	Other. Please explain:
5	Total Number of Advisory Board Members
<p>4. SUPPORT AND IMPACT</p>	

⁴ An advisory board includes both faculty and non-faculty who advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

PROPOSAL FOR NEW UNDERGRADUATE CERTIFICATE

4a	Other related programs. Identify other related UK programs and certificates and outline how the new certificate will complement these existing UK offerings. Statements of support from potentially-affected academic unit administrators need to be included with this proposal submission. Convert each statement to a PDF and append to the end of this form. <i>(250 word limit)</i>
	<i>The certificate will draw upon the expertise of faculty from HHS, DHN, and KHP. There are no known related programs at UK. Support letters from KHP and DHS are attached.</i>
4b	External course utilization support. You must submit a letter of support from each appropriate academic unit administrator from which individual courses are taken. Convert each letter to a PDF and append to the end of this form.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a	Admissions criteria. List the admissions criteria for the proposed certificate. <i>(150 word limit)</i>
	<i>GPA minimum 3.0, must have completed a 100- or 200-level basic nutrition course (e.g. DHN 101: Human Nutrition and Wellness or DHN 212: Introductory Nutrition), a 200-level physiology course (e.g. PGY 206) and be classified as a sophomore, junior, or senior undergraduate student or post-baccalaureate student. We expect a diverse group of both male and female students consistent to what is currently found in the HHS, DHN, and KHP programs.</i> <i>Regarding the curricular structure (below): KHP students would be asked to take KHP 240, DHN students would take DHN 315, and HHS can take either. For HHS students desiring to take DHN 315, we would override HHS students in the certificate program to allow them to take this course.</i>

5b	Curricular structure. Please list the required and elective courses below.		
Prefix & Number	Course Title	Credit Hrs	Course Status ⁵
<i>Student Choice</i>	<i>DHN 315: NUTRITION ISSUES IN PHYSICAL ACTIVITY OR KHP 240: NUTRITION AND PHYSICAL FITNESS</i>	3	Existing
	<i>KHP students take KHP 240; DHN students take DHN 315 and HHS students can choose between these 2 options</i>		Select one....
<i>KHP 420G</i>	<i>PHYSIOLOGY OF EXERCISE</i>	3	Existing
<i>HHS 400G</i>	<i>NUTRITION FOR PHYSICAL ACTIVITY, INJURY PREVENTION, AND REHABILITATION</i>	2	Existing
<i>Student Choice</i>	<i>HHS 395: INDEPENDENT STUDY IN HHS or DHN 591 SPECIAL TOPICS IN DHN or KHP 395: INDEPENDENT IN KHP</i>	3	Existing
			Select one....
	<i>Plus, choose from the following options to meet the 14 credit</i>		Select one....

⁵ Use the drop-down list to indicate if the course is an existing course that will not be changed, if the course is an existing course that will be changed, or if the course is a new course.

PROPOSAL FOR NEW UNDERGRADUATE CERTIFICATE

	<i>hour minimum requirement:</i>		
HHS 402G	MUSCLE BIOLOGY	3	Existing
			Select one....
	<i>Course approved by Certificate Director or Co-Director.</i>	3	Select one....
			Select one....
Total Credit Hours:		14	
5c	Are there any other requirements for the certificate? If "Yes," note below. (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>Minimum grade of B in all of the required courses.</i>		
5d	Is there any other narrative about the certificate that should be included in the Bulletin? If "Yes," please note below. (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
6. ASSESSMENT			
6a	<p>Student learning outcomes. Please provide the student learning outcomes for this certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply "understand.") (250 word limit)</p> <p><i>Upon successful completion of the certificate program, students will:</i></p> <p><i>(1.) Implement and complete your proposed capstone project</i></p> <p><i>(2.) Draft and revise a final project report, including a summary of project results as well as project assessment</i></p> <p><i>(3.) Prepare an outline of your capstone presentation, revise the outline, rehearse and present it to an audience of your peers and/or faculty members.</i></p> <p><i>Within your project:</i></p> <p><i>(4.) Describe the importance of proper nutrition in achieving optimal health and human performance.</i></p> <p><i>(5.) Synthesize and apply knowledge to provide basic nutrition information to those engaging in physical activity.</i></p> <p><i>(6.) Analyze dietary patterns to identify risk factors for suboptimal human performance.</i></p>		
6b	<p>Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures might include the aspects below. (300 word limit)</p> <ul style="list-style-type: none"> • Course-embedded assessment (capstone project, portfolios, research paper); and • Test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). <p><i>A student will select a capstone course (HHS 395, DHN 591, or KHP 395) following consultation with one of the certificate directors to determine mutual interests and to identify faculty mentors. The SLOs from these courses are designed to be general (as found in 6a) since student projected are expected to be quite variable. SLOs will be assessed annually with assessment data collected by faculty of record and collated by the Certificate Director. SLO assessment measures will then be discussed annually by the Faculty of Record and recorded per standard UK protocol.</i></p>		

PROPOSAL FOR NEW UNDERGRADUATE CERTIFICATE

SLOs will be assessed through course-embedded capstone projects completed as part of the HHS 395, DHN 591, or KHP 395 required coursework. The capstone project, including rubric, will be consistent between the three courses and must be related to human performance.

6c **Certificate outcome assessment⁶.** Describe program evaluation procedures for the proposed program. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)

The students in the certificate program will be surveyed prior to and upon graduation to assess the ways the certificate could be improved. Toward the end of the 5th year of its duration, the Faculty of Record, under the leadership of the Director, shall prepare a report summarizing its status, operations, and certificate awardees during that period of time. As well, the report shall indicate the certificate's prospects for the future and if renewal of the certificate curriculum is sought. The report will be provided to participating College Deans and to the Associate Provost for Undergraduate Education. If a certificate is suspended or terminated, students currently enrolled in the curriculum shall have a reasonable period of time, not to exceed three years, to complete the requirements for the certificate.

7. APPROVALS/REVIEWS

Information below about the review process does not supersede the requirement for individual letters of support.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
7a	(Within College)		
			/ /
			/ /
			/ /
			/ /
7b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
7c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		

⁶ This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

PROPOSAL FOR NEW UNDERGRADUATE CERTIFICATE

7. APPROVALS/REVIEWS

Information below about the review process does not supersede the requirement for individual letters of support.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
7a	(Within College) <i>Phyllis Nash</i>	<i>7/9/15</i>	<i>Phyllis Nash 218-0490 pnash@uky.edu</i>
	<i>[Signature]</i>	<i>8/20/15</i>	<i>Jadelle Dean 218-0557 jfdean1@uky.edu</i>
7b	(Collaborating and/or Affected Units)		
	<i>See Attached Letters</i>		/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /

7c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council	3/8/16	Joanie Ett-Mims

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Friday, April 01, 2016 6:29 AM
To: Brothers, Sheila C; Hippisley, Andrew R
Cc: Rogers, Nels J; Hunter, David G
Subject: Deletions of Six Programs from MCLLC
Attachments: Deletions Classics, Japanese Lang Lit, Russian, French, German, Chinese Lang Lit.pdf

Proposed Deletion of BA/BS: BA/BS Classics, BA/BS Japanese Language and Literature, BA/BS Russian, BA/BS French, BA/BS German, and BA/BS Chinese Language and Literature

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the deletion of six existing BA/BS: BA/BS Classics, BA/BS Japanese Language and Literature, BA/BS Russian, BA/BS French, BA/BS German, and BA/BS Chinese Language and Literature, in the Department of Modern and Classical Languages, Literatures, and Cultures within the College Arts & Sciences.

Please find the revised proposal attached.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | [COE Faculty Council Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator](#) | Secondary Mathematics Program Co-Chair | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



DELETIONS of the six majors



College of Arts & Sciences
Educational Policy Committee
202 Patterson Office Tower
Lexington, KY 40506-0027

859 257-6689
fax 859 257-2635

www.as.uky.edu/education-policy-committee

January 20, 2016

Dear Undergraduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the Modern and Classical Languages, Literatures and Cultures Undergraduate Program Suspension proposal 8:0:1 on Tuesday, January 20, 2016.

Sincerely,

A handwritten signature in cursive script that reads "Stephen Testa".

Stephen Testa
Chair, Education Policy Committee



Cottrill-Rolfes Chair of Catholic Studies
Interim Chair, Department of Modern and
Classical Languages, Literatures, and Cultures
1061 Patterson Office Tower
Lexington, KY 40506-0047

859 257-7016; david.hunter@uky.edu

January 15, 2016

To Whom It May Concern:

This message is to certify that on January 8, 2013 the Faculty of the Department of Modern and Classical Languages, Literatures, and Cultures after a unanimous vote approved the creation of a unified MCLLC major and approved the deletion and cancellation of the previous majors housed in the department. The rationale for this decision was as follows (excerpted from the original proposal submitted by Professor Jeanmarie Rouhier-Willoughby, chair, on September 3, 2013):

“In response both to the last external review of the Department of Modern and Classical Languages, Literatures and Cultures in 2007 and to the MLA report of 2004 on the state of world language education in the United States, MCLLC has determined that a unified major in Modern and Classical Languages, Literatures and Cultures will allow us to achieve our mission more effectively. We share a common goal to increase awareness of and proficiency in world languages, cultural and literary studies and linguistics as well as the diverse range of related fields represented by the department faculty (which includes specialists in religious studies, history, sociology, anthropology, gender studies, folklore, teacher education as well as in literature, culture and linguistics). Individual language majors, without a common set of courses or the ability to co-teach across disciplines, limited the collaboration that could and should be taking place across these diverse areas of specialty and on devising innovative, cross-disciplinary courses for UK students.

“Our major redesign responds directly to the MLA recommendations and to our mission as a department, rather than as a group of loosely confederated Divisions based on language area. The proposed, unified MCL major (with seven fields of concentration) represents our desire to: 1) improve the global literacy of our students, regardless of their field of concentration, as the MLA report recommends; 2) to capitalize on the strengths of working as a team within our areas of expertise, regardless of the language we study; and 3) to maintain standards for student proficiency in the language and culture of their field of concentration. More practical advantages include: regularizing the number of credit hours in all the tracks; eliminating pre-major requirements; improving flexibility and cohort identity (across languages) for students pursuing this degree; and more rationalized scheduling based on demand and enrollment patterns to help avoid schedule conflicts and thus delay in progress to degree.”

Yours sincerely,

A handwritten signature in cursive script that reads "David G. Hunter".

David G. Hunter, Interim Chair, MCLLC Department



Cottrill-Rolfes Chair of Catholic Studies
Interim Chair, Department of Modern and
Classical Languages, Literatures, and Cultures
1015 Patterson Office Tower
Lexington, KY 40506-0047

859 257-7016; david.hunter@uky.edu

March 7, 2016

Mark Kornbluh, Dean, College of Arts and Sciences
Educational Policy Committee, College of Arts and Sciences,
Undergraduate Council, University of Kentucky,
University Senate and Senate Council,
Mia Alexander-Snow, Director, Planning and Institutional Effectiveness

Dear Colleagues:

Below you will find the required documentation for deletion and cancellation of the following degree programs:

Classics (16.1202),
Japanese Language and Literature (16.0302)
Russian (16.0402),
French (16.0901),
German (16.0501), and
Chinese Language and Literature (16.0301)

1. Date of closure (date when new students will no longer be admitted):

Students have not been admitted to the stand alone Classics (16.1202), Japanese Language and Literature (16.0302), Russian (16.0402), French (16.0901), German (16.0501), and Chinese Language and Literature (16.0301) majors since August of 2015. All existing UK students declaring a new major that would have previously been one of the stand alone degrees listed above are being required to complete the new requirements for the MCL major. Both of these actions were made effective August 26th, 2015.

2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure:

All students and advisors have been notified via email on university listservs, via department

social media accounts, class announcements, flyers and meetings with advisors and faculty across campus.

3. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption:

There will be no disruptions in the courses offered. Modern and Classical Languages and Literatures as a Department will continue to offer all the same courses previously needed for the stand alone degrees as part of the new MCL degree. All the old courses have been integrated into the track requirements of the MCL degree.

4. An indication as to whether the teach-out plan will incur additional/charges to the students and, if so, how the students will be notified:

The student will incur no additional charges; all courses needed for the suspended major will continue to be offered regularly.

5. Signed copies of teach-out agreements with other institutions, if any:

No special agreements with other institutions currently exist.

6. How faculty and staff will be redeployed or helped to find new employment:

No faculty will be eliminated or redeployed; all courses will continue to be taught to support the new major (MCL) with tracks in individual language areas.

The contact person on this matter is Dr. Jeff Rogers, Director of Undergraduate Studies, Department of Modern and Classical Languages, Literatures, and Cultures (859-257-4540).

Yours sincerely,

A handwritten signature in cursive script that reads "David G. Hunter".

David G. Hunter
Interim Chair, Department of Modern and Classical Languages, Literatures, and Cultures

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	<u>Arts and Sciences</u>	Department:	<u>Modern and Classical Languages, Literatures and Cultures</u>
Major Name:	<u>Chinese Language and Literature</u>	Degree Title:	<u>B.A./B.S.</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	<u>16.0301</u>	Today's Date:	<u>1/15/2016</u>
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ¹ : <u>ASAP</u>
Contact Person in the Dept:	<u>Jeff Rogers or David Hunter</u>	Phone:	<u>7-4540</u>
		Email:	<u>nelsirogers@uky.edu</u> <u>david.hunter@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> -Suspension-	<input checked="" type="checkbox"/> Deletion
Rationale for suspension/deletion:	<u>Chinese Language and Literature major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.</u>	
What provisions are being made for students already in the program?	<u>Will be able to graudate under either the new or old requirements.</u>	
Will another degree program replace the one suspended/deleted?	<u>Yes, MCL</u>	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.		

¹ Suspensions/deletions are made effective for the semester following approval. No suspension/deletion will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: _____

Proposal Contact Person Name: _____ Phone: _____ Email: _____

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCL Department		David Hunter / /david.hunter@uky.edu	<i>David L. Hunter</i>
A&S EPC	1/19/16	S. Testa / /testa@uky.edu	<i>Stephen Testa</i>
A&S Assoc. Dean	1/19/16	A. Bosch / /	<i>André Bosch</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

PROGRAM SUSPENSION/DELETION FORM

MAR 10 2016

1. General Information

College:	<u>Arts and Sciences</u>	Department:	<u>Modern and Classical Languages Literatures and Cultures</u>	OFFICE OF THE SENATE COUNCIL
Major Name:	<u>Classics</u>	Degree Title:	<u>B.A./B.S.</u>	
Formal Option(s), If any:	_____	Specialty Field w/in Formal Options, if any:	_____	
CIP Code:	16.1201 16.1200	Today's Date:	<u>1/15/2016</u>	
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ¹ :	<u>ASAP</u>
Contact Person in the Dept:	<u>Jeff Rogers or David Hunter</u>	Phone:	<u>7-4540</u>	Email: <u>nelsjrogers@uky.edu david.hunter@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension	<input checked="" type="checkbox"/> Deletion
Rationale for suspension/deletion:	<u>Classics major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.</u>	
What provisions are being made for students already in the program?	<u>Will be able to graduate under either the new or old requirements.</u>	
Will another degree program replace the one suspended/deleted?	<u>Yes, MCL</u>	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.		

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Brothers, Sheila C

From: Alexander-Snow, Mia
Sent: Wednesday, April 06, 2016 9:17 AM
To: Brothers, Sheila C
Cc: Ellis, Janie; Wielgus, Kimberly R; Ett, Joanie M
Subject: Incorrect CIP Code for Classics Degree Suspension/Deletion Paperwork

Hello Sheila,

In preparing the paperwork for SACSCOC, I was able to identify an incorrect CIP for the Classics Degree suspension. The CIP should be 16.1200, NOT 16.1201 as noted on the Program Suspension/Deletion Form. Please make note on your official files.
Thank you.

Mia Alexander-Snow, PhD

Director, Planning and Institutional Effectiveness

Phone: 859-257-2873

Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

Follow us at: <https://www.facebook.com/universityofky>



The University of Kentucky

PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: _____

Proposal Contact Person Name: _____ Phone: _____ Email: _____

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCL Department		David Hunter / /	<i>David G. Hunter</i>
A&S EPC	1/19/16	S. Testa / / testa@uky.edu	<i>Stephen Testa</i>
A&S Assoc. Dean	1/19/16	A. Bosch / / anna.bosch@uky.edu	<i>Anna Bosch</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	<u>Arts and Sciences</u>	Department:	<u>Modern and Classical Languages, Literatures and Cultures</u>
Major Name:	<u>French</u>	Degree Title:	<u>B.A./B.S.</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	<u>16.0901</u>	Today's Date:	<u>1/15/2016</u>
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ¹ : <u>ASAP</u>
Contact Person in the Dept:	<u>Jeff Rogers or David Hunter</u>	Phone:	<u>7-4540</u>
		Email:	<u>nelsirogers@uky.edu</u> <u>david.hunter@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> -Suspension--	<input checked="" type="checkbox"/> Deletion
Rationale for suspension/deletion:	<u>French major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.</u>	
What provisions are being made for students already in the program?	<u>Will be able to graudate under either the new or old requirements.</u>	
Will another degree program replace the one suspended/deleted?	<u>Yes, MCL</u>	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.		

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PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: _____

Proposal Contact Person Name: _____ Phone: _____ Email: _____

INSTRUCTIONS:

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Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCL Department		David Hunter / /	<i>David L. Hunter</i>
A&S EPC	1/19/16	S. Testa / / testa@uky.edu	<i>Stephen Testa</i>
A&S Assoc. Dean	1/19/16	A. Bosch / /	<i>A. Bosch</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	<u>Arts and Sciences</u>	Department:	<u>Modern and Classical Languages, Literatures and Cultures</u>
Major Name:	<u>German</u>	Degree Title:	<u>B.A./B.S.</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	<u>16.0501</u>	Today's Date:	<u>1/15/2016</u>
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ¹ : <u>ASAP</u>
Contact Person in the Dept:	<u>Jeff Rogers or David Hunter</u>	Phone:	<u>7-4540</u>
		Email:	<u>nelsirogers@uky.edu</u> <u>david.hunter@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension	<input checked="" type="checkbox"/> Deletion
Rationale for suspension/deletion:	<u>German major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.</u>	
What provisions are being made for students already in the program?	<u>Will be able to graudate under either the new or old requirements.</u>	
Will another degree program replace the one suspended/deleted?	<u>Yes, MCL</u>	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.		

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Signature Routing Log

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Proposal Name: _____

Proposal Contact Person Name: _____ Phone: _____ Email: _____

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Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCL Department		David Hunter / /	<i>David L. Hunter</i>
A&S EPC	1/19/16	S. Testa / /testa@uky.edu	<i>S. Testa</i>
A&S Assoc. Dean	1/19/16	A. Bosch / /	<i>A. Bosch</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	<u>Arts and Sciences</u>	Department:	<u>Modern and Classical Languages, Literatures and Cultures</u>
Major Name:	<u>Japanese Language and Literature</u>	Degree Title:	<u>B.A./B.S.</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	<u>16.0302</u>	Today's Date:	<u>1/15/2016</u>
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ¹ : <u>ASAP</u>
Contact Person in the Dept:	<u>Jeff Rogers or David Hunter</u>	Phone:	<u>7-4540</u>
		Email:	<u>nelsjrogers@uky.edu</u> <u>david.hunter@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> -Suspension-	<input checked="" type="checkbox"/> Deletion
Rationale for suspension/deletion:	<u>Japanese Language and Literature major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.</u>	
What provisions are being made for students already in the program?	<u>Will be able to graduate under either the new or old requirements.</u>	
Will another degree program replace the one suspended/deleted?	<u>Yes, MCL</u>	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: _____

Proposal Contact Person Name: _____ Phone: _____ Email: _____

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MCL Department		David Hunter / /	<i>David L. Hunter</i>
A&S EPC	1/19/16	S. Testa / / testa@uky.edu	<i>Stephen Testa</i>
A&S Assoc. Dean	1/19/16	A. Bosch / /	<i>Arnell Bosch</i>
		/ /	
		/ /	

External-to-College Approvals:

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Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	<u>Arts and Sciences</u>	Department:	<u>Modern and Classical Languages, Literatures and Cultures</u>
Major Name:	<u>Russian</u>	Degree Title:	<u>B.A./B.S.</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	<u>16.0402</u>	Today's Date:	<u>1/15/2016</u>
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ¹ : <u>ASAP</u>
Contact Person in the Dept:	<u>Jeff Rogers or David Hunter</u>	Phone:	<u>7-4540</u>
		Email:	<u>nelsirogers@uky.edu</u> <u>david.hunter@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension ---	<input checked="" type="checkbox"/> Deletion
Rationale for suspension/deletion:	<u>Russian major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.</u>	
What provisions are being made for students already in the program?	<u>Will be able to graduate under either the new or old requirements.</u>	
Will another degree program replace the one suspended/deleted?	<u>Yes, MCL</u>	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.		

¹ Suspensions/deletions are made effective for the semester following approval. No suspension/deletion will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: _____

Proposal Contact Person Name: _____ Phone: _____ Email: _____

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCL Department		David Hunter / /	<i>David G. Hunter</i>
A&S EPC	1/19/16	S. Testa / / testa@uky.edu	<i>S. Testa</i>
A&S Assoc. Dean	1/19/16	A. Bosch / /	<i>A. Bosch</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



April 4, 2016

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Committee on Academic Organization and Structure (SAOSC) met on March 23, 2016, from 3-5 at 118 MH Gluck Equine Research Center, to discuss the proposal for establishment of the Lewis Honors College. While only 6 of the 10 committee members were in attendance, conversations were conducted before and after the meeting using email. The primary authors of the proposal were: the Honors Faculty of Record, the Honors Faculty, Dr. Ben Withers (Associate Provost for Undergraduate Education), Dr. Diane Snow, Director (Interim), and members of an ad hoc committee created by then Vice Provost for Undergraduate Success, Dr. Charley Carlson. Drs. Withers and Snow were in attendance at the March 23 meeting to provide background and answer questions.

The University of Kentucky has had an Honors Program since 1961 currently operating out of the Division of Undergraduate Education in the Provost's office. In October 22, 2015 a donation of \$23 million was offered by the Lewis Foundation to transform the UK Honors Program into the Lewis Honors College. The proposal identifies the advantages of a college over a program and suggests approaches to achieving this goal.

In addition to the proposal, we had the Charitable Grant Agreement from donors Tom and Jan Lewis, to establish the college, letters with comments and suggestions from the Deans of most colleges, letters from the Chairs of each Faculty Council (or equivalent), plus an addendum, which Drs. Withers and Snow composed in response to suggestions from the deans and committees.

Overall, the SAOSC recognized that the Honors College has the potential to benefit the educational activities of all colleges, contribute significantly to recruitment and retention of top students, as well as provide unique opportunities for students seeking this type of academic environment.

The proposal asks the Senate to recommend the following:

1. Establishment of the Lewis Honors College, including leadership by a dean and governance by a faculty of the college.
2. Establishment of an Honors Transition Committee, which will be charged with creating the specific structure for the Honors College

Item 1 is subject of the proposed GR VII change. Overall, this item was not controversial.

Item 2 is the main point for us to address. We need to 1) determine the general composition of the committee, and 2) give the committee members a specific charge.

Summary of Comments from Deans and Colleges

All responders supported the idea of creating a College; there were no objections. Many responders, however, were concerned about financial sustainability beyond the 10-year gift horizon. Some expressed concern about the possible impact of the Honors College on activities of other colleges, especially recruitment of high-achieving students. There was widespread agreement that the proposed College can only succeed if it is embraced by existing Colleges.

The Composition of the Honors Transition Committee was regarded as key for success and recommendations included that the committee should a) be appointed by the Provost with strong input from the Honors Director (or Acting Dean), the University Senate Council, Faculty Council members, and the Deans, b) take extensive advantage of the expertise of the current Honors Faculty of Record and Honors Faculty, c) be broadly representative of the colleges that will contribute to the college, d) include chairs from departments that will be involved in the program, e) include at least one student, and f) include representation from the Provost's Office.

SAOSC Proposes the Following Recommendation from the Senate

The SAOSC moves that that University Senate endorse the following recommendations based on the proposal, the comments from the various contingencies and the addendum to the proposal (elements of the proposal are in bold, below):

- 1. Recommend the creation of the Lewis Honors College, including leadership by a dean and governance by faculty of the College.**
- 2. Create an Honors Transition Committee to design a precise structure for subsequent review by the Senate in the Fall of 2016.**

The Honors Transition Committee should be appointed by the Provost in consultation with the University Senate Council and College Deans and broadly representative of the University of Kentucky community. The recommended composition is 15 members (6 from the current Honors Faculty of Record, 4 Department Chairs, 1 Honors undergraduate student, 2 elected University Senators, and 2 representatives of the Provost). The committee should consult with the entire Honors Faculty of Record, and with the chairs of the following Senate Committees: Academic Organization and Structure, Academic Programs, and Academic Planning and Priorities

A recommended charge to this committee could be:

- 1. Assist in recruitment of new dean for the Lewis Honors College (January 2017 appointment)**
- 2. Determine the overall composition of the faculty for the Honors College and a regulatory structure to govern faculty eligibility and involvement**
- 3. Consider the appropriate staffing for the Honors College**
- 4. Determine the criteria for participating in faculty governance in the Honors College.**
- 5. Determine how to ensure diversity of both faculty and students in the Honors College as well as access for students of diverse economic and social backgrounds.**
- 6. Recommend how to ensure effective consultation of the Honors College Dean and Faculty with the Deans of other colleges, faculty participating in the program (associate faculty), and the External Advisory Committee.**
- 7. Assess the plans for economic sustainability of the Honors College**
- 8. Recommend an initial Honors Faculty of Record for the Honors College and develop a governance for membership terms and renewals by Fall 2016.**
- 9. Identify how the proposal will ensure success for other colleges as well as provide unique educational opportunities to students.**

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOC



UNIVERSITY OF
KENTUCKY[®]
Regulations

Governing Regulation, Part VII

Responsible Office: Board of Trustees

Date Effective: DRAFT 3/27/2012

Supersedes Version: 3/27/2012/1/2009

Governing Regulation, Part VII University Organization

Index Major Topics

[Introduction](#)

[Policy](#)

[Definitions](#)

[Educational Unit](#)

[Administrative Unit](#)

[Types of Educational Units and Their Administrative Officers](#)

[Academic Ranks](#)

[The Faculties](#)

[Administrative Officers](#)

I. Introduction

This Governing Regulation defines educational and administrative units and their composition within the University organization; delineates the role and responsibilities of the faculties of the colleges, the Graduate School, the Honors College, the Libraries, schools, departments and multidisciplinary centers and institutes; and outlines the authority, duties, and expectations of the administrative officers of each unit.

II. Policy

The administrative organization of the University is determined by the educational organization of the University and the instruction, research, service, and other functions of the University. The educational and administrative organization of the University shall be such as to minimize duplication of effort and to enable the University to operate as a single, closely integrated institution. Major changes in administrative organization shall be made only on the approval of the Board of Trustees. (all moved from other sections) The Board of Trustees must approve major changes in administrative organization.

For matters having to do with the organization of the University as it affects academic policies, the Board relies upon the advice of the University Senate along with that of the President. It relies upon the advice of the President concerning administrative organization and powers and responsibilities of the officers of the University.

For the purpose of administering the various programs of the University, there shall be established educational and administrative units within the University. All units of the University shall be established, altered, or abolished only on vote of the Board of Trustees.

III. Definitions

A. Educational Unit means Any existing or proposed unit that has as its primary mission the performance of educational activities in instruction, research, and service shall be defined as an educational unit if at least one full-time (tenured or tenure-eligible~~tenurable~~) faculty appointment or its time equivalent is assigned to perform instruction, research, and service in that unit. This assignment provision excludes solely administrative assignments such as the chief administrative officer of the unit. An educational unit is subject to the University Senate review and the periodic review processes.

B. Administrative Unit means Any unit not meeting the definition of an educational unit. ~~is defined as an administrative unit.~~

~~The educational and administrative organization of the University shall be such as to minimize duplication of effort and to enable the University to operate as a single, closely integrated institution. (moved to Policy section)~~

IV. Educational Units and Their Chief Administrative Officers

1. Definitions of Educational Units and Their Chief Administrative Officers

A. The basic educational units of the University are the ~~D~~departments, schools, colleges, graduate centers, multidisciplinary research centers and institutes, and interdisciplinary instructional programs ~~are the basic educational units of the University~~ that deliver instruction, research, and service including extension activities.

B. Major educational units of the University are the colleges, ~~the Libraries, and~~ the Graduate School, the Honors College, and the Libraries. For purposes of these *Governing Regulations*, the Libraries is equivalent to a college.

C. Schools are administratively responsible to a college, and departments are directly responsible to a college or sometimes directly to a school within their college.

D. Some instructional programs draw faculty exclusively from one department, school, or college whereas interdisciplinary instructional programs, such as in the Honors College Program, draw faculty from different departments, schools, and colleges.

E. A graduate center is an interdisciplinary educational unit that delivers graduate education degree programs, is equivalent to a department, and is located administratively in the Graduate School unless the administrative responsibility specifically has been delegated otherwise.

F. A multidisciplinary research center or institute is an educational unit established to provide multidisciplinary programs, which are primarily research in nature. Such an educational unit is administratively responsible to the Vice President for Research unless the administrative responsibility specifically has been delegated otherwise.

G. The chief administrative officer of a major educational unit is a dean. The chief administrative officer of a graduate center, school or multidisciplinary research center or institute is a director. The chief administrative officer of a department or an interdisciplinary instructional program is a chair.

V. Academic Ranks

- A. Academic ranks in the University consist of lecturer, instructor, assistant professor, associate professor, professor, or the equivalent to these recognized in the librarian title series of librarian IV, librarian III, librarian II and librarian I, respectively.
- B. The President establishes academic title series, the ranks within each series, and a description of the qualifications for each after consultation with appropriate administrative and faculty groups, including the University Senate Council. Emeritus ranks for retired faculty members and the rights of holders of emeritus titles are established by the President after consultation with the University Senate Council.
- C. The establishment of new academic title series or ranks and major changes in criteria for ranks shall have the approval of the Board of Trustees.

VI. The Faculties

A. The Graduate Faculty

1. Membership

The membership of the Graduate Faculty shall consist of the Dean of the Graduate School, associate ~~and~~ or assistant deans of the Graduate School, and regular faculty and associate faculty members.

Graduate Faculty members ~~shall~~must possess the following qualifications:

- A doctoral degree or its equivalent in scholarly reputation;
- The rank of assistant professor (or equivalent) or higher;
- Scholarly maturity and professional productivity as demonstrated by publications, editorial services, research surveys, creative work, patents, and research in progress at the time of appointment; and
- Definite interest in graduate work and the willingness to participate in the graduate program.

The Dean of the Graduate School confers membership in the Graduate Faculty. The appointments are made following review by the Graduate Council of the qualifications of the persons proposed for membership by the college deans, department chairpersons, and directors of graduate study, upon the recommendation of the Graduate Faculty of the respective graduate program.

Associate and other classes of members in the Graduate Faculty may be appointed by the Dean of the Graduate School, with appropriate duties and privileges, as provided by the *Rules of the Graduate Faculty* and approved by the University Senate.

2. Officers, Committees and Councils

The Graduate Faculty may perform its functions directly, through the Graduate Council, or through standing or special committees which it may appoint or authorize for appointment, or through delegation to college, school, departmental or center graduate program faculties. Councils of the Graduate School may be appointed by the Dean of the Graduate School or elected, as prescribed by the *Rules of the Graduate Faculty* and approved by the University Senate. Copies of minutes of Graduate Faculty meetings and of meetings of Graduate Faculty committees and councils shall be made available to all members of the Graduate Faculty.

3. Graduate Faculty Functions

Within the limits established by the *Governing Regulations* and the *University Senate Rules*, the Graduate Faculty shall have jurisdiction over all programs leading to graduate degrees and within those limits shall establish *Rules of the Graduate Faculty* necessary for the performance of its educational policymaking functions. Copies of these rules shall be made available to Graduate Faculty members and filed with the Graduate Faculty Dean, the Provost, and the University Senate Council. It is the responsibility of the Graduate Faculty to safeguard, promote, and assist in the development of research in all fields. The Graduate Faculty shall make recommendations to the University Senate on academic matters that require University Senate approval. The Graduate Faculty may make recommendations on other matters to the University Senate, to college or department faculties, to the President or other administrative officers.

