

Summary

Proposal Concerning the Status of Certain University Multidisciplinary Research Centers/Institutes

Origin. The concept of ‘MultiDisciplinary Research Center or Institute’ (MDRC/MDRI) as a kind of “educational unit” of the University of Kentucky began with the influx of federally funding to academic research during the 1960s. An increasing number of University centers/institutes were established during that decade, of varying scope, mission, reporting and allocation of faculty effort, in addition to much reorganization of colleges, schools and departments.

Codification in GRs. A major revision to the *Governing Regulations* was drafted during the later 1960s by a joint Faculty-Board committee, part of which intent was to provide clearer definition of the role of the University Senate in relation to the changing academic organization. The revised GRs (May 1970) codified for the first time the official recommending role of the University Senate on actions of the Board of Trustees to establish, reorganize or terminate educational units. The new GR Section VII defined the “regular” credit-bearing educational units as college, schools, and departments. In addition, a new kind of educational unit was established, the “Interdisciplinary Research Institute,” for noncredit-bearing educational programs with a primary emphasis on research.

Current Definition of MDRC/MDRIs. In subsequent decades to present, the formal definition of this new kind of educational unit was further refined. In 1985, the category was renamed by the Board as “multidisciplinary research centers or institutes.” In 2005, the Board brought the definition to its present form to distinguish from “administrative units,” including the minimum total faculty effort needed to justify being an independent educational unit and the definition of the voting faculty membership (Appendix 1). There does not exist a category of educational unit center/institute for which the primary emphasis is noncredit-bearing instruction, public service or clinical service --- all such centers/institutes are currently “administrative units” not subject to Senate oversight. (Note: There exists an *Administrative Regulation 1.3* concerning centers, but it was written in 1998 and was never updated to reflect the subsequent controlling *Governing Regulations* of 2005).

Previous Senate Actions. From their origin to present, a number of MDRC/MDRIs have been vetted through the University Senate for recommendation to the Board of Trustees, which rendered final approval. In a few cases, the Senate review identified issues that resulted withdrawal of the proposed MDRC/MDRI and the entity was not established as an educational unit (e.g. “Pain and Palliative Care Institute,” Senate 12/09/02). In one case, the Senate endorsed, and the Board approved, an administrative proposal that a previously established MDRC/MDRI be terminated (e.g., “Social Welfare Research Institute,” Senate 12/10/74, Appendix 2). On some occasions the Senate has been solicited for its informal support for new administrative units that were not organized as an MDRC/MDRI educational unit (e.g., “Center for Equality and Social Justice,” Senate 04/22/19).

Current Status of Certain MDRC/MDRIs. In a recent review of the inventory of educational unit MDRC/MDRIs by the Senate Rules and Elections Committee, it was discovered that a number of previously Senate-recommended and Board-approved MDRC/MDRIs have long ago been administratively inactivated (or no longer qualify as MDRC/MDRI). However, the termination of these units or change to “administrative unit” has not been processed through the Senate nor final action rendered by the Board of Trustees. In other cases, the appointment of a Director (a kind of educational unit chief administrative officer) had not been processed via PR2 to final Board approval (as happens with similar appointment of deans and department chairs).

Actions to Correct the Status of Some MDRC/MDRIs. The Provost Office has been in contact with the deans of colleges containing the MDRC/MDRIs that need action to formally close or to formally appoint Directors. For those active MDRC/MDRIs needing a fresh PR2 for Director appointment, the Provost is facilitating the action of the respective Dean to process the corresponding PR2 for its present Director. For those

MDRC/MDRIs that are now functioning as “administrative center/institute” instead of educational unit MDRC/MDRI, the dean has contacted the respective Director and MDRC/MDRI faculty and each supports the action (documentation supplied in proposal). For those MDRC/MDRIs that are not active, and have not been active for years (essentially, hollow dormant centers/institutes), there does not any longer exist a faculty body to consult. In those cases, the Provost has contacted the Dean to obtain the consultation of the college Faculty Council or other similar representative body.

In two cases of inactive MDRC/MDRIs, the respective college decided to invest in reinvigorating the MDRC/MDRI, rather than proceed with closing. Also, some MDRC/MDRIs were identified where there was a change to its reporting position as an educational unit within the University’s academic organization, without Senate processing or Board final action. None of these cases are a part of the present proposals.

The Chapters of the package being submitted here are:

Overall Summary Concerning the Status of MDRCs Fall 2020

Table of Contents of Proposals on Multidisciplinary Research Centers Fall 2020

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Appendix B – Example of Previous Closing of MDRC - Summary Social Welfare Institute

Current Proposals:

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- App. 1.3 - **SAOSC Cover Form** - Closure of Center for Developmental Changes
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- App. 1.5 - Draft ASACR re Proposal to Close Center for Developmental Change

2. Proposal – Closure Center for Learning Resources (CHS)

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- App. 7.4 - **SAOSC Guidelines** Questions - Closure of Center for Manufacturing
- App. 7.5 - Support Letter ENG Faculty Council re Closure of Center for Manufacturing
- App. 7.6 - Support Letter COEng Faculty Advisory Council re Close - Ctr Manuf.
- App. 7.7 - Draft ASACR re Proposal to Close Center for Manufacturing

Academic Criteria for “Educational Unit” Multidisciplinary Research Centers/Institutes

In 2005, the Board of Trustees adopted what are our current UK Governing Regulations for multidisciplinary research centers/institutes (hereafter below “MDRCs”). These GRs have a number of required educational, governance and personnel features for MDRCs. These features include:

Educational Features

- a. **Has as its primary mission the performance of educational activities (GR VII.B.1)**
(MDRCs do not home credit-bearing courses, but rather emphasize noncredit-bearing educational activities such as homing postdoctoral scholars, conducting research symposia, sponsoring summer high school research experience, etc. A unit that is research activity without education ... e.g. a unit comprised only of classified technical employees researching a new technique or new product ... is not an MDRC)
- b. **Is a kind of “educational unit” established to provide multidisciplinary programs “primarily research in nature” (GR VII.C.5)**
(Under the requirement “primarily,” a unit that conducts ‘some’ research but is *primarily* clinical, or community outreach, or rendering nonresearch-related (noncredit bearing) instruction, and/or administrative coordination cannot be an MDRC)
- c. **The MDRC “delivers” the instructional, research or service activities (GR VII.C.1)**
(The auspices of the MDRC itself delivers the activity, i.e., a unit that merely supplies funding for activity to be conducted of the auspices of another unit is not an MDRC)

Governance Features

- d. **The "Faculty" body of MDRC is those faculty with "recurring, formally assigned instructional, research, and/or service duties in the unit." (GR VII.E.6.a)**
(It is not an ‘advisory board’ or ‘faculty affiliates’ that make the noncredit-bearing educational policy of the MDRC. Rather it is those with *recurring, formally assigned* unit duties. Now, that voting “Faculty” body could in its vote-approved unit Rules document delegate to others)
- e. **Faculty body of the MDRC renders a unit Rules document on its policy/procedures (GR II.A.3)**
(Just as departments and colleges, an MDRC educational unit Faculty body promulgates a Rules document of policies/procedures for its noncredit-bearing educational functions)
- f. **Change in reporting or name of MDRC must be approved by Board through Senate (GR IV.C)**
(Just as with moving a department to a different college, change in organizational reporting or name of an MDRC must be processed through the Senate/Board; not required for administrative center)
- g. **Majority of the Faculty of the MDRC can request off-cycle review of the unit (GR IX)**

Personnel Features

- h. **The total recurring, formally assigned faculty effort to the missions of the unit must accrue to at least 1 FTE, not counting the administrative time of the Director (GR VII.B.1)**
(It may be that a unit is doing MDRC-like activities, but if the *amount* of activity does not involve at least 1 faculty FTE equivalent, it does not warrant institutional investment of operating the unit as an “educational unit” MDRC, e.g., there is a ‘cost’ to involving Senate and Board)
- i. **Chief Administrative Officer (Director) is equivalent to Dept. Chair (GR VII.F.2.f),**
(Unit that reports inside a dept cannot be an MDRC, but can be an administrative center; as equivalent to dept chair, MDRC Director is not eligible as Faculty Senator or Faculty Trustee)
- j. **Appointment of Director must be Board-approved through PR2 (GR VIII.A)**
(Process is same as for a department chair; the faculty database now requires MDRC Director (re)appointment to be processed to Board through PR2; not required for admin. center)
- k. **Majority of the Faculty of the MDRC can request off-cycle review of the Director (GR IX)**
- l. **Director of MDRC not eligible for faculty elections to Senate/Trustee (GR II.B.2; HRPP 4.0)**
(Same status as dept. chair, dean, provost)
- j. **Director writes promotion/tenure letters on faculty members of the MDRC (GR VII.F.2.e)**
(i.e., on P/T occurring over in the primary home unit of the MDRC faculty member)

In 1968-69, a University Senate oversight committee counseled the University Center on Developmental Change to “develop[] research proposals” in several areas, including “problems in developmental communication with the poor” (1). Arising therefrom, a proposal to establish the “**Social Welfare Research Institute**” was approved by the Board of Trustees 12-09-69, as a “*multidisciplinary organization*,” reporting to the Vice President for Research and Graduate Studies (2, 3). The mission of the Institute was to “*engage in broadly-based social science research relating to problems in social welfare administration*,” with initial funding from the Dept. of Health, Education and Welfare (3). The Board of Trustees appointed Dr. **George L. Wilber**, Professor of Sociology, as the first Director of the Institute (4, 5).



During the next several years, the Institute published several research studies, the most cited being the book “Poverty: A New Perspective” (6).

On account of several changes in the higher-level University organization, by 1974 the Institute was directly reporting to the Dean of the Graduate School. The Institute did not obtain renewal of its extramural funding, and “the Dean of the Graduate School, after appropriate consultation, determined that the activities for which the Institute was originally designed can and will be effectively addressed through other mechanisms, and there is no particular reason for the continued existence of the Institute” (7). Pursuant to GR VII and University Senate Rules, the proposal to discontinue the Institute was investigated by the Senate Academic Organization and Structure Committee (7). The SAOSC assessed the research that had been done by the Institute (“outstanding”), and faculty personnel issues consequent to proposed closure.

The SAOSC recommended to the Senate Council “the abolition of the Social Welfare Institute” (7). The Senate Council then recommended to the Senate, and the Senate endorsed, to discontinue the Institute “effective at such time as the final Board action is accomplished” (7, 8). The Board of Trustees then on 12-10-74 voted to discontinue the Institute “effective immediately” (7). Professor Wilber went on sabbatical leave, spring 1977 (9), from which he did not return.

References

- (1) <https://drive.google.com/drive/folders/1u2oQHr2MtmHsXuNuw3Xwd59xIJ4Y8EY>
- (2) https://exploreuk.uky.edu/catalog/xt769p2w4336?q=%22Social+Welfare+Research+Institute%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1969&per_page=20#page/2/mode/1up/search/%22Social+Welfare+Research+Institute%22
- (3) https://exploreuk.uky.edu/catalog/xt78cz322n21?q=%22Social+Welfare+Research+Institute%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1969&per_page=20#page/12/mode/1up/search/%22Social+Welfare+Research+Institute%22
- (4) https://exploreuk.uky.edu/catalog/xt76q52f7z3m?q=%22Social+Welfare+Research+Institute%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1970&per_page=20#page/43/mode/1up/search/%22Social+Welfare+Research+Institute%22
- (5) https://exploreuk.uky.edu/catalog/xt7f4q7qp271?q=%22Social+Welfare+Research+Institute%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1970&per_page=20#page/37/mode/1up/search/%22Social+Welfare+Research+Institute%22
- (6) https://uknowledge.uky.edu/upk_inequality_and_stratification/2/
- (7) https://exploreuk.uky.edu/catalog/xt7q2b8vbf5k?q=%22Social+Welfare+Research+Institute%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1974&per_page=20#page/12/mode/1up/search/%22Social+Welfare+Research+Institute%22
- (8) <https://drive.google.com/drive/folders/1fa0t1S5Yx0AMAkYsIypxaBifCR-U4R2d> pg 3922, (27289)
- (9) https://exploreuk.uky.edu/catalog/xt7fn29p354c?q=%22Wilber%2C+George%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1976&per_page=20#page/23/mode/1up/search/%22Wilber%2C+George%22

App. 1.1



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Re: Proposal to close the Center for Developmental Change as an educational unit

To: Dr. Aaron Cramer, Chair, University Senate Council

From: Dr. Larry Holloway, Vice Provost

A handwritten signature in black ink, appearing to read 'Larry Holloway'.

