

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

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JANUARY 24, 2022

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AARON CRAMER, CHAIR

DESHANA COLLETT, VICE CHAIR

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

KATIE SILVER, STAFF ASSISTANT

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Trisha B. Morley, Court Reporter
An/Dor Reporting & Video Technologies, Inc.

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2 CRAMER: Good afternoon, everyone. Welcome to our
3 first Senate meeting for the calendar year
4 2022, of January 24th, 2022 University Senate
5 Meeting. Attendance will be captured via a
6 Zoom report, there's nothing that you have to
7 do to note your attendance. Any chats that
8 are sent will be received only by the Senate
9 Council Office personnel. The office staff
10 can be helpful perhaps for putting motion
11 language into the chat or something like that
12 to help with that, but otherwise, we won't
13 use the chat feature during the meeting.
14 Please mute yourself when not speaking,
15 although Katie is empowered to mute others as
16 needed if you forget, or your mic's open.
17 The meeting is being recorded for note-taking
18 purposes. If any member of the Senate is
19 disconnected and cannot reconnect at all,
20 please send an email to Sheila Brothers, so
21 we're aware of the situation. The senate
22 meetings are open meetings. We follow
23 Roberts Rules of Order, newly revised.
24 There's no voting by proxy. If you're not
25 the member you cannot vote. Be civil, be a

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1 good citizen. Here, the point of emphasis is
2 really to make sure that your colleagues are
3 aware of the activities of the senate, and
4 that you communicate with them regularly, and
5 make sure that you can represent them in the
6 senate's deliberations. And also
7 participate. If you have questions, raise
8 your hand. We can respond to the questions
9 and make sure if you have -- there's a motion
10 we're voting on and you don't understand the
11 effect of the motion, ask the question,
12 right? You participate robustly in the
13 meeting.

14 As we've done for two years now almost, Zoom
15 participants are divided into two categories;
16 panelists and attendees. Both can
17 participate in the meeting. The voting
18 senators and people that are presenting
19 materials specifically to the Senate. Our
20 panelists, panelists receive a unique link
21 via email, with the Zoom information that's
22 individualized to them and are eligible to
23 vote. Non-voting senators and guests or
24 attendees, they would get the Zoom link from
25 the senate's site and do not vote. To speak

1 for any reason or otherwise be recognized
2 including making motions or seconds, or
3 voting, use the "raise-hand" feature within
4 Zoom. Sometimes it's hidden perhaps under
5 "reactions," you'll find the raise-hand
6 feature.

7 For voting, I'll call for votes in favor, and
8 then those opposed, and then those wishing to
9 formally note their abstention. Voting
10 members, that is primarily the panelists in
11 the Zoom call, will register their vote by
12 using the Zoom feature "raise-hand." Leave
13 your hand up. We'll count the votes. It
14 takes a little while to make sure we get the
15 vote count accurately in Zoom, and then we'll
16 clear the hands. So you'd leave your hand up
17 and we'll clear it when we're done counting.
18 And then I'll call for those opposed and
19 those abstaining separately. Again, leave
20 your hand up to let us count.

21 We'll document those in the minority, and
22 those abstaining, because they are the
23 smaller numbers and easier to record. If the
24 vote's perceived to be close, we'll use a
25 roll-call vote to determine the outcome.

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1 Before speaking, please remember to state
2 your name and college affiliation to help us
3 know who we're listening to. The first item
4 on the agenda are the minutes from the
5 December 13th, 2021 meeting, and
6 announcements. No edits were received for
7 the December 13th minutes. So unless
8 objections are heard now, the minutes from
9 December 13th, 2021 will stand approved as
10 distributed by unanimous consent.

11 Those minutes are approved.

12 In terms of announcements: We now have a new
13 staff member in the Senate Council Office Ann
14 Eads joins us. She was most recently a
15 payroll specialist in athletics. She's a
16 retired school teacher. She's taking over
17 responsibilities related to the Undergraduate
18 Council, the UK Core Education Committee, and
19 courses generally, as they're related to the
20 activities of the Senate Council Office. So
21 we welcome Ann to the office. A friendly
22 reminder that Senate Council suggested that
23 turning your cameras on, if possible,
24 especially while speaking might help us to
25 interact more fully. Although, of course, if

1 you can't do that for any reason, no
2 explanations are needed. Don't feel
3 compelled to offer an explanation if you're
4 not able to.