The Graduate Council shall have the authority and responsibilities delegated to it by the Dean of the Graduate School, the Graduate Faculty, and the University Senate.

B. The Honors Faculty

1. Membership

The membership of the Honors Faculty shall consist of the Dean of the College, associate or assistant deans holding professorial faculty rank (i.e. assistant, associate, or full professor) and who have assignment in the College, and regular and associate faculty members.

Regular members of the Honors Faculty are tenured or tenure-eligible faculty members with primary appointment in another college and have a recurring, dedicated assignment in Honors College, reflected in their Distribution of Effort (DOE).

Associate members of the Honors Faculty are those with primary appointment in another college who have a occasional assignment to provide instruction in the Honors curriculum.

The above members of the Honors Faculty shall possess the following qualifications:

- A doctoral degree or its equivalent in scholarly reputation;
- The rank of assistant professor (or equivalent) or higher;
- Demonstrated excellence in teaching and mentoring of undergraduate students; and

- Demonstrated interest in honors students and the willingness to participate in the Honors College.

The Dean of the Honors College confers membership in the Honors Faculty. The appointments of regular members are made upon recommendation of Regular Honors Faculty after review of the qualifications of the persons proposed for membership by the dean of the college of primary appointment. The Dean of the Honors College may appoint, with appropriate duties and privileges, associate members in the Honors College Faculty in accordance with the Rules of the Honors College approved by the University Senate.

2. Officers, Committees and Councils

The Honors Faculty may perform its functions directly or through the Honors College Council, as prescribed by the Rules of the Honors College Faculty and as approved by the University Senate. The Dean of the Honors College shall preside over meetings of the Honors Faculty, except as the Dean may delegate that function. Copies of minutes of Honors Faculty meetings and of meetings of Honors Faculty committees and councils shall be made available to all members of the Honors Faculty.

3. Honors Faculty Functions

Within the limits established by the University regulations and the University Senate Rules, the regular members of the Honors Faculty shall have jurisdiction over the curricular requirements leading to the Honors credential, and within those limits shall establish Rules of the Honors Faculty necessary for the performance of its educational policymaking functions. For these purposes, voting privileges may be extended or withdrawn by the regular members to the associate members, or to other persons assigned to the college for administrative, instruction, research, extension, clinical or librarian work. Copies of these Rules shall be made available to Honors Faculty members and filed with the Dean of the Honors College, the Provost, and the University Senate Council.

It is the responsibility of the Honors Faculty to promote the academic achievements of Honors students and to assist the colleges in the development of undergraduate excellence in all fields. In accordance with procedures established in its approved Rules, the Honors Faculty shall make recommendations to the University Senate on academic matters that require University Senate approval. The Honors Faculty may make recommendations on matters related to honors education to the University Senate, to college or department faculties, to the President or other administrative officers.

The Honors Faculty/Council shall have the authority and responsibilities delegated to it by the Dean of the Honors College and the University Senate.

C. Faculties of Colleges

1. Membership

The membership of the faculty of a college shall consist of its dean, associate and/or assistant deans, and regular full-time faculty having the rank of assistant professor, associate professor or professor in the regular, special title, or extension series or librarian III, II or I in the librarian title series. Membership, with or without voting privileges, also may be extended or withdrawn by the above college faculty to any other person assigned to the college for administrative, instruction, research, extension, clinical or librarian work. An individual may be assigned to more than one college; in this instance, one assignment shall be designated primary by the Provost (Part X.B.1).

2. Officers, Committees and Councils

The faculty shall hold regularly scheduled meetings at which the dean shall preside except as the dean may delegate that function. In addition, it shall meet in special session on the call of the President, the Provost, the dean of the college, or at the request of a prescribed number of its voting membership. Each college faculty shall establish the quorum for the transaction of business. Copies of minutes of college faculty meetings and of meetings of college faculty committees and councils shall be made available to all members of the faculty of the college.

The faculty of each college shall establish its own rules, including a committee or council structure, necessary for the performance of the faculty's functions in educational policy-making. After approval of these rules by the Provost for consistency with these *Governing Regulations*, the *Administrative Regulations*, *University Senate Rules* and *Rules of the Graduate Faculty*, copies of the rules and a description of the committee or council structure shall be made available to members and filed with the dean of the college, the Provost and the University Senate Council.

3. College Faculty Functions

Within the limits established by these *Governing Regulations*, *Administrative Regulations*, *University Senate Rules*, and *Rules of the Graduate Faculty* of the University, the faculty of a college shall determine the educational policies of that college, including primary responsibility for the development of policies on such matters as academic requirements, curricula, course offerings, undergraduate, graduate and research programs, professional programs, and service functions, to the extent that the responsibility has not been delegated to a school or department faculty.

In consultation with the college faculty, the Dean shall establish procedures used at the level of the college concerning: (1) recommendations on faculty appointments, promotions, reappointments, terminal appointments, post-retirement appointments, the granting of tenure, and decisions not to reappoint; (2) the faculty performance evaluations; and (3) faculty input in the evaluation of the performance of school directors and department chairs during the interval between periodic reviews. It shall make recommendations to the University Senate or Graduate Faculty on such matters as require the final approval of those bodies, and it may make recommendations on other matters to the University Senate, the Graduate Faculty, school/department faculties within the college, the President, or to other administrative officials. The academic or scholastic requirements of a college may exceed, but not be lower than, those established by the University Senate or the Graduate Faculty. The University Senate shall must approve any such differences in standards.

The faculty of a college may delegate by rule a defined part of the determination of its educational policies to an assembly of the college, which consists of the faculty and designated student representatives. The number of students voting and the method of selecting these students is determined by the rules of the college.

In addition to the functions and responsibilities described above, the faculty of a college without departments shall have any other functions and responsibilities which are delegated to a departmental faculty as set forth in Part VII.A.6.

D. Faculties of Schools

1. Membership

The membership of a faculty of a school shall consist of the dean of its college of which it is an administrative unit, the director who is the chief administrative officer of the school, and the members of the faculty of the college who have been assigned regular, full-time duties in the school. (The faculty of a college is defined in Part VII.A.4 of these regulations.) Membership, with

or without voting privileges, also may be extended or withdrawn by the above faculty of the school to any other person assigned to the school for administrative, instruction, research, extension, clinical or librarian work. An individual may be assigned to more than one school; in this instance, one assignment shall be designated primary by the Provost. (Part X.B.1)

2. Officers, Committees and Councils

The faculty of a school shall hold regularly scheduled meetings at which the school director shall preside, except as the director may delegate this function. In addition, it shall hold special meetings on the call of the dean of the college, the director of the school, or by a prescribed number of its voting faculty. The school director shall preside over school faculty meetings, except as the director may delegate this function. Copies of the minutes of school faculty meetings and meetings of committees and councils of the school faculty shall be made available to all members of the faculty of the school.

The faculty shall establish its own rules and determine its own committee structure that are necessary for its functions in educational policy making and shall prescribe the quorum necessary for the transaction of business. After approval of these rules by the dean of the college and by the Provost for consistency with University regulations and with these *Governing Regulations*, the *Administrative Regulations*, *University Senate Rules*, *Rules of the Graduate Faculty*, and college faculty rules, copies of the school faculty's rules and a description of its committee structure shall be made available to its members, and a copy shall be filed with the director of the school, the dean of the college of which it is a unit, with the Provost, and with the University Senate Council.

3. School Faculty Functions

Within the limits established by these *Governing Regulations*, the *University Senate Rules*, *Rules of the Graduate Faculty*, and the rules of the faculty of the college of which it is a unit, the faculty of a school shall determine the educational policies of the school, including primary responsibility for the development of policies on such matters as academic requirements, curricula, course offerings, undergraduate, graduate and research programs, professional programs, and service functions, to the extent that this responsibility has not been delegated to a department faculty. It shall be responsible for functions and duties assigned to it by the faculty of the college. For these purposes, it shall make recommendations to the faculty of the college on matters that require the approval of that body. It may make recommendations on other matters to the University Senate, the Graduate Faculty, the college faculty, and the faculties within the school, and the dean or other administrative officers. The academic or scholastic requirements of a school may exceed, but not be lower than, those established by the college faculty. The University Senate shall must approve any such differences in standards.

In addition to the functions and responsibilities described above, the faculty of a school without departments shall have any other functions and responsibilities which are delegated to a department faculty as set forth in Part VII.A.6.

E. Faculties of Departments

1. Membership

The membership of a faculty of a department shall consist of a chair and the regular, full-time members of the department who are members of the faculty of the school and/or college of which the department is a part. (The faculties of a college and a school are defined in Parts VII.A.4 and VII.A.5, respectively.) Membership, with or without voting privileges, also may be extended or withdrawn by the above department faculty to any person assigned to the department for administrative, instruction, research, extension, clinical or librarian work. An individual may be

assigned to more than one department; in this instance, one assignment shall be designated as primary by the Provost (Part X.B.1).

2. Officers and Committees

The department faculty shall hold regularly scheduled meetings, at which the department chair shall preside except as the chair may delegate this function. In addition, it shall hold special meetings on the call of the dean of the college, the chair of the department, or by a prescribed number of its voting faculty. The department chair shall be an *ex officio* member of all departmental committees. Copies of minutes of departmental faculty meetings and of meetings of department committees shall be made available to all members of the faculty of the department.

The department faculty shall establish rules, procedures and a committee structure concerning educational policy matters over which it has jurisdiction and responsibility, and shall establish its quorum for the transaction of business. These proposed rules, procedures and committee structure shall be submitted to the director of the school (if appropriate), the dean of the college, and the Provost for approval for consistency with these *Governing Regulations*, the *Administrative Regulations*, *University Senate Rules*, *Rules of the Graduate Faculty*, rules of the college and (if appropriate) rules of the school faculty. Copies of the approved rules, procedures and committee structure shall be made available to the members of the departmental faculty and shall be filed with the director of the school, (if appropriate) the dean of the college of which the department is a unit, the Provost, and the University Senate Council.

3. Department Faculty Functions

Within the limits established by these *Governing Regulations*, the *Administrative Regulations*, *University Senate Rules*, *Rules of the Graduate Faculty*, or the rules of the faculties of the school or college of which the department is a part, the department faculty has jurisdiction over matters concerning its educational policies.

The department faculty has primary responsibility for the development of policies on such matters as academic requirements, courses of study, course offerings, graduate and research programs, and service functions. Jointly with the department chair, the department faculty shall establish procedures to be used within the department concerning (1) Recommendations on faculty appointments, promotions, reappointments, terminal appointments, post-retirement appointments, and the granting of tenure and decisions not to reappoint; (2) the Faculty performance evaluations and (3) Preparation of budget requests. The procedures in (1) and (2) above shall include consultation with directors of multidisciplinary research centers and institutes for those faculty members who are or shall be associated with such centers or institutes.

The department faculty shall develop statements describing the evidences of activity in instruction, research and service that are appropriate to their field(s) for use in guiding evaluations for promotion and tenure. If developed and approved by the department faculty, those statements ~~shall~~ must be submitted by the chair of the department to the dean for review and final approval before the statements are made operative in the department. Revisions to a department's statements, upon approval of the department faculty, ~~shall~~ must also be submitted by the department chair to the dean for review and final approval.

The academic or scholastic requirements of a department may exceed, but not be lower than, those of the school ~~and~~ or college of which the department is a part. The University Senate ~~shall~~ must approve any such differences in standards.

F. Faculty of Multidisciplinary Research Centers and Institutes

1. Faculty Membership and Functions

The faculty of a multidisciplinary research center or institute that is responsible for establishing the educational policies of the unit shall consist of: (1) a director who also shall be a faculty member of a department, school, or college; (2) faculty members with recurring, formally assigned instructional, research, ~~and/or~~ service duties in the unit. In addition, membership, with or without voting privileges, may be extended and withdrawn by the above center or institute faculty to any other person assigned to the unit for administrative, instructional, research, extension, clinical or librarian work.

Academic rank shall not be conferred by a multidisciplinary research center or institute nor tenure acquired solely through activities performed in such a unit.

2. Officers and Committees

A multidisciplinary research center or institute shall be administratively responsible to the Vice President for Research unless specifically designated to another chief academic officer. A faculty advisory committee shall be appointed for each research center or institute by the officer to whom the unit is administratively responsible.

G. Student Participation

Rules of procedure in educational units of the University shall provide, when appropriate, for participation of students in the development of educational policies.

VIIB. Administrative ~~Officers~~ Organization of Educational Units

~~1. Definition~~

~~The administrative organization of the University is determined by the educational organization of the University and the instruction, research, service, and other functions of the University. (moved to Policy section)~~

A. Administrative Officers - General

Each administrative officer, other than the President, is responsible to the President, directly or through one or more superior officers, for the efficient operation of the organizational unit or functions for which the administrative officer is responsible. The duties of administrative officers reporting directly to the President shall be those delegated by the President and described in ~~the Administrative Regulations 1:1, University Organization~~. Each administrative officer is expected to recommend to the appropriate next superior officer the administrative organization necessary to carry out assigned duties. The positions of deans, directors, and chairs of educational units, ~~with descriptions of and their~~ major duties assigned, are described ~~below in these Governing Regulations~~. (moved)

Each administrative officer is authorized to establish and enforce such policies and procedures as are attendant to delegated administrative duties and to establish administrative ~~and/or~~ advisory committees to aid in the performance of assigned functions.

B. Administrative Officers of Educational Units

1. Dean of the Graduate School

The Dean of the Graduate School is chair of the Graduate Faculty and of the Graduate Council and serves as an ex-officio member of all committees of the Graduate School. Under the broad direction of the President and the Provost, the Dean provides general planning, guidance, review, and coordination for all of the University's endeavors in graduate education. The Dean appoints regular and associate members of the Graduate Faculty. The Dean also recommends on budgets as these may affect graduate education and shall have the same authority and responsibilities as those of a dean of a college in the administration of educational units that might be transferred to or developed under the Office of the Dean of the Graduate School.

The Dean shall speak for the Graduate Faculty. In the event that the Dean believes it necessary to depart from the recommendations of the Graduate Faculty, the Dean shall communicate the Graduate Faculty's recommendation as well as the Dean's recommendation, stating the reasons for differing from the Graduate Faculty's opinion, and notify the Graduate Faculty of such action.

2. Dean of the Honors College

The Dean of the Honors College is chair of the Honors Faculty and serves as an ex-officio member of all councils and committees of the Honors College. Under the broad direction of the President and the Provost, the Dean provides general planning, guidance, review, and coordination for all of the College's endeavors in undergraduate education. The Dean also recommends on the college budget and shall have the same authority and responsibilities as those of a dean of a college in the administration of the Honors College.

In connection with the above administrative functions, the dean shall seek the advice of the faculty of the college: 1) individually, 2) as a whole, 3) through the elected college faculty council, or 4) through the faculty advisory committees.

The Dean shall speak for the Honors Faculty. In the event that the Dean believes it necessary to depart from the recommendations of the Honors Faculty, the Dean shall communicate the Honors Faculty's recommendation as well as the Dean's recommendation, stating the reasons for differing from the Honors Faculty's opinion, and notify the Honors Faculty of such action.

The Honors College shall establish an External Advisory Board. This body shall be consultative, governed by by-laws established under the direction of the Dean of the College and approved by the Provost for its operation. The Honors External Advisory Board shall offer advice and recommendations on matters brought forward by the Dean and leadership of the university, reserving matters of educational policy, personnel, and internal operations to the Honors Faculty and administrative leadership.

3. Deans of the Colleges

A dean is the chief administrative officer of a college and is responsible for the enforcement of these *Governing Regulations*, the *Administrative Regulations*, *University Senate Rules*, *Rules of the Graduate Faculty*, and the rules of the college faculty. The dean is authorized to establish and enforce such policies and procedures as are attendant to the administrative management of the operations of the college.

The dean is the chair of the college faculty and an *ex officio* member of all college committees. The dean is charged with overseeing the educational work of the college and its efficient conduct and management in all matters not specifically charged elsewhere. The dean is responsible for the implementation of the curricula of the college, for ensuring through the faculty the quality of instruction given therein, for the assignment of duties to all personnel, and for the service provided by the faculty of the college, individually and as a whole. The dean shall review faculty performance evaluations submitted by the department chairs and shall be responsible for

recommendations on salaries, salary changes, appointments, reappointments, terminal appointments, post-retirement appointments, promotions, and granting of tenure and decisions not to reappoint for members of the college or for ultimate action thereon when such authority has been delegated by the President or the Provost.

The dean shall submit the budget request for the college and administer the budget when it is approved. The President or Provost may delegate further administrative responsibilities to the dean. These responsibilities may vary from college to college.

In connection with the above administrative functions, the dean shall seek the advice of the faculty of the college: 1) individually, 2) as a whole, 3) through the elected college faculty council, or 4) through the faculty advisory committees. In addition to the roles and responsibilities described above, the dean of a college without departments shall have any other roles and responsibilities which are delegated to a department chair as set forth in Part VII.B.6. Staff employees shall be consulted, when appropriate, in the development of administrative policies and decisions that directly affect staff employees.

The dean shall speak for the college. In the event that the dean believes it necessary to depart from recommendations of the college faculty, the dean shall communicate the college faculty's recommendation as well as the dean's recommendation, stating reasons for differing from the college faculty's opinion, and notify the college faculty of such action.

4. Directors of Schools

The director of a school serves as chair of the faculty of the school in the performance of its assigned functions and is an *ex officio* member of all committees of the school.

The director's administrative responsibilities shall be those delegated by the dean of the college of which the school is a part.

In connection with the above administrative functions, the director shall seek the advice of the faculty of the school: (1) individually, (2) as a whole, (3) through the elected school faculty council, or (4) through faculty advisory committees. In addition to the roles and responsibilities described above, the director of a school without departments shall have any other roles and responsibilities which are delegated to a department chair as set forth in Part VII.B.5. Staff employees shall be consulted by the school director (or associate director), when appropriate, in the development of administrative policies and decisions that directly affect staff employees.

The director shall speak for the school. In the event that the director believes it necessary to depart from the recommendations of the school faculty, the director shall communicate the school faculty's recommendation as well as the director's recommendation, stating reasons for differing from the school faculty's opinion, and notify the school faculty of such action.

5. Chairs of Departments

The department chair leads the department faculty in its development of policies on such matters as academic requirements, courses of study, class schedules, graduate and research programs, and service functions. The chair presides at all department meetings, except as the chair may delegate this function, and is an *ex officio* member of all department committees. The chair has administrative responsibility for implementing the department's policies and programs within the limits established by these *Governing Regulations*, the *Administrative Regulations*, University Senate Rules, Rules of the Graduate Faculty, the rules of the college, and the rules of any school of which it is a part.

The department chair is responsible for recommendations on the appointment of new faculty employees of the department, promotions, reappointments, terminal appointments, post-retirement appointments, the granting of tenure, and decisions not to reappoint.

Procedures used in preparing recommendations shall be those established by the University, the college, and the department faculty. At a minimum, on matters relating to decisions not to reappoint, reappointment, terminal reappointment, or the granting of tenure of persons in any title series, the department chair shall consult with all tenured faculty members of the department. At a minimum, on matters relating to appointment or promotion of any persons in any tenure-eligible title series, the department chair shall consult with all full-time tenured and tenure-eligible faculty members of the department, , with a rank at or above the rank to which the individual being considered would be appointed or promoted. At a minimum, on matters relating to appointment, decisions not to reappoint, reappointment, terminal reappointment, or promotions of persons in any tenure-ineligible series, the department chair shall consult with all full-time tenured and tenure-eligible faculty members of the department (GR VII.A.6(a)). On matters relating to appointment or promotion in the Clinical Title Series, Research Title Series, or Lecturer Series, the department chair shall also consult with all full-time faculty employees in the series of the individual under consideration who are at or above the rank to which the individual would be appointed or promoted. All recommendations on matters listed above, excluding reappointments and post-retirement appointments, shall include the written judgment of each consulted member of the department and of each director of any multidisciplinary research centers or institutes, or graduate centers with which the individual is, or would be, associated, along with the recommendation of the chair.

On matters relating to appointment or promotion in the Clinical Title Series, Research Title Series, or Lecturer Series, the department chair shall also consult with all full-time faculty employees in the series of the individual under consideration who are at or above the rank to which the individual would be appointed or promoted. Faculty employees in the tenure-ineligible series shall not be consulted on matters relating to appointment, reappointment, terminal reappointment, decisions not to reappoint, promotion or the granting of tenure of faculty employees in the tenure-eligible title series, except by invitation of the department faculty as provided below.

A department faculty may establish policies that extend the above minimum consultation requirements in faculty personnel matters to include the specified participation of other full-time faculty employees in any series in the department. Once these policies on extended participation privileges are approved by the department faculty (GR VII.A.6(a)) and reviewed by the department chair, the dean and Provost for consistency with the *Governing Regulations, Administrative Regulations* and rules of the College, and approved, these policies shall be incorporated into the rules document of the department.

The following exceptions may be made: (1) faculty employees on approved leave of absence or with a primary administrative, service, or other assignment outside the department, who are otherwise eligible to participate, may, but are not required to, provide written judgments on all recommendations; (2) faculty employees at the rank of Instructor in any title series participate only upon the granting of participation privileges by the department faculty, and, (3) in a large and diverse department, upon prior recommendation by the department faculty (GR VII.A.6(a)) and approval of the dean and the Provost, consultation with faculty employees may be restricted to those associated with the concerned, previously-defined academic division or program area in the department.

The department chair is responsible for the periodic evaluation of department members by procedures and criteria established by the University, the college, and the department faculty.

The department chair submits the budget request for the department and administers the budget after its approval. The chair also is responsible for making recommendations on salaries, salary changes, and distribution of effort.

In connection with the above major administrative functions, the chair shall seek the advice of members of the department, individually or as a group, or of advisory committees that the chair may appoint. Staff employees shall be consulted, when appropriate, by the chair, in the development of administrative policies and on decisions that directly affect staff employees.

The chair shall speak for the department. In the event that the chair believes it necessary to depart from the opinion of the department faculty, the chair shall communicate the department faculty's opinion as well as the chair's recommendation, stating reasons for differing from the department faculty's opinion, and notify the department faculty of such action.

6. Directors of Multidisciplinary Research Centers and Institutes

The administrative officer of a multidisciplinary research center or institute is a director, who also shall be a faculty member in a department, school, or college. The director of a multidisciplinary research center or institute is charged with the planning, implementation, coordination, and efficient management of the program and activities of the center or institute. The director shall have the same responsibilities as those of a department chair relative to faculty members and staff employees with assigned duties in the center or institute. The director shall provide recommendations and advice to appropriate educational unit administrators concerning space, financial, and other resources, as well as the identification of faculty members for assignment of duties in the center or institute. The director shall submit the core budget request for the center or institute and administer this budget after its approval. In addition, the director may have other responsibilities delegated by the Vice President for Research or other academic administrator to whom the center or institute is administratively responsible.

In connection with the above major administrative functions, the director shall seek the advice of the faculty members of the center or institute, individually or as a group, or of advisory committees that may be appointed by the director of the center or institute or by the administrator to whom the center or institute is administratively responsible. The director shall speak for the center or institute and be an *ex officio* member of all of its committees and shall transmit the recommendations of the consulted faculty along with the director's recommendation, if these recommendations are different. Staff employees shall be consulted, when appropriate, by the director, in the development of administrative policies and on decisions that directly affect staff employees.

7. Dean/Director/Chair of Interdisciplinary Instructional Programs

The dean/director/chair of an interdisciplinary instructional program shall be a member of one of the academic departments participating in the program.

The dean/director/chair shall be responsible to the dean(s) of the college(s) in which the program is located and advise the dean(s) on personnel and other needs of the program in connection with budget planning. For these administrative purposes, the director/chair shall rely upon the advice of a committee drawn from faculty members participating in the courses composing the curriculum and shall transmit the recommendations of the consulted faculty along with the director/chair's recommendation, if these recommendations are different. Staff employees shall be consulted by the director/chair, when appropriate, in the development of administrative policies and on decisions that directly affect staff employees.

References and Related Materials

GR ~~Part~~X, Regulations Affecting Employment

AR 1:1, University Organization

University Senate Rules

Rules of the Graduate Faculty

Revision History

12/11/2001, 6/14/2005, 7/1/2009, 3/27/2012

For questions, contact: [Office of Legal Counsel](#)

DRAFT

Lewis Honors College Proposal
Table of Contents
(revised 3/25/16)

Introductory Letter from Associate Provost for Undergraduate Education Ben Withers.....2

Senate-Required Form for Senate’s Academic Organization and Structure Committee.....4

FAQ Honors Addendum (March 18, 2016).....6

Executive Summary.....10

Full Proposal..... 20

Proposed 12-Year Budget.....46

Current Org Chart for Undergraduate Education.....47

Snippet of Current Text of *Governing Regulations VII* (“University Organization”).....48

Proposed Additions to *Governing Regulations VII* (“University Organization”).....49

Colleges’ Letters of Support – Summary of Letters (one-page table).....52

Colleges’ Letters of Support – Summary of Comments Received.....53

Colleges’ Letters of Support (alphabetical by college name).....55

Letter of Support from Interim Honors Program Director Diane Snow.....82

Letter Soliciting Support from Deans and College Faculty Councils.....83



Undergraduate Education
557 Patterson Office Tower
Lexington, KY 40506-0027

February 19, 2016

Dr. Ernest Bailey
Senate Academic Organization and Structure Committee
University Senate

859 257-3027
fax 859 257-1455

www.uky.edu

Dear Dr. Bailey:

I forward to you with my recommendation a proposal submitted by Dr. Diane Snow, interim Director of the UK Honors Program, and the Honors Program Committee to establish an Honors College [Lewis Honors College] at the University of Kentucky. An Honors Program has existed at the university since 1961. As a symbol of excellence, the Honors Program has played an important role in helping to attract, retain and educate the brightest possible student body. It is consistent with and driven by the university's 2015-2020 Strategic Plan, and as articulated by Dr. Capilouto, "To be the University of choice for aspiring undergraduate students, within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement."

Expansion from an Honors Program to a more prominent Honors College is consistent with goals articulated in the UK Strategic Plan, specifically Strategic Initiative 3: *Enrich students' undergraduate education through transformational experiences of self-discovery and learning.*

Action Step 1: Integrate high-impact practices such as undergraduate research, education abroad, service learning, and experiential learning programs throughout academic curricula and majors.

Action Step 2: Expand signature programs of undergraduate excellence (such as Honors, the Gaines Center for the Humanities, and the Chellgren Center for Undergraduate Excellence) to provide an enhanced learning experience for more students.

Action Step 3: Integrate curricular and co-curricular activities designed to promote student engagement, diversity, and retention by strategically investing in living-learning programs.

Action Step 4: Enhance student engagement in curricular and co-curricular programs that promote civic engagement and leadership development.

Overall, the creation of an Honors College at UK will:

- 1) Support the above goals and objectives by making a UK Honors education more structured, accessible, and highly visible.
- 2) Resolve issues of structure, faculty support, and dedicated resources that have resided at the heart of the changes in the Honors Program over the last decade.
- 3) Recognize and strengthen the curricular expansion and enrollment growth of the Honors Program over the last three years.
- 4) Align UK with benchmark institutions in the south and across the nation, potentially propelling us to the forefront of efforts to address undergraduate excellence in educational activities.

5) Align UK with guidelines established by the National Collegiate Honors Council (NCHC). The NCHC guidelines include specific recommendations for the “Basic Characteristics of a Fully Developed Honors College,” composed by Peter C. Sederburgh, Dean Emeritus of the highly-regarded Honors College at the University of South Carolina. These characteristics include:

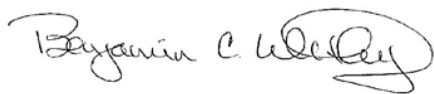
- Exists as an equal collegiate unit within a multi-collegiate university structure.
- Is led by a Dean who reports directly to the chief academic officer of the institution and serves as a full member of the Council of Deans, if one exists. The Dean should be a full-time, 12-month appointment.
- Is funded at a level at least comparable to other collegiate units of equivalent size.
- Exercises considerable control over Honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the Honors College should be by separate application.
- Presides over its policies, curriculum, and selection of faculty.
- Offers significant course opportunities across all four years of study and requires a curriculum that constitutes at least 20% of a student’s degree program.

Organized around these guidelines and supported by its own endowment, the proposed Honors College at UK will serve students in large part from all majors, will complement and extend instruction in the disciplines, and will provide selected faculty across the university with the opportunity to teach and mentor highly motivated, academically well-prepared students in an interdisciplinary environment. While categorized as a “major educational unit,” it will not offer degrees, but will rather serve all colleges as a partner for recruitment and engagement, strengthening the overall educational mission at UK.

To make Honors more visible and the university more competitive with our institutional benchmarks, we propose to elevate Honors from an Interdisciplinary Instructional Program (IIP), housed within a larger educational unit (UGE), to its own, stand-alone status as an Honors College. This change will elevate the leadership of Honors to a Provost-level appointment, strengthening its administrative structure within the university and enabling more structured approaches to partnerships and collaboration with other academic units. Traditionally, honors colleges have more support structure, so they can intervene better at critical points in a student’s life cycle, keeping them on schedule for graduation.

Developing a one-to-one relationship given the low student to adviser ratio, the Honors College can also meet the individual needs of students and provide a responsiveness often found more readily in small liberal arts colleges. To this end, the Honors College will also include a unique residential component - a true residential college – that will provide Honors students with an alternative to living off-campus, even as juniors and seniors. This change will provide a greater sense of community among students across several cohorts and will enhance the academic engagement of UK students, faculty, and staff with honors students. An Honors College status will also clearly signal to prospective students and their families that UK will provide the kind of student support found in these units at our competitors and benchmark institutions.

Sincerely,



Benjamin C. Withers, Ph.D.
Professor of Art History
Associate Provost for Undergraduate Education

The Senate’s Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*¹.

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at <http://www.uky.edu/Faculty/Senate/forms.htm>). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

- a. Disposition of faculty, staff and resources (financial and physical);
- b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- d. Consultation with the faculty of educational unit that will be significantly reduced;
- e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
- f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
- g. Letters of support or opposition from appropriate faculty and/or administrators; and
- h. Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	Change the name and administrative type of the Honors Program, currently an Interdisciplinary instructional program housed within the Division of Undergraduate Education (UGE), to an Honors College reporting directly to the Provost. Transfer the administrative staff and academic program (the current Honors curriculum) to the proposed Honors College.		
Contact person name:	Benjamin C. Withers	Phone:	7-3027
		Email:	bwithers@uky.edu
Administrative position (dean, chair, director, etc.):	Associate Provost for Undergraduate Education, Dean of Undergraduate Studies		

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).	
<input type="checkbox"/>	Department of:
<input type="checkbox"/>	School of:
<input checked="" type="checkbox"/>	College of: Undergraduate Education
<input type="checkbox"/>	Graduate Center for:
<input checked="" type="checkbox"/>	Interdisciplinary Instructional Program: Honors Program
<input type="checkbox"/>	Multidisciplinary Research Center/Institute:

Section III – Type of Proposal

¹ Items a-i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

Check all that apply.	
<i>A. Changes</i>	
<input checked="" type="checkbox"/>	Change to the name of an educational unit.
<input checked="" type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
<i>B. Other types of proposals</i>	
<input checked="" type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input checked="" type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input checked="" type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input type="checkbox"/>	Discontinuation, suspension or closure of an educational unit.
<input type="checkbox"/>	Other (Give a one- or two-sentence description below; a complete description will be in the proposal).

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).
- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).
- ✓ Program review in past three years (attach documentation).
- ✓ Request to Provost for new program review (attach documentation).
- ✓ Open hearing (attach documentation).
 - SAOSC information must be shared with unit 10 days prior to hearing.
 - Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate

- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
 - This vote is taken by the SAOSC, SC and Senate for every SAOSC proposal.