Date: November 2, 2020

This transmittal concerns the **Center for Developmental Change**, that was previously established several decades ago as an educational unit Multidisciplinary Research Center in the (now) Provost area (summary in Appendix 1.2). We have initiated this proposal to officially close this Center as an **educational unit** Center.

I confirm here that there is currently no program of noncredit-bearing, research-emphasis education being developed and delivered within the auspices of this Center. In addition, there are no faculty with DOE assignment to duties within this Center, and there is no budget for the Center nor are any staff assigned to this Center. Finally, there no current Board-approved Director for this Center. The University President in 1993 decided to close the Center, but a proposal to formally close this educational unit was never processed through the University Senate and Board of Trustees.

In view of these circumstances, the Provost supports closure of the Center for Developmental Change as an educational unit Multidisciplinary Research Center, on both the programmatic considerations and the infrastructure/resources considerations. I have included here in this proposal the Senate Cover Form (Appendix 1.3), the responses to the Senate Guidelines Questions (Appendix 1.4), and a potential draft of the ASACR supporting final Board of Trustees action (Appendix 1.5). Because the Center has long been dormant, and because of its reporting directly at the Provost Office, there does not currently exist a 'Center faculty' nor a 'College Faculty Council' with whom to consult. In this situation, I ask that the Senate Council serve as the consulted faculty body.

This proposal is here submitted for action by the Senate Academic Organization and Structure Committee, Senate Council, Senate and finally the Board of Trustees. Our contact person for this proposal is Davy Jones (djones@uky.edu).

Thank you for your support and efforts with this proposal.

see blue.

An Equal Opportunity University

The “**Center for Research and Training in Developmental Change**” (or “Center for Developmental Change”) was established by the Board of Trustees 01/17/64 to home a “multidisciplinary” program (1). Dr. **Edward Weidner** was hired in summer 1965 as the first Director (2). Upon the approval of the University Senate (05-03-67)(3), President Oswald appointed in October 1967 a standing “Senate Advisory Committee on the Center for Developmental Change,” charged, in part, as “reports regularly to the Senate on the policies and programs of the CDC and may formulate for Senate consideration recommendations relating to the CDC operations where Senate policy is deemed necessary or desirable” (4). This committee rendered its first oversight report to the University Senate 04-08-68 (4). This organization and relationship to the University Senate continued after the May 1970 Governing Regulations that established the formal policy that (i) establishment, changes in reporting and termination of educational units is vetted through the University Senate to the Board, and (ii) a kind of educational unit is the multidisciplinary research centers and institutes.



The activities of the Center continued to be reported for the next 25 years into the Board of Trustees minutes, including PR2 appointment of Directors. The University Senate reconfirmed in 1979 that it had previously rendered endorsement that the Center be established (5). The last Director so appointed by PR2 was Dr. William Lyons, for 1992-1993 (6). The Kentucky Kernel reported on 03-12-93 that President Charles Wethington, apparently with input from VPR&GS Lee Magid, had decided to close the Center effective 07-01-93 (7). He apparently ‘reported’ to the Board a number of administrative, budget-saving ‘restructurings’ of the University, of which budget for this Center was ended (8), without the Board ‘acting’ on that report. The closure of this unit was not vetted through the University Senate nor submitted *per se* to the Board of Trustees for approval. It appears that the Center was homed above the level of the colleges.

In summary, a proposal to formally close the Center for Developmental Change can be submitted through the Senate and to the Board for final action.

References

- (1) https://exploreuk.uky.edu/catalog/xt7vt43hxw2z?q=%22Developmental+Change%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1964&per_page=20#page/84/mode/1up/search/%22Developmental+Change%22
- (2) <https://drive.google.com/drive/folders/1WotoDtYkBYi0Z35d72nOb3FSUJJ7SKX5>
- (3) https://drive.google.com/drive/folders/1bnckjh44-HRCPvhn14O_vpEedQRoQDoJ
- (4) https://exploreuk.uky.edu/catalog/xt71jw86hn9p?q=weidner&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1966&per_page=20#page/16/mode/1up/search/weidner
- (5) <https://drive.google.com/drive/folders/1L4CYU0hd3QPE-oDDIY35enIMyODYapMm> (pgs 5, 6)
- (6) https://exploreuk.uky.edu/catalog/xt7jdf6k177b?q=%22Center+for+Developmental+Change%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1992&per_page=20#page/15/mode/1up/search/%22Center+for+Developmental+Change%22
- (7) https://exploreuk.uky.edu/catalog/xt7tqi77x135?q=%22Center+for+Developmental+Change%22&f%5Bformat%5D%5B%5D=newspapers&f%5Bpub_date_sort%5D%5B%5D=1993&per_page=20#page/1/mode/1up/search/%22Center+for+Developmental+Change%22
- (8) https://exploreuk.uky.edu/catalog/xt7jws8hfb4t?f%5Bsource_s%5D%5B%5D=Minutes+of+the+University+of+Kentucky+Board+of+Trustees&f%5Bpub_date_sort%5D%5B%5D=1993&per_page=20#page/6/mode/1up

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

App. 1.3

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/universitysenate/forms>). 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:	To close the Center for Developmental Change				
Contact person name:	Larry Holloway	Phone:	257-2911	Email:	Larry.Holloway@uky.edu
Administrative position (dean, chair, director, etc.):	Vice Provost				

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 type="checkbox"/>	College of:	
<input type="checkbox"/>	Graduate Center for:	
<input type="checkbox"/>	Interdisciplinary Instructional Program:	

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.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

<input checked="" type="checkbox"/>	Multidisciplinary Research Center/Institute:	See above for list of names
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Section III – Type of Proposal

Check all that apply.	
<i>A. Changes</i>	
<input type="checkbox"/>	Change to the name of an educational unit.
<input type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
<i>B. Other types of proposals</i>	
<input type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input checked="" 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

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

- ✓ 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.

- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

App. 1.4

Proposal to Close the Center for Developmental Change

1) What is the impetus for the proposed change?

The proposed change is merited from both programmatic and organizational perspectives.

1A. Program Academic Aspects

This educational unit structure no longer homes any academic activity. The originally approved program of noncredit-bearing educational delivery, with a primary emphasis on research no longer per se exists. There was no expressly published action for the program originally homed in the MDRC/MDRI to be either transferred per se to a different unit, or to be subsumed into or succeeded by more contemporary program homed in a different unit. Rather, the named Center ceased to be directed or staffed, and was no longer maintained in the respective college and University listing of active Centers.

1B. Organizational Aspects

The Center for Developmental Change has not been functioning as an educational unit structure for many years and is inactive. There have not been any Directors submitted for approval by the Board of Trustees to be the educational unit's chief administrative officer. There are no faculty whose salary is HR prime to Center, or nor are there faculty recurring, formal assignment to duties of the named Center stated on their DOE. There are no meetings of faculty as a voting body or educational policy-making body of the center. The Provost Area does not list the Center as an existing educational unit, and has not done so for many years.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

[N/A --- question applies to proposal of new units]

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.

The Center was established as educational unit multidisciplinary research Center, but for years has been inactive, undirected, unstaffed and has no remaining faculty body. The proposal here is to close this Center.

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

As a long-dormant Center, that is not an active unit in serving institutional objectives and priorities, the proposal is to close and remove this Center from the inventory of active educational unit MDRCs/MDRIs.

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? [N/A – question applies to new units] How does the change help UK meet the goals of its strategic plan?

Better alignment of the academic organization of the colleges/Provost area to comport with the Strategic Plan of the University's actual currently functioning academic organization.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

For many years there have been no Board-approved directors nor is there any remaining faculty membership in this Center.

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

[N/A --- question applies to proposal to establish new units]

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.

For many years there have been no Board-approved Directors for this Center. In addition, there is not any remaining faculty membership in any this Center.

The Center is not homed in a college and therefore there are no Dean or College Faculty Council letters. Therefore, the Provost Office asks that the Senate Council serve as the consulted faculty body.

9) Will the proposed change involve multiple schools or colleges?

No, there are currently no faculty with primary assignment in other colleges who have DOE time assignment to Center.

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.

No transfers of primary unit appointment either faculty or staff are now involved in closing this Center.

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.

There does not remain with the Center any faculty who are members of the 'faculty body' for the Center.

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

There are no accreditation issues with respect to closing the Center.

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.

The will be effectuated during the 2020-2021 academic year. There will not be any changes in personnel assignments as a result of closure. There are no

activities remaining in the Center involving experiential learning by students. There are no postdoctoral scholars for which the Center is the student's unit of home academic appointment.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

There are no degree seeking students or postdoctoral students with academic appt in the Center.

15) 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.

[N/A --- the question applies to establishment of a new Center]

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the breakdown of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body.

For the purpose of processing this proposal, the Dean of the college has been contacted to request the elected college faculty council, or similar representative elected body, to act 'for the Center/college faculty.' The supporting letters of the Dean and Faculty Council are attached to this proposal.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are

encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body.

Letters of support of the Dean and Faculty Council of the respective college are provided.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

[N/A as the unit will cease to exist]

19) Letters of support from outside the University maybe helpful in understanding why this change helps people beyond the University.

[N/A --- there are no persons external to the University who will be affected by closure of the Center]

App. 1.5

DRAFT ASACR

Members, Board of Trustees:

CLOSURE OF AN EDUCATIONAL UNIT: THE CENTER FOR DEVELOPMENTAL CHANGE

Recommendation: that the Board of Trustees approve the closure of the educational unit “the Center for Developmental Change,” in the Provost Office, effective January 1, 2021.

Background: In 1964 the Board of Trustees established the “Center for Developmental Change” and, with University Senate support, in 1970 formalized its status as a multidisciplinary research center kind of educational unit in the (now) Provost Office. Such centers have a primary emphasis in the mission of research, and serve as the unit of auspices for the delivery noncredit-bearing educational programs in research. The Center for Developmental Change researched application of the processes of goal-directed, planned change, including better understanding of the agents, organization and strategies that foster successful social change. The Center provided training and consultation in this field, for which 1977 establishment of the current Appalachian Center is an example successful outcome.

In 1993 the University President decided to close the Center as part of administrative, budget-saving restructurings of the University. However, action to formally close the Center as educational unit was never processed to the University Senate or submitted to the Board of Trustees for final approval. There are no plans to restart the former program activities within the auspices of this Center. Hence, it is appropriate at this time to formalize closing the Center as an educational unit.

The proposal has been reviewed and recommended by the Senate Committee on Academic Organization and Structure and the Senate Council. The University Senate approved the proposal based upon programmatic aspects, and endorsed the closure of the Center as an educational unit. The Provost of the University supports the closure of the Center.

October 30, 2020

Re: Proposal to close the CHS Center for Learning Resources

Dear Dr. Jones,

I am writing on behalf of Dean Lephart in response to your letter he received on Sept. 21, 2020 concerning circumstances of the Center for Learning Resources that was previously established as an educational unit Multidisciplinary Research Center in the College of Health Sciences (summary in Appendix 2.2). We have contemplated a proposal to officially close the Center, on the basis of both the programmatic aspects and the infrastructure/resources aspects.

In consultation with the Dean, I confirm here that there is currently no program of noncredit-bearing, research-emphasis education being developed and delivered within the auspices of the Center. In addition, there are no faculty with DOE assignment to duties within the Center, and there is no budget for the Center nor any staff assigned to the Center. Finally, there has not been a Board-approved Director for the Center for many years.

The College of Health Sciences Faculty Council voted in favor of this proposal on Oct. 23, 2020 (Appendix 2.5).

In view of these circumstances, Dean Lephart supports closure of the Center for Learning Resources on both the programmatic considerations and the infrastructure/resources considerations. Included in this proposal is the Senate Cover Form (Appendix 2.3) and the responses to the Senate Guidelines Questions (Appendix 2.4).