5 We'd also welcome in this new year four new
6 Senate Council members. You voted for the
7 three new faculty Senate Council members;
8 Lauren Cagle from Arts and Sciences, Akiko
9 Takenaka from Arts and Sciences, and Kaveh
10 Tagavi from Engineering. We also have a new
11 Senate Council member that's one of the
12 student members from SGA, Zachary Broyles,
13 who's joining us in the new year as well. In
14 terms of other announcements, me and Susan
15 Cantrell, who's a Senate Council member from
16 the College of Education, were appointed to
17 the Provost Search Committee. The committee
18 had its first meeting earlier today. So if
19 you have concerns that you think that either
20 of us need to be aware of, please send us
21 your feedback on that and we'll try to do a
22 good job to represent the faculty broadly on
23 that Search Committee.

24 I, and also Staff Senate Chair Olivia Ellis,
25 and SGA President Michael Hawse have been

1 communicated with the President and the
2 President's team about the Kentucky
3 Legislative Session, relatedly, the Coalition
4 for Senate and Faculty Leadership, which is a
5 statewide body sponsored an academic freedom
6 rally regarding to pre-filed anti critical
7 race theory bills in Frankfurt. So that
8 sessions ongoing, obviously that it's going
9 to have some effects on the University.
10 We're going to keep communicating and try to
11 make sure that we're all on the same page on
12 these items.

13 The curricular proposal deadlines for
14 effective start date of fall 2022 are shown
15 here. These are shown every time, but just
16 to make sure people are aware of when they
17 need to have these proposals received in the
18 Senate Council Office to have a likely
19 starting date to fall 2022.

20 For proposals requiring Senate Committee
21 review, these are going to be new
22 certificates, transfers of a degree, a new
23 department changed credit hours required for
24 graduation, significant program changes.
25 These have to be received in the Senate

1 Council Office -- I mean, out of the Academic
2 Council and in the Senate Council Office by
3 March 1st.

4 Any other items, for example, courses or
5 other program changes in minors have to be
6 received in the Senate Council Office by
7 April 12th.

8 Under chair and other reports, in the chairs'
9 report, the senate rules give the chair the
10 authority to take some actions on behalf of
11 senate, as long as they're reported. I
12 approved a number of MUP courses and a MUS
13 course to be offered by Distance Learning
14 this semester. There was a situation which
15 had an instructors out of town caring for a
16 family member, and so these courses which
17 have been demonstrated to be able to be
18 offered via Distance Learning are being
19 offered this way -- this semester.

20 PRD 372 that's Product Design 372, the
21 department had trouble finding an instructor
22 and located a part-time instructor who's out
23 of state. And so that course was temporarily
24 approved for Distance Learning to allow that
25 course to be offered as part of the

1 curriculum for the product design degree.

2 Again, one time temporary. Approved all
3 that.

4 I talked to DeShana earlier today. She said
5 she did not have a Vice Chair's report, so
6 we'll move on. Clayton, are you on? Do you
7 have a report today?

8 THYNE: I am on, but I do not have a report.

9 CRAMER: Thank you, Clayton. Faculty trustees, Lee
10 Blonder, and Hollie Swanson do you have a
11 report today?

12 BLONDER: Yes, we do. So I'll start. At the December
13 Board of Trustees meeting, we completed the
14 president's evaluation. Aaron had presented
15 the results of the faculty survey in October.
16 Following that board members were sent those
17 results on the president self-evaluation, and
18 the results of the survey that the board
19 conducts with around 30 or so constituents,
20 including alumni, faculty that the Senate
21 council recommends, and others.

22 The constituent's results ranged from 6.4 to
23 6.9 on a seven-point scale with the president
24 getting high marks on all domains. These
25 findings are posted on the board's website.

1 Each trustee then reviewed the combined
2 survey results and completed a brief
3 qualitative questionnaire on the president's
4 performance.