ADDENDUM to the SAOSC Honors College Proposal: Answers to Frequently Asked Questions

Drs. Withers and Snow, March 18, 2016

Governance and Faculty Representation

1. **Interim Dean.** Appointment of the acting leadership of the new College will be made by the Provost in accordance with Governing Regulation (GR) VIII.2. This will involve recommendations from a committee that includes faculty.
2. **Dean Search.** As per the Donor's agreement, permanent leadership for the College is to be in place by January, 2017. The Provost will establish a national search and will form a search committee as outlined in GRVIII.3. The GR mandates consultation with the Senate Council and the faculty in the unit before a search committee is constituted. The search committee will be representative of the campus as a whole and include faculty, staff, and students. The selection criteria will be established by the search committee. Candidates will be required to have the research and teaching qualifications necessary for tenure at the rank of full professor in an appropriate area in one of UK's colleges (not in Honors).
3. **Faculty Governance.** The proposal establishes that faculty authority in the Honors College will be constituted in the Regular Honors Faculty. These are tenure-stream faculty (Assistant, Associate, and Professor in a tenurable faculty series) with primary appointments in any of the existing (non-Honors) UK colleges. Regular faculty will have a dedicated DOE assignment in Honors in teaching and/or service, negotiated through the appropriate department chair. Assignment will be for 1-3 years, renewable for up to 6 year limit. This group will be the official Faculty of Record for the new College. Its role is created, defined, and preserved by the Board of Trustees through revision of GR VII: University Organization.

Honors Transition Committee

The Honors Transition Committee will be created by the Provost in consultation with the Senate Council, the deans of the colleges, and the Honors Program Committee (current Faculty of Record). The Transition committee will be representative of the campus and reflect contributions to and participation in Honors. Members of this committee should be current, full-time UK faculty who are held in high regard for their demonstrated excellence in research, teaching, and/or service. To follow to the administration of interdisciplinary instructional programs outlined in GR VII.B.7, members of this committee shall be "drawn from "faculty members participating in the courses composing the curriculum."

Future Faculty Appointments and Teaching

The Honors College should offer a curriculum that is taught by the best faculty UK has to offer. The Regular Honors Faculty (established by the GR), as is the case with college/unit faculty at the University, will work with the Honors Dean to establish the conditions and criteria for any instructional appointments in the Honors College. As is the case across campus, these criteria must be approved by the Provost.

The current proposal is founded on the understanding that faculty chosen to teach in Honors must reflect the University's mission as a Research Intensive university. For that reason, it identifies two key categories of Honors faculty:

1. **Regular Honors Faculty** (see above). Tenured/tenure track faculty with formal, dedicated DOE in Honors.
2. **Associate Honors Faculty.** Tenure-stream Faculty (Assistant, Associate, Professor) with primary appointments in any of the existing UK colleges. These faculty will teach and/or mentor Honors students, but not have a formal DOE assignment in Honors.
3. **Endowed Professorships:** The Donor's Agreement establishes two named professorships. These are meant to recognize outstanding work by UK faculty in the areas of the endowments. These will be awarded through a competitive process open to all college faculty. The general criteria established by AR 2.1.1.III.C will apply: "Individuals appointed to named professorships shall meet all criteria for the rank of Professor and shall have acquired national recognition for excellence in instruction, research and other creative activity, or service in their disciplines." Specific criteria appropriate to purpose of each endowment will be established upon the recommendation of the Regular Honors to the Dean of the Honors College and the Provost.

The Donor's Agreement provides funding that can be used to establish a "dedicated Honors faculty." Funding can be used to provide release for UK faculty in other colleges (the formal DOE assignment of the Regular Honors Faculty). Funding from the Donor is provided through an annual gift and this cannot be used to create new tenure-track lines unless arrangements are made through the Provost with deans of colleges to establish tenure homes and funding to sustain these lines. Funding could be used for non-tenure eligible lines, though clear criteria for the number, expectations for hiring, evaluation, and promotion would need to be established.

It will take additional consultations with many campus constituencies to work through these details. The Donor's Agreement foresees this need and establishes a deadline of fall 2017 for a dedicated faculty to be in place. The Transition Committee and the Regular Honors Faculty (once formed) will be responsible for working with the Dean to create recommendations to the Provost about DOE adjustments, the need to establish clearly defined tenure homes, expectations for non-tenured faculty (including lecturers hired in other colleges, or within Honors).

Diversity and Inclusion

Diversity and inclusion are a critical focus nationwide. For the Honors Program, diversity has been a point of attention with modest improvements in recent years. Going forward, diversity and inclusion issues will be a major focus for the Honors College, and will be addressed by the Transition Committee members. To be sure, we all want to ensure a stellar climate of diversity and inclusion for students, staff and faculty of the Honors College, and the campus as a whole. The first order of business will be to develop a clear diversity plan for the College -- one that addresses *all* forms of diversity, and is in consultation with a wide variety of stakeholders. In preparation, members of the Honors staff have already begun to gather data to assist in this effort.

Best practices from across the nation will be adopted to ensure the College is a mechanism for democratization and access for all qualified students – with respect to race, ethnicity, sexual orientation, religions, color, age, political views, socioeconomic status, disabilities, or any other characteristics that create a rich tapestry of individuals.

The following are just some of the ways in which the Lewis Honors College can embrace diversity and inclusion:

- 1) Reduce the number of legacy students and increase specific admission measures by which qualified, underrepresented students can gain access to Honors;
- 2) Give greater access to transfer students from community colleges, which tend to educate more minorities than traditional four-year institutions;
- 3) Provide targeted financial aid for economically disadvantaged students;
- 4) Reduce the weight on standardized testing, e.g. SAT and ACT scores in our admissions algorithms, while placing greater emphasis on GPA and writing, and more holistic indicators, such as interviews, and assessments from high school teachers and councilors regarding student potential;
- 5) Increase collaborations with campus offices that promote student, staff and faculty diversity, such as CARES (which provides a comprehensive academic support system and enrichment services to increase retention and graduation rates of underrepresented students), the Stuckert Career Center, the Office of Faculty Affairs, UK Human Resources training programs, and others;
- 6) Increase the number of courses that teach awareness of diversity, and promote diversity and inclusion, e.g. “Honors in Humanities: Jews and Christians in Medieval and Renaissance Europe” currently taught by Dr. Jonathan Glixon, and “Where Are All The Women?”, which focuses on the attrition of women in the sciences and equity, taught by Dr. Diane Snow;
- 7) Increase the number of research opportunities for undergraduates to explore issues of diversity with faculty mentors;
- 8) Work with the university leadership to ensure the institutionalization of goals and policies related to diversity, e.g. with the Office of Institutional Diversity, and promote diversity as a core value of not only the Honors College, but the University as a whole. Further, members of the Honors team should serve on a campus-wide diversity advisory council to work collaboratively with all efforts on campus;
- 9) Provide diversity training for the Honors College faculty, staff and students, and develop a team in Honors to ensure implementation of lessons learned;
- 10) Institute specific assessment measures to ensure Honors is meeting its diversity and inclusion goals.

Curriculum

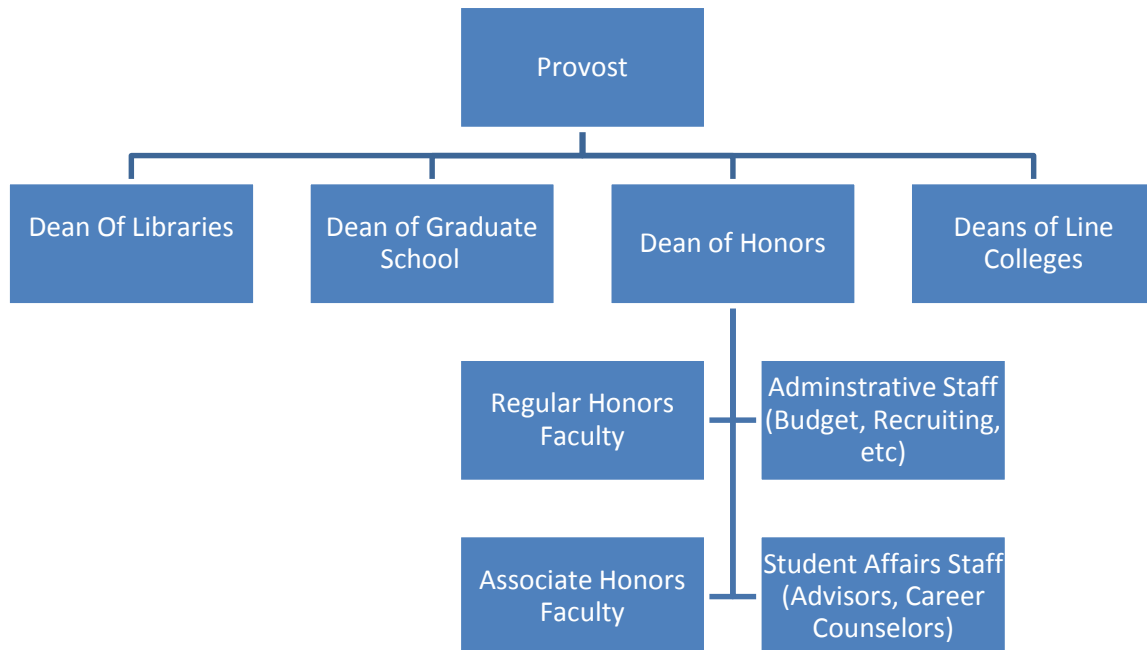
There are no specific plans at this time to change the Honors curriculum that was approved by the University Senate in 2012. Current discussions center around increasing the number of credit hours required for Honors from 21 to 24 in order to meet the guidelines set by the National Council of Honors Colleges, and a mechanism for this change is being addressed by the Honors Faculty. Any changes will be developed by the appropriate faculty body and submitted for approval through the normal University Senate process.

There are no anticipated changes to the arrangements for Honors pathways that have been established with Gatton, Engineering, and Nursing.

Financial Sustainability:

Associate Provost Lisa Wilson is preparing a Revenue/Expenditure projection for the Honors College based on the conditions of the Donor Agreement. This document will project over eleven years to show how the budget will work past the ten year period of the annual gift agreement, looking forward to show how the endowments will grow yearly as the donor adds to the corpus. The endowment corpus won't be established or "set" until the final payments.

Organizational Chart



Executive Summary

(preface to SAOSC form; in compliance with Lewis Honors College ad hoc committee recommendations)

Rationale for an Honors College

The October 22, 2015 donation of \$23 million by the Lewis Foundation will transform the UK Honors Program into an Honors College. This transition will result in a robust organizational framework that can enable a considerably enhanced educational experience for UK's high achieving undergraduate students. An Honors College, led by a Dean who will report directly to the Provost, is a better structure than an Honors Program for many reasons, each of which make establishment of the Lewis Honors College a sound decision.

- The establishment of a College indicates an interdisciplinary Honors education is a high priority for the university.
- An Honors College symbolizes UK's commitment to undergraduate excellence.
- Having an Honors College sets the bar high and ensures attraction of a higher profile of student.
- Families and students repeatedly indicate their interest in, and expectation of, an Honors College, as part of a premier university education for top students.
- Since the role of an Honors College is university-wide collaboration, an Honors Dean would be better positioned than a program director to help establish campus priorities and would work as an equal with deans of other colleges.
- Numerous benchmark research universities, SEC schools, and in-state comprehensive universities (notably Western Kentucky University and Eastern Kentucky University) have already established Honors Colleges in order to better compete for "the best and brightest" students.
- As noted in several recent articles in venues such as the *New York Times*, Honors Colleges at public universities help democratize higher education and improve access for minorities and students from lower socio-economic backgrounds to educational environments otherwise reserved for the few and privileged at expensive, private colleges and universities.

This Executive Summary serves as a preface to the more detailed report that will be submitted to the Senate Academic Organization and Structure Committee (SAOSC). The larger proposal follows carefully the format established by the published *SAOSC Guidelines* to directly and transparently address the requirements of that Senate committee. Here we provide concise answers to key elements of the SAOSC proposal, and importantly, connect the proposal directly to the Donor Agreement.

Guiding Principles

Through the Donor Agreement, UK has agreed to several goals and principles to guide the elevation of the Honors Program to an Honors College. These include better preparation of UK students for life's challenges and opportunities and thereby enhancing UK's academic reputation among its constituents and peer institutions. The Donor Agreement also recognizes that it benefits the Commonwealth to keep more of our best Kentucky students in the state while attracting new talent as well. The Donor Agreement specifies that progress toward these goals will be measured by the success of its students and the quality of its facilities, curriculum, staff and faculty.

Vision/Mission Statement

The guiding principles align with the current [Mission, Vision, and Values statements](#) established by the UK Honors Program in consultation with its faculty, staff, students, and college partners.

Mission

"The Honors curriculum challenges students intellectually, provides access to the most creative minds at the University of Kentucky, and prepares students for advanced study and global competency."

The University of Kentucky Honors Program is dedicated to excellence in undergraduate education, and engages students holistically to learn and thrive. Representing every major and college at UK, the Honors Program provides alternative customized pathways to serve outstanding, highly-motivated, and dedicated students. Through its innovative and multi-disciplinary curriculum, an Honors education at UK opens up a world of inquiry, including research, education abroad, and service. The Honors curriculum challenges students intellectually, provides access to the most creative minds at UK, and prepares students for advanced study and global competency. UK Honors students are drawn from around the state, region, country and many regions of the world, and once on campus, become engaged in many leadership roles. When they graduate, UK Honors students join prestigious organizations or further their education at notable institutions worldwide, and become effective leaders and global citizens who contribute to positive change.

Values

The University of Kentucky Honors Program is guided by its core values:

- Excellence
- Integrity
- Innovation

- Curiosity
- Mutual respect and human dignity
- Diversity and inclusivity
- Academic freedom
- Personal accountability and social responsibility
- A sense of community
- Civic engagement and service

Vision

The University of Kentucky Honors Program aspires to be the premier undergraduate residential college in the nation, where students live and engage in a transformational experience of self-discovery and learning through a shared sense of community, personal responsibility, and dedication to a challenging curriculum. Through a commitment to, and engagement in, highly engaged teaching and learning, UK Honors Program faculty and staff seek to prepare students to be their best and prepared for positions in the community and the world as effective leaders, teachers, entrepreneurs and professionals, as well as provide intellectual leadership to the UK campus.

The complete Mission, Vision, and Values of the UK Honors can be found on the UK Honors [website](#).

Place of the Honors College in the University Structure

The Honors Dean, who will report directly to the Provost, will be a full-member of the Provost's Deans Council. The proposed Honors College will not offer baccalaureate degrees of its own; rather, the Honors College curriculum and requirements will emphasize interdisciplinary approaches, methodologies, and learning outcomes. While to graduate, Honors College students will all declare majors in other undergraduate colleges, students who complete Honors College requirements will have that accomplishment acknowledged on their diplomas and transcripts, as it stands now for the current Honors Program. The Dean will lead a college faculty, as described below, whose interests support and extend the interdisciplinary nature of the Honors College. Faculty governance will be through tenured faculty borrowed from other UK colleges.

Currently Honors is a partner in the Academy of Undergraduate Excellence in Undergraduate Education, along with the Gaines Center for the Humanities and the Chellgren Center for Undergraduate Excellence. The Gaines and Chellgren Centers will remain in Undergraduate Education, though the close partnerships already established will be sustained and even strengthened.

To achieve this change, University GR VII will need to be modified. The suggested revisions are included in a separate document, created in consultation with various senate committee chairs and faculty knowledgeable of university rules and policies.

Structure of the Honors College, Governance, and Faculty Appointments

- Structure. The Lewis Honors College will be structured as follows (per the Donor Agreement pp. 3-4):
 - Dean
The Dean will report directly to the Provost, and will have a 12-month appointment. The Dean will be a tenured faculty member in an academic unit in one of UK's existing colleges. The Dean will be selected using the procedures in UK's GR VIII. The Provost has committed to conducting a national search for the permanent dean. The Donor Agreement specifies the Dean should be in place by January 31, 2017.

Following the creation of the Honors college and until the permanent Dean is appointed, the Provost will appoint an Interim Dean, in accordance with the procedures outlined in GRVIII. These procedures call for consultation with faculty, staff in the unit, and other groups as appropriate.

- Faculty Governance
Following Senate approval of the 2011 Honors Curriculum, the University Senate Council recommended faculty oversight of the curriculum through an Honors Program Committee (HPC; SR 1.4.3.4; 12/10/2012) often referred to as the Faculty of Record, or FoR). The HPC was immediately established in consultation with the Associate Provost for Undergraduate Education (the [SC recommendation is found here](#)). The procedures for appointing the faculty and their duties were drafted and approved for addition to the [Senate Rules](#). Current membership on the HPC is recorded on the University Senate [website here](#).

We recommend the current HPC members be retained, as well as extended by addition of new members who will be selected by Senate Council, and should include 1-2 Senate members for guidance on Senate rules to form an *Honors Faculty Transition Committee* (see full discussion below, under Plan for Transition and Development of College). This group would be charged with drafting a permanent governance structure, defined and organized by changes to GR VII (a model draft is included as an *Appendix*), and signed off on by the Senate Council.

The proposed model draft of the revision to GR VII would establish:

1. The recruitment of Regular Faculty members (tenured faculty in other colleges who have recurring teaching and/or service in Honors. This should be recognized formally through an appropriate written agreement that is agreed to by Honors, the faculty member's primary college, and the faculty member, e.g. the DOE).
2. The recruitment of Associate Faculty members (untentured, non-tenure track faculty in other colleges who have taught/are teaching Honors courses.)

3. Procedures for faculty appointments that will be approved by the University Senate. Once an initial Honors College Faculty is created, new Regular appointees will be made upon recommendation of Honors College Faculty (or smaller Honors Council if the Honors College Faculty so desires) for candidates proposed by college deans.
4. Guidelines whereby the Honors College Faculty will be composed of both Regular and Associate members. The College will establish by-laws that indicate Regular members have voting privileges and can extend these privileges to other faculty (e.g. the Associate members).
5. A mechanism for the Honors College Faculty, working with Honors College Dean and endorsed by Senate, to create an Honors College Faculty Council, if necessary, to efficiently conduct the business of the faculty.

The Honors Faculty Transition Committee would be able to edit or add to the model draft proposal or create a new draft. Because this involves amending the current GR's, any proposal would need to be vetted through University Regulations Review Committee using procedures established by [AR 1:6](#). This would involve consideration by the Senate and final approval by the Board of Trustees.

○ Honors Faculty

The Lewis Foundation gift has graciously provided funding to create a core of 10 full-time faculty, who will teach, mentor, and contribute to programming in the College. (As noted below, the annual gift is in addition to the permanent endowments supporting two “faculty scholars” who will hold endowed professorships provided by the agreement). Given the support for the dedicated, full-time faculty is a gift that will end after 10 years, the university will have to carefully manage how the funds are used.

Honors typically employs 45-55 faculty members each semester, which will be comprised of the new, 10 full time faculty, and others. Given the variety of contributing faculty, there will be a need for a wide variety of faculty service models, to provide flexibility and to meet the needs of the College.

The teaching faculty selection and hiring process will be determined by the Honors College Dean, the Honors College Transition Committee, the Dean/Chair of the faculty member's college, and the faculty member, and may consist of a combination of possible models, which include, but are not limited to:

- Full-time faculty (tenured, tenurable, non-tenurable) who already hold primary appointments in other UK colleges (or are newly hired into these colleges), who have a recurring, secondary assignment in Honors, such that the bulk* of their time can be devoted to teaching in Honors. Honors would “buy-out” this assignment, which would be for a set period of years (1-3), and will be potentially renewable. The purpose of this “buy-out” is to ensure that the faculty members dedicate the bulk of their **teaching** time specifically to Honors and Honors students. If tenured, these faculty

members would help constitute the “Regular Faculty” described in the proposed revision to GR VII, described above. (*bulk would be 95% or greater). Within this category, there may be a number of different models, which will be discussed and decided upon by the transition committee members, with the goal of maintaining the Donor Agreement criteria for “dedicated” faculty.

- Full-time faculty hired jointly by Honors and a willing unit/college, who contribute a number of courses **consisting of** either HON courses: e.g. HON-301), or as HON-sections, and also participate in some programming. These faculty would contribute ~25-40% **teaching to** Honors.
- Full-time faculty hired in a tenurable or non-tenurable series with their primary appointment in another unit/college, but teach at least 1 HON course.
- Full-time faculty hired in a non-tenurable series. These appointments could include “teaching fellows” hired through a national search process similar to Harper Fellows at the University of Chicago.

Regardless of which faculty model is used, those above or any other model designated by the Honors Faculty Transition Committee, a potential new approach might be to select Honors faculty through a competitive mechanism to ensure Honors is home to the best possible faculty teaching the most innovative, cross disciplinary, and enticing courses.

The dedicated faculty should align with and provide the foundation for the College’s guiding principles of interdisciplinary inquiry. It is crucial that the dedicated effort of the ten full time faculty, and to various degrees to all other faculty as well, extend beyond instruction and to include service to the College, and significant mentorship of students (particularly first year students and recruits). The dedicated, full-time faculty provide the platform to support the important, though more occasional efforts, of these faculty from across the university who often do not have the time to attend Honors events, or provide mentorship for first-year student. The ideal mix between these different options (and others found through campus consultations) will reflect and strengthen the diversity of faculty effort on campus, representing an array of title series, disciplines, methodologies, and pedagogical approaches.

Because of the importance and deep, abiding interest in these faculty appointments, we propose the exact terms of these appointments be set through continuing consultations between the Honors College Dean (interim), Honors College Faculty (as appointed through the proposed GR VII revision), the deans of other UK colleges, and the Provost. As noted below, the Provost has approved the immediate creation of an Honors Faculty

Transition Committee (based on the Senate-appointed Honors Program Committee) to begin its process. We further propose the results of these discussions be presented regularly to the Senate Council for discussion and endorsement. These discussions should specifically focus on how to ensure that Honors does not build its foundation on an over-reliance on non-tenure series instructors and non-faculty staff.

The cooperative yet centralized structure of an Honors College and new dedicated faculty infrastructure would provide better student mentoring, greatly improved instructional support, elevate the status for all collaborative colleges and departments, and create a more innovative, competitive, and transformative Honors curriculum. Further, it will provide a long-discussed need by the current Honors Program Committee to involve students in the selection of their faculty, as is done in other benchmark institutions.

Deadlines for Drafts and Decisions regarding Honors Faculty

February 2016: Transition Faculty Governance Committee formed (based on current Honors Faculty of Record appointed by the Senate) and leadership appointed.

June 30, 2016: Deadline for BoT action on proposed Honors College

July 2016: Interim Dean named

July 2016: Open national search for Honors College dean

September 1, 2016: First draft plan for a model of faculty appointments

January 2017: Honors Dean hired and in place; begin faculty recruitment

Fall 2017: FT Honors faculty in place, as per Donor Agreement.

(Other critical milestones to be mapped out by Honors Faculty Transition Committee in consultation with the Provost and interim Dean, and in accordance with the Donor Agreement)

Note also that the Donor Agreement specifies two endowed professorships, called “Faculty Scholars.” One is in “Organizational Behavior” and the other is in “Entrepreneurship” (Exhibits D & F). Qualified faculty with relevant experience will be eligible to apply for these endowed professorships. We recommend the guidelines for awarding the positions be created by the administrative leadership of the new College and approved by the Provost and the appropriate administrative leadership of the joint appointment college, which is most likely to be the Gatton School of Business, and according to UK rules and regulations governing endowed professors. These endowed appointments will be established separately from the gift provided for the new 10 dedicated, full-time Honors faculty.

- Staff (Donor Agreement specifies 18 staff)
The Honors Faculty Transition Committee needs to address this issue carefully.

Role	Number	Currently in place (P), to be appointed by Provost (A), or to be hired (H)
Dean (Interim)	1	P (currently as Director)
Student Affairs Coordinator	1	P
Advisors	5	2-P; 3-H
Career Counselors*	4	H
College Budget Officer	1	H
College Administrative Asst	1	P
Marketing and Communication	1	H
Recruiter	1	P
LLP Coordinator	1	H (currently as part-time)
LLP Support Staff	1	H
Development Officer	1	H (temporary officer in place)

* Some or all of the career councilors will be funded by the Honors College, but will be assigned to work with specific colleges so as to be best able to provide accurate career guidance, according to the needs of the major. Career councilors will also be expected to serve as advisors at the upperclassmen level.

o Governance: External Advisory Board

The Donor Agreement (p.3) calls for the creation of an external Honors College Advisory Board. This Board has been appointed by the Provost and met for the first time on January 13, 2016. As per the Donor Agreement, the members of the Board are as follows:

- Mr. and Mrs. Tom Lewis
- A representative of Lewis Foundation
- UK Provost: Tim Tracy
- Dean of the Honors College: (not yet appointed; interim Dean in transition)
- Representatives of the University: Dr. Charley Carlson, Dr. Phil Kraemer, Dr. Holly Swanson,
- A Development Officer: Ms. Susannah Denomee, Office of Philanthropy, temporary appointment
- Other members: Dr. Mark Jacobs (Arizona State), Dr. Catherine Krause (New Mexico), Dr. Christian Brady (Penn State); selected by the Provost

As an external Advisory Board, this body will be consultative only and will not make decisions about educational policy that are given to the faculty by University regulations and Senate Rules. The Provost agrees that the External Advisory Board will create by-laws for its operation, particularly in regards to faculty control over educational policy. It will also make clear the respective roles of the Advisory Board and

Honors faculty in regards to decisions about matters such as the proposed Honors Lecture Series.

Plan for Transition and Development of College

The proposed Honors College is envisioned as a common resource for the university as a whole, and one that will rely on working well with other colleges. It is understood that for it to succeed, there needs to be campus-wide support for the College and its proposed structure. In a large university, ensuring this support takes time.

The Provost agrees that a “Transition Committee” be immediately established, comprising the:

- 1) Current Director , to chair the committee
- 2) Current Honors Program Committee
- 3) An additional 4-6 representatives from the University Senate. The University Senate representatives should be selected with the aim of insuring broad representation from UK college faculty and experience with/knowledge of Honors students.

This Transition Committee would be entrusted with ensuring there is fast and open communication between the Honors Faculty and the Senate, as the proposal for the Honors College goes through the Senate committees and as the College establishes its governance and curricular structures and procedures. It is recommended that the decisions of the Transition Committee be shared with the Senate Council to ensure consistency with all regulations. This committee will be dissolved once the College’s academic and administrative structures are created, and it becomes a well-functioning unit within the University, as described in the discussion of the GR VII revisions above.

Honors College Curriculum

The Donor Agreement calls for an extension of the basic current Honors curricular requirements from 21 credits to 24. It also recommends the creation of an enhanced version of the Honors requirements to 30 credit hours (p.3). These expectations align with national best practices (the Guidelines of the National Collegiate Honors Council; NCHC), requirements of benchmark universities, and previous discussions at UK by Honors staff and by the Honors Program Committee.

These internal UK discussions have already identified a natural and relatively easy way to elevate the requirements to 24 credits, which is formal adoption of CIS/WRD 112, a course that nearly all Honors students take to fulfill their UK Core Composition and Communication requirement. The 30 credit hour curriculum creates more challenges, though it must be noted that the Donor Agreement identifies this as an “enhanced option.” Since many of our fellow SEC schools and national benchmarks already boast

Honors Colleges with requirements of 30 credit hours or more (University of South Carolina, for example, requires 45), it is important that UK explore this option as well.

Because the curricular requirements are dependent on approval of the creation of the College, formal faculty approval will follow the establishment of a new college and its governance structure. The process for these discussions and any approval of curricular changes will follow strictly the policies outlined by the University Senate. The Honors Transition Faculty, or a Curriculum Committee established by that faculty of record, will be charged with developing proposals for changes to the curriculum. Any changes will be proposed only after consultation with appropriate colleges and units (e.g. CIS/WRD 112). Each undergraduate degree-granting college will be consulted before any proposal about a 30 credit hour option is considered by the Honors Transition/Honors College Faculty and forwarded through the Senate for approval.

Plan for Funding the Honors College

The Provost will provide a letter to be included in the proposal sent to the Senate about the sustainability of the Honors Budget. The Provost's budget office will supply an appropriately detailed budget to share with the University Senate. The Provost will also provide a letter to be included in the proposal about the sustainability of the Honors College budget.

**Senate Academic Organization and Structure Committee (SAOSC)
Guidelines for Preparing a Proposal for Change in Organization
May 5, 2011 (revised December, 2013; October 2014)**

Direct responses to questions/sections required for a major programmatic change. Each section in the proposal below describes in detail how the creation of a UK Honors College will be accomplished, and answers each question posed in the Guidelines published by the Senate Academic Organization and Structure Committee.

- 1) What is the impetus for the proposed change?**
- 2) What are the benefits and weaknesses [of the proposed change]?**

The impetus for the proposed change at UK from an Honors Program to an Honors College is the opportunity for dramatic improvement. Honors has a long history at UK, one that has enjoyed successes yet encountered great challenges – particularly related to structure, faculty support, and dedicated resources. Given, historically, the acceleration in growth of the UK Honors Program, and the unanimous opinion that Honors is of great value to all missions of the university, combined with new efforts to elevate Honors at UK, especially based on our campus-wide Strategic Initiatives, the moment is ripe to rectify those challenges and significantly advance Honors’ current strengths.

Impetus for Change: Chronology of the Honors Program from 1961-2015

An Honors Program at the university has existed since 1961. For most of its history, the program was structured around a “great books” learning experience/interdisciplinary humanities curriculum, staffed by some of the university’s most outstanding faculty. The faculty were dedicated to the Honors Program, but held joint appointments in their academic home, primarily Arts and Sciences and Fine Arts. The Honors Program was organized as a central unit, administered by a faculty Director reporting to a Vice Chancellor/Dean/ Associate Provost, who was responsible for the university’s undergraduate education.

Search for a new Honors Model, 2004-2012. Beginning in the late 1990s and early 2000s, this model came into question on several fronts. The questions prompted then Provost, Mike Nietzel, to publish a series of memoranda outlining a process for revision of the University Honors Program. Pointing to the decline in state support (the university had lost more than \$70 million in appropriations over four years)

and a renewed and fervent strategic goal of increasing the university's retention and graduation rates (1st year retention of 82%, 6 - year graduation of 60%), Nietzel articulated a need to revise the Honors model to introduce greater curricular flexibility and broaden faculty participation, while supporting an expected increase in university enrollments of academically well-prepared students.

In response to Provost Nietzel's call in early 2005, the University Senate approved a new curriculum based on four tracks. These new sequences were created as an extension of the traditional Honors curriculum that would draw from faculty research and teaching in: 1. The Social Sciences, 2. Space, Place and Culture, 3. World Food Issues, and 4. Technological, Cultural, and Social Implications of Nanotechnology. In welcoming greater contributions from all colleges, the intent was to increase the number of full-time faculty teaching in Honors as either an overload or in-load assignment. This allowed the former members of the dedicated Honors faculty to be moved into full-time assignments in their home disciplines and out of their primary appointment in the Honors Program. This move was also seen as a way to reduce an over-reliance on part-time instruction in the Honors Program.

The enthusiasm for this new model was short-lived. By 2009, concerns about the sustainability of the new Honors tracks were widely expressed. In January 2010, the Honors Program Director submitted a proposal recommending yet another new model, this time for an "Interdisciplinary Honors Program" based primarily on the new UK Core. While there was interest in this new model, the Undergraduate Council requested more options.

As a result, in Fall 2010, Provost Kumble Subbaswamy and Associate Provost Mike Mullen appointed a new committee to address the Honors Program, and develop yet another new approach. This *ad hoc* committee of thirteen faculty and staff reported to the University Senate in 2011.¹ This committee provided an introduction to the final report that reviewed the immediate past history and found that the 2005 model was still "too restrictive." The report described problems with finding faculty to teach, given the move of faculty back into their colleges in 2004, i.e., no longer having dedicated Honors faculty. Although the change from a single-track focus on "great books" was meant to increase and diversify contributions from all colleges across campus, the redesigned program did not attract sustained faculty participation as had been hoped. Reliance on part---time faculty and Emeriti was too great and only two colleges, Fine Arts and Agriculture, contributed faculty in a percentage that equaled or surpassed the percentage of students from those colleges in the Honors Program.