Will you please forward this proposal to the Senate Council Office, in connection to the larger Centers inventory activity you described, for action by the Senate Academic Organization and Structure Committee, Senate Council, Senate and finally the Board of Trustees?

Thank you. Please let us know if you are in need of additional information.

Sincerely,

Karen Badger

Karen Badger, PhD, MSW

Associate Dean of Academic Affairs

seeblue.

The “**Center for Learning Resources**” was approved for funding by the Board of Trustees on 08-08-70 (1). The University Senate endorsed (01-11-71) creating the Department of Allied Health Education and Research, that would work closely with the Center for Learning Resources (2), in the College of Allied Health Professions (now College of Health Sciences). Dr. **Dean C. Fletcher** was appointed 04-04-72 as the first Director (3), and Dr. **Margaret Morgan** was appointed as Assistant Director 08-10-70 (4, 5). The Center’s mission was supported with federal funds and a 5 year grant from the W. K. Kellogg Foundation (6).



During the next 15 years, the Center researched methods to enable health care professionals to become better teachers, and published a “Teacher Improvement Project System” (TIPS) that was adopted by a number of national institutions (6, 7). The Center developed “a national network of satellite training programs at other universities, using the Center’s techniques, personnel and materials to instruct faculty with their own regions” (8, 9). There were several successive Directors, with Dr. William Pfeifle appointed in 1982, and serving through 1984 (10, 11). The Undergraduate Bulletin and Graduate Bulletins described the Center during 1971-1986, including its activities to promote a “2+2” undergraduate/Master’s degrees in coordination with the College of Education (12).

However, after 1984, the Board of Trustees minutes never again cite the Center, no further Directors were appointed, the last Graduate Bulletin citation is 1986, and the College of Health Sciences does not list it as a Center of the college. The reorganization of the department structure of the college in 1988 did not include any action regarding the Center for Learning Resources (13, 14). Dr. Pfeifle (pers. comm.) describes that the Center ceased in the mid-1980s to operate as a unit of organization. However, no action to formally close the Center has been vetted through the University Senate or taken by the Board of Trustees.

In summary, a proposal to formally close the Center for Learning Resources can be submitted through the University Senate for approval by the Board of Trustees.

References

- (1) https://exploreuk.uky.edu/catalog/xt70vt1gj464?q=%22Learning+Resources+Center%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1970&per_page=20#page/46/mode/1up/search/%22Learning+Resources+Center%22
- (2) <https://drive.google.com/drive/folders/1xsPThAexz3Y2eqLutFJX-vISNFCbA1Of> pg. 3090
- (3) https://exploreuk.uky.edu/catalog/xt7f4q7qp28m?q=%22Dean+C.+Fletcher%22&per_page=20#page/6/mode/1up/search/%22Dean+C.+Fletcher%22
- (4) https://exploreuk.uky.edu/catalog/xt7v154dp490?q=%22Margaret+K.+Morgan%22&f%5Bformat%5D%5B%5D=minutes&per_page=20#page/1/mode/1up/search/%22Margaret+K.+Morgan%22
- (5) https://exploreuk.uky.edu/catalog/xt79zw18m420?q=%22Learning+Resources+Center%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1970&per_page=20#page/10/mode/1up/search/%22Learning+Resources+Center%22
- (6) https://exploreuk.uky.edu/catalog/xt70vt1gj464?q=kellogg&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1970&per_page=20#page/1/mode/1up/search/kellogg
- (7) https://exploreuk.uky.edu/catalog/xt779c6rz965?q=%22Center+for+Learning+Resources%22&f%5Bformat%5D%5B%5D=journals&per_page=20#page/33/mode/1up/search/%22Center+for+Learning+Resources%22
- (8) <http://medicaleducation.wikifoundry.com/page/TIPS>
- (9) https://books.google.com/books/about/Teaching_Improvement_Project_System_TIPS.html?id=8PwtYwAACAAJ
- (10) https://exploreuk.uky.edu/catalog/xt7r222r5m8d?q=%22Center+for+Learning+Resources%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1982&per_page=20#page/29/mode/1up/search/%22Center+for+Learning+Resources%22
- (11) https://sph.iupui.edu/doc/about/directory/Pfeifle2014_CV.pdf
- (12) https://exploreuk.uky.edu/catalog/xt7cnp1wh52g?q=%22Center+for+Learning+Resources%22&f%5Bformat%5D%5B%5D=course+catalogs&f%5Bpub_date_sort%5D%5B%5D=1980&per_page=20#page/42/mode/1up/search/%22Center+for+Learning+Resources%22
- (13) https://exploreuk.uky.edu/catalog/xt731z41rx02?q=%22Department+of+Clinical+Sciences%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1988&per_page=20#page/82/mode/1up/search/%22Department+of+Clinical+Sciences%22
- (14) https://drive.google.com/drive/folders/1HTMiN5LzEiqXXgsHnQqGB_HFyT6D7wYQ

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

App. 2.3

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/universitysenate/forms>). 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:	To close the Center for Learning Resources				
Contact person name:	Larry Holloway	Phone:	257-2911	Email:	Larry.Holloway@uky.edu
Administrative position (dean, chair, director, etc.):	Vice Provost				

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 type="checkbox"/>	College of:
<input type="checkbox"/>	Graduate Center for:
<input type="checkbox"/>	Interdisciplinary Instructional Program:

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.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

<input checked="" type="checkbox"/>	Multidisciplinary Research Center/Institute:	See above for list of names
-------------------------------------	--	-----------------------------

Section III – Type of Proposal

Check all that apply.	
<i>A. Changes</i>	
<input type="checkbox"/>	Change to the name of an educational unit.
<input type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
<i>B. Other types of proposals</i>	
<input type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input checked="" 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

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

- ✓ 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.

- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

Proposal to Close the Center for Learning Resources

1) What is the impetus for the proposed change?

The proposed change is merited from both programmatic and organizational perspectives.

1A. Program Academic Aspects

This educational unit structure no longer homes any academic activity. The originally approved program of noncredit-bearing educational delivery, with a primary emphasis on research no longer per se exists. There was no expressly published action for the program originally homed in the MDRC to be either transferred per se to a different unit, or to be subsumed into or succeeded by more contemporary program homed in a different unit. Rather, the named Center ceased to be directed or staffed, and was no longer maintained in the respective college and University listing of active Centers.

1B. Organizational Aspects

The Center for Learning Resources has not been functioning as an educational unit structure for many years and is inactive. There have not been any Directors submitted for approval by the Board of Trustees to be the educational unit's chief administrative officer. There are no faculty whose salary is HR prime to Center, or nor are there faculty recurring, formal assignment to duties of the named Center stated on their DOE. There are no meetings of faculty as a voting body or educational policy-making body of the respective Centers. The College does not list the Center as an existing educational unit, and has not done so for many years.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

[N/A --- question applies to proposal of new units]

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.

The Center was established as educational unit multidisciplinary research Center, but for years has been inactive, undirected, unstaffed and has no remaining faculty body. The proposal here is to close this Center.

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

As a long-dormant Center, that is not an active unit in serving institutional objectives and priorities, the proposal is to close and remove this Center from the inventory of active educational unit MDRCs/MDRIs.

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? [N/A – question applies to new units] How does the change help UK meet the goals of its strategic plan?

Better alignment of the academic organization of the colleges/Provost area to comport with the Strategic Plan of the University's actual currently functioning academic organization.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

For many years there have been no Board-approved directors nor is there any remaining faculty membership in this Center.

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

[N/A --- question applies to proposal to establish new units]

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.

For many years there have been no Board-approved Directors for this Center. In addition, there is not any remaining faculty membership in any this Center.

For the purpose of processing this proposal, the Dean of the college has been contacted to request the elected college faculty council, or similar representative elected body, to act 'for the Center/college faculty.' The supporting letters of the Dean and Faculty Council are attached to this proposal.

9) Will the proposed change involve multiple schools or colleges?

No, there are currently no faculty with primary assignment in other colleges who have DOE time assignment to Center.

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.

No transfers of primary unit appointment either faculty or staff are now involved in closing this Center.

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.

There does not remain with the Center any faculty who are members of the 'faculty body' for the Center.

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

There are no accreditation issues with respect to closing the Center.

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.

The will be effectuated during the 2020-2021 academic year. There will not be any changes in personnel assignments as a result of closure. There are no

activities remaining in the Center involving experiential learning by students. There are no postdoctoral scholars for which the Center is the student's unit of home academic appointment.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

There are no degree seeking students or postdoctoral students with academic appt in the Center.

15) 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.

[N/A --- the question applies to establishment of a new Center]

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the breakdown of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

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encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

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Letters of support of the Dean and Faculty Council of the respective college are provided.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

[N/A as the unit will cease to exist]

19) Letters of support from outside the University maybe helpful in understanding why this change helps people beyond the University.

[N/A --- there are no persons external to the University who will be affected by closure of the Center]


App. 2.5

From: Lowman, Julie J. <joneen.lowman@uky.edu>
Sent: Friday, October 23, 2020 2:01 PM
To: Jones, Davy <djones@uky.edu>; Lephart, Scott M. <scott.lephart@uky.edu>
Cc: Badger, Karen <karen.badger@uky.edu>; Bray, Zachary A. <zachary.bray@uky.edu>; Cramer, Aaron M. <aaron.cramer@uky.edu>; Holloway, Lawrence E. <larry.holloway@uky.edu>
Subject: Re: Dormant CHS Research Center

Davy,

Minutes from today's FC meeting are attached. Due to time constraints, an email vote was taken. Faculty Council voted in support of **closing the Center**.

Joneen

 **Joneen Lowman Ph.D, CCC-SLP**
Associate Professor
University of Kentucky College of Health Sciences
120 Charles T. Wethington, Jr. Building | Lexington, KY 40536
859-218-0475 | joneen.lowman@uky.edu | www.uky.edu/chs

From: Lowman, Julie J. <joneen.lowman@uky.edu>
Sent: Friday, October 23, 2020 12:07 PM
To: Jones, Davy <djones@uky.edu>; Lephart, Scott M. <scott.lephart@uky.edu>
Cc: Badger, Karen <karen.badger@uky.edu>; Bray, Zachary A. <zachary.bray@uky.edu>; Cramer, Aaron M. <aaron.cramer@uky.edu>; Holloway, Lawrence E. <larry.holloway@uky.edu>
Subject: Re: Dormant CHS Research Center

CHS Faculty Council voted in favor of **closing the program**. Meeting minutes will be forwarded once finalized for your records.