5 At the December meeting of the Executive
6 Committee, we reviewed the results, and the
7 results basically praise the president in his
8 COVID response, leadership skills, strategic
9 plan process, fund-raising, improved
10 communication, and progress on diversity and
11 inclusivity.

12 There were opportunities for improvement that
13 included incorporating more key players in
14 decision-making, increased exchange of ideas
15 with campus partners, and board members would
16 like to receive award materials earlier. We
17 usually receive them maybe a week before the
18 meeting, sometimes less. So people want to
19 have a chance to really dive into a review of
20 these.

21 Following, the Executive Committee voted to
22 approve ECR 1, and that included approving
23 the evaluation and the president's
24 compensation package that Hollie will now
25 discuss.

1 SWANSON: Sure. So I'd like to tell you about the
2 events that pertain the ECR 1. The weekend
3 prior to December 13th and 14th board
4 meeting, we were informed that the board
5 would be taking actions to change President
6 Capilouto's compensation.
7 This would include increasing his base pay by
8 \$200,000. His contract also changed to add
9 retention payments and an agreement that when
10 he steps down as president, he will remain
11 employed for an additional two years to
12 continue work on behalf of UK at the
13 discretion of the board. At that time,
14 Trustee Blonder and I stated that we would
15 not be supportive of this action.
16 ECR 1 was then brought before the Executive
17 Committee on the morning of December 14th.
18 So just to remind you, members of the
19 Executive Committee with voting privileges
20 are: Chair Vance, Vice-Chair McCann, Trustees
21 Skip Berry, Cathy Black, Derrick Ramsay, and
22 Rachel Webb. During the discussion of this
23 motion, Trustee Blonder expressed her
24 concerns with the motion.
25 She stated, "A pay increase at this time

1 could send a poor message and is likely to
2 proceed as exorbitant." She also stated
3 that, "I think this is a very trying time for
4 our state. Our students, faculty, and staff
5 have been struggling." I voiced similar
6 sentiment stating, "I mean, no disrespect to
7 our President, but the ever-increasing
8 widening gap in compensation between our
9 executives, and our faculty and staff, sends
10 a negative message of relative worth to those
11 who work on the front lines."

12 The motion was passed unanimously by the
13 Executive Board and placed on the consent
14 agenda for the board meeting held at 1:30
15 that same day. At the board meeting Eagle
16 eye trustee Blonder asked that ECR 1 be
17 removed from the consent agenda and discussed
18 by members of the board. Again, Trustees
19 Blonder and I've voiced our objections to the
20 motion. Other board members spoke in favor
21 of the pay increase and the motion was passed
22 with 19 in favor into opposed.

23 Bob, did you have a question?

24 CRAMER: Bob Grossman --

25 GROSSMAN: Yes. I did have a question. How -- so this

1 package was obviously negotiated by some
2 individuals before the board was made aware
3 of it. What is that process? Who is
4 negotiating on behalf of the president, the
5 employee, and who is representing the
6 university as a whole?

7 SWANSON: From what I understand, the Board Chair
8 consulted with Eric Monday and the Board
9 Chair initiated the process of presenting
10 this to the president. I think in part, this
11 was motivated by the package that Neeli
12 Bendapudi got from Penn State, and the Board
13 Chair and others who he consulted with felt
14 that it was appropriate to pay our president
15 more. That's my understanding.

16 GROSSMAN: Thank you. I think this is an area where
17 maybe we can -- the senate can see if it can
18 -- if the framework by which these
19 negotiations are made, and/or is made more
20 transparent. Like exactly who is responsible
21 for coming up with an offer for the
22 president? How many -- who agrees to that?
23 Because it's clearly not something that has
24 been negotiated in the open.

25 SWANSON: I remember way back when the president, you

1 know, when we were on the Presidential Search
2 Committee, we had an advisor from EAB come,
3 his name was Ray Cotton, and he came and
4 talked about presidential compensation at
5 that time.