The Committee's final report recommended moving away from the track system and charted a new approach. The Committee recommended, and the Senate ultimately approved, a curriculum for Honors that consisted of 21 credit hours. This

¹ A Report on the Deliberations of the Honors Program Committee (2011). www.uky.edu/.../1.../Honors%20Report%20Nov%2020%2011.pdf

curriculum was built on a series of 100 - and 200-level interdisciplinary seminars fulfilling part of UK Core, as well as creating the possibilities of offering Honors sections of courses required for majors. It also incorporated requirements for high-impact practices such as undergraduate research, experiential learning, and education abroad.

The committee also established the idea that the Honors education should grow in scope and capacity beyond a small, boutique “honors program.” This ambition is indicated in their chosen title for the report: “The Honors Academy at the University of Kentucky.” In using the word “Academy,” they envisioned a closer link with the teaching and research missions of the colleges, and a coordinated and collaborative mission for Honors:

Our University Honors Program will be transformed into an Honors Academy that will serve all undergraduate colleges and students with centralized programming to attract, retain, and graduate the best and brightest students who come to UK. The Academy will focus on what UK can offer better than perhaps any other university in the Commonwealth: access to a rich diversity of academic offerings, cutting-edge research and scholarship, exciting education-abroad opportunities as well as community service and engagement.

To assist in the creation of this new vision for Honors, the Senate appointed, in December 2011, an official “Faculty of Record,” the *Honors Program Council (HPC)*, to advise in curricular matters. Associate Provost Mike Mullen recommended ten faculty who were broadly representative of the campus and these were approved by the Senate Council in December 2011. On March 8, 2012, the University Senate approved a curricular reform for the Honors Program that had been vetted and approved by the recently appointed HPC. This reform, a result of contributions from across the university, reaffirmed the crucial role of a central, campus-wide Honors Program.

The timeline for this improved model was as follows:

Jul 2004 - Memorandum from Provost Nietzel describing the Commonwealth Center for Undergraduate Excellence and the need to expand the Honors Program;

Sep 2004 – A call for proposals from Provost Nietzel for new approaches to Honors and announcing a faculty committee to examine submissions;

Oct 2004 - Memorandum from Provost Nietzel offering further guidance; see supplement*

Feb 2005 - Senate approves expansion of Honors Program;

Jan 2010 - Submission of an Interdisciplinary Honors Program proposal;

Aug 2010 - Establishment of a new faculty committee by Provost Subbaswamy and Associate Provost Mullen;

Nov 2010 - Review Committee submits report to Undergraduate Council;

Aug 2011 - Report and new curriculum approved by Undergraduate Council;

Nov 2011 - Associate Provost Mullen presents proposal for “Honors College/Academy” to the Senate Council;

Dec 2011- University Senate designates 10-member Faculty of Record for Honors Program.

*

Enrollment Growth and Recruiting Success since 2012. Built on the vision of an expansive Honors mandate and a new, flexible curriculum, the UK's Honors Program has been experiencing steady growth in the number and quality of students over the last several years (**Figure 1**). Starting from a base of approximately 750 students in 2010, the program now serves over 1,400 students on our campus. The goal, set in a 2012 report to interim Provost Tracy, is to grow to serve at least 10% of the UK undergraduate population by 2017, to over 2,100 students.

The program has increased not only in size, but also in quality. This is evidenced by improvements in the ACT comp average for incoming students, which has risen from 30 for students admitted in 2010, to 32 for the cohort admitted for Fall of 2015.

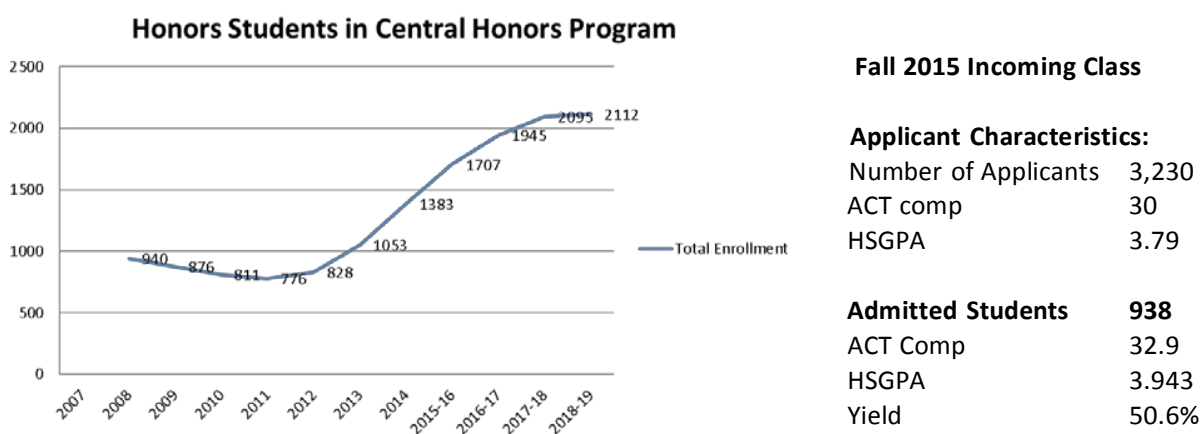


Figure 1. UK Honors Program enrollment from 2007 with projection of escalation to 2019. Comparison of applicant and admitted students' characteristics for the UK fall 2015 incoming class.

Challenges to Growth of the Honors Program. Importantly, with this rate and magnitude of growth and success, there are challenges. In nearly tripling in size the Honors Program now approaches the population of a small liberal arts college. One challenge is to maintain a sense of community and connection, the ability to “make a large university feel small” that students and parents expect from a public university Honors College. Similarly, the growth in the programming necessitates an increasing number of dedicated faculty who teach, mentor and support these students, as well as provide research opportunities. In approving the new curriculum, the University Senate has promised our students that an Honors education at UK opens a world of inquiry that pulls from the best of UK's remarkably diverse undergraduate programs. Without this faculty-student connection, the Honors curriculum and Honors experience loses the rigor and purpose necessary for a top-notch program.

A further challenge is improving the yield of admitted students. As the academic preparedness of the applicants has grown, we are attracting students who have

many different options about where to attend college, including some of the most selective programs in the country. To compete with these institutions, UK must continue to demonstrate our commitment to overall academic excellence, to redouble our efforts in student services for our Honors students, and demonstrate our competitiveness with those top ranked institutions with which we are competing. A strengthened Honors at UK would allow us to increase enrollment yield through competition on quality rather than on net price, as currently exists. More precisely, the University cannot sustainably compete for top students simply by offering them more scholarship funding. Providing more financial aid dollars to potential honors students is financially unsustainable for the university. A more robust and elevated Honors College would help the institution compete based on the perceived long-term value of the program/degree, not just on the short-term price of the degree. Across the nation, the overwhelming trend is to grow honors programs into Honors Colleges, which meet more of the demands of today's top students. At the 2015 National Collegiate Honors Council conference, this topic dominated discussions from plenary sessions, to faculty- and staff-run breakout sessions, to student-facilitated info sessions, and well into dinner conversations. While unavoidable growing pains were reported by some, the benefits cited by those who have made the transition well outweighed the costs.

Based on these discussions and on a wealth of literature, an Honors College and residential community will be a highly visible symbol of the entire University's commitment to excellence in undergraduate education, and will:

- Strengthen the intellectual and social interactions of academically-oriented students across *all* majors
- Enhance the integration of curricular and co-curricular programming
- Deepen faculty engagement with students and with each other, and expand pan-university cooperation and collaboration among faculty
- Improve UK's ability to attract, recruit, and support high-performing students
- Increase the achievement of nationally competitive awards
- Improve retention (according to the 2014-2015 *NCHC Admissions, Retention, and Completion Survey*, honors colleges boast a 5% increase in 2nd year retention in comparison to honors programs)
- Enhance the university's image among southern institutions and benchmark universities
- Greatly elevate the ability of UK to attract both Honors and non-Honors donors (*"The Four Pillars of Honors Fundraising"*, by David Scott Allen (Univ AZ), Craig Cobane (WKU), Margaret Franson (Valparaiso Univ), and Joanie Sompayrac (Univ TN), NCHC Roundtable, 2015). Further, giving from Honors College Alumni is greater than from any other university Alumni.

With their growth at other major institutions, many outstanding high school recruits and their families ask if UK has an Honors College and how they may become

students of such an institution. An Honors College at UK would allow us to compete with those southern and benchmark institutions that have not created such a college, and with outstanding institutions that are recognized for their excellence, such as the University of South Carolina, Penn State, and Arizona State University.

Lastly, an additional challenge is one of image. While most members of the campus community would say they fully support an Honors education, knowing that it represents the highest of standards, they are also concerned about privilege and whether too many resources are being expended for the top 10% who typically have more access to resources than many students. Here we quote again the NCHC, which states that Honors Colleges should “be elite, but not elitist.” They suggest increasing visibility for Honors students (Ward et al., *Developing in Honors*, NCHC, Nov. 2015) to the point where Honors students are well respected as role models and mentors, and are commonly in leadership roles where they can raise the performance, expectation level and productivity of ALL students, Honors and non-Honors alike. An Honors education is uniquely poised to develop this outreach at the highest level, given the interdisciplinary nature of Honors learning outcomes and its diverse curriculum. Further, although Honors College students are fewer in number, they are retained at a significantly greater rate as well, and thus contribute to elevating the university at all levels, and even persist in their role-modeling and leadership roles long after leaving the institution, resulting in long term benefits for both the students and the institution.

3) Describe the organization of the current structure and how the proposed structure will be different and better. Current and proposed organizational charts are often helpful in illustrating reporting lines.

Current structure. The Honors Program is currently led by a full-time faculty Director (part-time in Honors) and housed in the Division of Undergraduate Education. The supervisor for the Honors Director is the Associate Provost for Undergraduate Education. Honors offers interdisciplinary courses of its own (HON prefix), coordinates Honors sections with departmental partners (H-sections), supports part-time faculty assignments and occasional short-term (one semester) reassignments of full-time faculty from other educational units, and oversees the awarding of the Honors Program designation on UK degrees. As noted above, the curriculum of the Honors Program is currently overseen by a Faculty of Record, recommended by the Associate Provost and approved by the University Senate. The current organizational chart showing Honors place within the Academy of Undergraduate Excellence within the Division of Undergraduate Education is appended to this document.

Last Name	First Name	College/ Pathway	Start date	End date
Anderson	Kim	Engr/SEAM	2012	2015
Ashford	Kristin	Nurs/SN	2012	2018
Balk	John	Engr	2012	2018
Barron	Susan	A&S	2012	2018
Blue	Lisa	A&S	2015	2018
Dutch	Becky	COM	2012	2018
Glixon	Jon	FA	2012	2018
Hertog	Jim	C&I	2012	2018
Hoyt	Gail	B&E	2013	2019
Jackson	Vanessa	Ag	2012	2018
Jensen	Jane	Edu	2013	2019
Kelley	Scott	B&E/GS/SE	2013	2019
Murthy	Ganpathy	A&S	2012	2015
Snow	Diane	CHAIR; COM	2014	N/A
FoR members = 10 faculty + Chair (Honors Director)				

How the proposed structure will be different and better

Dean of the Honors College. As an Honors College, Honors would be designated as “a major educational unit” as defined by UK Governing Regulations, Academic Regulations, and Senate Rules. The College would be led by a Dean, who will be selected through a national search. The Dean of the Honors College will report directly to the Provost, thus, the Dean of the Honors College would be better positioned to represent Honors students and faculty both on and off-campus. As a member of the Provost’s Deans Council, the Dean of Honors will be able to work directly with the deans of other colleges to better integrate and connect Honors with college academic programs and initiatives. In this way, Honors may play a crucial role in the recruitment of top students, as well as fostering student success and retention across *all* campus units. Similarly, because the university invests more prestige and authority in the office of dean, Honors will be better positioned in the eyes of alumni and external donors. The Provost has announced that a national search for the Honors College Dean would commence following final Board of Trustees Approval in June. According to the donor’s agreement, the Dean of Honors will be in place by January 2017. Until a permanent Dean is named, an interim Dean will be appointed by the Provost.

Honors Faculty Governance. As noted above, following Senate approval of the 2011 Honors Curriculum, the University Senate Council recommended faculty oversight of

the curriculum through an Honors Program Committee (HPC; SR 1.4.3.4; 12/10/2012) often referred to as the Faculty of Record, or FoR). The HPC was immediately established in consultation with the Associate Provost for Undergraduate Education (the [SC recommendation is found here](#)). The procedures for appointing the faculty and their duties were drafted and approved for addition to the [Senate Rules](#). Current membership on the HPC is recorded on the University Senate [website here](#).

Provost Tim Tracy has agreed to form an Honors Faculty Transition Committee consisting of current HPC members and 4-6 new faculty from the University Senate selected by Senate Council. The Transition Committee will be charged with drafting a permanent governance structure, defined and organized by changes to GR VII (a model draft is included as an Appendix) and relevant Administrative Regulations and Senate rules. The work of this Transition Committee will be reported to the Senate Council for guidance and input.

The proposed model draft of the revision to GR VII would establish:

- 1. The recruitment of Regular Faculty members (tenured faculty in other colleges who have recurring teaching and/or service in Honors. This should be recognized formally through an appropriate written agreement that is agreed to by Honors, the faculty member's primary college, and the faculty member, e.g. the DOE).*
- 2. The recruitment of Associate Faculty members (untenured, non-tenure track faculty in other colleges who have taught/are teaching Honors courses.)*
- 3. Procedures for faculty appointments that will be approved by the University Senate. Once an initial Honors College Faculty is created, new Regular appointees will be made upon recommendation of Honors College Faculty (or smaller Honors Council if the Honors College Faculty so desires) for candidates proposed by college deans.*
- 4. Guidelines whereby the Honors College Faculty will be composed of both Regular and Associate members. The College will establish by-laws that indicate Regular members have voting privileges and can extend these privileges to other faculty (e.g. the Associate members).*
- 5. A mechanism for the Honors College Faculty, working with Honors College Dean and endorsed by Senate, to create an Honors College Faculty Council, if necessary, to efficiently conduct the business of the faculty.*

The Honors Faculty Transition Committee would be able to edit or add to the model draft proposal or create a new draft. Because this involves amending the current GR's, any proposal would need to be vetted through University Regulations Review Committee using procedures established by [AR 1:6](#). This would involve consideration by the Senate and final approval by the Board of Trustees.

○ Honors Faculty

The Lewis Foundation gift has graciously provided funding to create a core of 10 full-time faculty, who will teach, mentor, and contribute to programming in the College.

(As noted below, the annual gift is in addition to the permanent endowments supporting two “faculty scholars” who will hold endowed professorships provided by the agreement). Given the support for the dedicated, full-time faculty is a gift that will end after 10 years, the university will have to carefully manage how the funds are used.

Honors typically employs 45-55 faculty members each semester, which will be comprised of the new, 10 full time faculty, and others. Given the variety of contributing faculty, there will be a need for a wide variety of faculty service models, to provide flexibility and to meet the needs of the College.

The teaching faculty selection and hiring process will be determined by the Honors College Dean, the Honors College Transition Committee, the Dean/Chair of the faculty member’s college, and the faculty member, and may consist of a combination of possible models, which include, but are not limited to:

- Full-time faculty (tenured, tenurable, non-tenurable) who already hold primary appointments in other UK colleges (or are newly hired into these colleges), who have a recurring, secondary assignment in Honors, such that the bulk* of their time can be devoted to teaching in Honors. Honors would “buy-out” this assignment, which would be for a set period of years (1-3), and will be potentially renewable. The purpose of this “buy-out” is to ensure that the faculty members dedicate the bulk of their **teaching** time specifically to Honors and Honors students. If tenured, these faculty members would help constitute the “Regular Faculty” described in the proposed revision to GR VII, described above. (*bulk would be 95% or greater). Within this category, there may be a number of different models, which will be discussed and decided upon by the transition committee members, with the goal of maintaining the Donor Agreement criteria for “dedicated” faculty.
- Full-time faculty hired jointly by Honors and a willing unit/college, who contribute a number of courses **consisting of** either HON courses: e.g. HON-301), or as HON-sections, and also participate in some programming. These faculty would contribute ~25-40% **teaching** to Honors.
- Full-time faculty hired in a tenurable or non-tenurable series with their primary appointment in another unit/college, but teach at least 1 HON course.
- Full-time faculty hired in a non-tenurable series. These appointments could include “teaching fellows” hired through a national search process similar to Harper Fellows at the University of Chicago.

Regardless of which faculty model is used, those above or any other model decided upon by the Honors Faculty Transition Committee, a potential new approach might

be to select Honors faculty through a competitive mechanism to ensure Honors is home to the best possible faculty teaching the most innovative, cross disciplinary, and enticing courses.

The dedicated faculty should align with and provide the foundation for the College's guiding principles of interdisciplinary inquiry. It is crucial that the dedicated effort of the ten full time faculty, and to various degrees to all other faculty as well, extend beyond instruction and to include service to the College, and significant mentorship of students (particularly first year students and recruits). The dedicated, full-time faculty provide the platform to support the important, though more occasional efforts, of these faculty from across the university who often do not have the time to attend Honors events, or provide mentorship for first-year student. The ideal mix between these different options (and others found through campus consultations) will reflect and strengthen the diversity of faculty effort on campus, representing an array of title series, disciplines, methodologies, and pedagogical approaches.

Because of the importance and deep, abiding interest in these faculty appointments, we propose the exact terms of these appointments be set through continuing consultations between the Honors College Dean (interim), Honors College Faculty (as appointed through the proposed GR VII revision), the deans of other UK colleges, and the Provost. As noted below, the Provost has approved the immediate creation of an Honors Faculty Transition Committee (based on the Senate-appointed Honors Program Committee) to begin its process. We further propose the results of these discussions be presented regularly to the Senate Council for discussion and endorsement. These discussions should specifically focus on how to ensure that Honors does not build its foundation on an over-reliance on non-tenure series instructors and non-faculty staff.

The cooperative yet centralized structure of an Honors College and new dedicated faculty infrastructure would provide better student mentoring, greatly improved instructional support, elevate the status for all collaborative colleges and departments, and create a more innovative, competitive, and transformative Honors curriculum. Further, it will provide a long-discussed need by the current Honors Program Committee to involve students in the selection of their faculty, as is done in other benchmark institutions.

Governance: External Advisory Board. The Donor Agreement (p.3) calls for the creation of an external Honors College Advisory Board. This Board has been appointed by the Provost and met for the first time on January 13, 2016. As per the Donor Agreement, the members of the Board are as follows:

- Mr. and Mrs. Tom Lewis
- A representative of Lewis Foundation

- UK Provost: Tim Tracy
- Dean of the Honors College: (not yet appointed; interim Dean in transition)
- Representatives of the University: Dr. Charley Carlson, Dr. Phil Kraemer, Dr. Hollie Swanson,
- A Development Officer: Ms. Susannah Denomee, Office of Philanthropy, temporary appointment
- Other members: Dr. Mark Jacobs (Arizona State), Dr. Catherine Krause (New Mexico), Dr. Christian Brady (Penn State); selected by the Provost

As an external Advisory Board, this body will be consultative only and will not make decisions about educational policy that are given to the faculty by University regulations and Senate Rules. The Provost agrees that the External Advisory Board will create by-laws for its operation, particularly in regards to faculty control over educational policy. It will also make clear the respective roles of the Advisory Board and Honors faculty in regards to decisions about matters such as the proposed Honors Lecture Series.

An Honors College organized as described above would be better able to enrich, develop, and assess the undergraduate curriculum of the University. As a major educational unit, an Honors College will be better able to set academic policies and advance the Honors curriculum. Autonomy would provide the ability to improve logistics, e.g. providing meeting patterns that allow students the flexibility we know is critical to their success, and which is not available in a program that is dependent upon the kindness of other colleges to release their faculty for honors courses. At many universities, Honors provides unique opportunities for interdisciplinary learning through courses and degrees that complement the discipline-based programs found in colleges. These learning opportunities attract high-achieving undergraduates, which will benefit all colleges and departments at the university. A core function of an Honors College is to provide a venue for university faculty to teach motivated, well-prepared students outside their home departments. This promotion of excellence in teaching and learning can serve as one means of identifying and rewarding UK's best teachers.

Structural Connections to Other Units. An Honors College will partner with and complement undergraduate degree programs by enriching, broadening, and deepening the educational quality of the undergraduate experience at UK. This would extend the partnership already existing with Honors, e.g. the Gaines Center, the Chellgren Center for Excellence, and Honors Pathway Programs (**Figure 4**) in several colleges, including SEAM (Engineering and Gatton), Global Scholars (Gatton), Social Enterprise (Gatton), and Scholars in Nursing (College of Nursing), to other interested colleges. By example, current partnerships with Honors have helped these programs recruit and attract an increasing number of high-quality students to their programs. The Gaines and Chellgren programs will remain administratively in Undergraduate Education.

Figure 4. Honors Current Pathway Programs

Global Scholars (Gatton)

Applications	77
Admitted	56
Enrolled	37
HS GPA avg. 3.87 and 31.86 ACT	

Social Enterprise Scholars (Gatton)

Applications	30
Admitted	23
Enrolled	22
3.86 HS GPA and 31.59 ACT	

SEAM (Engineering)

Applications	228
Admitted	75
Enrolled	9 (Gatton)
Enrolled	39 (Engineering)
3.97 HS GPA and 33.34 ACT	

Scholars in Nursing

Applications	131
Admitted	32
Enrolled	25
3.98 HS GPA and 31.6 ACT	

Further structural innovation. As a means to further develop and enhance the structure of the Honors College, Dr. John Zubizurreta, Dean of Undergraduate Studies at Columbia College recommends allowing Honors students to participate in the creation of their own college, as the transition from a program to a college takes place. An innovative method to accomplish this is the creation of a research Capstone on the Honors Movement where students research the culture, philosophy, curricula, administration and other aspects of honors programs and colleges across the nation to determine which fit the culture and goals of their university. Having this type of collaboration would both model the goals of an honors education and result in a superior outcome, given the inclusion, diversity, and breadth of thought. He also suggests including alumni and an Honors Liaison from each college on campus to be involved in continuous improvement efforts such as these. In light of this suggestion, it is recommended that the transition from a program to college be approved on a firm but flexible foundation, leaving much of the development of detail to the various governing bodies, faculty, and students who can supply refinement once the College is in place.

4) How does the change fit with department, college, and/or university objectives and priorities?

In 2011, the faculty and staff that constituted the University Review Committee (URC) examined the landscape of higher education and identified several recommendations to advance the University of Kentucky during the presidency of Eli Capilouto.² The URC identified undergraduate education as one of these priorities, noting that while the university had made gains in areas such as retention and graduation, UK still lagged behind its national benchmarks in these areas. The URC also noted that while enrollments had grown in the years before the report and that gains had been made in the numbers of students arriving at UK very well prepared academically, more could be done to improve retention and graduation rates. The Committee compared UK with peer institutions that had made strides in improving retention and graduation. As one of several recommendations, the Committee identified the expansion of the Honors Program (along with improved facilities, increased scholarships, and continued innovation in the delivery of classes) as a key initiative that would “provide challenge and a positive social environment to higher-ability students, as well as further supporting retention efforts.”³ Thus, the creation of an Honors college fits well with university objectives and priorities.

The URC’s recommendation reflects earlier discussions about the mission and status of the Honors program (described in Section I) that were occurring on the UK campus prior to and following the arrival of President Eli Capilouto in July of 2011. The President made the Honors Program a central element in his goal of further strengthening undergraduate education at UK. Speaking to the Board of Trustees in October of 2011, following the submission of the URC report, President Capilouto echoed its findings, by calling for the creation of a “dynamic” campus-wide Honors Program that “will serve as a magnet for the best and the brightest high school graduates in Kentucky and beyond.”⁴ The President invited the most creative minds at UK to form a community dedicated to challenge and success, with the singular goal of preparing students to make a difference in the world upon graduation.

The strategic vision for the Honors Program emerging from these campus priorities for undergraduate education was created in a 2012 report commissioned by then interim Provost Tim Tracy. Provost Tracy appointed a committee (including Vice-President JJ Jackson, Vice President Robert Mock, Associate Provost Mike Mullen, and Associate Provost Don Witt) and Chaired by Dr. Benjamin C. Withers. This 2012 report identified benchmarks, reviewed the challenges, and established budgetary options that would allow the program to reach enrollment goals across all four

² Report of the University Review Committee, (2011).

http://www.uky.edu/president/sites/www.uky.edu.president/files/URC%20Report_0.pdf

³ Report of the University Review Committee, p. 12. <https://www.uky.edu/president/priorities-and-accomplishments/university-review-committee-report>

⁴ <http://uknow.uky.edu/content/capilouto-identifies-priorities-framework-enhancing-undergraduate-education>)

years at a 2000 student enrollment. These goals were set within the overall strategic recommendations of the URC.

The most recent UK Strategic Plan, cited in the first portion of this proposal, approved by the Board of Trustees just months ago, continues the call for the expansion of programs of excellence such as Honors in order to recruit, attract, retain and graduate more top performing students. Again, demonstrating how a new Honors College would be in alignment with the UK Strategic Plan, and its goals as a land-grant university, and would adhere to NCHC recommendations.

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the goals of its strategic plan?

Honors Colleges are seen by many university administration, faculty and senior scholars in higher education as a way of enhancing the academic achievements of top-level students, encouraging interdisciplinary curricular programming and offerings, deepening faculty engagement with students, and fostering a sense of intellectual community among students and alumni. Arizona State University, the University of South Carolina, Penn State University, as well as Western Kentucky University and Eastern Kentucky University are among the institutions of higher education that have successfully transitioned to an Honors College to advance and demonstrate to the academic community the educational quality of their institutions. One need only focus on mainstream news to see the result of this status change, given the number of times these institutions are mentioned for their innovative educational endeavors and how they are attracting and meeting the needs of, top students.

As can be seen in the chart below, over half of the public institutions in the Southeastern Conference already have established their own version of an Honors College. This includes the University of South Carolina, whose Honors College was recognized in 2012 as the top public Honors College in the nation, and the University of Alabama, which was recently profiled in the *New York Times*. Notably, eight of the southern institutions have Honors curricular requirement that exceed UK's curricular requirements.

University	College or Program	Requirements
Alabama	College	18 hours honors credit
Arkansas	College	12 hours honors credit (varies by major); thesis

Auburn	College	30 hours honors credit; optional thesis
Florida	Program	None; optional thesis or research
Georgia	Program	27 hours honors courses; senior capstone and/or research
Kentucky	Program	21 hours honors credit; including senior Capstone
Louisiana State	College	32 hours honors credit; thesis
Mississippi	College	29 hours honors credit; thesis
Mississippi State	College	27 hours honors credit; senior capstone or thesis
Missouri	College	20 hours honors credit
South Carolina	College	45 hours honors credit; thesis
Tennessee	Programs	25 hours honors credit; thesis
Texas A&M	Program	30 hours honors credit; optional senior capstone

At the University of South Carolina and other benchmark campuses, the Honors College is seen as a “community within a community,” that enables personalized learning environments similar to smaller liberal arts colleges, while permitting access to the diversity and academic opportunities only found in large state universities. Public Honors Colleges, as argued in the *New York Times*, can serve a broader section of society (particular students from less wealthy families) than private, elite colleges.⁵ This is particularly relevant to UK as a land-grant institution, where we serve a largely rural state with many areas of poverty and economic strain, notably the Appalachian region of Kentucky, an area where we are particularly cognizant of educational challenges, given the efforts by Shaping Our Appalachian Region (SOAR) to improve the many problems that characterize Appalachia.

A recent report suggests that honors colleges at public universities make a significant impact on student graduation rates. William G. Bowen and his co-authors have recently studied college completion at public universities. They argue that Honors Colleges may help “narrow disparities in outcomes by socio-economic

⁵ Frank Bruni, “A Prudent College Path,” *The New York Times Online*, New York Times, 8 Aug. 2015: Web 25 Aug. 2015. http://www.nytimes.com/2015/08/09/opinion/sunday/frank-bruni-a-prudent-college-path.html?_r=0

status.”⁶ Honors colleges serve not only to make the outstanding academic achievements of undergraduate students more visible, they provide the kind of academic support for students from diverse backgrounds that are generally available to the more affluent. They can help a large public university campus serve a more diverse community. If we can make the type of education available to our poorer communities in rural Kentucky and inner cities of major metropolitan areas that is available to highly ranked private academic institutions in the Northeast and Western US, we will and can not only help our students, but also our Commonwealth.

Attracting High-Quality Students: Based on extensive work benchmarking nationally-recognized honors programs and colleges (including nearly all CPE Benchmarks, University Research Committee’s (URC) Benchmarks, and select southern schools), the 2012 report recommended that Honors aim for enrollment of 2,000-2,100 students. In 2012, the average size of central honors programs in our selected comparisons was 8.6% of total undergraduate enrollment (for CPE benchmarks, 8.8%; for URC, 7.4%; and SEC comps, 6.8%). At 2012 enrollment levels, a 2,000 student Honors program would place UK above the benchmark average, at roughly 10% of total undergraduate enrollment. This figure is roughly three times the size of the program in 2011-2012 (before the curricular change) when approximately 200 incoming Freshmen were admitted to Honors. Enrollment targets were incrementally increased from 2012-2015. Attracting and yielding more academically well-prepared students will help the university attain its overall retention and graduation goals since these students are retained and graduate as a group at a higher rate than those less-well prepared. Moreover, students participating in Honors have on average higher retention and graduation rates than equally well-prepared students who are not in the program (**Figure 3**). Thus, an expanded Honors enrollment should also help boost retention and graduation rates.

⁶ William G. Bowen, Matthew M. Chingos, and Michael S. McPherson, *Crossing the Finish Line: Completing College at America’s Public Universities* (Princeton and Oxford: Princeton U. Press, 2009), 205.

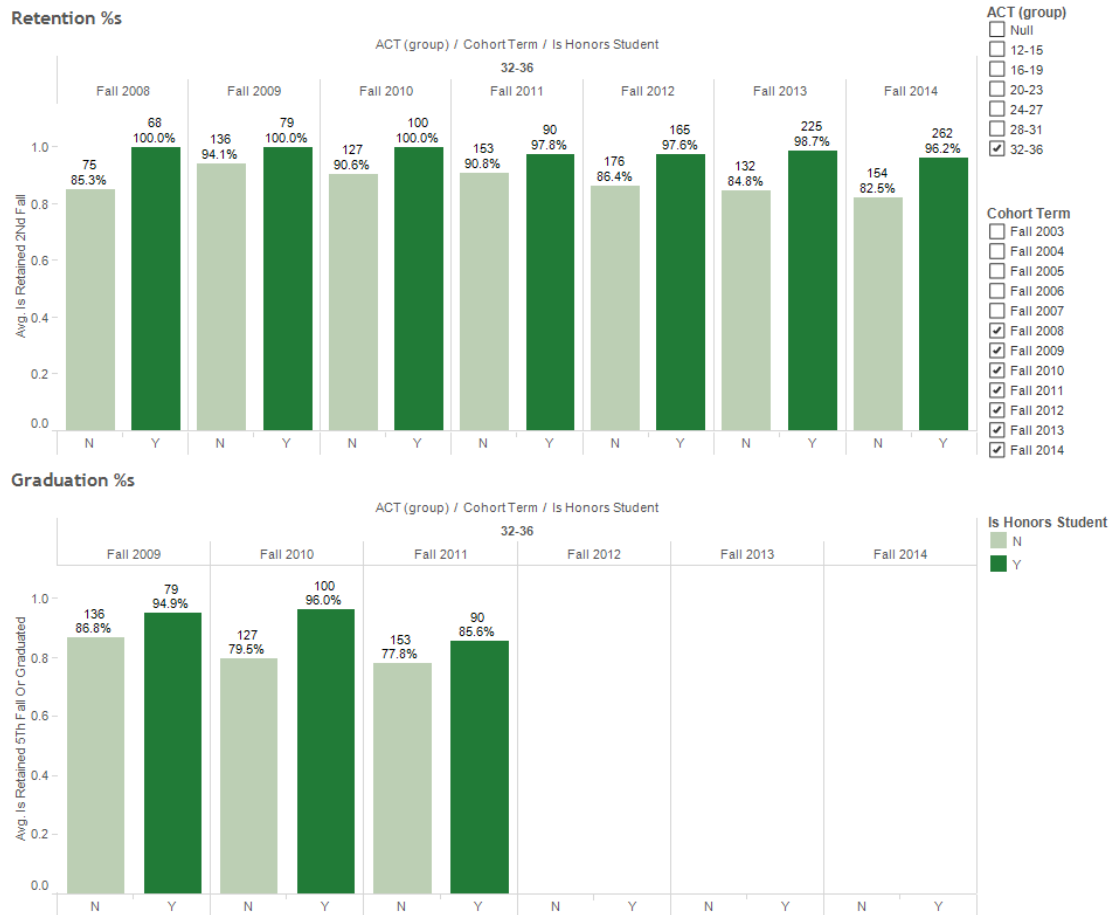


Figure 5: Retention and Graduation Rates of a Cohort of Honors students Compared to a Cohort of non-Honors students having similar ACT Scores. Source: Undergraduate Education.