Joneen

 **Joneen Lowman Ph.D, CCC-SLP**
Associate Professor
University of Kentucky College of Health Sciences
120 Charles T. Wethington, Jr. Building | Lexington, KY 40536
859-218-0475 | joneen.lowman@uky.edu | www.uky.edu/chs

Faculty Council
Meeting Specifics

Purpose	Frequency	Executive Sponsor
Informational	Bi-monthly	Dean Lephart
Date	Time	Location
Friday, October 23 rd 2020	10:00 a.m. - 12:00 p.m.	Zoom
Faculty Council		
<input checked="" type="checkbox"/> Chair: Lowman, Joneen	<input checked="" type="checkbox"/> Vice Chair: Johnson, Nathan	
<input checked="" type="checkbox"/> Carper, Mona	<input checked="" type="checkbox"/> Skaff, Karen	
<input checked="" type="checkbox"/> Darbee, Joan	<input checked="" type="checkbox"/> Suiter, Deb	
<input checked="" type="checkbox"/> Fahringer, David (absent)	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Lephart, Scott	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Marshall, Charles	<input type="checkbox"/>	

Agenda Topics Covered

Topic	Agenda Item	Presenter/Facilitator
1	Dean Report	Dean Lephart
2	Future Meeting Dates	Chair
3	Discuss Faculty Handbook Edits	All
4	Dormant CHS research center	All
5	Miscellaneous discussion	All

Notes

Topic	Discussion
1. Dean Report	<ul style="list-style-type: none"> <input type="checkbox"/> Reviewed ongoing initiatives: <input type="checkbox"/> Work-life balance for faculty, staff, and students. Reviewed Chair reports and staff report from Denise on faculty and staff needs. <input type="checkbox"/> Provided overview of what spring 2021 semester will look like given current COVID landscape. Will continue to promote flexibility with work location. Spring will look very similar to current semester. Dean will continue coffee break opportunities to discuss faculty challenges and work-life balance. Dean will continue to visit classrooms to connect with students and communicate resources to promote well-being. <input type="checkbox"/> Senate Council recommended to eliminate FPRs this year, but vote is not expected to pass. CHS will continue the process while keeping in mind the challenges of COVID. <input type="checkbox"/> Post-secondary education firm in KY has mandated that each program assess cost-efficiency, demand, and necessity. UK president will conduct their own assessment and has assured us that this mandate will not affect our programs. <input type="checkbox"/> PAS leadership change: Dean meeting with each faculty for formulate search strategy. Interviews expected to end next week followed by meetings with stakeholders and Provost. Goal is to have any new appointments effective July 1, 2021. <input type="checkbox"/> UK Strategic Planning underway. CHS will be focusing on the need for more and

	<p>better prepared healthcare professionals.</p> <p>Faculty Council brought up the concern that some faculty do not have key access to the building or difficulty using keys in outdoor locks</p>
2. Future Meetings	<input type="checkbox"/> Nov. 13, Dec. 4
3. Faculty Handbook	<input type="checkbox"/> FC decided to keep note taking within faculty council <input type="checkbox"/> Nate working with Will to place FC notes on CHS website <input type="checkbox"/> FC agreed to continue the process of adding links to keep the handbook material concise <input type="checkbox"/> FC reviewed new suggested edits and discussed who oversees the web links <input type="checkbox"/> Faculty mentorship needs revision to include role of the Chair as a shared responsibility among the faculty member, the Chair, and the Dean. Should it be less descriptive in the handbook? Should this topic in handbook simply be linked out? <input type="checkbox"/> Nate will continue with edits <input type="checkbox"/> Nate to follow up about the process of reviewing chairs and a FC representative sitting on executive council
4. Dormant CHS Research Center	<input type="checkbox"/> CHS program "Center for Learning Resources" has been dormant for 20 years. Communication received from Davy Jones as a proposal to consider formally closing the Center. Any formal recommendation will be submitted through the University Senate for approval by the Board of Trustees. <input type="checkbox"/> Karen Skaff provided a history of the program <input type="checkbox"/> Closure does not appear to effect CHS faculty or courses <input type="checkbox"/> FC email vote pending
5. Misc. Discussion	<input type="checkbox"/> Karen suggested that as the Dean moves forward with an FPR process that considers COVID, the process of faculty assessment is equitable across departments. This is of particular concern given that preliminary data from the DOE survey reveals a general sense of inequity between departments in DOE and FPR processes. <input type="checkbox"/> Joneen mentioned the goal of finishing the faculty handbook during our November meeting and begin the discussion of the DOE survey.
Adjourn	<input type="checkbox"/> 12pm

App. 2.6

DRAFT ASACR

Members, Board of Trustees:

CLOSURE OF AN EDUCATIONAL UNIT: THE CENTER FOR LEARNING RESOURCES

Recommendation: that the Board of Trustees approve the closure of the educational unit “the Center for Learning Resources,” in the College of Health Sciences, effective January 1, 2021.

Background: In 1970 the Board of Trustees, upon the recommendation of the President and with the support of the University Senate, established the “Center for Learning Resources” as a multidisciplinary research center kind of educational unit in the (now) College of Health Sciences. Such centers have a primary emphasis in the mission of research, and serve as the unit of auspices for the delivery noncredit-bearing educational programs in research. The Center for Learning Resources researched methods to enable health care professionals to become better teachers, and published a “Teacher Improvement Project System” (TIPS) that was adopted by a number of national institutions. The Center developed a national network of satellite training programs at other universities, using the Center’s techniques, personnel and materials to instruct faculty with their own regions.

After 1984 the formal programs of research that were homed in the Center ended and the Center ceased to operate as a unit of academic organization. However, no action to formally close the Center has been vetted through the University Senate or taken by the Board of Trustees. There are no plans to restart the former program activities within the auspices of the Center. Hence, it is appropriate at this time to formalize closing the Center.

The proposal has been reviewed and recommended by the Senate Committee on Academic Organization and Structure and the Senate Council. The University Senate approved the proposal based upon programmatic aspects, and endorsed the closure of the Center as an educational unit. The Provost of the University supports the closure of the Center.

App. 3.1



College of Medicine
Dean's Office

October 29, 2020

Re: Proposal to close the Center for Research on Environmental Disease

To: Dr. Aaron Cramer, Chair, University Senate Council

From: Dr. Robert DiPaola, Dean, College of Medicine

A handwritten signature in black ink, appearing to read 'RD' or similar initials.

This correspondence is in regards to the College of Medicine's **Center for Research on Environmental Disease**. The Center was previously established as an educational unit Multidisciplinary Research Center (summary in Appendix 3.2) which has evolved over the years.

There are currently no programs of noncredit-bearing, research-emphasis education being developed and delivered within the auspices of this Center. There are no faculty with DOE assignment to duties within this Center. Additionally, there is no budget for the Center nor any staff assigned to this Center. Finally, there is no current Board-approved director for this Center. As a result, we have initiated this proposal to officially close the Center, on the basis of both programmatic and infrastructure/resources aspects.

On Oct. 20, 2020, the College of Medicine Faculty Council considered this proposal (Appendix 3.5) and voted to approve on the basis of programmatic considerations, and voted to endorse on the basis of infrastructure/resources/personnel considerations.

In view of these circumstances, I support closure of the Center for Research on Environmental Disease on both programmatic and infrastructure/resources considerations.

I have included here the Senate Cover Form (Appendix 3.3), the responses to the Senate Guidelines Questions (Appendix 3.4), and a potential draft of the ASACR supporting final Board of Trustees action (Appendix 3.6)

Please consider this proposal submitted for action by the Senate Academic Organization and Structure Committee, Senate Council, Senate, and finally the Board of Trustees. Our contact person for this proposal is Davy Jones (djones@uky.edu).

Thank you for your support and efforts with this proposal.

In fall 2012 the College of Medicine developed a proposal to establish a “**Center for Research on Environmental Disease**” (1). The activities of the proposed center would be “*collaboration among clinical and basic scientists, catalyze translational research, stimulate educational activities, enhance the competitiveness of member investigators for extramural funding, and increase national recognition for the University in the field of research on environmental disease.*” The College Faculty Council (a) approved the proposal based on the academic merits of the research-emphasizing educational program and (b) endorsed the proposal concerning its resources and reporting aspects (09/18/13, (2)). The Senate Academic Organization and Structure Committee rendered similar (a) approval and (b) endorsement (1), as did the Senate Council (04/22/13 (3)). The University Senate rendered final University approval of the academic merits of the noncredit-bearing, research-emphasis educational program, and endorsement of the resources and reporting aspects (05/06/13 (4)). The Board of Trustees noting the “*University Senate approved the proposal based on its academic merits, and endorsed the resources and placement of the Center*” then voted to “*approve the establishment of the Center for Research on Environmental Disease, in the College of Medicine, effective July 1, 2013*” (06/11/13, (5)).

In 2019, serious compliance issues were identified pursuant to which certain research activities in the Center were discontinued (6). All employees previously assigned to the mission activities of the Center have either been reassigned or have been separated from the University. There are no plans to restart any of those former activities within the auspices of the Center. Hence, it is appropriate at this time to close the Center.

References

- (1) https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Meetings/1_2012-2013/20130422/Ctr%20for%20Research%20on%20Env%20Disease_CompleteTOSC.pdf
- (2) https://medicine.ukhc.org/faccouncil/_layouts/15/WopiFrame.aspx?sourcedoc=/faccouncil/Faculty%20Council%20Minutes/2012/091812%20FC%20Minutes.pdf&action=default
- (3) <https://www.uky.edu/universitysenate/council/2013-04-22>
- (4) https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/US%20Minutes%20May%206%202013_TOUS.pdf
- (5) https://explore.uky.edu/catalog/xt7kpr7mqz79?q=%22center+for+research+on+environmental%22&per_page=20#page/114/mode/1up/search/%22center+for+research+on+environmental%22
- (6) https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/SC%20Minutes%20August%2026%202019_final.pdf

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

App. 3.3

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/universitysenate/forms>). 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:	To close the Center for Research on Environmental Disease				
Contact person name:	Larry Holloway	Phone:	257-2911	Email:	Larry.Holloway@uky.edu
Administrative position (dean, chair, director, etc.):	Vice Provost				

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 type="checkbox"/>	College of:	
<input type="checkbox"/>	Graduate Center for:	
<input type="checkbox"/>	Interdisciplinary Instructional Program:	

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.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

<input checked="" type="checkbox"/>	Multidisciplinary Research Center/Institute:	See above for list of names
-------------------------------------	--	-----------------------------

Section III – Type of Proposal

Check all that apply.	
<i>A. Changes</i>	
<input type="checkbox"/>	Change to the name of an educational unit.
<input type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
<i>B. Other types of proposals</i>	
<input type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input checked="" 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

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

- ✓ 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.

- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

App. 3.4

Proposal to Close the Center for Research on Environmental Disease

1) What is the impetus for the proposed change?

The proposed changes are merited from both programmatic and organizational perspectives.

1A. Program Academic Aspects

This educational unit structure no longer homes any academic activity. The originally approved program of noncredit-bearing educational delivery, with a primary emphasis on research no longer per se exists. There was no expressly published action for the program originally homed in the MDRC to be either transferred per se to a different unit, or to be subsumed into or succeeded by more contemporary program homed in a different unit. Rather, the named Center ceased to be directed or staffed, and was no longer maintained in the respective college and University listing of active Centers.

1B. Organizational Aspects

The Center for Learning Resources has not been functioning as an educational unit structure for many years and is inactive. There have not been any Directors submitted for approval by the Board of Trustees to be the educational unit's chief administrative officer. There are no faculty whose salary is HR prime to Center, or nor are there faculty recurring, formal assignment to duties of the named Center stated on their DOE. There are no meetings of faculty as a voting body or educational policy-making body of the respective Centers. The College does not list the Center as an existing educational unit, and has not done so for many years.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

[N/A --- question applies to proposal of new units]

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.

The Center was established as educational unit multidisciplinary research Center, but for years has been inactive, undirected, unstaffed and has no remaining faculty body. The proposal here is to close this Center.

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

As a long-dormant Center, that is not an active unit in serving institutional objectives and priorities, the proposal is to close and remove this Center from the inventory of active educational unit MDRCs/MDRIs.

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? [N/A – question applies to new units] How does the change help UK meet the goals of its strategic plan?

Better alignment of the academic organization of the colleges/Provost area to comport with the Strategic Plan of the University's actual currently functioning academic organization.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

For many years there have been no Board-approved directors nor is there any remaining faculty membership in this Center.

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

[N/A --- question applies to proposal to establish new units]

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.

For many years there have been no Board-approved Directors for this Center. In addition, there is not any remaining faculty membership in any this Center.

For the purpose of processing this proposal, the Dean of the college has been contacted to request the elected college faculty council, or similar representative elected body, to act 'for the Center/college faculty.' The supporting letters of the Dean and Faculty Council are attached to this proposal.

9) Will the proposed change involve multiple schools or colleges?

No, there are currently no faculty with primary assignment in other colleges who have DOE time assignment to Center.

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.

No transfers of primary unit appointment either faculty or staff are now involved in closing this Center.

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.

There does not remain with the Center any faculty who are members of the 'faculty body' for the Center.

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

There are no accreditation issues with respect to closing the Center.

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.

The will be effectuated during the 2020-2021 academic year. There will not be any changes in personnel assignments as a result of closure. There are no

activities remaining in the Center involving experiential learning by students. There are no postdoctoral scholars for which the Center is the student's unit of home academic appointment.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

There are no degree seeking students or postdoctoral students with academic appt in the Center.

15) 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.

[N/A --- the question applies to establishment of a new Center]

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the breakdown of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body.

For the purpose of processing this proposal, the Dean of the college has been contacted to request the elected college faculty council, or similar representative elected body, to act 'for the Center/college faculty.' The supporting letters of the Dean and Faculty Council are attached to this proposal.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are

encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body.