6 CRAMER: Anything else in the Trustee's Report?

7 BLONDER: Yes. One more thing. So in February, the
8 Senate Rules and Elections Committee will
9 begin the faculty trustee election process.
10 My second term on the board ends June 30th,
11 and I wanted to let you know that I will not
12 be running again. This is my sixth year on
13 the board and the appointed trustee serve for
14 six years, and I feel that this is a good
15 time for me to complete my service. It's been
16 an honor and a privilege to represent UK
17 faculty. And I wanted to let you all know if
18 anyone is considering running, I'm happy to
19 speak with you, as I know Hollie is, and our
20 former faculty trustees. So thank you.

21 CRAMER: Thank you, Lee, for your service. Kaveh, do
22 you have a question?

23 TAGAVI: I'd like to make a comment regarding the
24 earlier discussion involving compensation.
25 Is that okay with you, Aaron?

1 CRAMER: I suppose, if it's a quick and within the
2 context of the trustee report, yes.

3 TAGAVI: Exactly. So I don't know how many of you
4 have noticed there is a commercial on TV
5 about Seashell Investment that says, "When
6 our clients do better, we do better." I
7 liked that. I liked that system a lot. I'm
8 also reminded of, let's say in a year that
9 the faculty rate food, or the staff rate food
10 is 2 percent, there is a provost memo that
11 says nobody can get more than 4 percent, I
12 think this per memory. On that, the provost
13 and President Capilouto -- let me point out
14 very quickly that I do appreciate the job
15 that the president has done, especially that
16 I'm still employed at this university even
17 while regarding COVID -- but perhaps the
18 president should never get a raise more than
19 twice as much as the faculty and his staff
20 would get at any year. If we get 6 percent,
21 sure the president (unintelligible). That's
22 all.

23 CRAMER: Lee and Hollie, are you done with your
24 report? Okay. We will move on to the next
25 item on the agenda.

1 An update on COVID. We have the EVPFA Dr.
2 Monday, and also, I think the Provost DiPaola
3 will be making some remarks as part of this
4 as well. Eric, are you ready?

5 MONDAY: Yes sir, Dr. Cramer, I am ready.

6 CRAMER: Oh, sorry. There we go.

7 MONDAY: Good afternoon, all. It's Eric Monday. Bob
8 DiPaola our provost is joining me for this
9 COVID update. We've been asked to provide an
10 update on COVID and happy to do so. First,
11 thank you for what you do. We're glad to be
12 with you today, we're glad to give you an
13 update. What I will do is provide some of the
14 data points that we look at on a regular
15 basis, and walk through a fairly concise
16 slide deck, and then we'll transfer to our
17 provost to talk a little bit more about the
18 science, a little bit more about the
19 research, and talk about his service as Chair
20 of the START team. Really can't talk about
21 COVID and give you a good update over it,
22 without looking at it from an operational
23 standpoint, which I'll cover a lot of the
24 operational dynamics as well as the START
25 team as relates to the provost.

1 One of the things I do want to say at the
2 very beginning, and Dr. Cramer I appreciate
3 the opportunity to visit with this group, is
4 our success during COVID is directly related
5 to how we have worked together as a
6 community. And clearly, that's not to say
7 that we've always agreed on everything, but
8 we are a university. Our job is to have
9 debate and discussion. Our job is to create
10 environments in which we can have those
11 debates and discussion and to push each other
12 collectively as an institution, as a
13 community, to make the decisions that we
14 believe are in the best interest of all. And
15 that's -- in one way that I think we're going
16 to go through some of these slides and we
17 should celebrate and acknowledge some of
18 those great efforts. And the number one of
19 which of course is our vaccination rates.
20 And Dr. Cramer, if you wouldn't mind going to
21 the next slide.
22 And when we talk about those rates, here,
23 they are in front of us. 91% as a community.
24 We look at it broken down between the campus
25 and UK HealthCare, as we have regularly

1 communicated, our UK HealthCare operate under
2 a mandate. They achieved 93%, the campus was
3 voluntary at 90%. You see the three numbers
4 for our students. Of course, our faculty are
5 mostly represented in the university senate,
6 of course, and our staff at 93%.