Student Success: Retention and Graduation: As Figure 3 shows, the program has retained students at a higher rate than students with similar ACT scores. Our most recent data show that non-Honors students in the top ACT comp octile (ACT of 32 and above) average a First Fall-Second Fall retention rate of 85.6%, compared to Honors' 97.5% retention (this is based on last three cohorts, 2012-2014). Similarly, the top octile student's 6-year graduation rate is 81.4%, compared to Honors' 92.6% (based on the last three graduating cohorts, 2009-2011).

These retention data suggest two things. First, Honors can contribute to improvement of the overall rate of retention at UK by including more of the academically well-prepared students at UK even as we seek to increase the number of top applicants. Second, we must realize that the key to Honors retention rates is the attention and mentoring that Honors staff and faculty can give to students in the program. This includes an active co-curriculum that engages Honors students in activities on campus, provides informal peer-to-peer and student-faculty interaction, and builds a

sense of community, along with the new living-learning communities in our new upscale residence halls. It is not simply enough to extend the moniker “Honors” to more students; we must seek to scale the nature of the Honors community we create to incorporate more and more diverse students.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form.

Dean. Key personnel in any academic structure include faculty leadership. Currently, UK Honors is led by a full-time faculty Director, while an Honors College would be headed by a Dean. The Dean should have qualifications as required for tenure in a department or school at UK, including a Ph.D. or equivalent degree, a national academic reputation, and a distinguished teaching, research, and publication record to merit appointment at the rank of professor in their appropriate host unit. The Dean should have a record of commitment to undergraduate education and experience in developing and implementing academic programs and co-curricular support. The Dean will need to demonstrate strong interpersonal skills, successful collaboration with others on complex tasks, successful administrative experience, and significant Honors experience. Finally, candidates should have significant experience in fundraising, with the ability to articulate a compelling vision of an Honors education within the University, to alumni, and to external audiences.

Honors Staff. Other key personnel would include professional staff. Honors is currently staffed by three full-time advisors (Student Affairs III), a student affairs coordinator, a staff assistant, and a recruiter. All of these positions would remain in Honors with job descriptions and qualifications as per Human Resources standards. With continued growth would come expansion of the Honors staff to provide increased needs in advising, co-curricular events and program development, recruitment, budgeting, web and social media presence, and assessment/reporting (see below for expansion).

7) Discuss leadership and selection process for appointing a chair, a director, or interim leader and search process, etc.

The University’s agreement with the donor establishes that the Dean of Honors will be in place by January 2017. Upon approval of the new educational unit by the Board of Trustees, the Provost will initiate a national search to identify appropriate candidates for the position of Dean of the Honors College. This search process will follow the requirements of the University’s Governing and Administrative Regulations, similar to searches for all other college leadership. As befitting a unit that serves the entire University, it is expected that the search committee will include broad representation from across the University community, including faculty, staff, students, and alumni. Until a permanent Dean is named, an interim Dean will be appointed by the Provost.

8) What is the function of the faculty/staff associated with the proposed change and how is that relationship defined? Discuss DOE, adjunct, full-time, voting rights, etc.

Honors Faculty (see *Honors Faculty* above; #3)

The Lewis Foundation gift has graciously provided funding to create a core of 10 full-time faculty, who will teach, mentor, and contribute to programming in the College. (As noted below, the annual gift is in addition to the permanent endowments supporting two “faculty scholars” who will hold endowed professorships provided by the agreement). Given the support for the dedicated, full-time faculty is a gift that will end after 10 years, the university will have to carefully manage how the funds are used.

Honors typically employs 45-55 faculty members each semester, which will be comprised of the new, 10 full time faculty, and others. Given the variety of contributing faculty, there will be a need for a wide variety of faculty service models, to provide flexibility and to meet the needs of the College.

The teaching faculty selection and hiring process will be determined by the Honors College Dean, the Honors College Transition Committee, the Dean/Chair of the faculty member’s college, and the faculty member, and may consist of a combination of possible models, which include, but are not limited to:

Full-time faculty (tenured, tenurable, non-tenurable) who already hold primary appointments in other UK colleges (or are newly hired into these colleges), who have a recurring, secondary assignment in Honors, such that the bulk* of their time can be devoted to teaching in Honors. Honors would “buy-out” this assignment, which would be for a set period of years (1-3), and will be potentially renewable. The purpose of this “buy-out” is to ensure that the faculty members dedicate the bulk of their teaching time specifically to Honors and Honors students. If tenured, these faculty members would help constitute the “Regular Faculty” described in the proposed revision to GR VII, described above. (*bulk would be 95% or greater). Within this category, there may be a number of different models, which will be discussed and decided upon by the transition committee members, with the goal of maintaining the Donor Agreement criteria for “dedicated” faculty.

- Full-time faculty (tenured, tenurable, non-tenurable) who already hold primary appointments in other UK colleges (or are newly hired into these colleges), who have a recurring, secondary assignment in Honors, such that the bulk* of their time can be devoted to teaching in Honors. Honors would “buy-out” this assignment, which would be for a set period of years (1-3), and will be potentially renewable. The purpose of this “buy-out” is to ensure that the faculty members dedicate the bulk of their teaching time specifically to Honors and Honors students. If tenured, these faculty members would help constitute the “Regular Faculty” described in the proposed revision to GR VII, described

above. (*bulk would be 95% or greater). Within this category, there may be a number of different models, which will be discussed and decided upon by the transition committee members, with the goal of maintaining the Donor Agreement criteria for “dedicated” faculty.

- Full-time faculty hired jointly by Honors and a willing unit/college, who contribute a number of courses consisting of either HON courses: e.g. HON-301), or as HON-sections, and also participate in some programming. These faculty would contribute ~25-40% teaching to Honors.
- Full-time faculty hired in a tenurable or non-tenurable series with their primary appointment in another unit/college, but teach at least 1 HON course.
- Full-time faculty hired in a non-tenurable series. These appointments could include “teaching fellows” hired through a national search process similar to Harper Fellows at the University of Chicago.

Regardless of which faculty model is used, those above or any other model designated by the Honors Faculty Transition Committee, a potential new approach might be to select Honors faculty through a competitive mechanism to ensure Honors is home to the best possible faculty teaching the most innovative, cross disciplinary, and enticing courses.

The dedicated faculty should align with and provide the foundation for the College’s guiding principles of interdisciplinary inquiry. It is crucial that the dedicated effort of the ten full time faculty, and to various degrees to all other faculty as well, extend beyond instruction and to include service to the College, and significant mentorship of students (particularly first year students and recruits). The dedicated, full-time faculty provide the platform to support the important, though more occasional efforts, of these faculty from across the university who often do not have the time to attend Honors events, or provide mentorship for first-year student. The ideal mix between these different options (and others found through campus consultations) will reflect and strengthen the diversity of faculty effort on campus, representing an array of title series, disciplines, methodologies, and pedagogical approaches.

Because of the importance and deep, abiding interest in these faculty appointments, we propose the exact terms of these appointments be set through continuing consultations between the Honors College Dean (interim), Honors College Faculty (as appointed through the proposed GR VII revision), the deans of other UK colleges, and the Provost. As noted below, for the Provost has approved the immediate creation of an Honors Faculty Transition Committee (based on the Senate-appointed Honors Program Committee) to begin its process. We further propose the results of these discussions be presented regularly to the Senate Council for discussion and endorsement. These discussions should specifically focus on how to ensure that Honors does not build its foundation on an over-reliance on non-tenure series instructors and non-faculty staff.

Note also that the Donor Agreement specifies two endowed professorships, called “Faculty Scholars.” One is in “Organizational Behavior” and the other is in “Entrepreneurship” (Exhibits D & F). Qualified faculty with relevant experience will be eligible to apply for these endowed professorships. We recommend the guidelines for awarding the positions be created by the administrative leadership of the new College and approved by the Provost and the appropriate administrative leadership of the joint appointment college, which is most likely to be the Gatton School of Business, and according to UK rules and regulations governing endowed professors. These endowed appointments will be established separately from the gift provided for the new 10 dedicated, full-time Honors faculty.

The cooperative yet centralized structure of an Honors College and new dedicated faculty infrastructure would provide better student mentoring, greatly improved instructional support, elevate the status for all collaborative colleges and departments, and create a more innovative, competitive, and transformative Honors curriculum. Further, it will provide a long-discussed need by the current Honors Honors Program Committee to involve students in the selection of their faculty, as is done in other benchmark institutions.

The ultimate goals when considering the selection of an Honors Faculty is ensuring the highest quality instruction and maximizing the amount of contact between faculty and students. Surveys across the country repeatedly show that one-to-one interaction between students and faculty is the single most important factor for achieving student satisfaction and success.

Honors Staff

The donor’s agreement provides funding to increase the number of academic advisors and establish career counselors. In addition, the College will require professional and administrative staff to ensure college functions in recruiting, budgeting, and LLP support are met. The Honors Faculty Transition Committee needs to address this issue carefully.

Role	Number	Currently in place (P), to be appointed by Provost (A), or to be hired (H)
Dean (Interim)	1	P (currently as Director)
Student Affairs Coordinator	1	P
Advisors	5	2-P; 3-H
Career Counselors*	4	H
College Budget Officer	1	H
College Administrative Asst	1	P
Marketing and Communication	1	H

Recruiter	1	P
LLP Coordinator	1	H (currently as part-time)
LLP Support Staff	1	H
Development Officer	1	H (temporary officer in place)

9) Will the proposed change involve multiple schools or colleges? Officially, the structural change only involves the Division of Undergraduate Education, a unit of the Provost Office. However, a change of this magnitude will indeed impact the entire campus in a variety of ways. Given this impact, representatives from Honors are in the process of contacting each Faculty Council to obtain input and address suggestions and concerns of all faculty across the campus, as required by the *Senate Academic Organization and Structure Committee*. Official letters of support will be provided going forward.

10) If the proposed change will involve transferring personnel from one unit to another, provide evidence that the donor unit is willing and able to release the personnel.

The Associate Provost for Undergraduate Education and the Provost will each supply letters indicating that the donor unit is willing and able to release the personnel from currently residing in Undergraduate Education, to being part of a free standing Honors College.

11) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy-making process including voting rights and advisory.

Until 2004, the Honors Program supported full-time, tenure-track appointments that were shared with college units. At present, there is only one full-time faculty appointment in the Program, the faculty Director (currently an interim appointment and although a full-time, regular tenure-track faculty member, not full-time in Honors). The University Senate has appointed an Honors Program Committee that serves as a Faculty of Record with jurisdiction over educational policy, teaching and content of courses, and educational improvements (SR 1.4.3.4; GR VII.A.I).

The function of the Faculty of Record will continue and be strengthened with the creation of an Honors College. We anticipate the Faculty of Record will conduct oversight of the Honors College, such as serving as the 6-year review committee. As it currently stands, service on the Faculty of Record for Honors is not always recognized through formal changes to the Distribution of Effort or through faculty appointment. We propose to revise GR VII and relevant Senate Rules to recognize the unit as a college and to provide official recognition of teaching and service in Honors through the creation of the Honors Faculty Council comprised of those faculty who teach in the Honors College. This could include faculty governance as

defined by the Governing and Administrative Regulations. Many universities have Honors Colleges that are governed by faculty councils or committees where the members are “borrowed” from their tenure homes or jointly appointed for set periods of time (perhaps up to three years, as suggested above). This research and service could be recognized in-load or as an overload, so as to ease the burden on home departments. The innovative plan for faculty involvement outlined above allows all parties to communicate clearly with one another and plan ahead for course coverage and other faculty duties.

12) Discuss any implications of the proposal for accreditation by SACS and/or other organizations.

SACS does not establish criteria for Honors curricula. There are no official accrediting bodies for Honors Programs or Colleges, though the National Collegiate Honors Council (NCHC) establishes Guidelines. Aside from reporting the change, there are no implications for accreditation as long as the process follows established university rules; UK’s SACSCOC liaison, G.T. Lineberry has been informed of this proposal and will facilitate reporting.

13) What is the timeline for key events in the proposed change? Student enrollments, graduates, moved programs, closed courses, new faculty and staff hires, etc.

As noted in Section 1 above, Honors has since 2012 operated under an enrollment plan that called for the program to serve directly 10% of the undergraduate population by 2017. This is to be accomplished by a gradual increase in the size of the incoming class over several years.

This proposal supports this plan by ensuring these students would be adequately supported by appropriate staff and faculty resources. The proposed Honors College is envisioned as a common resource for the university as a whole, and one that will rely on working well with other colleges. It is understood that for it to succeed, there needs to be campus-wide support for the College and its proposed structure. In a large university, ensuring this support takes time.

The Provost agrees that a “Transition Committee” be immediately established, comprising the:

- 1) Current Director, to chair the committee
- 2) Current Honors Program Committee
- 3) An additional 4-6 representatives from the University Senate. The University Senate representatives should be selected with the aim of insuring broad

representation from UK college faculty and experience with/knowledge of Honors students.

This Transition Committee would be entrusted with ensuring there is fast and open communication between the Honors Faculty and the Senate, as the proposal for the Honors College goes through the Senate committees and as the College establishes its governance and curricular structures and procedures. It is recommended that the decisions of the Transition Committee be signed off on by the Senate Council. This committee will be dissolved once the College's academic and administrative structures are created, and it becomes a well-functioning unit within the University, as described in the discussion of the GR VII revisions above.

February 2016: Transition Faculty Governance Committee formed (based on current Honors Faculty of Record appointed by the Senate) and leadership appointed.

June 30, 2016: Deadline for BoT action on proposed Honors College

July 2016: Interim Dean named

July 2016: Open national search for Honors College dean

September 1, 2016: First draft plan for a model of faculty appointments

January 2017: Honors Dean hired and in place; begin faculty recruitment

Fall 2017: FT Honors faculty, advisors, career counselors, in place as per Donor Agreement.

(Other critical milestones to be mapped out by Honors Faculty Transition Committee in consultation with the Provost and interim Dean, and in accordance with the Donor Agreement)

14) Include evidence that adequate financial resources exist for the proposed unit to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.

The Honors Program currently has an annual recurring budget of approximately \$800,000 and an endowment of approximately \$310,000. The increased support necessary for a fully developed Honors College will come from three sources: an increase in UK recurring funds, an Honors Program fee (\$500/student/year), and external gifts in the form of an annual operating gift and a permanent endowment.

This 10-year gift helps us ensure that the outlays and income associated with the College are sustainable in both the long and the short term. The majority of increased funding will come from sources that are unique to Honors and not the

general fund (i.e., not competing with other programs and colleges for general funds). The fee is something that would otherwise not exist. Further, the gift opportunity is not fungible.

Expenditures: The primary expenditure for the new Honors College will be faculty and staffing. This would be organized as in other colleges, providing support of college-level responsibilities, including budget, recruiting, communication/marketing and development officers (many of these functions are already in place, either in the Honors Program or in UGE). In many benchmarks, offices related to the enrichment of undergraduate education (e.g. the administration of undergraduate research, scholarship programs) are combined with Honors, and typically support a large number of Honors students.

Our benchmarking study bears this out. The 24 programs/colleges in our comparison have staff sizes that average 15 per program/college (this number includes directors/deans and other positions that are faculty, as well as academic staff such as professional advisors, development officers, etc.). On a per student basis, these benchmarks average 1 FT staff per every 156 students (and also recommended in the NCHC Guidelines). Based on our goal of 2000 students and 1/156 ratio, we estimate that Honors would need at least 13 FT staff positions (see table above).

III. Conclusion

A major recommendation of the NCHC when transitioning from an Honors Program to an Honors College is to closely align with the goals and aspirations of the university, as stated in the Strategic Plan, and to uphold and honor the campus culture. In alignment with this recommendation, the above proposal for the creation of the Lewis Honors College will create the opportunity for dedicated, first rate Honors Faculty to teach high achieving accomplished Honors students. Further, the change will provide the means by which to elevate experiential learning (undergraduate research, education abroad, service learning, and related opportunities), all of which will lead to a “transformative” education, and increase the ability of UK to recruit the best and brightest.

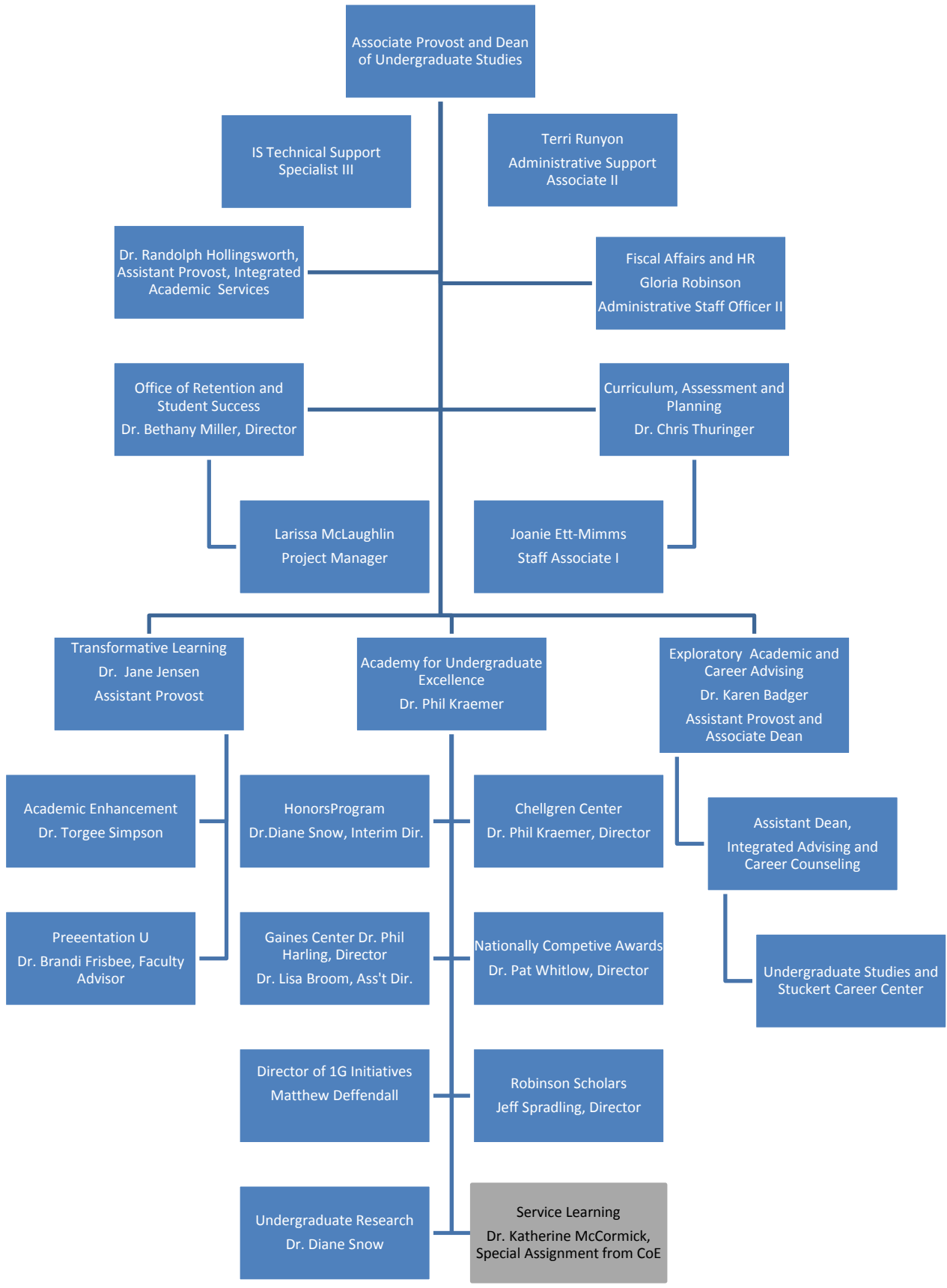
The creation of an Honors College, compared to an Honors Program, is generally seen as a signal that a university is dedicated to supporting achievement at the highest level. It is a highly visible symbol of the institution’s mission to provide a rigorous and challenging academic environment in all its undergraduate programs, in all colleges and majors. Elevating the profile of Honors and establishing high-level leadership will demonstrate institutional commitment to strengthening academic excellence that will resonate with prospective students and families, and with major external supporters of the University of Kentucky.

Lewis Honors College: 12 Year Sustainability

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2026-27	2027-28	2028-29
Revenues, Income												
UK Base	\$ 1,000,000	\$ 1,040,530	\$ 1,061,956	\$ 1,084,026	\$ 1,106,758	\$ 1,130,171	\$ 1,154,287	\$ 1,179,127	\$ 1,204,712	\$ 1,231,064	\$ 1,257,987	\$ 1,285,499
Program Fee Income ¹	\$ -	\$ 1,047,500	\$ 1,087,680	\$ 1,120,310	\$ 1,153,920	\$ 1,188,937	\$ 1,224,193	\$ 1,260,919	\$ 1,298,747	\$ 1,337,709	\$ 1,377,840	\$ 1,419,175
Lewis Gift	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ -	\$ -
Additional UK Gifts ²	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
Endowment Income	\$ -	\$ 127,969	\$ 171,168	\$ 171,168	\$ 215,447	\$ 260,834	\$ 307,354	\$ 355,038	\$ 403,914	\$ 454,012	\$ 517,574	\$ 590,034
Fund Balances	\$ 585	\$ 232,409	\$ 420,364	\$ 420,364	\$ 533,180	\$ 630,148	\$ 630,148	\$ 652,582	\$ 656,441	\$ 640,766	\$ 604,557	\$ 53,999
Total Revenues	\$ 1,750,000	\$ 2,838,615	\$ 3,282,015	\$ 3,545,868	\$ 3,759,305	\$ 3,919,597	\$ 4,065,983	\$ 4,197,667	\$ 4,313,814	\$ 4,413,551	\$ 4,007,957	\$ 3,598,708
Expenses												
Personnel ³	\$ 1,266,415	\$ 2,102,620	\$ 2,170,097	\$ 2,239,935	\$ 2,312,218	\$ 2,387,030	\$ 2,464,461	\$ 2,544,602	\$ 2,627,548	\$ 2,713,397	\$ 2,794,799	\$ 2,878,643
Student Support ⁴	\$ 222,000	\$ 222,000	\$ 300,000	\$ 340,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000
C.E. Travel, Comm. ⁵	\$ 151,000	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585
Marketing	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000
Faculty Development	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Total Expenses	\$ 1,749,415	\$ 2,586,205	\$ 2,731,682	\$ 2,841,520	\$ 2,953,803	\$ 3,028,615	\$ 3,106,046	\$ 3,186,187	\$ 3,269,133	\$ 3,354,983	\$ 3,436,384	\$ 3,520,228
BALANCE	\$ 585	\$ 252,409	\$ 548,333	\$ 704,348	\$ 805,502	\$ 890,981	\$ 959,936	\$ 1,011,479	\$ 1,044,680	\$ 1,058,569	\$ 571,573	\$ 78,479
Less Endowment Income to Reinvest	\$ -	\$ -	\$ 127,969	\$ 171,168	\$ 215,447	\$ 260,834	\$ 307,354	\$ 355,038	\$ 403,914	\$ 454,012	\$ 517,574	\$ -
Fund Balance to return	\$ 585	\$ 252,409	\$ 420,364	\$ 533,180	\$ 590,054	\$ 630,148	\$ 652,582	\$ 656,441	\$ 640,766	\$ 604,557	\$ 53,999	\$ 78,479

Footnotes:

- The budget depicted is estimated only and considers applicable sources of revenue. Future economic factors such as market forces, state legislative actions, or world events are unpredictable and, therefore, are not reflected in this budget. The University, however, remains committed to the terms of the Charitable Grant and fulfilling its obligations to support and sustain an Honors College. The budget is carried out through Year 12 to demonstrate viability and sustainability when the ten-year commitment for annual operating ends.
- The program fee is expected at \$500/year with a 3% growth rate similar to other course and program fees within the University. We expect that diversity scholarships will be available to defray program fee costs for some students.
- Personnel reflect a build-out over a two year period. Additional dedicated faculty and staffing beyond existing FY16 resources are required to support the programming and students. The Charitable Grant requires that, at a minimum, we employ no less than 10 dedicated faculty, 5 academic advisors, 4 career staff, and 1 one development officer. Expense calculations include estimates for annual raises, benefits.
- Student support is composite of specifically directed at programming such as seminars, speaker series, and materials to allow students to develop leadership skills, self-awareness, etc. necessary to later career placement. Also included is funding for living-learning program support. Funds not fully utilized for programming needs will be directed towards grant opportunities for students for career exploration, undergraduate research, service learning, and innovation.
- The Charter for the Lewis Charitable Grant and associated endowments, requires the University to actively engage in external fund raising to support faculty and program efforts of the Honors College. This commitment of \$7.5M between FY16 and FY25 constitutes an average of \$750K per year. It is anticipated that some of these gifts will be endowed for future revenue. However, we anticipate that approximately \$250K per year will be in the form of operational gifts available for immediate usage.



GR VII and the Creation of an “Honors College”

The Honors College should be described as a “major educational unit” that is structured as an “interdisciplinary instructional program... which draws faculty from different departments, schools, and colleges.”

The Issues

- A. An **educational unit** is defined by the presence of full-time tenure-line faculty:
“Any existing or proposed unit that has as its primary mission the performance of educational activities in instruction, research, and service shall be defined as an educational unit if at least one full-time (tenured or tenurable) faculty appointment or its time equivalent is assigned to perform instruction, research, and service in that unit.” (GR VII, Introduction)
- B. Faculty of Colleges are defined as tenure-track faculty and administrators assigned to that unit:
“The membership of the faculty of a college shall consist of its dean, associate and/or assistant deans, and regular full -time faculty having the rank of assistant professor, associate professor or professor in the regular, special title, or extension series or librarian III, II or I in the librarian title series. Membership, with or without voting privileges, also may be extended or withdrawn by the above college faculty to any other person assigned to the college for administrative, instruction, research, extension, clinical or librarian work. An individual may be assigned to more than one college; in this instance, one assignment shall be designated primary by the Provost (Part X.B.1)” (GR VII, A.4)

Solution: Establish the Honors College as a major educational unit that is distinguished from other colleges, alongside Libraries and Graduate School.

Changes needed to the text of GR.VII:

1. Add Honors College to A.1
“Major educational units of the University are the colleges, the Libraries, ~~and~~ the Graduate School and the Honors College.”
2. Create new section “The Honors College Faculty” following current section 3 as follows:

Proposed New Text to be Added to GR VII

A.3 The Honors College Faculty

- a) Regular membership in the Honors College Faculty shall consist of the Dean of the College, associate and/or assistant deans holding professorial faculty rank and who have assignment in the College, and tenured or tenurable faculty members with primary appointment in another college who have recurring, formal assignment in the College. Associate members of the Honors College Faculty are those with primary appointment in another college who have recurring, formal assignment to provide instruction in the Honors curriculum. The above members of the Honors College Faculty must possess the following qualifications:

- A doctoral degree or its equivalent in scholarly reputation;
- The rank of assistant professor (or equivalent) or higher;
- Demonstrated excellence in teaching and mentoring of undergraduate students; and
- Definite interest in Honors students and the willingness to participate in the Honors College Program.

The Dean of the Honors College confers membership in the Honors College Faculty. The appointments of regular members are made upon recommendation of the Honors College Faculty of the qualifications of the persons proposed for membership by the dean of the college of primary appointment. Associate members in the Honors College Faculty may be appointed by the Dean of the Honors College, with appropriate duties and privileges, as approved by the University Senate.

b) Officers, Committees and Councils

The Honors College Faculty may perform its functions directly or through the Honors College Council, as prescribed by the Rules of the Honors College Faculty and as approved by the University Senate. The Dean of the Honors College shall preside over meetings of the Honors College Faculty, except as the Dean may delegate that function. Copies of minutes of Honors College Faculty meetings and of meetings of Honors College Faculty committees and councils shall be made available to all members of the Honors College Faculty.

c) Honors College Faculty Functions

Within the limits established by the Governing Regulations and the University Senate Rules, the regular members of the Honors College Faculty shall have jurisdiction over the curricular requirements leading to the Honors credential, and within those limits shall establish Rules of the Honors College Faculty necessary for the performance of its educational policymaking functions. For these purposes, voting privileges may be extended or withdrawn by the regular members to the associate members, or to other persons assigned to the college for administrative, instruction, research, extension, clinical or librarian work. Copies of these Rules shall be made available to Honors College Faculty members and filed with the Dean of the Honors College, the Provost, and the University Senate Council. It is the responsibility of the Honors College Faculty to safeguard, promote the academic achievements of Honors students and to assist other colleges in the development of undergraduate excellence in all fields. In accordance with procedures established in its approved Rules, the Honors College Faculty shall make recommendations to the University Senate on academic matters that require University Senate approval. The Honors College Faculty may make recommendations on other matters to the University Senate, to college or department faculties, to the President or other administrative officers.

The Honors College Faculty/Council shall have the authority and responsibilities delegated to it by the Dean of the Honors College and the University Senate.

B.2 Dean of the Honors College

The Dean of the Honors College is chair of the Honors College Faculty and serves as an ex-officio member of all councils and committees of the Honors College. Under the broad direction of the President and the Provost, the Dean provides general planning, guidance, review, and coordination for all of the College's endeavors in undergraduate education. The Dean also recommends on the college budget and shall have the same authority and responsibilities as those of a dean of a college in the administration of the Honors College.

In connection with the above administrative functions, the dean shall seek the advice of the faculty of the college: 1) individually, 2) as a whole, 3) through the elected college faculty council, or 4) through the faculty advisory committees.

External Advisory Board

The Dean shall speak for the Honors College Faculty. In the event that the Dean believes it necessary to depart from the recommendations of the Honors College Faculty, the Dean shall communicate the Honors College Faculty's recommendation as well as the Dean's recommendation, stating the reasons for differing from the Honors College Faculty's opinion, and notify the Honors College Faculty of such action.