Letters of support of the Dean and Faculty Council of the respective college are provided.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

[N/A as the unit will cease to exist]

19) Letters of support from outside the University maybe helpful in understanding why this change helps people beyond the University.

[N/A --- there are no persons external to the University who will be affected by closure of the Center]

App. 3.5

The Letter from the Dean identifies the College of Medicine Faculty Council meeting and actions to support this proposal. The meeting minutes themselves are not yet available but will be provided when approved at the next Faculty Council Meeting.

App. 3.6

DRAFT ASACR

Members, Board of Trustees:

CLOSURE OF AN EDUCATIONAL UNIT: THE CENTER FOR RESEARCH ON ENVIRONMENTAL DISEASE

Recommendation: that the Board of Trustees approve the closure of the educational unit “the Center for Research on Environmental Disease,” in the College of Medicine, effective January 1, 2021.

Background: In 2013 the Board of Trustees, upon the recommendation of the President and with support of the University Senate and Provost, established the Center for Research on Environmental Disease as a multidisciplinary research center kind of educational unit in the College of Medicine. Such centers have a primary emphasis in the mission of research, and serve as the unit of auspices for the delivery noncredit-bearing educational programs in research. The functions of the Center for Research on Environmental Disease were to promote “collaboration among clinical and basic scientists, catalyze translational research, stimulate educational activities, enhance the competitiveness of member investigators for extramural funding, and increase national recognition for the University in the field of research on environmental disease.”

In 2019, serious compliance issues were identified pursuant to which the program of research activities in the Center were discontinued. All employees previously assigned to the mission activities of the Center have either been reassigned or have been separated from the University. There are no plans to restart any of those former activities within the auspices of the Center. Hence, it is appropriate at this time to close the Center.

The proposal has been reviewed and recommended by the Senate Committee on Academic Organization and Structure and the Senate Council. The University Senate approved the proposal based upon programmatic aspects, and endorsed the closure of the Center as an educational unit. The Provost of the University supports the closure of the Center.

App. 4.1



College of Medicine
Dean's Office

October 28, 2020

Re: Proposal to close the Center for Minimally Invasive Surgery as an educational unit

To: Dr. Aaron Cramer, Chair, University Senate Council

From: Dr. Robert DiPaola, Dean, College of Medicine

A handwritten signature in black ink, appearing to read 'RD', written over the end of the 'From:' line.

This correspondence concerns the **Center for Minimally Invasive Surgery**. The Center was established in 1999 as an educational unit Multidisciplinary Research Center in the College of Medicine (summary in Appendix 4.2).

Programmatically, the focus of this Center has changed since its original establishment, becoming primarily focused on clinical application rather than research. The Center has also been functionally managed within a department, rather than at the college level. Additionally, there are no HR-prime faculty assignments in the Center, and most director appointments have not been submitted to Board for approval, as would the director of an educational-unit Center.

With this information, we have initiated this proposal to officially close this Center as an educational-unit Center, on the basis of both programmatic and infrastructure/resources aspects. This Center will continue its current activities as an administrative center in the College of Medicine.

On Oct. 20, 2020, the College of Medicine Faculty Council considered this proposal (Appendix 4.6) and voted to approve on the basis of programmatic considerations as well as to endorse this proposal on the basis of infrastructure/resources/personnel considerations. The director of the Center and faculty have been consulted and are in support this action (Appendix 4.5).

As a result, I support the closure of the Center for Minimally Invasive Surgery as an educational unit Multidisciplinary Research Center, on both programmatic and infrastructure/resources considerations.

I have included in this proposal the Senate Cover Form (Appendix 4.3), the responses to the Senate Guidelines Questions (Appendix 4.4), and a potential draft of the ASACR supporting final Board of Trustees action (Appendix 4.7)

Please consider this proposal submitted for action by the Senate Academic Organization and Structure Committee, Senate Council, Senate, and finally the Board of Trustees. Our contact person for this proposal is Davy Jones (djones@uky.edu).

Thank you for your support and efforts with this proposal.

The Board of Trustees accepted a gift to the University (12/08/98) to establish a “**Center for Minimally Invasive Surgery**,” to be homed “in the Department of Surgery” (1). A formal proposal to establish the center was recommended in 1999 by the Senate Academic Organization and Structure Committee to the Senate Council, which recommended approval to the University Senate (2). The proposed purpose of the center included, “*research in basic, clinical, and outcomes-based research, assist with the recruitment of residents and graduate students with special interests in surgery or the development of surgical devices, provide and maintain appropriate facilities, and provide opportunities for the continuing education of faculty.*” The Senate recommended the proposal be submitted to the Board of Trustees (3). The Board approved the establishment of the center (10/26/99), with it reporting directly to the Chancellor of the Medical Center, instead of the Department of Surgery (4). Dr. **Adrian Park** was appointed by the Board of Trustees as the first Director (4).



In 2004, the administration proposed to the University Senate that the center be changed in reporting from Chancellor to the College of Medicine Dean, that funding from the original gift was nearly exhausted, and “*it is the intent of the Department [of Surgery] to recruit general surgeons with laparoscopic skills who will be engaged in developing a training and research program...*” (5). The University Senate Council on 03/01/04 did not act on the submitted proposal, because the Senate Academic Organization and Structure Committee determined that at that time the College of Medicine faculty had not been consulted (6). After endorsement by the College of Medicine Faculty Council, the University Senate endorsed (05/15/04) (7), and the Board of Trustees then approved (06/22/04) (8), the transfer proposal.

In the time since the 2004 transfer, the center has been managed as an administrative unit and has not reached the academic criteria established in 2005 by the Board of Trustees for an educational unit MDRC. The college does not include it in the posted list of college centers (9). After the 2004 departure of the first Director Dr. Adrian Park (10), the college has not submitted via PR2 recommendation to the Board of Trustees that anyone be appointed as Director.

In summary, a proposal to change the unit to an administrative research center has the support of the parties involved and can be submitted through the University Senate for approval by the Board of Trustees.

References

- (1) https://exploreuk.uky.edu/catalog/xt76m901zr2d?q=%22Center+for+minimally+invasive+surgery%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1998&per_page=20#page/107/mode/1up/search/%22Center+for+minimally+invasive+surgery%22
- (2) https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Meetings/1_1999-2000/19990913/Create%20Ctr%20for%20Min%20Invasive%20Surgery.9.13.99.pdf
- (3) <https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/MINUTES%20OF%20THE%20UNIVERSITY%20SENATE%2C%20September%2013%2C%201999.pdf>
- (4) https://exploreuk.uky.edu/catalog/xt7nzs2k725z?q=%22Center+for+minimally+invasive+surgery%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1999&per_page=20#page/47/mode/1up/search/%22Center+for+minimally+invasive+surgery%22
- (5) <https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Minim.Eva.Surg.pdf>
- (6) <https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/SC%20Minutes%203.1.04.pdf>
- (7) <https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/SC%20Minutes%20May%2010%202004EJY.pdf>
- (8) https://exploreuk.uky.edu/catalog/xt75tb0xq059?q=%22Center+for+minimally+invasive+surgery%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=2006&per_page=20#page/29/mode/1up/search/%22Center+for+minimally+invasive+surgery%22
- (9) <https://med.uky.edu/departments-centers>
- (10) Dr. Park was
 - appointed as Associate Professor* (without tenure) in 1997
 - conferred tenure as Associate Professor* in 2001
 - promoted to full Professor* in 2003
 - departed UK 2004

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

App. 4.3

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/universitysenate/forms>). 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:	Close the Center for Minimally Invasive Surgery (educational unit) by changing its status to be administrative centers (no longer MDRC educational unit)				
Contact person name:	Larry Holloway	Phone:	257-2911	Email:	Larry.Holloway@uky.edu
Administrative position (dean, chair, director, etc.):	Vice Provost				

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 type="checkbox"/>	College of:
<input type="checkbox"/>	Graduate Center for:
<input type="checkbox"/>	Interdisciplinary Instructional Program:
<input checked="" type="checkbox"/>	Multidisciplinary Research Center/Institute: Change 3 MDRCs to Administrative Centers

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.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

Section III – Type of Proposal

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

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.
- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

App. 4.4

Proposal to Close the Center for Minimally Invasive Surgery by Changing it to an Administrative Center

1) What is the impetus for the proposed change?

1A. Program Content Aspects

The program emphasis of the Center for Minimally Invasive Surgery from 1999 to now has changed over time to be more focused on clinical application rather than on research. Hence, the program, while important, fits with the framework of an administrative clinical health center, rather than a multidisciplinary research center.

1B. Organizational Aspects

Subsequent to its original establishment ca. 20 years ago, the Center has become operationally managed as an administrative center, rather than an educational unit MDRC. For example, the Center is managed primarily through a department rather than at the college level; there are no faculty with HR prime salary designation in Center; the appointment of Directors for the Center for many years had not been processed to the Board of Trustees for approval.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

[N/A --- question applies to proposal of new units]

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.

The Center has been functioning for years as an administrative Center, rather than an MDRC, so formal change of structure to administrative centers comports with their actual long-functioning.

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

See Question 1

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? [N/A – question applies to new unit] How does the change help UK meet the goals of its strategic plan?

Better alignment of COM resources with COM Strategic Plan and COM organization.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

See Question 9 below.

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

[N/A --- proposal is to become administrative center to which GR VIII processes do not apply]

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.

The change in status from MDRC to administrative center will not cause a change to the current DOE assignment of any faculty. There are no faculty with HR prime salary status with the Center. The current activities of faculty in relation to the Center will continue as normal after the formal change in status from MDRC to administrative center. No staff employee associated with the activities of the Center will have job responsibilities affected by the formal change in status from MDRC to administrative center.

9) Will the proposed change involve multiple schools or colleges?

No, there are currently no faculty with primary assignment in other colleges who have DOE time assignment to Center. Collaborations between the Center and individuals in other colleges will continue unaffected at their present level.

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.

No transfers of primary unit appointment either faculty or staff are involved in change from MDRC to administrative center.

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.

There are apparently no faculty with recurring, formal assignment to duties of the Center who would be the voting faculty body. The Director of the Center has consulted to those faculty who are otherwise most closely associated with the Center. The Director reports that the consulted faculty concur with changing the unit from MDRC to administrative center.

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

There are no accreditation issues for either SACS or LCME

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.

The change from MDRC to administrative center will be effectuated during the 2020-2021 academic year. There will not be any changes in personnel associated with the Center; activities of the Center involving experiential learning by students will continue unaffected; there are no postdoctoral scholars for which the Center is the postdoctoral student's unit of home academic appointment.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

There are no degree seeking students or postdoctoral students with academic appt in the Center; any activities of the Center in support of student research will continue in the status as of the unit as administrative center.

15) 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.

[N/A --- the question applies to establishment of a new center]

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the breakdown of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body. The Director of the Center has consulted to those faculty who are otherwise most closely associated with the Center. The Director reports that the consulted faculty concur with changing the unit from MDRC to administrative center.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body. The Director of the Center has consulted to those faculty who are otherwise most closely associated with the Center. The Director reports that the consulted faculty concur with changing the unit from MDRC to administrative center.

In addition, a letter of support of the Dean of the College of Medicine is provided. Also provided are minutes of the College of Medicine Faculty Council showing

- An approval vote on the academic content reasons (above Q1.A)
- An endorsing vote on the organizational reasons (above Q1.B)

for changing the Center from an MDRC to administrative center.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

[N/A as the unit will cease to be evaluated as an educational unit MDRC]

19) Letters of support from outside the University maybe helpful in understanding why this change helps people beyond the University.

[N/A --- there will be no change in activities of the Center that affect persons external to the University]

App. 4.5

From: Roth, John

Sent: Friday, September 25, 2020 11:09 AM

To: DiPaola, Robert S. <RSDiPaola@uky.edu>

Subject: Re: Center for Minimally Invasive Surgery

Thanks for reaching out regarding this matter.

I am in agreement with converting to an administrative center as you have proposed. We had briefly discussed this issue during our last meeting. Pragmatically, I don't think this will make any difference in the function of the Center.

Thanks again,

Scott

Get [Outlook for iOS](#)

App. 4.6

The Letter from the Dean identifies the College of Medicine Faculty Council meeting and actions to support this proposal. The meeting minutes themselves are not yet available but will be provided when approved at the next Faculty Council meeting.

App. 4.7

DRAFT ASACR

Members, Board of Trustees:

CLOSURE OF AN EDUCATIONAL UNIT: THE CENTER FOR MINIMALLY INVASIVE SURGERY

Recommendation: that the Board of Trustees approve the closure of the educational unit “the Center for Minimally Invasive Surgery,” in the College of Medicine, effective January 1, 2021.

Background: In 1999 the Board of Trustees, upon the recommendation of the President and with support of the University Senate and then-Chancellor, established the “Center for Minimally Invasive Surgery” a multidisciplinary research center kind of educational unit reporting to the Chancellor. Such centers have a primary emphasis in the mission of research, and serve as the unit of auspices for the delivery noncredit-bearing educational programs in research. The function of the Center for Minimally Invasive Surgery included “research in basic, clinical, and outcomes-based research, assist with the recruitment of residents and graduate students with special interests in surgery or the development of surgical devices, provide and maintain appropriate facilities, and provide opportunities for the continuing education of faculty.”

Programmatically, the focus of this Center has changed since its original establishment, becoming primarily focused on clinical application rather than research. In addition, the Center has been functionally managed within a department, rather than at the level of the college as would be an educational unit. Also, there are no HR prime faculty time assignments in the Center, and most Director appointments have not been submitted to Board for approval, as would the Director of an educational unit Center.

For these programmatic reasons and for administrative/reporting reasons, it is proposed here to close the Center as an educational unit. The activities of the Center will continue as an administrative unit.

The proposal has been reviewed and recommended by the Senate Committee on Academic Organization and Structure and the Senate Council. The University Senate approved the proposal based upon programmatic aspects, and endorsed the closure of the Center as an educational unit. The Provost of the University supports the closure of the Center.

October 28, 2020

Re: Proposal to close the Center for the Advancement of Women's Health as an educational unit (continue as an administrative center).

To: Dr. Aaron Cramer, Chair, University Senate Council

From: Dr. Robert DiPaola, Dean, College of Medicine



The correspondence below is in regards to the College of Medicine's **Center for the Advancement of Women's Health**. Established in 2000, the Center was originally created as an educational unit Multidisciplinary Research Center (summary in Appendix 5.2).

Programmatically, the focus of this Center has evolved and is now focused on clinical application rather than research. To this point, Center has been managed within a department, rather than at the college level. Additionally, there are no HR-prime faculty time assignments in the Center nor have the director appointments been submitted to Board for approval, as would the director of an educational-unit Center.

We have initiated this proposal to officially close the Center for the Advancement of Women's Health as an educational-unit Center, on the basis of both the programmatic and infrastructure/resources aspects. This Center will continue its current activities as an administrative center in the College of Medicine.

On Oct. 20, 2020, the College of Medicine Faculty Council considered this proposal and voted to approve on the basis of programmatic considerations as well as to endorse this proposal on the basis of infrastructure/resources/personnel considerations. The director of the Center and faculty have been consulted and are in support of this action (Appendix 5.5).

With these details in mind, I support closure of the Center for the Advancement of Women's Health as an educational unit Multidisciplinary Research Center, on both programmatic and infrastructure/resources considerations.

Included in this proposal are the Senate Cover Form (Appendix 5.3), the responses to the Senate Guidelines Questions (Appendix 5.4), and a potential draft of the ASACR supporting final Board of Trustees action (Appendix 5.7).

Please consider this proposal submitted for action by the Senate Academic Organization and Structure Committee, Senate Council, Senate, and finally the Board of Trustees. Our contact person for this proposal is Davy Jones (djones@uky.edu).

Thank you for your support and efforts with this proposal.

A proposal to establish the “**Center for Women's Health**” was submitted in 2000 to the University Senate Council (1). The center's mission activities were to include discovery, translational understanding, clinical care, community outreach and resources concerning women's health (2). The Senate recommended (10/16/00) (1), and the Board of Trustees approved (10/24/00) (2), the establishment of the center, it reporting directly to the Chancellor of the Medical Center. Dr. **Deborah Kwolek**, Associate Professor* of Internal Medicine, was appointed by the Board of Trustees as the first Director of the center (3).



In 2005, the administration submitted a proposal (4) to change the reporting of the Center from the Chancellor to the Dean of the College of Medicine, and to change the name to “Center for the Advancement of Women's Health.” The Senate Academic Organization and Structure Committee recommended, the Senate Council supported (5), the Senate endorsed (6), and the Board of Trustees rendered final approval of the changes (05/14/05) (7).

For the past 15 years, the emphasis of the center has increasingly shifted to focus on clinical care and clinical outreach activities of women's health, and has become lesser on research (8, 9). The focus of the center is currently described as:

“the center offers high-quality comprehensive medical service for women. The center is focused on educating patients and the community overall about women's health through educational and community outreach programs” (10).

In addition, its management has become more at the level of the Department of Internal Medicine, rather than at the college level (8). Also, the college has not recently submitted via PR2 for Board approval the appointment of new Directors. These features are characteristic of an administrative clinical center, rather than an educational unit “MDRC.”

In summary, a proposal to formally change the Center to an administrative center can now be submitted through the University Senate for approval by the Board of Trustees.

References

- (1) <https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Final%20Version%20Senate%20Minutes%2010.16.00.pdf>
- (2) https://exploreuk.uky.edu/catalog/xt7tt9n3q3z?q=%22women%27s+health%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=2000&per_page=20#page/39/mode/1up/search/%22women's+health%22
- (3) https://exploreuk.uky.edu/catalog/xt7m901zdc6w?q=%22Kwolek%2C+Deborah%22&f%5Bpub_date_sort%5D%5B%5D=2001&per_page=20#page/24/mode/1up/search/%22Kwolek%2C+Deborah%22
- (4) https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Meetings/1_2004-2005/20050411/Women's%20Health%20Center%20name%20change.pdf
- (5) https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/SCM_5.2.05.pdf
- (6) https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/University%20Senate_%20University%20Senate%20Minutes%20-%20May%209%2C%202005.pdf
- (7) https://exploreuk.uky.edu/catalog/xt7c862b8z3w?q=%22center+for+the+advancement+of+women%27s+health%22&f%5Bpub_date_sort%5D%5B%5D=2005&per_page=20#page/181/mode/1up/search/%22center+for+the+advancement+of+women's+health%22
- (8) <https://internalmedicine.med.uky.edu/about-us-24>
- (9) <https://internalmedicine.med.uky.edu/clinical-care-9>
- (10) <https://internalmedicine.med.uky.edu/im-primary-care>

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT
App. 5.3

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/universitysenate/forms>). 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:	Close the Center for the Advancement of Women's Health (educational unit) by changing its status to be administrative centers (no longer MDRC educational unit)				
Contact person name:	Larry Holloway	Phone:	257-2911	Email:	Larry.Holloway@uky.edu
Administrative position (dean, chair, director, etc.):	Vice Provost				

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 type="checkbox"/>	College of:
<input type="checkbox"/>	Graduate Center for:
<input type="checkbox"/>	Interdisciplinary Instructional Program:
<input checked="" type="checkbox"/>	Multidisciplinary Research Center/Institute: Change 3 MDRCs to Administrative Centers

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.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

Section III – Type of Proposal

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

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.
- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

App. 5.4

Proposal to Close the Center for Advancement of Women's Health by Changing it to an Administrative Center

1) What is the impetus for the proposed change?

1A. Program Content Aspects

The program emphasis of the Women's Health Center has changed over time from 2000 to now to be focused on clinical care and community outreach, rather than on research. Hence, the program, while important, fits with the framework of an administrative clinical health center, rather than a multidisciplinary research center

1B. Organizational Aspects

Subsequent to its original establishment ca. 20 years ago, the Center has become operationally managed as an administrative center, rather than an educational unit MDRC. For example, the Center is managed primarily through a department rather than at the college level; there are no faculty with HR prime salary designation in Center; the appointment of Directors for the Center for many years had not been processed to the Board of Trustees for approval.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

[N/A --- question applies to proposal of new units]

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.

The Center has been functioning for years as an administrative Center, rather than an MDRC, so formal change of structure to administrative centers comports with their actual long-functioning.

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

See Question 1

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? [N/A – question applies to new unit] How does the change help UK meet the goals of its strategic plan?

Better alignment of COM resources with COM Strategic Plan and COM organization.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

See Question 9 below.

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

[N/A --- proposal is to become administrative center to which GR VIII processes do not apply]

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.

The change in status from MDRC to administrative center will not cause a change to the current DOE assignment of any faculty. There are no faculty with HR prime salary status with the Center. The current activities of faculty in relation to the Center will continue as normal after the formal change in status from MDRC to administrative center. No staff employee associated with the activities of the Center will have job responsibilities affected by the formal change in status from MDRC to administrative center.

9) Will the proposed change involve multiple schools or colleges?

No, there are currently no faculty with primary assignment in other colleges who have DOE time assignment to Center. Collaborations between the Center and individuals in other colleges will continue unaffected at their present level.

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.

No transfers of primary unit appointment either faculty or staff are involved in change from MDRC to administrative center.

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.

There are apparently no faculty with recurring, formal assignment to duties of the Center who would be the voting faculty body. The Director of the Center has consulted to those faculty who are otherwise most closely associated with the Center. The Director reports that the consulted faculty concur with changing the unit from MDRC to administrative center.

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

There are no accreditation issues for either SACS or LCME

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.

The change from MDRC to administrative center will be effectuated during the 2020-2021 academic year. There will not be any changes in personnel associated with the Center; activities of the Center involving experiential learning by students will continue unaffected; there are no postdoctoral scholars for which the Center is the postdoctoral student's unit of home academic appointment.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

There are no degree seeking students or postdoctoral students with academic appt in the Center; any activities of the Center in support of student research will continue in the status as of the unit as administrative center.

15) 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.

[N/A --- the question applies to establishment of a new center]

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the breakdown of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body. The Director of the Center has consulted to those faculty who are otherwise most closely associated with the Center. The Director reports that the consulted faculty concur with changing the unit from MDRC to administrative center.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body. The Director of the Center has consulted to those faculty who are otherwise most closely associated with the Center. The Director reports that the consulted faculty concur with changing the unit from MDRC to administrative center.

In addition, a letter of support of the Dean of the College of Medicine is provided. Also provided are minutes of the College of Medicine Faculty Council showing

- An approval vote on the academic content reasons (above Q1.A)
- An endorsing vote on the organizational reasons (above Q1.B)

for changing the Center from an MDRC to administrative center.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

[N/A as the unit will cease to be evaluated as an educational unit MDRC]

19) Letters of support from outside the University maybe helpful in understanding why this change helps people beyond the University.

[N/A --- there will be no change in activities of the Center that affect persons external to the University]

App. 5.5

From: Moliterno, David J.
Sent: Friday, September 25, 2020 1:09 PM
To: DiPaola, Robert S. <RSDiPaola@uky.edu>
Cc: Sanger, Matthew E. <matthew.sanger@uky.edu>
Subject: RE: Center for the Advancement of Women's Health

Dear Dr. DiPaola—

I have reached out to the division chiefs of the Department of Internal Medicine and to some faculty known to be involved in care delivery in the area of women's health, and there is general concurrence for the Senate/Board to effectuate changing the classification of the Center for the Advancement of Women's Health to an "administrative center".

David

App. 5.6

The Letter from the Dean identifies the College of Medicine Faculty Council meeting and actions to support this proposal. The meeting minutes themselves are not yet available but will be provided when approved at the next Faculty Council meeting.

App. 5.7

DRAFT ASACR

Members, Board of Trustees:

CLOSURE OF AN EDUCATIONAL UNIT: THE CENTER FOR THE ADVANCEMENT OF WOMEN'S HEALTH

Recommendation: that the Board of Trustees approve the closure of the educational unit “the Center for the Advancement of Women’s Health,” in the College of Medicine, effective January 1, 2021.

Background: In 2000 the Board of Trustees, upon the recommendation of the President and with support of the University Senate and then-Chancellor, established the “Center for Women’s Health” a multidisciplinary research center kind of educational unit reporting to the Chancellor. Such centers have a primary emphasis in the mission of research, and serve as the unit of auspices for the delivery noncredit-bearing educational programs in research. The function of the Center for Women’s Health included discovery, translational understanding, clinical care, community outreach and resources concerning women’s health.