Table of Contents (Presence of letters is indicated by “x”. All letters are in alphabetical order by College)

College	Committee making	Faculty Letter	Dean’s Letter
Agriculture, Food, and Environment	Faculty Council	Support* -Sustainability - Faculty risks	support
Arts & Sciences	Executive Committee	Support* -Faculty -Governance -Transition	
Communication and Information	Faculty Council	Support* -sustainability	Support in spirit* -sustainability
Design	Curriculum	Support	X
Education	Faculty Council	In favor* - Sustainability -Recruitment and access	In process
Engineering	Undergraduate Education Team	See Assoc Dean letter * - Sustainability - Students - Faculty	Support
Fine Arts	Faculty Council	Support	Support
Gatton College	Faculty Council	General support * Effect on B&E honors Details on endow prof	
Health Sciences	Academic Affairs Committee	Clear support * -effect on untenured faculty?	Support
Medicine	Faculty Council	Support -need Honors Faculty Council	Support
Law			
Libraries	Faculty Council	Support* - Sustainability - Access	Support
Nursing	Faculty Council	Secondary report of support*	Support
Pharmacy	Curriculum	Support	Support
Public Health	Faculty Council	General Consensus Support * - Sustainability - SACS issues - Faculty resources - Faculty governance	
Social Work	Faculty Council	In process	Support

FC CAFÉ:

1. Questions documentation of advantages of College v. Program
2. Develop better marketing strategies
3. Recommends late entry to accommodate late bloomers”
4. Sustainability
5. Concerns about faculty responsibilities
6. Concerns about flexibility

FC A&S (Executive Committee)

Faculty issues

1. How will faculty appointments and evaluations occur across colleges?
2. Essential that faculty in college be teacher/researchers
3. Need strong role for other colleges in decision making

Governance

1. Specify how faculty governance will work
2. How will colleges impact governance of this college

Transition Committee

1. Membership should be representative of the colleges that participate... not just current honors faculty
2. Formed by Senate following recommendations from College Deans

Dean of Communication and Information -- Support

1. Sustainability beyond 10 Years

College of Engineering -- Dean’s comments summarize their Undergrad education committee

1. Sustainability
2. Not clear on management of honors students
3. SEAM honors track? Effect of this proposal.

Gatton B&E Faculty council

1. Has exiting Gatton Honors program. Do not want this damaged
2. Impact of “honors experience” may make program less attractive to B&E students
3. Need more info on two endowed Business faculty positions

Health Science faculty council

1. How to handle effect on careers of untenured faculty teaching in Honors

Libraries faculty Council

1. Curriculum driven by faculty

2. Flexibility in areas for recruitment of honors professorships
3. \$500 fee will disadvantage low income students
4. Sustainability

Public Health FC

1. Sustainability
2. SACS issues
3. Faculty resources
4. Faculty governance

Education faculty council

1. Sustainability
2. Recruitment and access

Nursing



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February 29, 2016

MEMORANDUM

TO: Charley Carlson, Senior Associate Provost for Student Success
Ben Withers, Associate Provost for Undergraduate Education

FROM: Nancy M. Cox, Dean, College of Agriculture, Food and Environment *Nancy M. Cox*
Larry Grabau, Associate Dean for Academic Programs, College of Agriculture,
Food and Environment *Larry J. Grabau*

RE: Support for Lewis Honors College

The College of Agriculture, Food and Environment is pleased to support the transition of the current University of Kentucky Honors Program (HP) to the intended Lewis Honors College. While the HP has had a fruitful, decades-long tradition of excellence, we are persuaded that the Honors College format will amplify the opportunities for exceptional University of Kentucky students to succeed, and that their success will redound across the undergraduate colleges of the campus landscape.

We look forward eagerly to see how this significant initiative transforms undergraduate education at the University of Kentucky.



March 1, 2016

Benjamin C. Withers, Ph.D.
Associate Provost for Undergraduate Education
230 McVey Hall
Campus

Dear Dr. Withers:

Thank you for giving the College of Agriculture, Food and Environment Faculty Council (CAFE FC) an opportunity to meet with you to discuss creation of an Honors College at UK. As requested, the CAFE FC has reviewed the materials addressing the proposal to create the new college. The CAFE FC had an in-depth discussion of the proposal, and also solicited comments from CAFE directors of undergraduate studies, department chairs, and others. Our concerns broadly fell into three categories addressing targeted students, funding, and faculty for the proposed UK Honors College.

We offer the following perspectives on targeted students:

- The lack of data demonstrating that students in honors colleges are more successful than their counterparts in honors programs is a concern. It appears that data is lacking comparing retention, graduation rates, GPA, and post-graduation experiences for the two groups. How is an honors college a better experience than an honors program?

The CAFE FC recommends that the newly established UK Honors College develop and maintain a strong assessment effort of itself and its students (pre- and post-graduation).

- The lack of an understanding of and appreciation for the honors college experience among prospective students is a concern, especially among students with limited family college background. Explaining to students how they can be in two colleges is going to be important.

The CAFE FC encourages the UK Honors College leaders to develop a marketing plan that makes the concept of an honors college understandable to entering students, with particular emphasis on students who have a limited understanding of the college experience in general.

- First generation college students or students with a limited academic preparation are sometimes slow to blossom in an academic setting and may be initially intimidated by or uninterested in the rigors of an honors college.

The CAFE FC recommends that the UK Honors College consider for admission not only incoming freshmen, but also existing UK sophomores and transfer students, and create clear and simple routes of entry into the program for each group.

We offer these perspectives on funding:

- First generation, economically challenged, and students from underrepresented groups may not be in a position to benefit from formation of the UK Honors College.

The CAFE FC recommends that funding for the UK Honors College not be at the expense of those students that do not have the academic standing or are uninterested.

- Our understanding is that the gift of \$23M will be supplemented by an endowment and other funds that have not yet been raised, and this is a concern.

The CAFE FC strongly recommends a cautious budgetary approach and a long-term funding plan that is carefully monitored.

We offer this perspective on UK Honors College faculty:

- Faculty benefit from a clearly defined academic home. What model will be used for the Honors College professoriate that will not complicate annual performance reviews, two- and four-year reviews, and promotion and tenure?

The CAFE FC are hopeful that a thoughtful discussion and plan for faculty members teaching in the Honors College will emerge, and that each will be provided a clearly defined academic home with clearly defined metrics for success.

And lastly, the following perspective:

- While an honors program can be nimble and respond quickly to new trends and new areas of teaching and research, experience suggests that colleges are less nimble. What mechanisms will be put in place to ensure that over time the UK Honors College can be as cutting edge as the existing honors program?

Again, we thank you for giving the CAFE FC the opportunity to provide input into the creation of the Honors College at UK. We firmly believe that the UK Honors College will be an asset to the University and the Commonwealth, and appreciate the thoughtful process in planning for its success.

Sincerely,
Dr. Lynne Rieske-Kinney, Chair
CAFE Faculty Council
Professor, Department of Entomology

To: Dr. Ernie Bailey, Chair, Academic Organization and Structure Committee, University Senate

From: A&S Executive Committee (Chana Akins, Cristina Alcalde, Doug Harrison, Michael Kovash, Susan Larson, Marion Rust)

Date: March 3, 2016

The Executive Committee of the College of Arts & Sciences supports the creation of a robust Honors College that will provide an academically enriching and challenging environment for diverse students through the involvement of top faculty who excel in both teaching and research at an R1 institution.

We have identified three areas in the existing proposal that we believe should be addressed before the creation of an Honors College at the University of Kentucky. We also provide some recommendations in each of these areas. A robust Honors College is essential to the University's goal of attracting academically top students to UK. Our recommendations are designed to guarantee that the Honors College will serve this goal and not, as we believe current plans for the Honors College will guarantee, to undermine it.

Faculty Appointments and Teaching in Honors College. The Committee is particularly concerned about the faculty appointment and evaluation processes for faculty in the Honors College, including the ten new faculty proposed for the Honors College. Attending an R1 institution, in particular, provides students with unique opportunities to learn from top researchers who bring their passion to the classroom and who are up to date on the latest research, methods, and theories in their areas. As academically talented students, Honors students are particularly well suited to learn from our top teacher-researchers and to collaborate with them as rising student researchers. The Committee recommends that faculty in the Honors College be excellent teacher-researchers of the sort prevalent at R1 institutions. Teaching loads, service expectations and requirements, and research expectations must be more clearly explained in the proposal to reflect a balance between teaching and research. The relationship between the Honors College and other Colleges also needs to be clarified to explain what role each will have in faculty appointment, tenure homes, and evaluation. We also strongly recommend that Honors faculty teach in their own areas of expertise, or closely related areas.

Governance and Faculty Representation. According to the Donor’s Agreement, the Dean of Honors will be in place by January 2017. We recommend that the process whereby the search committee for the Dean is appointed, the term of the Dean, and the criteria to be used in the selection process be explained more thoroughly. We also recommend that the faculty on the search committee be representative of the Colleges from which the Honors student population originates. The Committee also recommends that the process whereby the External Advisory Committee is appointed, the terms of members, and the number of members in each category (for example, in “representatives of the university”) be explained in more detail. With the exception of the specific Faculty of Record, there is no formal opportunity for input of individual Colleges into the future operation of the Honors College in the current document. Because students in the Honors College will be majors in other units on campus, tight integration and collaboration between both faculty and administration in the Honors College and the contributing Colleges is essential to provide the best experience for students.

Transition Committee. This committee will play a significant role in faculty selection and hiring, staff selection, curriculum, and governance. We strongly recommend that the Transition Committee be composed, not of current Honors faculty of record, but of representatives of the colleges in which the current Honors population is enrolled who excel in both teaching and research. We also recommend that the Transition Committee be selected primarily by the Senate and after solicitation of recommendations from College Deans. We noted that the Transition Committee only has two A&S faculty members, yet A&S is the college with the largest percentage (32.46%) of students in Honors.



March 21, 2016

Professor Ben Withers, Associate Provost for Undergraduate Education
Professor Ernie Bailey, Chair, SAOSC

Re: Comments on Honors College Proposal

Dear Professor Withers and Professor Bailey:

I write in response to the request for input on the honors college proposal before SAOSC. In addition to reflecting my thoughts, this letter summarizes input that I have received from the Gatton College Operations Committee, the Gatton Faculty Council, and key members of my leadership and administrative team.

The Gatton College welcomes an improvement in UK's honors program and there is strong support for improving the honors experience at UK. There is also support for the idea of an honors college at UK as a means to that improvement, but tempered with concerns about some administrative and governance issues, which I will summarize below. I am personally supportive of an honors college in that it provides a centralized focus, responsibility, and accountability for making UK more attractive to top students from around the world. I also share the concerns of my colleagues on the leadership team regarding some of the administrative/governance issues.

Below, I list the questions or concerns that have been raised in the Gatton College:

- What will be the role of the colleges in identifying or admitting potential honors students? Currently the Gatton College is involved in the decisions to admit students to our honors pathways (Global Scholars, Social Enterprise Scholars, and SEAM).
- How would existing Gatton College honors pathways be incorporated into the Honors College experience?
- Will B&E students accepted into the Honors College be advised only within the Honors College or will they also be advised by B&E staff?
- Given the Honors College would command the "best possible teaching faculty," we potentially dilute the quality of teaching to the remainder of our students.
- The idea to use Honors College funds to "buy out" the best B&E faculty members for a potentially undetermined duration leaves the college with using the "buy out" funds to staff courses with adjunct or non-tenure track faculty members. This process potentially dilutes the teaching quality for other students.
- There is strong concern that faculty members affiliated with the Honors College not be isolated from their home departments, especially research faculty members who should have deep involvement with doctoral students and the research fabric of the home department. The "buy out" scheme is problematic with respect to keeping research-oriented faculty members truly focused on research in addition to teaching responsibilities in the Honors College.

- There is concern about the appointment of professorships in Organizational Behavior and Entrepreneurship and the support, evaluation, promotion, and rewards for those faculty members, who presumably would have their faculty home in the Gatton College.
- There is sentiment that any full-time faculty members affiliated with the Honors College should have a home in an academic department that is responsible for and supports the discipline that the faculty members will teach and not have their appointments housed in the Honors College. Who bears responsibility for discipline-specific faculty development and evaluation of the quality of the discipline-specific content (especially as related to assessment of learning outcomes)?

I am very excited about the emphasis in the proposal on experiential learning, especially in the area of entrepreneurship. I see great potential leverage among the proposed Honors College, the proposed John H. Schnatter Institute for the Study of Free Enterprise (which has an entrepreneurship component), and the Von Allmen Center for Entrepreneurship, which leads a very strong experiential learning program in business start-ups and technology commercialization (the UK Venture Studio). The Gatton College looks forward to supporting these experiences for students in the Honors College.

In summary, I would say the Gatton College position is supportive with “cautious” enthusiasm. While we are excited about how an Honors College can elevate UK and the Gatton College, we are primarily concerned about two major issues: dilution of scarce faculty resources that potentially reduce the quality of instruction to non-honors students and the disciplinary support for faculty members whose academic homes are in the Honors College and not in the academic unit responsible for instruction and research in that discipline.

Sincerely,



David W. Blackwell
Dean



College of Communication and
Information
Office of the Dean
308 Lucille Little Library
Lexington, KY 40506-0224
Administration: 859-218-0290
Fax: 859-323-4171
W: ci.uky.edu

March 15, 2016

Ben Withers, Associate Provost
Undergraduate Education
University of Kentucky

Dear Dr. Withers:

The purpose of this letter is provide support for the notion of an honors college at the University of Kentucky. I have thoroughly read the proposal sent to me by Diane Snow and find the arguments within to be cogent and, at times, compelling. While I cannot go so far as to officially endorse the proposal as written, I am in agreement with the spirit of the concept.

I met with the college's Faculty Council about the proposal and they are in unanimous agreement about the need for an honors college (a separate letter from the council is forthcoming which I support). I also agree with their stated reservation of "the long-term viability of an Honors College, and its effect on other colleges, at the end of the 10-year grant period." In fact, I would go further to state that redirecting scarce recurring funds to a new college would not be in the best interests of UK. I sincerely hope the administration will find additional, new funds to sustain the honors program.

I wish you the best as you move the proposal through the review process.

Sincerely,

A handwritten signature in black ink that reads "H. Dan O'Hair". The signature is written in a cursive, slightly slanted style.

H. Dan O'Hair
Dean and Professor

March 1, 2016

Ben Withers
Associate Provost for Undergraduate Education
Office of the Provost
University of Kentucky
ccarl@email.uky.edu

Dear Dr. Withers:

The Faculty Council of the College of Communication and Information has discussed the proposal for the Honors College. We endorse this important proposal with one reservation.

It is advisable for the University to put more emphasis on Honors, for the reasons outlined in the proposal. While many organizational details of the new college will depend on the yet-to-be-named dean and other authorities, we believe the proposed basic structure is sound.

This proposal comes at a time when the University is very likely to face significant financial challenges from the state budgetary and political environment, so we feel obliged to express concern about the long-term viability of an Honors College, and its effect on other colleges, at the end of the 10-year grant period. Also of concern is the proposal's statement that funding will also come from an "increase in UK recurring funds" at a time when state support for the University is almost certain to decrease.

Despite these concerns, we believe the creation of an Honors College would be a valuable step forward for the University.

Sincerely,

CI Faculty Council

Alan DeSantis and Allison Scott Gordon, Department of Communication; John Clark and Al Cross, School of Journalism and Media; Sean Burns and Sherali Zeadally, School of Information Science; Mark Stuhlfaut and Chan Yoo, Department of Integrated Strategic Communication

March 4, 2016
Dr. Ernest Bailey
Senate Academic Organization and Structure Committee
University Senate

Dear Dr. Bailey,

The College of Design Curriculum Committee writes to you in support of the proposal to establish an Honors College at the University of Kentucky. The College of Design has long been a part of the fabric of excellence at UK, celebrating honors students, Gaines fellows and Chellgren fellows. Our faculty and students demonstrate exemplary design practice through experiential learning, service learning and international experiences.

As a creative leader of the university, the College of Design prides itself on integrating design into multiple disciplines. The establishment of an interdisciplinary Honors College aligns with the college's mission and reputation of collaborative research and learning opportunities within the Commonwealth and abroad.

We further support the goal set forth by the Honors College in meeting the individual needs of students. The studio sequence – the backbone of our curriculum – provides the intellectual landscape for intimate instruction and exploration of diverse design challenges. We view this model of education as an engaging experience that can serve as an inspiration to other curricular models.

We are greatly energized by the opportunity to collaborate and extend our forward-thinking approaches to develop new curricula in forms of instruction based on innovation, collaboration and design thinking.

Sincerely,
College of Design Curriculum Committee

Lindsey Fay, Curriculum Committee Chair, School of Interiors
Doug Appler, PhD, Department of Historic Preservation
Patrick Lee Lucas, PhD, Director School of Interiors
Mark O'Bryan, School of Architecture
Gary Rohrbacher, AIA, School of Architecture
Azhar Swanson, Director of Student Services



Office of the Dean
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March 15, 2016

Dr. Ben Withers
Associate Provost for Undergraduate Education
557 Patterson Office Tower

Dear Ben,

Thank you for meeting with our Undergraduate Education Committee about the Honors College proposal. After your presentation, the Committee suggested that I send the proposal and your presentation to the Chairs of the Departments to solicit faculty input. In addition, I asked the members of the Undergraduate Education Committee to send their input to me by email. Below are the comments that I received;

- 1) Because the money is not an endowment and is only available for 10 years, there is concern about the stability of the Honors College and how it will be funded in the future. This concern was raised by a number of individuals. Because no specifics are provided in the proposal on sustainability, some are concerned that the Honors College will eventually drain resources from other colleges.
- 2) The proposal is not student oriented. For example, it is not clear in the proposal where the Honors students will be enrolled, housed, advised and socialized. This needs to be clearly stated.
- 3) What new stipulations will be put in place regarding the SEAM Honors track? Currently, we have faculty teaching these courses who are not designated as "Honors" faculty. However, they are individuals with expertise in the focus areas of the courses and are best suited for teaching these students. Will this have to change?

Please let me know if you have any questions regarding these comments.

Sincerely,

Kimberly W. Anderson

Kimberly Ward Anderson, Ph.D.
Associate Dean for Administration and Academic Affairs
Gill Eminent Professor, Chemical Engineering

see blue.

An Equal Opportunity University



College of Fine Arts
Office of the Dean
202 Fine Arts Building
Lexington, KY 40506-0022
administration 859 257-1707
student affairs 859 257-1709
integrated business unit 859 257-8182
fax 859 323-1050
<http://finearts.uky.edu>

March 15, 2016

Dr. Benjamin Withers
Associate Provost for Undergraduate Education

Dear Ben,

I want to thank you for providing a comprehensive overview of UK's pending Honors College at our recent CFA Faculty Advisory Committee. As you know, that committee enthusiastically supports working with the planning committee to establish the Lewis Honors College. I echo their sentiments for I have no doubt that a high quality Honors College will help us recruit and retain the finest students in the country. I am also quite certain that the College of Fine Arts will play an important role in the development of this college. As such, I look forward to working with you and your staff, other deans and their faculty members to realize this exciting initiative.

Sincerely,

A handwritten signature in blue ink, appearing to read "MS".

Michael S. Tick, Ph.D.
Dean

To: Dr. Ben Withers and Senior Vice Provost Dr. Charley Carlson

From: The College of Fine Arts Faculty Advisory Council (Bradley Kerns (chair), Michael Tick, Michael Baker, Anna Brzyski, Alice Christ, Rachel Copeland, Raleigh Dailey, Jason Dovel, Martha Henton, Robert Jensen, Geri Maschio, David Sogin, James Southard, Tracy Ward, Kathleen Wheeler, Belinda Rubio)

Date: March 4th, 2016

Dear Dr. Withers and Dr. Carlson,

I write to you on behalf of the College of Fine Arts Faculty Advisory Council. We want to thank Dr. Withers for taking the time to meet with us this past week and present such an exciting proposal! Following the presentation, we were able to deliberate and we are unanimously in support of the Honors College.

We very much look forward to being involved with the development of the College over the coming months. We see this as a tremendous opportunity for the University and we are excited to see this come to fruition.

Thank you again for your time. We appreciate being included in this important process!

Bradley Kerns

College of Fine Arts Faculty Advisory Council, Chair
Assistant Professor of Music





MEMO

TO: Dr. Ben Withers

FROM: Gatton Faculty Council

DATE: March 5, 2016

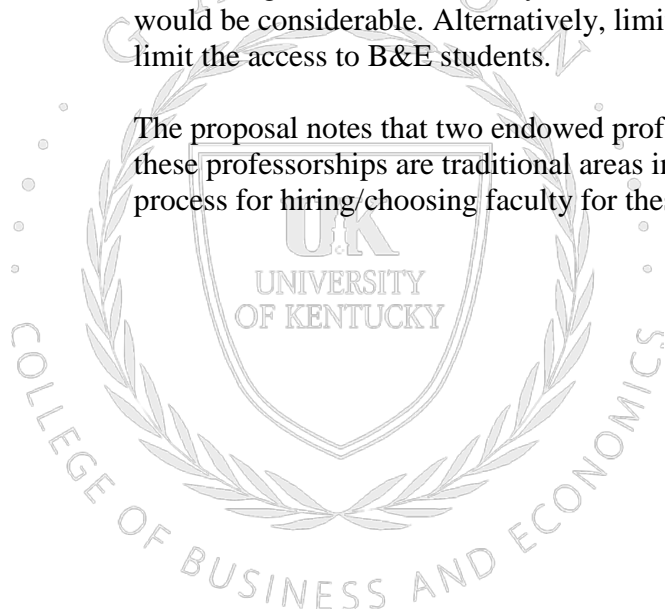
SUBJECT: Honors College Proposal

The Gatton Faculty Council was consulted about the Honors College Proposal. We are generally in support of an honors college. The proposal is progressing in the right direction, but it should provide more detail. Some specific concerns follow.

The Gatton College of Business and Economics currently has several existing honors programs. We want to make sure that the new honors college does not undermine the status of those programs as honors programs. Initially it took significant work to get some of our programs designated as honors programs. We would not want a move to an honors college to be a step backward for these already successful programs.

Part of the honors experience involves having students ask faculty in traditional classes to create an extra honors experience. In smaller classes, the impact on the faculty teaching the course would be less of an issue. In large classes this approach is more problematic. Since our college has the largest student to faculty ratio on campus by a wide margin, the impact of this extra work would be considerable. Alternatively, limiting the number of honors experiences in a class might limit the access to B&E students.

The proposal notes that two endowed professorships would be established. The stated areas for these professorships are traditional areas in business schools. We would like more detail on the process for hiring/choosing faculty for these professorships.



College of Health Sciences
Office of the Dean
Wethington Building, Rm. 123
Lexington, KY 40506-0200

859 323-1100 ext. 80480
fax 859 323-1058

www.uky.edu/HealthSciences

March 2, 2016

Diane M. Snow, PhD
Professor of Neuroscience and Endowed Chair
Interim Director, UK Honors Program, Undergraduate Research
361 Huguelet Dr, Central Residence Hall II, CAMPUS

Dear Dr. Snow,

It is my pleasure to write this letter in support of the proposed Lewis Honors College. As I understand it, the proposal will elevate Honors from an Interdisciplinary Instructional Program (IIP) housed within Undergraduate Education to a stand-alone Honors College. This will elevate the leadership of Honors to a Provost-level appointment, strengthening its role within the university and promoting stronger partnerships and collaborations with other academic units. A unique component of this proposal is the inclusion of a residential college that will provide Honors students with the opportunity to live and learn from each other in an on-campus facility, even as juniors and seniors.

When fully implemented, the new Honors College will be instrumental in meeting the university's goal of making our university the "choice for aspiring students with the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement." The College of Health Sciences is eager to partner with the Honors College to meet this goal. The college Academic Affairs Committee has met with Dr. Snow about the proposal and has submitted a letter of support.

Please let me know if I can be of assistance.

Sincerely,



Scott Lephart, PhD
Professor and Dean
College of Health Sciences
University of Kentucky



February 25th, 2016

Division of Clinical Nutrition
Wethington Building, Room 207
Lexington, KY 40536-0200
phone 859 218-0863
fax 859 257-2454
www.mc.uky.edu/healthsciences

Dear Dr. Snow,

On behalf of the College of Health Sciences Academic Affairs Committee, I would like to thank you for taking the time to visit our College on Tuesday, February 23rd to explain the university's proposed plan to convert the Honors Program to an Honors College. Your presentation was quite enlightening and highlighted how this change could significantly advance the Honors' initiative and elevate the quality of undergraduate education at our University.

The committee expressed clear support for the Honors College, but the faculty also expressed some concerns that we hope will be addressed as the proposal moves to the planning and implementation stages. Our faculty felt that it is extremely important for the Honors College to clearly outline the expectations for untenured faculty who are in tenure-track positions that show interest in supporting the College's scholarly endeavors. Any contractual agreement between untenured faculty members appointing college and the Honors College should also address how achieving evidences for promotion and tenure will be preserved, despite what appears to be significant commitment to the Honors program. The committee also mentioned how useful it would be to have detailed guidelines for increasing the academic rigor of CHS courses to Honors level expectations, while also providing recommendations for how these honors courses would be accounted for on a faculty member's DOE. Even though concerns were expressed, the committee feels confident that our recommendations will be given full consideration and that the move to an Honors College will not only raise awareness of Honors across campus, but also serve to increase the university's profile to attract a greater number of high quality undergraduate students.

The College of Health Sciences is excited about the new opportunities the Honors College will bring to UK. We are also intrigued by how this change will enhance our Human Health Sciences program. Because of this, the CHS Academic Affairs Committee enthusiastically supports the University's transition into developing an Honors College that embraces collaborative efforts with our College. Thank you for the opportunity to review this proposal. Please let me know if I can help clarify anything regarding Academic Affairs feedback. If you need any further information, please feel free to contact me at dth225@uky.edu.

Respectfully,

Travis Thomas, Ph.D., RDN, CSSD, LD
Assistant Professor
Chair Academic Affairs
College of Health Sciences
University of Kentucky

see
blue.



File Corr.

Libraries
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www.uky.edu/Libraries

March 14, 2016

Benjamin C. Withers, Ph.D.
Associate Provost for Undergraduate Education
University of Kentucky
557 Patterson Office Tower
CAMPUS 0027

Dean Ben,

I am writing in support of the Lewis Honors College and congratulate everyone involved in making this important transition a reality. I concur with the broad themes outlines in the March 2 letter to you from the UK Libraries Faculty Council.

Moreover, I want to add my full support to a collaborative relationship between UK Libraries and the Lewis Honors College. UK Libraries will provide a broad range of library services to the Lewis Honors College (collections, information literacy, digital scholarship, experiential learning opportunities, internships, data curation, etc.). In addition, as funding is available we will recruit an Honors Librarian who would primarily focus on Honors and provide research consultations and information literacy sessions in Honors classes and with small groups or individuals focused on Honors students.

Again, congratulations to all for this important step in UK's development. Please do not hesitate to let us know how we might be of assistance during this transition. And welcome to the neighborhood!

Sincerely,

A handwritten signature in black ink, appearing to read "Terry".

Terry L. Birdwhistell, Ed.D.
Dean of Libraries and
William T. Young Endowed Chair

Benjamin C. Withers, Ph.D.
Professor of Art History
Associate Provost for Undergraduate Education
University of Kentucky

March 2, 2016

Dear Dr. Withers,

Dr. Snow met with the UK Libraries Faculty Council on Monday, February 22nd and presented information regarding the proposal to transition the current Honors Program to a new Honors College at the University of Kentucky. We were also given additional documentation from the Honors Program Committee, which we shared with UK Libraries faculty members.

The gift from the Lewis Foundation for the establishment of an Honors College is a generous and positive step to make this transition. The Honors College will give more UK students the opportunity to excel in academic programs, their careers, and in life. In addition to serving more students, the change from a Program to a College is intended to help UK compete with other schools with Honors Colleges both in Kentucky and nationally. The administrative changes, with an Honors Dean participating on the Provost's Deans Council, should also help the new Honors College with necessary collaborations across campus, required for a program with university-wide impact.

The UK Libraries Faculty Council supports the transition to an Honors College, with some concerns. Due to the short time allotted for review and consideration we have had limited discussion amongst the faculty.

There are details that should be decided after the college is established, especially with input from the faculty. For example, the curriculum requirements specified in both the Proposal and the Donor Agreement should be driven by the Honors faculty. Also related to curriculum, the two proposed endowed positions are narrowly defined. We recommend allowing the college more flexibility in recruiting for those positions. Where there are discrepancies between the Proposal and the Donor Agreement, we support the recommendations in the Proposal, drafted by the Honors Committee. The additional \$500 fee charged to Honors College students, while comparable to other programs, appears contrary to the stated goals of improving access for minorities and students from lower socio-economic backgrounds, and may thus discourage qualified students from applying to the college. Finally, it does not appear that the Honors College is fully funded by the Donor Agreement, and the extent of additional funding required is not clear. Minimally, we think the financial obligation incurred by UK should be spelled out, especially given the possibility of future budget cuts.

The new Honors College presents an additional opportunity for the Library faculty to work collaboratively with the Honors faculty, staff and students, and we look forward to our participation in this exciting new initiative.

Sincerely,

Cindy Cline, Chair

UK Libraries Faculty Council



March 2, 2016

Timothy Tracy, Ph.D.
Provost
University of Kentucky
105 Main Building
Lexington, KY 40506-0032

College of Medicine
Dean's Office
900 S. Limestone, CTW 301
Lexington, KY 40536-0200
859 323-5079
fax 859 257-0479

Benjamin Withers
Associate Provost for Undergraduate Education
University of Kentucky
557 Patterson Office Towers
Lexington, KY 40506-0027

RE: Honors College Proposal

Provost Tracy and Associate Provost Withers:

I would like to second the letter of support forthcoming from the College of Medicine Faculty Council, documenting our support of the creation of an Honors College at the University of Kentucky. As you know, more and more focus in the professional schools involves the continuum of education. For aspiring physicians this continuum stretches from undergraduate studies to medical school to residency and beyond. As you know, more and more College of Medicine faculty have been contributing to and teaching undergraduate courses, including several Honors courses. The move from an Honors program to a more fully fleshed out Honors College is appropriate, and supported by our faculty and the COM Educational leadership. Establishment of an Honors College will allow the University of Kentucky to attract and retain more high quality students, will provide more structure to the current Honors program, will be an even more visible program for the University and therefore a likely focus of donations and development. This will align UK better with benchmark institutions with similar programs as we seek to be a leader in undergraduate educational excellence. We will work with the Honors College and leadership to continue to provide appropriate COM faculty to participate in and teach Honors courses, for the academic enhancement of our University.

Sincerely,

A handwritten signature in blue ink, appearing to read 'F. de Beer'.

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky



*Michael Kilgore, Ph.D.
Associate Professor
Department of Pharmacology
And Nutritional Sciences
College of Medicine
MS-305 UKMC
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Office: 859.323.1821
Lab: 859.323.2604
M.Kilgore@uky.edu
www.mc.uky.edu/pharmacology/*

Ben Withers, PhD
Associate Provost for Undergraduate Education

March 2, 2016

Dear Dr. Withers,

The Faculty Council for the College of Medicine would like to offer unanimous support for the development of the Honors College. We feel that the formation of an Honors College elevates the Undergraduate education mission of the University and is critical to maintaining competitiveness with our benchmark institutions. College of Medicine faculty are currently deeply invested in the honors program and the Faculty Council would like express our desire for faculty in the College of Medicine to be an integral part of the governance and planning as the Honors College develops and grows. As a large and diverse college in a field of critical and growing importance we strongly feel that our continued involvement in administrative and educational decision making that will guide its growth and development will be greatly beneficial to the Honors College.

On page 15 (number 5) of the Honor's College Senate Proposal there is the clause "A mechanism for the Honor College Faculty, working with Honors College Dean and endorsed by Senate, to create an Honors College Faculty Council, if necessary, to efficiently conduct the business of the faculty." The College of Medicine Faculty Council would like to recommend that an Honors College Faculty Council be a College requirement as the Council could play an advisory role in the selection of future faculty members, resolving faculty conflicts that may arise between the Honor's College and their home college, and curricular decisions.

College of Medicine faculty have been integrally involved in helping to shape the honors curricula. We are eager for our faculty to continue to serve a critical role during this exciting time as we build the Honors College and help it evolve and grow.

Sincerely

A handwritten signature in black ink that reads "Michael Kilgore". The signature is written in a cursive style with a prominent initial "M".

Michael Kilgore
Chair, College of Medicine Faculty Council



February 19, 2016

University of Kentucky Senate

RE: Honors College

It is with great enthusiasm that I write this letter of support for the University of Kentucky Honors College. The College of Nursing Faculty and Staff have met, and after a presentation and Q & A session regarding the concept of a UK Honors College, our faculty and staff are in full support.

The College of Nursing has a well-established history of active engagement with the honors program and we could not be more pleased to support a UK Honors College.

Sincerely,

A handwritten signature in blue ink that reads 'Janie Heath'.

Janie Heath, PhD, APRN-BC, FAAN
Dean and Warwick Professor

JH/lg

College of Nursing
UK Medical Center
315 CON Bldg., 751 Rose St
Lexington, KY 40536-0232
859 323-5108
fax 859 323-1057
www.uky.edu/Nursing

February, 18, 2016

To: University of Kentucky Senate

Re: Honors College

Dear Senate:

On behalf of the University of Kentucky, College of Nursing (CON), I am eager to express our highest level of support for University of Kentucky Honors College. On Monday Feb. 15th, I, as a member of the Honors Faculty of Record, presented an overview of the Honors College at our monthly CON Faculty Organizational meeting (inclusive of all CON administration, faculty and staff). I presented an overview of the purpose, mission, goals, administrative structure, instruction (teaching) and timeline of the Honors College. Further, we discussed the implications of an Honors College on our newly operationalized *Scholar's in Nursing* Honors pathway. After the presentation, there was time for comment and discussion. College of Nursing faculty and staff alike, overwhelming supported the concept of a UK Honors College. In addition to the support of our administration, faculty and staff in attendance at the Faculty Organization meeting, our elected Faculty Council members were also in support the Honors College.