In 2005, the Board of Trustees, upon recommendation of the President with endorsement of the University Senate, changed the unit to “Center for the Advancement of Women’s Health” and transferred its reporting to the College of Medicine. For the past 15 years, the emphasis of the center has increasingly shifted to focus on clinical care and clinical outreach activities of women’s health, and has become lesser on research. The focus is currently described as: “the center offers high-quality comprehensive medical service for women. The center is focused on educating patients and the community overall about women's health through educational and community outreach programs.” In addition, the Center has been functionally managed within a department, rather than at the level of the college as would be an educational unit research center.

For these programmatic reasons and for administrative/reporting reasons, it is proposed here to close the Center as an educational unit. The activities of the Center will continue as an administrative unit.

The proposal has been reviewed and recommended by the Senate Committee on Academic Organization and Structure and the Senate Council. The University Senate approved the proposal based upon programmatic aspects, and endorsed the closure of the Center as an educational unit. The Provost of the University supports the closure of the Center.

App. 6.1



College of Medicine
Dean's Office

October 28, 2020

Re: Proposal to close the Center for Microelectrode Technology as an educational unit (continue as an administrative center)

To: Dr. Aaron Cramer, Chair, University Senate Council

From: Dr. Robert DiPaola, Dean, College of Medicine

A handwritten signature in black ink, appearing to read 'R. DiPaola', written over the 'From:' line.

This correspondence concerns the **Center for Microelectrode Technology**. Established in 1999 as an educational unit Multidisciplinary Research Center in the College of Medicine (summary in Appendix 6.2), the Center has since evolved.

Programmatically, the focus of the Center is not in one of Research Signature Areas (Alliance Teams) outlined in the college's strategic plan. The Center has also been functionally managed within a department, rather than at the college level. Additionally, there are no HR-prime faculty assignments in the Center and most director appointments have not been submitted to Board for approval, as would the director of an educational-unit Center.

We have initiated this proposal to officially close this Center as an educational-unit Center, on the basis of both programmatic and infrastructure/resources aspects. This Center will continue its current activities as an administrative center in the College of Medicine.

On Oct. 20, 2020, the College of Medicine Faculty Council considered this proposal (Appendix 6.6) and voted to approve on the basis of programmatic considerations as well as to endorse this proposal on the basis of infrastructure/resources/personnel considerations. The director of the Center and faculty have been consulted and are in support this action (Appendix 6.5).

Because of the information outlined above, I support closure of the Center for Microelectrode Technology as an educational unit Multidisciplinary Research Center, on both programmatic and infrastructure/resources considerations.

Included in this proposal are the Senate Cover Form (Appendix 6.3), the responses to the Senate Guidelines Questions (Appendix 6.4), and a potential draft of the ASACR supporting final Board of Trustees action (Appendix 6.7)

Please consider this proposal submitted for action by the Senate Academic Organization and Structure Committee, Senate Council, Senate, and finally the Board of Trustees. Our contact person for this proposal is Davy Jones (djones@uky.edu).

Thank you for your support and efforts with this proposal.

The College of Medicine submitted in 2000 a proposal to establish a “**Center for Sensor Technology.**” The activities of the center would include “*develop new sensor technologies and instrumentation [and] train students, postdoctoral fellows, and faculty in sensor-based methodology...*” (1). The proposal was endorsed by the Senate Academic Organization and Structure Committee, the Senate Council, and (following extensive discussion) was recommended by the University Senate (09/11/00) (2). Discussion at the Board of Trustees clarified that the center would “*deal with problems in the neuro-system, the brain and the spinal cord.*” Hence, the Board approved (10/24/00) that the center would report to the Chancellor of the Medical Center, instead of the broader activity that would be implied by reporting to the Vice President for Research (3). Board minutes record that Dr. **Greg Gerhardt** was recruited to be the first Director of the center (4).



Subsequent to its original establishment, the center has become managed more as an administrative center rather than as an educational unit multidisciplinary research center (MDRC). Its original reporting to the Medical Center Chancellor has become a management primarily through the Department of Neuroscience (5), but this change in reporting was not processed through the Senate and Board of Trustees. In addition, the name was changed by 2008 to “Center for Microelectrode Technology” (6), also without processing through the Senate and Board of Trustees. Further, subsequent to the initial appointment in 2000, no PR2 have been submitted to the Board of Trustees for appointments of Director of the center.

In summary, a proposal to change the unit to an administrative research center has the support of the parties involved and can be submitted through the Senate for approval by the Board of Trustees.

References

- (1) https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Meetings/1_2000-2001/20010901/Center%20for%20Sensor%20Technology.pdf
- (2) <https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/US%20Minutes%209.11.00.pdf>
- (3) [https://exploreuk.uky.edu/catalog/xt7td9n3q3z?f\[source_s\]\[\]=Minutes+of+the+University+of+Kentucky+Board+of+Trustees&f\[pub_date_sort\]\[\]=2000&per_page=20#page/37/mode/1up](https://exploreuk.uky.edu/catalog/xt7td9n3q3z?f[source_s][]=Minutes+of+the+University+of+Kentucky+Board+of+Trustees&f[pub_date_sort][]=2000&per_page=20#page/37/mode/1up)
- (4) https://exploreuk.uky.edu/catalog/xt7td9n3q3z?q=%22Center+for+Sensor+Technology%22&per_page=20#page/4/mode/1up/search/%22Center+for+Sensor+Technology%22
- (5) <https://cenmet.med.uky.edu/profile>
- (6) <http://web.archive.org/web/20080514195245/http://www.mc.uky.edu/medicine/research.asp>

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

App. 6.3

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/universitysenate/forms>). 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:	Close the Center for Microelectrode Technology (educational unit) by changing its status to be administrative centers (no longer MDRC educational unit)				
Contact person name:	Larry Holloway	Phone:	257-2911	Email:	Larry.Holloway@uky.edu
Administrative position (dean, chair, director, etc.):	Vice Provost				

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 type="checkbox"/>	College of:
<input type="checkbox"/>	Graduate Center for:
<input type="checkbox"/>	Interdisciplinary Instructional Program:
<input checked="" type="checkbox"/>	Multidisciplinary Research Center/Institute: Change 3 MDRCs to Administrative Centers

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.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

Section III – Type of Proposal

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

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.
- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

App. 6.4

Proposal to Close the Center for Microelectrode Technology by Changing it to an Administrative Center

1) What is the impetus for the proposed change?

1A. Program Content Aspects

The research focus of the Microelectrode Technology Center (established 2000) is not in alignment with the College of Medicine's research priorities under the college's current Strategic Plan.

1B. Organizational Aspects

Subsequent to its original establishment ca. 20 years ago, the Center has become operationally managed as an administrative center, rather than an educational unit MDRC. For example, the Center is managed primarily through a department rather than at the college level; there are no faculty with HR prime salary designation in Center; the appointment of Directors for the Center for many years had not been processed to the Board of Trustees for approval.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

[N/A --- question applies to proposal of new units]

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.

The Center has been functioning for years as an administrative Center, rather than an MDRC, so formal change of structure to administrative centers comports with their actual long-functioning.

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

See Question 1

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? [N/A –

question applies to new unit] **How does the change help UK meet the goals of its strategic plan?**

Better alignment of COM resources with COM Strategic Plan and COM organization.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

See Question 9 below.

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

[N/A --- proposal is to become administrative center to which GR VIII processes do not apply]

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.

The change in status from MDRC to administrative center will not cause a change to the current DOE assignment of any faculty. There are no faculty with HR prime salary status with the Center. The current activities of faculty in relation to the Center will continue as normal after the formal change in status from MDRC to administrative center. No staff employee associated with the activities of the Center will have job responsibilities affected by the formal change in status from MDRC to administrative center.

9) Will the proposed change involve multiple schools or colleges?

No, there are currently no faculty with primary assignment in other colleges who have DOE time assignment to Center. Collaborations between the Center and individuals in other colleges will continue unaffected at their present level.

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.

No transfers of primary unit appointment either faculty or staff are involved in change from MDRC to administrative center.

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.

There are apparently no faculty with recurring, formal assignment to duties of the Center who would be the voting faculty body. The Director of the Center has consulted to those faculty who are otherwise most closely associated with the Center. The Director reports that the consulted faculty concur with changing the unit from MDRC to administrative center.

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

There are no accreditation issues for either SACS or LCME

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.

The change from MDRC to administrative center will be effectuated during the 2020-2021 academic year. There will not be any changes in personnel associated with the Center; activities of the Center involving experiential learning by students will continue unaffected; there are no postdoctoral scholars for which the Center is the postdoctoral student's unit of home academic appointment.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

There are no degree seeking students or postdoctoral students with academic appt in the Center; any activities of the Center in support of student research will continue in the status as of the unit as administrative center.

15) 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.

[N/A --- the question applies to establishment of a new center]

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the breakdown of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body. The Director of the Center has consulted to those faculty who are otherwise most closely associated with the Center. The Director reports that the consulted faculty concur with changing the unit from MDRC to administrative center.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body. The Director of the Center has consulted to those faculty who are otherwise most closely associated with the Center. The Director reports that the consulted faculty concur with changing the unit from MDRC to administrative center.

In addition, a letter of support of the Dean of the College of Medicine is provided. Also provided are minutes of the College of Medicine Faculty Council showing

- An approval vote on the academic content reasons (above Q1.A)

- An endorsing vote on the organizational reasons (above Q1.B)

for changing the Center from an MDRC to administrative center.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

[N/A as the unit will cease to be evaluated as an educational unit MDRC]

19) Letters of support from outside the University maybe helpful in understanding why this change helps people beyond the University.

[N/A --- there will be no change in activities of the Center that affect persons external to the University]

From: Gerhardt, Greg A. <gregg@uky.edu>
Sent: Thursday, October 1, 2020 9:26 AM
To: DiPaola, Robert S. <RSDiPaola@uky.edu>
Subject: RE: Center for Microelectrode Technology
Importance: High

Dear Dr. DiPaola,

I have spoken with faculty and staff associated with the Center for Microelectrode Technology at the University of Kentucky. All agree that the reclassification is appropriate and agree to our Center for Microelectrode Technology (CenMeT) being reclassified as an Administrative Center in the Department of Neuroscience.

Sincerely,

Greg
Professor of Neuroscience, Neurosurgery, Neurology, Psychiatry and Electrical Engineering
Director, Center for Microelectrode Technology (CenMeT)
Co-Director, Brain Restoration Center
MN206
(859)-323-4531

.....

App. 6.6

The Letter from the Dean identifies the College of Medicine Faculty Council meeting and actions to support this proposal. The meeting minutes themselves are not yet available but will be provided when approved at the next Faculty Council meeting.

App. 6.7

DRAFT ASACR

Members, Board of Trustees:

CLOSURE OF AN EDUCATIONAL UNIT: THE CENTER FOR MICROELECTRODE TECHNOLOGY

Recommendation: that the Board of Trustees approve the closure of the educational unit “the Center for Microelectrode Technology”, in the College of Medicine, effective January 1, 2021.

Background: In 2000 the Board of Trustees, upon the recommendation of the President and with support of the University Senate and then-Chancellor, established the “Center for Sensor Technology” a multidisciplinary research center kind of educational unit reporting to the Chancellor. Such centers have a primary emphasis in the mission of research, and serve as the unit of auspices for the delivery noncredit-bearing educational programs in research. The function of the Center for Sensor Technology included “develop new sensor technologies and instrumentation [and] train students, postdoctoral fellows, and faculty in sensor-based methodology...”.”

Programmatically, the focus of the Center is not in one of Research Signature Areas (Alliance Teams) outlined in the college's strategic plan. The Center has also been functionally managed within a department, rather than at the college level, and its named changed to "Center for Microelectrode Technology." Additionally, there are no HR-prime faculty assignments in the Center and most director appointments have not been submitted to Board for approval, as would the director of an educational-unit Center.

For these programmatic reasons and for administrative/reporting reasons, it is proposed here to close the Center as an educational unit. The activities of the Center will continue as an administrative unit.

The proposal has been reviewed and recommended by the Senate Committee on Academic Organization and Structure and the Senate Council. The University Senate approved the proposal based upon programmatic aspects, and endorsed the closure of the Center as an educational unit. The Provost of the University supports the closure of the Center.

App. 7.1



University of Kentucky
College of Engineering
Office of the Dean
353 Ralph G. Anderson Bldg.
Lexington, KY 40506
P: 859-257-1687
F: 859-257-5727 www.uky.edu

Date: October 27, 2020

To: Larry Holloway, Vice Provost
G.T. Lineberry, Associate Vice Provost
Davy Jones, Dept. of Toxicology and Cancer Biology

From: Rudy Buchheit, Dean, College of Engineering

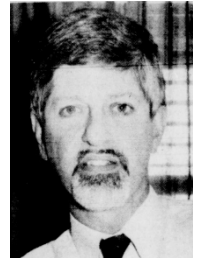
A handwritten signature in blue ink that reads 'Rudy Buchheit'.

Re: Closure of the Center for Manufacturing

Based on the recommendations of the Department Chairs in the College of Engineering and the Director of the Institute of Sustainable Manufacturing, I am recommending formal closure of the Center for Manufacturing. This Center is fully inactive and has been so since 2012. It holds no appointments for faculty or staff, occupies no space and has no equipment or instrumentation assigned to it.

cc: M. McBeath, College of Engineering
J. Balk, College of Engineering
M. Mehanna, College of Engineering

The “**Center for Robotics and Manufacturing Systems**” was established with state funding in 1986 (1), reflecting “the need of a robotics center in higher education” (2). As expressed to the Board of Trustees, “The Center will conduct and administer research ... [i]n addition will house a significant continuing education and extension activity” (3). In that context, the Center provided research assistantship funding for graduate students whose research-mentored education took place within the auspices of the Center (4). Dr. **William Gruver** was appointed by the Board of Trustees in PR2 as the first official Director (5). In 2003 the Center was renamed as the “Center for Manufacturing” (6,7).



As was further explained to the University Senate, the “*Center for Manufacturing was a unique multidisciplinary program that conducted manufacturing research [and] supported educational efforts in manufacturing*” (8). In comparison to the later Senate-endorsed Institute for Sustainable Manufacturing, “[i]n many ways, the organizational structure is similar... ISM is a multidisciplinary research institute and is an “educational unit” within the meaning of UK GR-VII-A” (8).

However, by 2011 a next University programmatic step was identified, to formally move to a theme of Sustainable Manufacturing. Hence, in a proposal to the University Senate to establish a new “Institute for Sustainable Manufacturing” [ISM], the administration reported

“The Center [for Manufacturing] is inactive, awaiting approval of ISM. ... The Dean will follow procedures to recommend closure of the center, beginning with a proposal to Engineering faculty, once ISM is approved.” “The Institute is also the successor to the Center for Manufacturing, for which I [the Dean] will be submitting a proposal for closure in the near future.” ((8) pgs. 2, 5)

The proposal to establish the Institute for Sustainable Manufacturing received formal Senate action (9) and final Board approval (10). The prior Center for Manufacturing “has no budget and no personnel assigned ... [the faculty] whose positions were created from the original funding allocated to the former Center for Manufacturing” have been reassigned, the “staff drawn from the former Center for Manufacturing” have also been reassigned, and “the former Center for Manufacturing’s space” has been retasked (8). As yet, the referenced proposal to formally close the prior Center for Manufacturing from the inventory of Centers has not been submitted.

In summary, a proposal to formally close the Center for Manufacturing can be submitted through the Senate and to the Board for final action.

References

- (1) https://exploreuk.uky.edu/catalog/xt7ns17snm79?q=%22Center+for+Robotics+and+Manufacturing+Systems%22&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1986&per_page=20#page/2/mode/1up/search/%22Center+for+Robotics+and+Manufacturing+Systems%22
- (2) https://exploreuk.uky.edu/catalog/xt759z90cd9v?q=%22Center+for+Robotics+and+Manufacturing+Systems%22&f%5Bformat%5D%5B%5D=newspapers&f%5Bpub_date_sort%5D%5B%5D=1987&per_page=20#page/21/mode/1up/search/%22Center+for+Robotics+and+Manufacturing+Systems%22
- (3) https://exploreuk.uky.edu/catalog/xt71g15t9s2x?q=%22Center+for+Robotics+and+Manufacturing+Systems%22&f%5Bformat%5D%5B%5D=course+catalogs&f%5Bpub_date_sort%5D%5B%5D=1986&per_page=20#page/29/mode/1up/search/%22Center+for+Robotics+and+Manufacturing+Systems%22
- (4) <http://www.uky.edu/UGS/Init/boling.pdf>
- (5) https://exploreuk.uky.edu/catalog/xt7zs756fd08?q=Gruver&f%5Bformat%5D%5B%5D=minutes&f%5Bpub_date_sort%5D%5B%5D=1987&per_page=20#page/12/mode/1up/search/Gruver
- (6) <http://web.archive.org/web/20030413211833/http://www.crms.uky.edu:80/crms/index.html>
- (7) <http://web.archive.org/web/20031203202619/http://www.crms.uky.edu/index.html>
- (8) <https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/FL%20UK%20SENATE%20COUNCIL%2012-12-11.pdf>
- (9) https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/US%20Minutes%20December%2012%202011_TOUS_TOPOST.pdf
- (10) <http://www.uky.edu/trustees-archive/agenda/full/2012/mar/acr3.pdf>

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

App. 7.3

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/universitysenate/forms>). 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:	To close the Center for Manufacturing				
Contact person name:	Larry Holloway	Phone:	257-2911	Email:	Larry.Holloway@uky.edu
Administrative position (dean, chair, director, etc.):	Vice Provost				

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 type="checkbox"/>	College of:	
<input type="checkbox"/>	Graduate Center for:	
<input type="checkbox"/>	Interdisciplinary Instructional Program:	

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.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

<input checked="" type="checkbox"/>	Multidisciplinary Research Center/Institute:	See above for list of names
-------------------------------------	--	-----------------------------

Section III – Type of Proposal

Check all that apply.	
<i>A. Changes</i>	
<input type="checkbox"/>	Change to the name of an educational unit.
<input type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
<i>B. Other types of proposals</i>	
<input type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input checked="" 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

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

- ✓ 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.

- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

Proposal to Close Center for Manufacturing

1) What is the impetus for the proposed change?

The proposed change is merited from both programmatic and organizational perspectives.

1A. Program Academic Aspects

This educational unit structure no longer homes any academic activity. The originally approved program of noncredit-bearing educational delivery, with a primary emphasis on research, either no longer exists or has been expressly succeeded by the program of a different approved MDRC. The program of academic research/training in manufacturing that had existed in the Center for Manufacturing was succeeded in 2011 with a program emphasizing sustainable manufacturing, homed in the new "Institute for Sustainable Manufacturing."

1B. Organizational Aspects

The Center for Manufacturing has not been functioning as an educational unit structure for many years and is inactive. There have not been any Directors submitted for approval by the Board of Trustees to be the educational unit's chief administrative officer. There are no faculty whose salary is HR prime to Center, or nor are there faculty recurring, formal assignment to duties of the named Center stated on their DOE. There are no meetings of faculty as a voting body or educational policy-making body of the respective Centers. The College of Engineering does not list the Center as an existing educational unit, and has not done so for many years.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

[N/A --- question applies to proposal of new units]

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.

The Center was established as educational unit multidisciplinary research Center, but for years has been inactive, undirected, unstaffed and has no remaining faculty body. The proposal here is to close this Center.

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

As a long-dormant Center, that is not an active unit in serving institutional objectives and priorities, the proposal is to close and remove this Center from the inventory of active educational unit MDRCs/MDRIs.

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? [N/A – question applies to new units] How does the change help UK meet the goals of its strategic plan?

Better alignment of the academic organization of the colleges/Provost area to comport with the Strategic Plan of the University's actual currently functioning academic organization.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

For many years there have been no Board-approved directors nor is there any remaining faculty membership in this Center.

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

[N/A --- question applies to proposal to establish new units]

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.

For many years there have been no Board-approved Directors for this Center. In addition, there is not any remaining faculty membership in any this Center.

For the purpose of processing this proposal, the Dean of the college has been contacted to request the elected college faculty council, or similar representative elected body, to act 'for the Center/college faculty.' The supporting letters of the Dean and Faculty Council are attached to this proposal.

9) Will the proposed change involve multiple schools or colleges?

No, there are currently no faculty with primary assignment in other colleges who have DOE time assignment to Center.

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.

No transfers of primary unit appointment either faculty or staff are now involved in closing this Center.

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.

There does not remain with the Center any faculty who are members of the 'faculty body' for the Center.

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

There are no accreditation issues with respect to closing the Center.

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.

The will be effectuated during the 2020-2021 academic year. There will not be any changes in personnel assignments as a result of closure. There are no

activities remaining in the Center involving experiential learning by students. There are no postdoctoral scholars for which the Center is the student's unit of home academic appointment.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

There are no degree seeking students or postdoctoral students with academic appt in the Center.

15) 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.

[N/A --- the question applies to establishment of a new Center]

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the breakdown of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body.

For the purpose of processing this proposal, the Dean of the college has been contacted to request the elected college faculty council, or similar representative elected body, to act 'for the Center/college faculty.' The supporting letters of the Dean and Faculty Council are attached to this proposal.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are

encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

There are no faculty with recurring, formal assignment to duties of the Center, who would be the voting faculty body.

Letters of support of the Dean and Faculty Council of the respective college are provided.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

[N/A as the unit will cease to exist]

19) Letters of support from outside the University maybe helpful in understanding why this change helps people beyond the University.

[N/A --- there are no persons external to the University who will be affected by closure of the Center]

App. 7.6



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College of Engineering
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Date: November 2, 2020

To: Larry Holloway, Vice Provost
G.T. Lineberry, Associate Vice Provost
Davy Jones, Dept. of Toxicology and Cancer Biology

From: Rudy Buchheit, Dean, College of Engineering

A handwritten signature in blue ink that reads 'Rudy Buchheit'.

Re: Closure of the Center for Manufacturing

Based on the recommendations of the Engineering Faculty Advisory Council, an elected body representing the college faculty, I am recommending formal closure of the Center for Manufacturing. This Center is fully inactive and has been so since 2012. It holds no appointments for faculty or staff, occupies no space and has no equipment or instrumentation assigned to it.

cc: M. McBeath, College of Engineering
J. Balk, College of Engineering
S. Nokes, College of Engineering
M. Mehanna, College of Engineering
L. DaCanto, College of Engineering

App. 7.5

DRAFT ASACR

Members, Board of Trustees:

CLOSURE OF AN EDUCATIONAL UNIT: THE CENTER FOR MANUFACTURING

Recommendation: that the Board of Trustees approve the closure of the educational unit “the Center for Manufacturing,” in the College of Engineering, effective January 1, 2021.

Background: In 1986 the Board of Trustees, upon recommendation of the President and with support of the University Senate, established the “Center for Robotics and Manufacturing” (later “Center for Manufacturing”) as a multidisciplinary research center kind of educational unit in the College of Engineering. Such centers have a primary emphasis in the mission of research, and serve as the unit of auspices for the delivery noncredit-bearing educational programs in research. In this context, Center for Manufacturing was established to “conduct and administer research ... [i]n addition will house a significant continuing education and extension activity.”

By 2011, a next University programmatic step was identified, to formally move to a theme of Sustainable Manufacturing. Hence, in a proposal to the University Senate to establish a new “Institute for Sustainable Manufacturing” [ISM], the administration reported “The Center [for Manufacturing] is inactive, awaiting approval of ISM. ... The Dean will follow procedures to recommend closure of the center, beginning with a proposal to Engineering faculty, once ISM is approved.” The proposal to establish the Institute for Sustainable Manufacturing received formal Senate action and final Board approval (2011).

Hence, this current proposal to now formally close the inactive Center for Manufacturing as an educational unit, for both programmatic and infrastructure/resources reasons.

The proposal has been reviewed and recommended by the Senate Committee on Academic Organization and Structure and the Senate Council. The University Senate approved the proposal based upon programmatic aspects, and endorsed the closure of the Center as an educational unit. The Provost of the University supports the closure of the Center.