Sincerely,

Kristin Ashford

Kristin Ashford, PhD, WHNP-BC, FAAN
Assistant Dean of Research
Faculty Council Chair and Scholar's in Nursing Director
College of Nursing, #417
University of Kentucky
760 Rose Street
Lexington, KY 40536-0232
Kristin.Ashford@uky.edu
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Office of the Dean
College of Pharmacy
789 S. Limestone St.
Lexington, KY 40536
859 257-7896
kelly.smith@uky.edu

February 28, 2016

Dr. Ernest Bailey
Senate Academic Organization and Structure Committee
University Senate

Dear Dr. Bailey:

Please accept this communication as my indication of support for the proposal for the transformation of the current Honors Program to the Lewis Honors College. The University's undergraduate students represent the largest pipeline for enrollees in the College of Pharmacy, and thus we value efforts to enhance the academic preparedness and undergraduate experience for our university's top students. We meet with dozens of top achieving high school students each year who are evaluating UK as their undergraduate destination, with a long-term plan to apply to our College of Pharmacy. Many of these students and their parents often note their surprise that our comprehensive university does not have a formal Honors College. Such a feature is typically high on the list of these top academic achievers. The features of the proposed Honors College would most assuredly strengthen the preparedness of our own undergraduate students for entry into rigorous professional degree programs like that within our College. Such a program also has the potential to grow the pipeline for applicants to our program, a critical challenge we are facing at UK and the profession of pharmacy faces across the country. Thus, we are highly supportive of this proposal and urge its approval.

Sincerely,

A handwritten signature in black ink that reads 'Kelly M. Smith'. The signature is written in a cursive, flowing style.

Kelly M. Smith, PharmD
Interim Dean



University of Kentucky
College of Pharmacy

MEMORANDUM

TO: Ben Withers, PhD
Associate Provost
Undergraduate Education

FROM: Jeff Cain, EdD *Jeff Cain*
Chair
College of Pharmacy Curriculum Committee

CC: Kelly Smith, PharmD
Interim Dean
College of Pharmacy

RE: Honors College Proposal

Dr. Diane Snow presented information regarding the new Honors College at the March 8, 2016 meeting of the College of Pharmacy Curriculum Committee. After discussion, the committee approved a motion to endorse the proposal to establish an Honors College at the University.

This endorsement reflects the opinions of a majority of the faculty, students, and other representatives who compose the College's curriculum committee and not necessarily the faculty as a whole.

Any questions regarding the committee's endorsement may be directed to me.



Martha C. Riddell, DrPH
Chair, Faculty Council
111 Washington Avenue, Suite 204
Lexington KY 40536-0003
(859) 218-2092 phone
<http://www.mc.uky.edu/PublicHealth>

March 2, 2016

Ben Withers, Ph.D.
Associate Provost for Undergraduate Education
University of Kentucky
230 McVey Hall
CAMPUS 0045

Dear Dr. Withers:

On February 23, 2016, the Faculty Council of the College of Public Health met to review and discuss the proposal and materials to create a new Honors College at the University of Kentucky. Also in attendance were members of the Academic Affairs and Assessment Committee and the Undergraduate Committee. Following the meeting, the proposal was distributed to all college faculty for comment and feedback.

We have several faculty who teach Honors sections of some of our undergraduate courses and the courses are quite popular. Feedback is positive from these faculty with regard to the Honors College proposal. As one senior professor noted, "It is in keeping with other institutions of our caliber to have such a program, it will attract and allow us to work with and keep the brightest and the best of Kentucky's students." At this time, the general consensus of our Faculty Council is supportive of the Honors College concept.

Input and suggestions were also requested. Initial questions and concerns were expressed as follows:

- Budget and required resources, especially in light of recently proposed state budget cuts
- Assessment and SACS accreditation implications
- Faculty resources and participation details
- Concerns regarding faculty governance as currently outlined in the proposal

As the newest college at the University of Kentucky, we recognize the challenges of building a new college infrastructure and programming. We recognize that more discussion will occur on these issues and look forward to participating in further conversation.

Sincerely,

Martha C. Riddell, DrPH
Associate Professor
Chair, Faculty Council



College of Social Work

Office of the Dean
619 Patterson Office Tower
Lexington, KY 40506-0027

859 257-6654
fax 859 323-1030

www.uky.edu/SocialWork/

March 15, 2016

Dr. Ernest Bailey
Senate Academic Organization and Structure Committee
University Senate

Dear Dr. Bailey,

After meeting with Associate Provost Benjamin Withers and reviewing the proposal to create a new Honors College at the University of Kentucky, I would like to extend my support for this key initiative that I believe will position the University to be a top choice for the most accomplished and ambitious students. After deliberations with other college and university leadership, it appears evident that the establishment of an Honors College at the University of Kentucky is a critical piece of distinction that prospective students not only look for in an institution of academic excellence, but also aligns UK with benchmark institutions from around the Commonwealth and the Nation. Further, as the University continues to identify key elements around retention and meeting the individual needs of students, the Honors College will be an essential component to enhance the educational and campus experience.

Thank you for the opportunity to weigh in on this auspicious endeavor.

Sincerely,

A handwritten signature in blue ink that reads "Ann Vail".

Ann Vail, PhD
Interim Dean
College of Social Work

see
blue.

An Equal Opportunity University



Diane M. Snow, PhD
Professor of Neuroscience
and Endowed Chair
Director (Interim), UK Honors Program
Director, Undergraduate Research
361 Huguélet Dr.
Central Residence Hall II - 004
Lexington, KY 40526-0079
(859) 323-2613 - office
dsnnow@uky.edu

Feb. 18, 2016

Benjamin C. Withers, PhD
Associate Provost of Undergraduate Education
230 McVey Hall
The University of Kentucky
Lexington, KY

Dear Ben,

In our continuing efforts to move through the series of steps required for transition from an Honors Program to an Honors College at UK, and following the rules and regulations of the University Senate, we have now come to the point of being ready to submit our document to the SAOSC.

As you will remember, we began the process of faculty input with the Honors Program Committee, the Senate-approved faculty members who act as the governing body for the Honors Program and who represent a wide cross section of campus. A sub-committee of the HPC met initially to discuss a draft of the document prepared initially by you and edited further by me (Director (interim) of Honors and Chair of the Faculty of Record), with input from the Guidelines of the National Collegiate Honors Council (NCHC). Both major and minor changes were made to the document at that time. At the request of Dr. Charley Carlson, the document was then submitted in November of 2015 to an *ad hoc* Honors College committee, chaired by Dr. Susan Roberts, to provide further cross-campus vetting. The HPC sub-committee met again in early February upon receipt of the Robert's Committee report to consider those recommendations, and made the appropriate edits to the document. Lastly, the document was distributed to all Honors Faculty for input and edits made accordingly. One recommendation from the *ad hoc* committee was to write an Executive Summary, encapsulating the major changes described in the proposal. This summary is now complete and is attached.

The next step in the process is to submit the *Proposal for Change in Organization* form to the *Senate Academic Organization and Structure Committee (SAOSC)*. We have consulted the Chair, Dr. Ernest Bailey, for guidance in this process. Faculty support is important to this process and is required for approval of this form, thus, we have begun a cross campus dialogue with all affected Faculty Councils. Letters of support will be provided from each unit.

On behalf of the UK Honors Program, we look forward to continuing with steps toward this momentous transformation for UK.

Sincerely,

Diane M. Snow, PhD
Director (Interim), UK Honors Program



Office of the Senior Vice Provost for
Academic Excellence

Dear Deans and College Faculty Councils,

It is my pleasure to seek your input and counsel concerning a proposal to create a new Honors College at the University. The documents you have before you were created by the academic leadership and Honors Program Committee (faculty of record) of the current Honors Program for submission to the Senate Academic Organization and Structure Committee (SAOSC) of the University Senate.

As part of its process of deliberations, the SAOSC routinely asks for input from elected faculty councils and deans of colleges affected by proposals for organizational change. The far-reaching impact of this proposal to create a new Honors College leads us to seek input from all college faculty and college deans. Your advice and perspectives will greatly assist the committee and its chair, Dr. Ernest Bailey (College of Agriculture, Food, and Environment), in their deliberations of this proposal.

In addition to this letter, the documentation that is provided to you includes a letter from Dr Diane Snow, interim Director of Honors, that outlines the process of deliberations of the Honors Program Committee. I asked that an early draft of their proposal be shared with a campus faculty committee that I selected from nominations by college deans and the University Senate Council; their reports is included for your information. Chaired by Dr. Sue Roberts (Arts and Sciences), this committee provided further input and suggestions for clarification. The Honors Program Committee has addressed the concerns of the Robert's committee, including the creation of a summary document that prefaces the more formal proposal that follows published SAOSC guidelines.

An essential part of this proposal is the call for continued campus-wide conversation and deliberation of leadership, faculty roles and responsibilities for a new Honors College. The proposal establishes a structure and timeline to guide these conversations over the next eighteen months. Clearly, an organization as complex as a new college requires this kind of extended consultation and reflection. The input that you share from your perspective as elected representatives of your college faculty and administrative leadership are a valuable contribution to this process.

We ask you to provide a written statement from the Dean as well as independent letters from the faculty council chairs (or appropriate representative college committee) to show that your college has been consulted. Successful plans benefit from the thoughtful discussions and support of both faculty and administrative leadership.

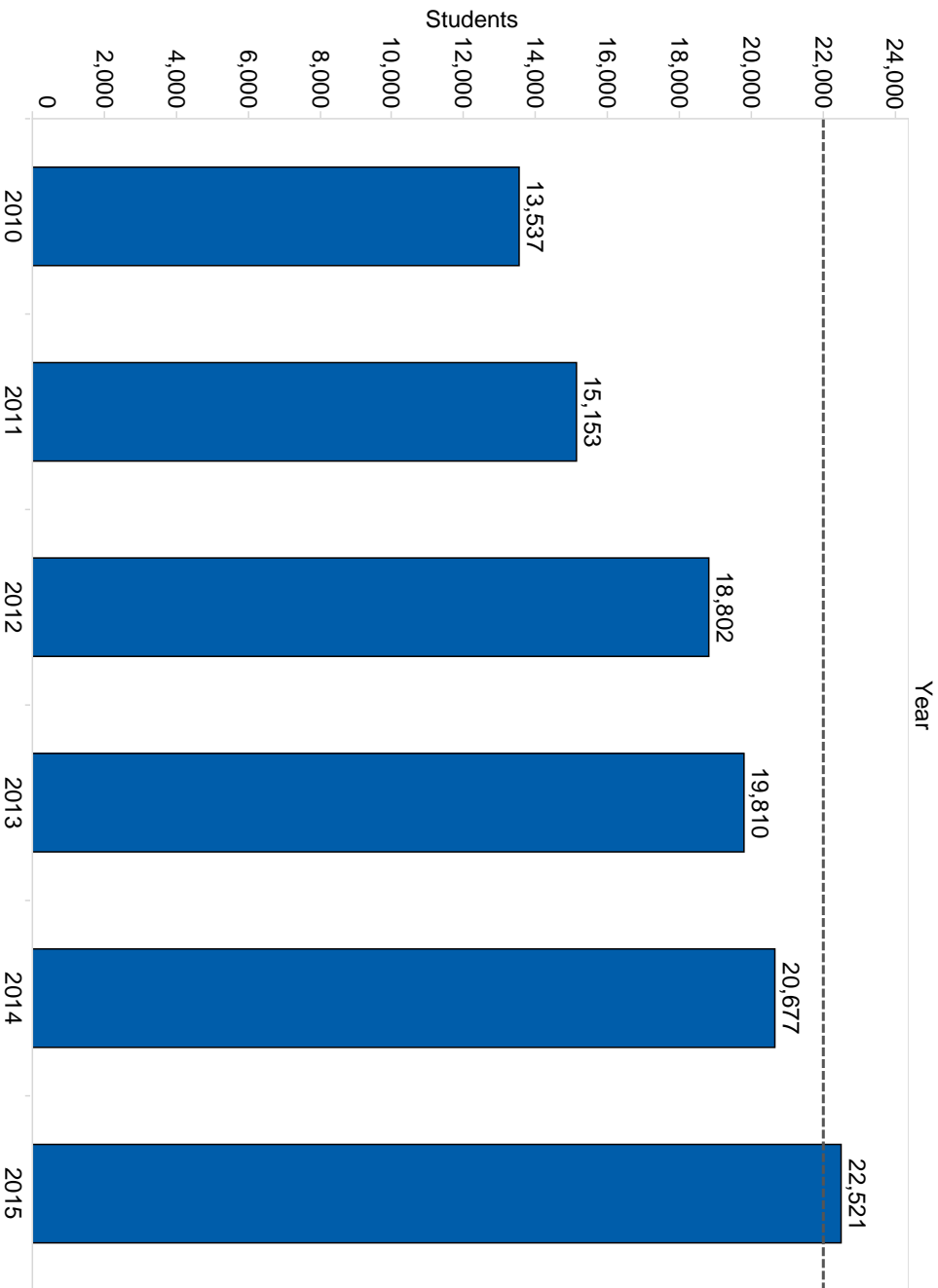
Sincerely,

A handwritten signature in black ink that reads "Charles R. Carlson". The signature is written in a cursive, flowing style.

Charles R. Carlson, Ph.D., ABPP
Distinguished Arts and Sciences Professor
Senior Vice Provost for Academic Excellence

Fall 2015 Preliminary Enrollment

Freshman Applications

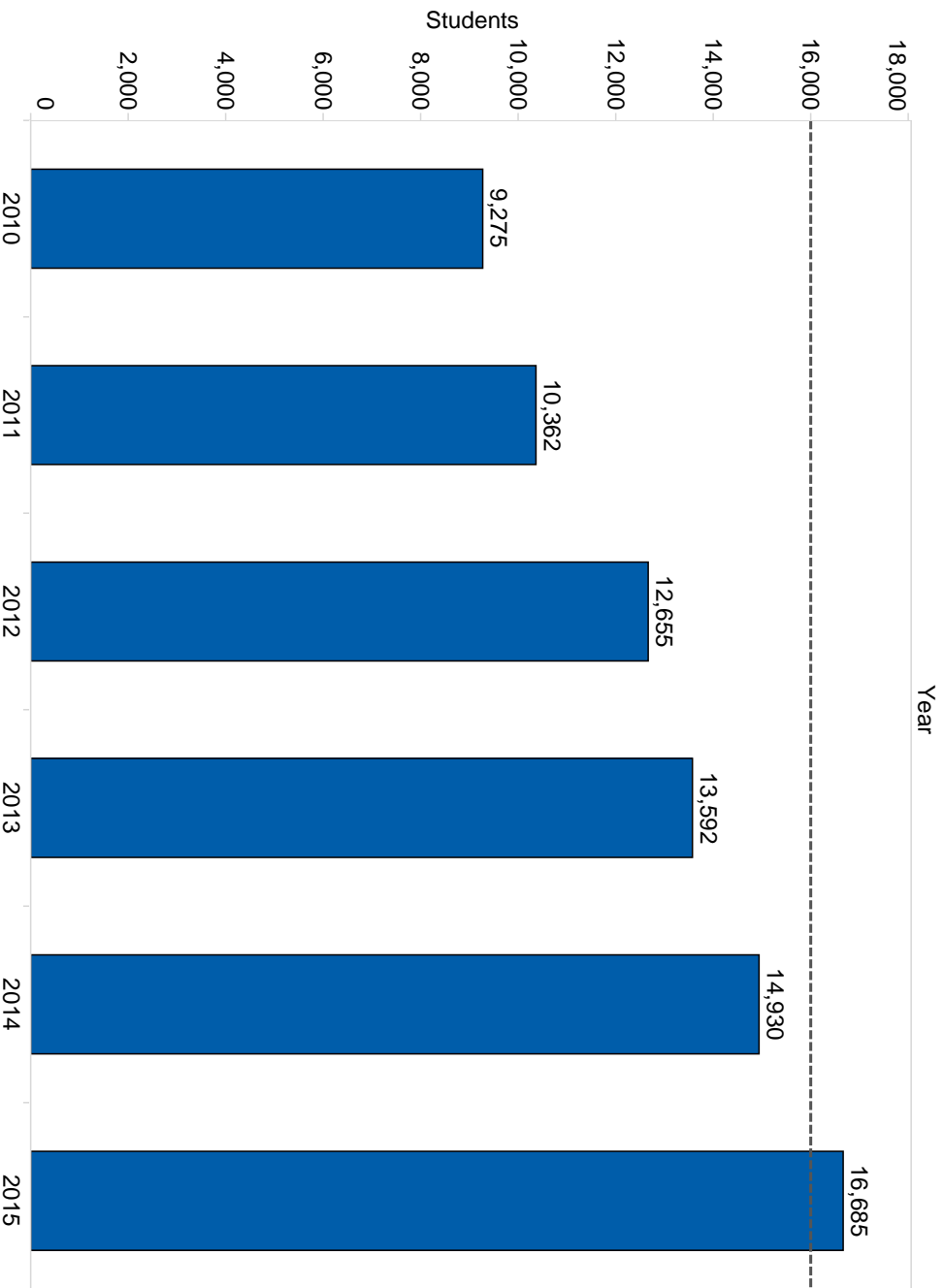


- Record Freshman Applications – 22,521
- First time to exceed 22,000 Applications
- Surpassed 20,000 Applications for the second year in a row
- 66% increase in Applications since 2010

Freshman Applications

1

Freshman Admissions

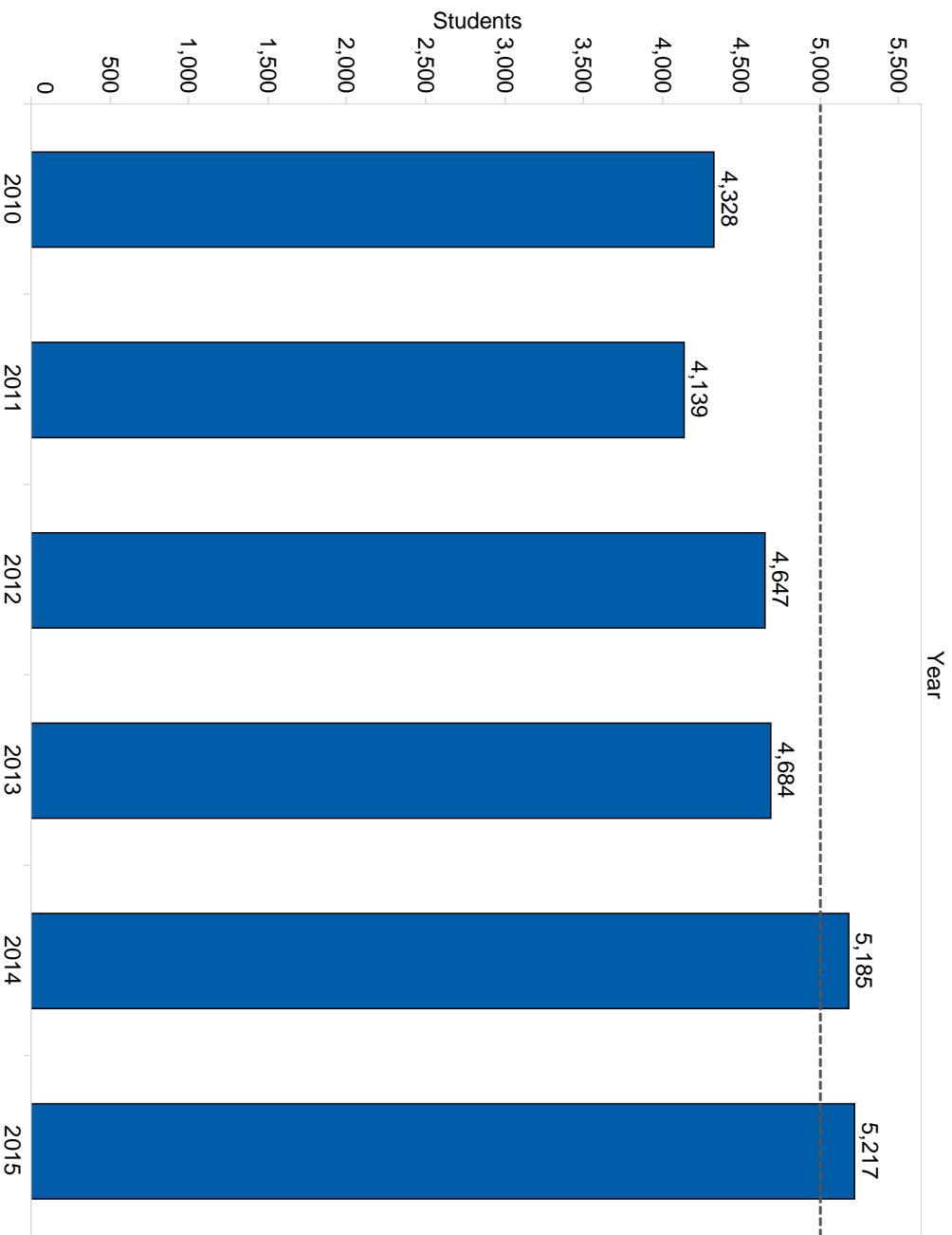


- Record Freshman Admissions – 16,685
- First time to exceed 16,000 Admissions
- 80% increase in Admissions since 2010

Freshman Admit Rate of Completed Applications

Year	Admit Rate
2015	91%
2014	93%
2013	97%
2012	91%
2011	90%
2010	90%

Freshman Enrollment

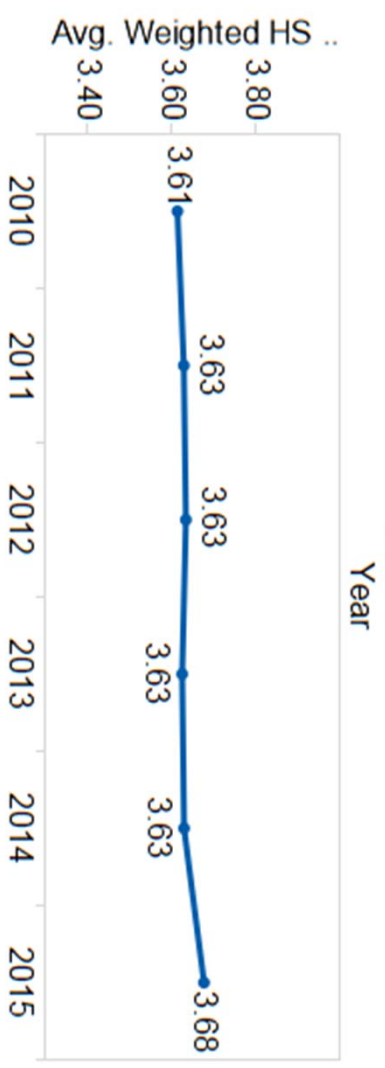
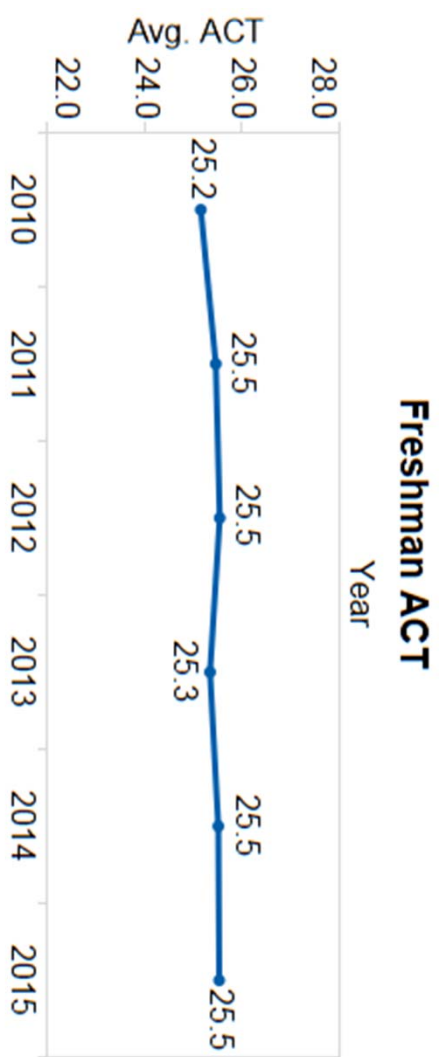


- Record Freshman Enrollment – 5,217
- Record number of Freshmen for the fourth consecutive year
- Surpassed 5,000 Freshmen for the second year in a row
- 21% increase in Freshmen since 2010

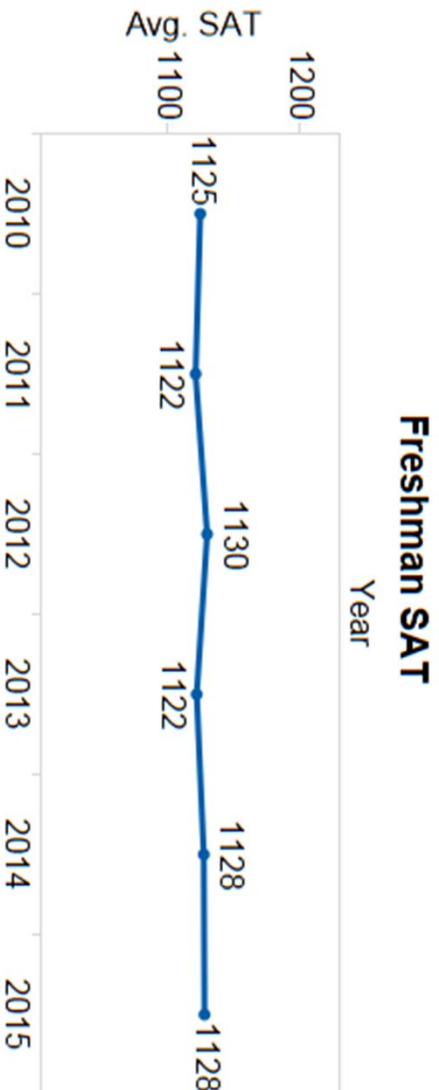
Freshmen		
Year	Full Time	Part Time
2015	5,173	44
2014	5,144	41
2013	4,619	65
2012	4,588	59
2011	4,082	57
2010	4,282	46

- Average Freshman ACT – 25.5 (equals record)
- Record Average Freshman Weighted HS GPA – 3.68
- ACT Mid 50% – 22 to 28
- Weighted HS GPA Mid 50% - 3.30 to 4.03 (up from 3.26 to 4.00 in 2014)
- Record National Merit, National Achievement and National Hispanic Finalists – 117
- Record Freshmen with ACT/SAT of 31 or above - 704

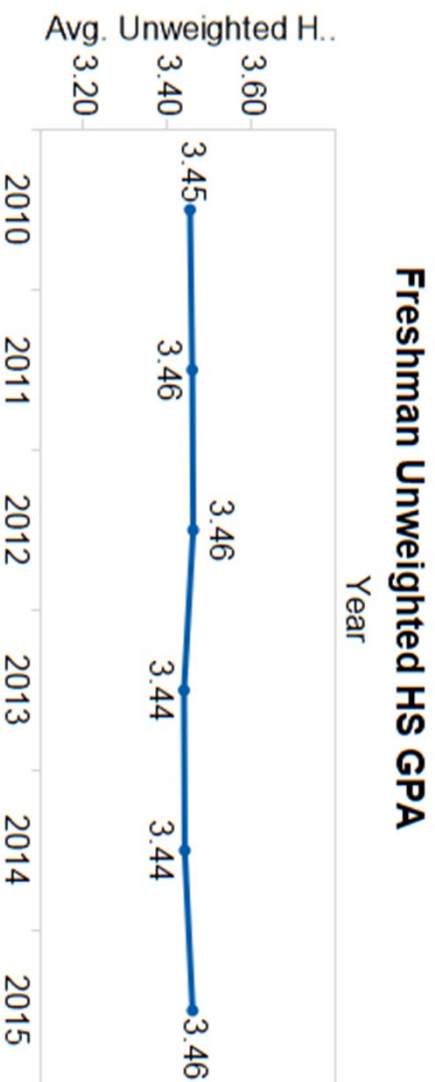
Year	Avg. ACT	Avg. Weighted HS GPA	NMF/NAF/ NHF	ACT/SAT 31 or above
2015	25.5	3.68	117	704
2014	25.5	3.63	113	674
2013	25.3	3.63	105	600
2012	25.5	3.63	71	573
2011	25.5	3.63	29	445
2010	25.2	3.61	32	402



Freshman Academic Preparation



- Average Freshman SAT – 1128
- Average Freshman Unweighted HS GPA – 3.46 (up from 3.44 in 2014)
- SAT Mid 50% – 1005 to 1230
- Unweighted HS GPA Mid 50% - 3.17 to 3.83 (up from 3.15 to 3.83 in 2014)
- GSP/GSA Freshmen – 411 (up from 394 in 2014)



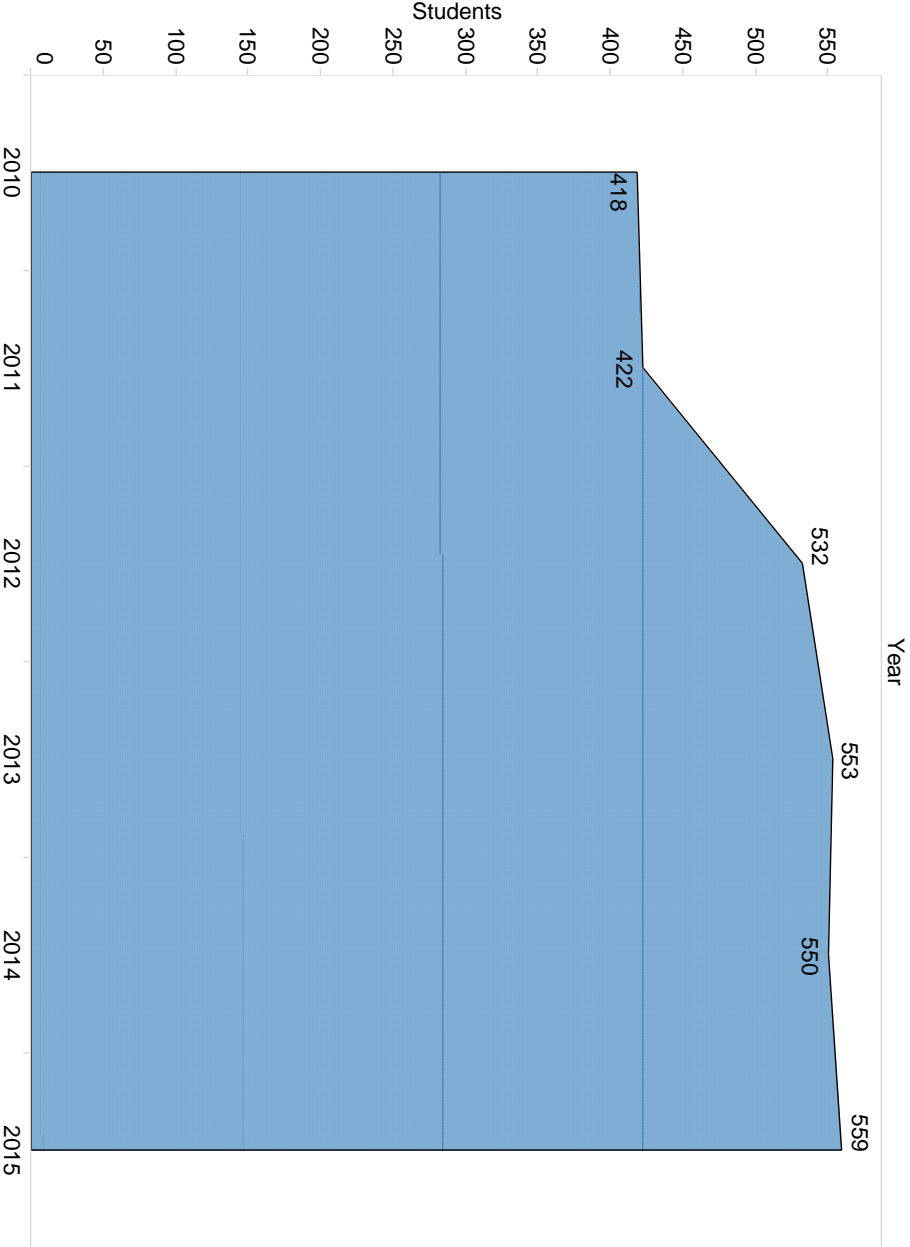
Year	Avg. SAT	Avg. Unweighted HS GPA	GSP/GSA
2015	1128	3.46	411
2014	1128	3.44	394
2013	1122	3.44	417
2012	1130	3.46	427
2011	1122	3.46	394
2010	1125	3.45	373

Freshman Academic Preparation

- Record Freshman African American Enrollment – 559
- African American Freshmen comprise 11% of the class
- Record African American Applications – 4,203
- Record African American Admissions – 2,130

Year	African American Freshmen Applications	African American Admissions	Class %
2015	4,203	2,130	11%
2014	3,888	1,845	11%
2013	3,370	1,547	12%
2012	2,827	1,234	11%
2011	2,261	1,141	10%
2010	2,019	803	10%

Freshman African American Enrollment



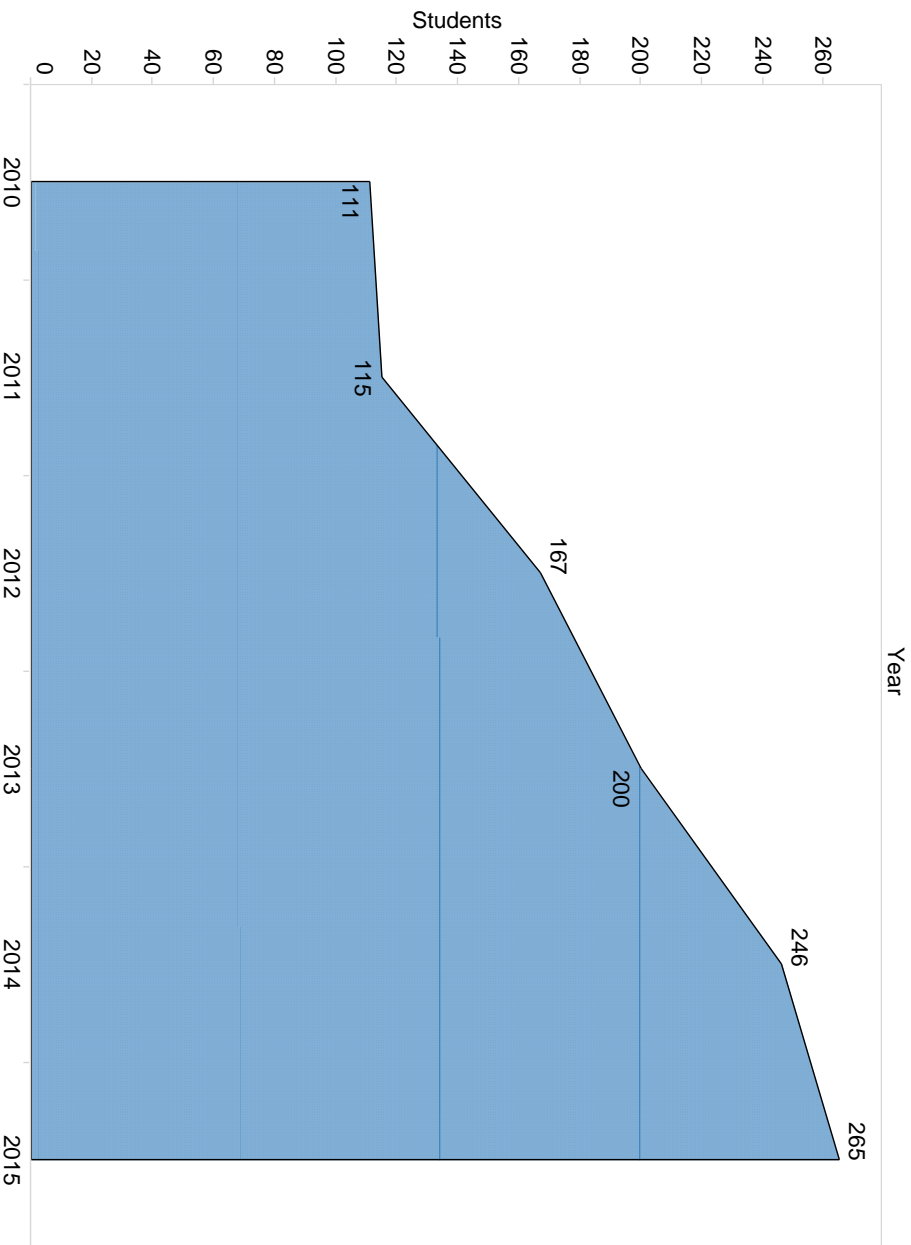
- African American includes students who reported two or more races, one of which was "Black or African American".

Freshman African American Enrollment



see blue.

Freshman Hispanic Enrollment



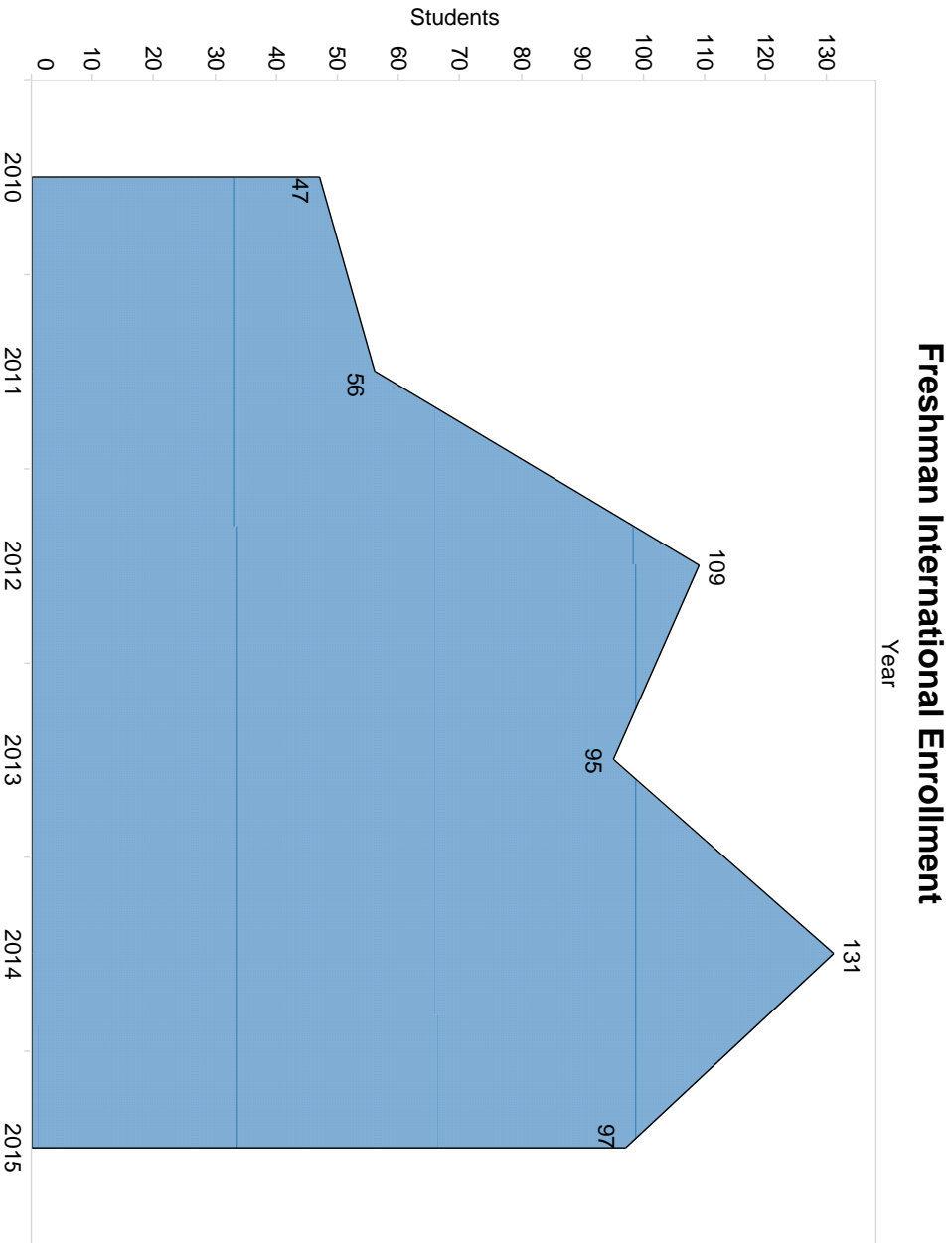
- Record Freshman Hispanic Enrollment – 265
- Hispanic Freshmen comprise 6% of the class (up from 2% in 2010)
- Record Hispanic Applications – 1,283
- Record Hispanic Admissions – 887

Year	Hispanic Freshmen Applications	Admissions	Class%
2015	1,283	887	6%
2014	1,131	740	6%
2013	924	609	4%
2012	722	454	4%
2011	490	336	2%
2010	453	268	2%

Freshman Hispanic Enrollment

- Freshman International Enrollment – 97
- 2014 included 21 students from our Omani program – compared to 6 in 2015
- International Applications – 1,016
- Surpassed 1,000 Applications for the second year in a row
- International Admissions – 300

Year	Applications	Admissions	Class%
2015	1,016	300	2%
2014	1,075	303	3%
2013	731	250	2%
2012	657	229	2%
2011	442	151	1%
2010	398	127	1%



Report of the UK Senate Teaching & Course Evaluation Implementation Ad-Hoc Committee

March 2016

Members approving report:

- Dr. Alan Brown (Department of Hispanic Studies, College of Arts & Sciences)
- Dr. Roger Brown (Department of Agricultural Economics, College of Agriculture)
- Dr. David Fardo (Department of Biostatistics, College of Public Health)
- Dr. Jonathan Golding (Department of Psychology, College of Arts & Sciences), Chair
- Dr. Andrew Hippisley (Department of Linguistics, College of Arts & Sciences)
- Mr. Brett McDaniel (Planning and Assessment Technology Manager, UKAT)
- Dr. Peter Mirabito (Department of Biology, College of Arts & Sciences)
- Dr. Lisa O'Connor (Department of Library and Information Sciences, College of College of
Communication and Information)
- Dr. Christopher Rice (Enterprise Architect, UKAT)
- Dr. Terry Stratton (Department of Medical Education, College of Medicine)

Report of the UK Senate Teaching & Course Evaluation Implementation Ad-Hoc Committee

March 2016

At the 9 March 2015 meeting of University Senate, senators voted to approve a new version of the Teaching and Course Evaluation (TCE; see Appendix A). The new version allows UK to have a common instrument to assess course and instructional quality, and ensures that all units and faculty members assess the curricular quality within their respective disciplines. In addition to a “standard” set of items, the new version will feature (a) a 5-point rating scale; and (b) summary reports detailing the total course enrollment, response count, mean/median scores, and graphical displays of ratings.

In the Spring of 2016, the UK Senate Council formed the Teacher Course Evaluation Implementation Ad-Hoc Committee (TCE-AIC) with the charge of developing an implementation plan for the entire university. It was expected that the recommendations of this committee would be presented to the Teaching Effectiveness Committee chaired by Dr. Lineberry. After discussion and approval, the recommendations would then be voted on by the University Senate.

The committee discussed and voted on a number of major issues and recommendations, including:

1) **Availability of TCE results**

It was reaffirmed by the committee that the TCE results (as approved by UK Faculty Senate rules) shall be made available to students and faculty, with two exceptions:

- (a) only numerical ratings shall be made available to anyone other than the faculty evaluated (i.e., no written comments);
- (b) to safeguard student anonymity, any results for classes with < 5 TCE responses shall not be made available to faculty, staff, and students or for any use including Promotion & Tenure cases. However, results will contribute to aggregate UK, College, and Departmental TCE means.

2) **TCE Grade Release Policy**

By a vote of 6-1, the TCE-AIC recommends:

Students who complete a TCE for a course will have access to the final course grade as soon as it becomes available. Students who do not complete a TCE for a given course will receive their corresponding grade 8 days after the deadline for the submissions of grades as set by the Registrar’s office.

Example: Spring 2016 deadline for the submissions of grades is midnight on May 9. Student failing to complete the TCE would have to wait until May 17 to get access to their grades.

Note: other schools that have a university-wide delayed grading policy include Harvard, Yale, Ball State Northern Kentucky University, the University of Oregon, Michigan State, Stanford

University, and Boston College. Specific examples of these existing policies are presented in Appendix B.

3) TCE Form

a. Opt-Out Alternative for Questions

By a vote of 5-0, it was agreed that each question will provide an “opt-out” option.

b. Opt-Out Alternative Label

By a vote of 8-0, it was agreed that the “opt-out” option will be “choose not to rate”.

4) Procedural Issues for Completing TCE

a. Location of Filling out TCE

By a vote of 7-0, the TCE-AIC recommends:

Course instructors will decide whether or not to dedicate in-class time to completing TCEs.

b. Instructor Presence

By a vote of 7-0, the TCE-AIC recommends:

If class time is used to administer TCEs, all instructors must not be present in the classroom.

c. Incentives for students

By a vote of 7-0, the TCE-AIC recommends:

Instructors may not offer additional incentives (e.g., food, extra credit) for TCE completion.

5) Additional TCE Questions

a. Institutional Evaluation Questions (Required)

Any required questions from university units (e.g., UKCore, Distance Learning) to be included in the TCE will adopt the same 5-point scale approved by the University Senate for the TCE.

b. Supplemental Evaluation Questions (Optional)

By a vote of 6-0, the TCE-AIC recommends that no more than 10 additional questions be allowed from Colleges, Departments, and/or individual instructors; allocation of these items, when necessary, should be determined within each academic unit.

Optional supplemental questions shall be added sparingly and should not replicate existing content; these questions might focus on discipline-specific and course-specific pedagogical innovations.

Again, supplemental questions will use the same 5-point scale approved by the Senate for the TCE, where applicable.

c. Submitting Questions

By a vote of 6-0, the TCE-AIC recommends that all supplemental questions must be submitted to UKAT by the first day of each semester.

d. Ordering of TCE Questions

The Standard 15 questions approved by the Senate will always appear first on the TCE – prior to any additional items.

e. TCE Completion

By a vote of 5-1, the TCE-AIC recommends that all questions (i.e., Standard + Institutional + Supplemental) be answered for a student to have immediate access to their grades.

6) Exemptions to Completing the TCE

By a vote of 7-1 the TCE-AIC recommends that certain courses with non-traditional delivery, such as those listed below, be exempt from using the UK Senate-approved TCE (alternative assessments of curricular and instructional quality are presumed):

Independent Study
Field-Based Study
Experiential Education
Clinical Practicum (e.g., medical clerkships)
Study Abroad

7) Changing the Campus Culture about the TCE

The TCE-AIC was unanimous in its view that these recommendations alone may not achieve the desired results, and that a concomitant change is needed in the campus culture regarding the TCE. Historically, it appears that students often do not take the TCE seriously and, as a result, do not provide valuable feedback on course and instructional quality. Compounding this problem is prior data from UK and other schools that suggest moving from a paper to an online format typically decreases response rates. A concerted effort should be made to highlight for learners the value of the TCE - both with regard to course design and delivery improvements, and for promotion and tenure decisions.

It is equally important to educate faculty about the TCE and how resulting data are used for administrative purposes. In addition, our committee strongly encourages all UK units to view TCE results as only *one* means of evaluating courses and instructors - and that additional performance metrics be used toward this end, particularly in P&T decisions.

To initiate a campus-wide culture change regarding the TCE process, it will be necessary for a standing University Senate committee, a unit on campus (e.g., Provost's office), or a joint committee to:

- a. spearhead efforts to publicize the importance of the TCE
- b. develop a TCE website with instructions and FAQs for faculty and students
- c. introduce the topic during K-Week informational sessions
- d. offer guidelines for faculty discussions about the TCE to classes
- e. offer informational sessions on stakeholders and uses of TCE data at UK
- f. determine the nature of TCE email reminders to students and faculty
- g. determine the language to be used as a prelude to the TCE itself
- h. strategically imbed positively-worded language concerning the TCE on webpages with high student traffic
- i. coordinate annual reviews of the TCE process and deal with any related problems, issues, or concerns
- j. develop a set of faculty guidelines on the merits of completing the TCE in class versus remotely.

Please note that whichever of the three options option is chosen, representatives from CELT and the Registrar should be included

While we applaud and recognize the complete redesign of the TCE as long overdue, and have tried to reflect deeply on its use and the culture in which any such system is embedded, it must be acknowledged that no perfect set of TCE questions or process of implementation exists. More challenging still is the transformation of the broader campus culture surrounding the TCE.

However, we feel strongly that student learning, curricular improvement, and justifiable P&T decisions are most attainable with the revised TCE and the aforementioned recommendations. Indeed, these recommendations must be considered as a work in progress and should be subject to rigorous, ongoing, and systematic evaluation. We welcome productive suggestions for further improvements to the TCE implementation and future efforts to positively impact the local culture regarding this endeavor. Only in this manner can we hope to make useful changes that will meet the needs of all relevant stakeholders.

Appendix A

University Senate approved version of the Teaching and Course Evaluation (TCE)

Student Items

1-S) My classification is _____ (year in school as undergrad, year in school as grad)

2-S) My main reason(s) for taking this course is that it _____.

(is required course, is elective, covers a topic I am interested in)

Note: students will be able to select more than one answer

3-S) My expected grade in the course is a(n) _____.

4-S) Hours I spent per week on the course (excluding class time)

Common Items

Course Organization and Planning

1-C) The course was well organized.

2-C) The instructor was prepared for class.

Clarity, Communication Skills

3-C) The instructor presented material clearly.

4-C) The instructor responded to questions in a manner that aided my understanding of the material.

5-C) The instructor provided material at an appropriate pace.

Student-Instructor Interaction, Rapport

6-C) The instructor treated students with respect.

7-C) Class meetings contributed to my learning of course content.

8-C) The instructor asked questions that stimulated deep consideration of the course content.

Grading and Examinations, Evaluation

9-C) Grading in the course was fair.

10-C) Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

11-C) I understood why I received my grade in the course

Summary Items

12-C) I consider NAME OF COURSE to be a quality course.

13-C) INSTRUCTOR NAME provided quality teaching.

Open-Ended Comments

1-OEC) Which aspects of the course/instructor were most helpful and why?

2-OEC) Which aspects of the course/instructor would you change and why/how?

3-OEC) Other comments?

Appendix B
Examples of Existing University-wide Delayed Grading Policies

Harvard University

<http://www.fas.harvard.edu/~evals/evaluate.htm>

If you can't complete your evaluations all at once, don't worry - we'll save your responses until you come back. Course evaluations remain open until after exams end. Beginning December 23, if you have completed all of your evaluations, your grades will be released to you (as they are submitted by the faculty member). On January 4, all grades will be released (if they have been submitted by the faculty member).

Yale University

http://www.yale.edu/sfas/registrar/oce_faqs_student.html

Do I have to complete the evaluation?

You are expected to complete an online evaluation, or to decline to do so on the online form, for every eligible course. Yale College regulations state:

For the advancement of teaching in Yale College, anonymous teaching evaluations are made available through the Yale University Student Information Systems. Students are expected to participate in this evaluation process for any Yale College course in which they are enrolled. Students who withdraw from a course after midterm are invited (but not required) to participate. (Academic Regulations, [Enrollment in Courses](#))

and

Early access to recorded grades is available on line to students in any Yale College course for which they have completed or actively declined to complete the online course evaluation form through the Yale University Student Information Systems. (Academic Regulations, [General Regulations Concerning Grades and Transcripts](#))

Ball State University

<http://cms.bsu.edu/about/administrativeoffices/provost/facresources/crseresponsefaqs#21>

Are students required to complete an evaluation to get a grade?

No, students are not required to submit an evaluation. However, in fall 2012, students who do not complete evaluations will have access to their final grades delayed by several days. This change is meant to encourage complete participation in the course evaluation process, which provides

feedback critical to improving the learning experiences of future students. We know that this feedback is important to the faculty, and we want to be sure that you have what you need.

Northern Kentucky University (see page 16)

<http://admissions.nku.edu/content/dam/adultlearner/docs/17588EdCoutreachSBSStudentHandbook.pdf>

Course Evaluations

Students are **required** to complete online course evaluations at the end of each semester for each enrolled SBS class. You may access the evaluation site at *eval.nku.edu*. Students who do not complete these evaluations (or opt out) should expect a hold (beyond the normal date of availability) on their grade and transcript access via myNKU.

University of Oregon

<https://registrar.uoregon.edu/course-evaluations/faq>

How does the grade release system work?

Students who complete (or decline) each of their evaluations by 7:00am Monday morning before Finals Week, will be able to begin viewing their grades Monday evening of Finals Week. Students who do not complete (or decline) each of their evaluations by the deadline will have a “grade hold” placed on their record. This means that all grades from all terms, including official and unofficial transcripts, will be unavailable to the student until the Friday after the grading deadline (the week following Finals week). Grade holds are automatically released for all students on that Friday.

Senate Council Ad-Hoc Committee on Calendars Report March 24, 2016

Committee Members

Kevin Real, Communication and Information, chair
Margaret Bausch, Education
Sharon Lock, Nursing
David Timoney, Registrar

Charge

At the Senate Council meeting on October 27, 2014, the SC approved the charge (below) to the ad hoc Committee on Calendars.

- Review the report from the 2012 ad hoc Committee on Calendars.
- Liaise with the SAPPC to coordinate that committee's review of standardized meeting patterns and any intersections with issues discussed by the new ad hoc Committee on the University Calendar.
- Present SC with recommendations about the 2012 ad hoc committee's report, including limitations, prioritizations, and implementation plans.
- Create and suggest alternatives, if appropriate, to the recommendations from the 2012 ad hoc committee.

Activities

- 1) Reviewed the report from the 2012 ad-hoc Committee on Calendars. This report recommended the adoption of a policy that would allow for courses to meet during the Fall, Spring, and Summer semesters in accelerated formats of varying lengths. Using a complex algorithm, possibilities for classes that met for 16, 12, 8, 6, 4, 2, and 1 week were developed.
- 2) Liaised with the SAPPC to coordinate the committee's review of the standardized meeting pattern. We did this by introducing the issues related to the standardized meeting pattern within the ad-hoc committee on calendars. David Timoney and Kevin Real participated in both committees and were familiar with the standardized meeting pattern.
- 3) As the committee worked, we engaged and considered a number of elements of the calendars proposal. As such, we distilled the issues down to:
 - A. College and department autonomy
 - B. Summer as single or multiple terms
 - C. Implementation of proposal
 - D. Classroom availability

Recommendations:

We in favor of allowing departments and colleges more flexibility with offering part-of-term courses. We are also in favor a single summer term.

- A. Colleges and departments can offer courses using the schedules they need to use, within reasonable structural guidelines.
- B. Create a single summer term. Doing this will allow department and college programs more flexibility with offering part-of-term courses during the summer.

- C. As an experiment, limit the implementation of the proposal to the newly-created single summer session.
- D. Address summer classroom availability in the following ways:
 - 1) Programs use the classrooms they control for these courses.
 - 2) Programs will need to coordinate with the Registrar to see if there are other departments that want to do the same. Perhaps these other departments could share the same classroom if their part-of-term courses are sequenced appropriately.
- E. The structure of summer is important and issues will need to be addressed. Our committee believes the following should guide scheduling:
 - 1) Having a scheduling structure in place that enables students to easily take other classes is good
 - 2) Those depts/colleges that wish to offer courses on different timetables will need formal approval from their Deans.
- F. The registrar's office believes we need to retain these options in order to have some structure for a one term summer session.

Time Limit	Start Date	End Date
Summer I 2018	5/8/2018	6/5/2018
First 4 Weeks	5/8/2018	6/5/2018
First 6 Weeks	5/8/2018	6/19/2018
Summer II 2018	6/7/2018	8/2/2018
Second 4 Weeks	6/7/2018	7/6/2018
Second 6 Weeks	6/21/2018	8/2/2018
Third 4 Weeks	7/9/2018	8/2/2018

Some colleges will require a more flexible schedule. We believe that departments and colleges know what works for them. For example, the College of Education needs to have the ability to offer shorter meeting patterns such as two week summer courses. In the department of Department of Early Childhood, Special Education and Rehabilitation Counseling, all summer courses are at the graduate level. Almost all of their students attending summer school are teachers. Many of those teachers live 3-4 hours away. While many of the courses are offered via distance learning, they have a few classes that the students must attend face-to-face in order to gain the necessary hands on skills. For logistical purposes, they offer those courses during the summer. Those students must "move" to Lexington while that class is in session. Any time period longer than two weeks becomes cost prohibitive and extremely difficult for the students to manage due to family and other obligations. There is a teacher shortage in eastern Kentucky and not allowing a UK department to offer some of the required courses for these teachers will only exacerbate the issue. Of course, during those two week courses, faculty are required to meet with the students as many hours as they would in the Spring or Fall semester. The faculty must also cover the same content that they would in the regular academic year. The content is not adjusted, only the meeting pattern.

A second issue for this department is that many of these teachers are in districts in eastern Kentucky where they do not get out of school until mid-June and go back to school in very early August. They must have a meeting pattern that allows the UK department to offer courses at

various starting times during the summer rather than a 4 week start time, 6 week start time, or other designated time.

We understand that not all departments and colleges, because of size and logistical reasons, can offer all of the options. However, in order to serve the students, some departments and colleges need the flexibility of shorter meeting patterns and start and end dates for classes.

Additional Considerations

Fall and Spring

For the fall and spring semesters, classroom resources are currently much too limited to be able to offer more part of term sections. In order to offer more part-of-term courses for these semesters, a concerted effort must be made by all departments and colleges to offer sections that maximize the utilization of a classroom throughout the entire semester. For example, programs could coordinate their schedule of part-of-term courses so that one part-of-term courses takes place for the first half of the semester in a classroom and another one takes place during the second half of the semester in the same classroom. Greater dialogue needs to occur with all colleges in order to make it work for the fall and spring semesters

Q&A/Updates

On April 11, 2015, Guest Kevin Real (CI/Communication) presented the final report (see below) of the SC's ad hoc Calendar Committee. Guest Margaret Bausch (ED/Early Childhood, Special Education, and Rehabilitation Counseling), who chaired the previous ad hoc calendar committee in 2012, also attended. Real and Bausch explained how both final reports were complementary. The SC discussed the report but focused on a trial run of a 12-week summer semester. During discussion the SC posed a couple follow up questions and asked the Calendar Committee to find the answers.

Questions from SC Responded to October 2015:

1) Can the Registrar's office facilitate delivery of multiple start dates?

ANSWER: Yes, SAP is flexible enough to do this.

2) Can the Registrar's office prevent students from registering for courses with overlapping start/stop dates?

ANSWER: Yes, this is system default.

3) Can the Registrar's office facilitate location of rooms for courses for programs with no departmentally controlled classroom space?

Answer: There will be plenty of space in Summer.

4) How many simultaneous hours should students be allowed to take;

ANSWER: Per Senate Rule 5.2.2., the maximum load for undergraduate students in any combination of the four and eight week sessions/terms shall be thirteen (13) credit hours. The

maximum load for graduate students in any combination of the four and eight week sessions/terms shall be twelve (12) credit hours.

5) How many hours can a student take, total, in a 12-week summer session?

ANSWER: In line with 5.2.2., 13 hours for undergraduates and 12 hours for graduate students.

David Timoney met with staff involved with the Registrar's office and the staff raised further questions for our committee

1) Financial Aid: What about courses offered outside semester?

ANSWER: Keep main campus courses within boundaries of semester

2) Financial Aid: What about withdrawing from class?

ANSWER: See algorithm from 2012 report for when students can drop course.
[appended to end of this file]

3) What will happen with orientation for new/transfer students?

ANSWER: Suggest that that be kept in place

Issues that need be hashed out

4) Will there be dorms available for students?

ANSWER: See housing

5) What type of billing issues will there be in regards to FY?

ANSWER: May affect summer revenue FY split

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Sunday, January 31, 2016 3:37 PM
To: Brothers, Sheila C
Subject: Fwd: summer session proposal

From: "Tracy, Tim" <tim.tracy@uky.edu>
Date: January 31, 2016 at 3:36:08 PM EST
To: "Hippisley, Andrew R" <andrew.hippisley@uky.edu>
Subject: Re: summer session proposal

Andrew,
I have received this and support this recommendation.
Tim

—
Timothy S. Tracy, PhD
Provost
University of Kentucky
Main Building, Room 105
401 Administration Drive
Lexington, KY 40506
Assistant: Ann Becker (ann.becker@uky.edu or 859-257-2911)

From: Andrew Hippisley <andrew.hippisley@uky.edu>
Date: Sunday, January 31, 2016 at 3:27 PM
To: Timothy Tracy <tim.tracy@uky.edu>
Subject: summer session proposal

Dear Tim,

Thank you for letting me know that the deans were happy with the proposal to allow for a large summer session while maintaining the two existing sessions. The details of the expanding the summer session recommendation can be found in this report. Would you mind sending me a quick note to confirm? We will then move to a future Senate agenda for a vote.

best,

Andrew

Dr Andrew Hippisley
Professor and Director of Linguistics
Senate Council Chair

<http://linguistics.as.uky.edu/user/751>

University Ad Hoc Calendar Committee Proposal

Period		Deadlines/Milestones				
Undergraduate	Full Refund	Withdraw or reduce course load 80% refund	Drop/Not on Transcript	Change type of grade (letter, P/F, Credit, Audit)	Withdraw or reduce course load 50% refund	
	11-Jan	10-Jan	18-Jan	1-Feb	1-Feb	8-Feb
Full Semester	Day before class starts	7 days after class starts (4 business days)	21 days after class starts (14 business days)	21 days after class starts (14 business days)	28 days after class starts (19 business days)	
Number of total days			103	103	103	103
Percent of total days			6.8%	20.4%	20.4%	27.2%
Number of business days			72	72	72	72
Percent of business days			5.6%	19.4%	19.4%	26.4%

12 Week	Day before class starts	6 days after class starts (3 business days)	17 days after class starts (12 business days)	17 days after class starts (12 business days)	23 days after class starts (16 business days)	
Number of total days			84	84	84	84
Percent of total days			7.1%	20.2%	20.2%	27.4%
Number of business days			60	60	60	60
Percent of business days			5.0%	20.0%	20.0%	26.7%

8 Week	Day before class starts	4 days after class starts (2 business days)	11 days after class starts (8 business days)	11 days after class starts (8 business days)	15 days after class starts (10 business days)	
Number of total days			56	56	56	56
Percent of total days			7.1%	19.6%	19.6%	26.8%
Number of business days			40	40	40	40
Percent of business days			5.0%	20.0%	20.0%	25.0%

6 Week	Day before class starts	3 days after class starts (2 business days)	8 days after class starts (7 business days)	8 days after class starts (7 business days)	11 days after class starts (9 business days)	
Number of total days			42	42	42	42
Percent of total days			7.1%	19.0%	19.0%	26.2%
Number of business days			35	35	35	35
Percent of business days			5.7%	20.0%	20.0%	25.7%

4 Week	Day class starts	2 days after class starts (1 business days)	6 days after class starts (3 business days)	6 days after class starts (3 business days)	7 days after class starts (4 business days)	
Number of total days			28	28	28	28
Percent of total days			7.1%	21.4%	21.4%	25.0%
Number of business days			16	16	16	16
Percent of business days			6.3%	18.8%	18.8%	25.0%

[from 2012 Calendar Report]

2 Week	Day class starts	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 days after class starts (1 business days)	3 days after class starts (2 business days)
Number of total days		14	14	14	14
Percent of total days		7.1%	7.1%	7.1%	21.4%
Number of business days		10	10	10	10
Percent of business days		10.0%	10.0%	10.0%	20.0%

N/A?

1 Week	Day class starts	N/A	N/A	N/A	1st day of class
Number of total days		5	5	5	5
Percent of total days					20.0%
Number of business days		5	5	5	5
Percent of business days					20.0%

1 Week	Day class starts	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 day after class starts (1 business day)
Number of total days		5	5	5	5
Percent of total days		20.0%	20.0%	20.0%	20.0%
Number of business days		5	5	5	5
Percent of business days		20.0%	20.0%	20.0%	20.0%