7 One thing to note, and we've had good
8 conversations throughout this entire two
9 years almost here with Dr. Cramer and other
10 members of the Senate Council, with the Staff
11 Senate Executive Committee, with the SGA and
12 their Executive Committee, in constantly
13 understanding and evolving and trying to
14 respond to questions and concerns. And one
15 question that we had recently was, "Okay, the
16 definition for the vaccination rate means
17 that you just have the first shot or you're
18 fully vaccinated. What's the rate for the
19 campus of people who are fully vaccinated?"
20 Of course, that's CDC definition of fully
21 vaccinated. That's two shots. If you're on a
22 two-shot regimen, plus 14 weeks -- excuse me,
23 14 days, fully vaccinated we're at 89%. And
24 so, there's still a little better waiting to
25 an opportunity to get to that second shot or

1 plus 14 beyond that second shot in a two-shot
2 series, so really right there at the fully
3 vaccinated as well.

4 The next thing that we're focused on, and if
5 we look at the next slide, it's about
6 boosters. And Dr. DiPaola will talk even
7 more about the science behind the boosters,
8 but vaccinations and including that booster
9 or the way in which we are best positioned to
10 keep ourselves individually as safe as
11 possible.

12 And so, we will roll out an incentive program
13 to further encourage boosters for all of our
14 members of our community starting next week.
15 One thing we've learned from the last
16 incentive campaign that the most important
17 incentive for all of us in our community,
18 whether it's our students, or we look at our
19 staff, or we look at our faculty, was just
20 cash. Wanted just cash drawings, not
21 tuition, not gift cards, they want wanted
22 cash. And so, we're going to have that as
23 the cash drawings that'll begin for anyone
24 who has uploaded their booster information,
25 or anyone who receives that booster

1 prospectively after February 1st as well.
2 Couple of links on there, and we'll widely
3 communicate this in our weekly messages that
4 go out each Friday from the president, but we
5 have information about our employee program
6 and the student incentive program as well.
7 If we look at the next slide, one of the
8 things we also wanted to do in our third
9 strategy as it relates to our third order of
10 mass for the campus. As we looked over the
11 holiday period, before we came back to this
12 spring in the evidence became greater about
13 the need of an N95 or a KN95, we immediately
14 went forward with ordering KN95, so those
15 have been distributed. We have over a
16 hundred thousand that have been distributed
17 across the campus. We have 180,000 that are
18 onsite in stock, if you will, and we have a
19 few more that are on order and that will be
20 coming in shortly. And so those are
21 available. If you need more, let us know, we
22 will get those out to the colleges and the
23 departments across this campus, as well as
24 you can order some from the supply center
25 that are available and in for - in every way,

1 we're looking to make it for easy to be safe.
2 One of the things that has helped us
3 throughout this entire process is on the next
4 slide and it's our Health Corp. And so, when
5 we think about the differentiators that we
6 have at the university, high vaccination
7 rate. We have an understanding also of our
8 population as evidenced by the dashboard, by
9 evidence by Health Corps, which is that, that
10 modern public health infrastructure that we
11 have been utilizing since we've returned, if
12 you will, that summer of that first year of
13 COVID where we stood this up, it has been as
14 large as 80 or 90 people, that are set up to
15 help our students, to help our faculty, to
16 help our staff, we are getting the testing
17 results, we're contacting individuals, we're
18 doing the contact tracing, we have the
19 academic coordinators that work with our
20 faculty, we work with our staff and that this
21 strategy of understanding our students,
22 understanding our faculty staff,
23 understanding our community, is really been a
24 huge component of our ability to manage
25 through COVID as we are right now.

1 218-SAFE it is available to serve our
2 faculty, our staff, and our students. It's
3 not just for our students. You can also
4 email them at healthcorps@uky.edu. And
5 lastly, let's look at our numbers. And so,
6 the next slide talks about those numbers. We
7 update the dashboard twice a week. That's on
8 Wednesday and Friday.

9 So as of the Friday update, we had 277 active
10 cases. We have experienced between the high
11 one hundreds up into the five hundreds of
12 active cases. That is a critical component
13 of how we are managing through this. It's a
14 focus of our efforts. How quickly can we
15 contact, how quickly can we communicate, how
16 quickly can we trace those students? About
17 1,365 recovered. We have re-continue to have
18 isolation space on our campus. Most
19 institutions eliminated isolation spaces for
20 their students, and I've told the students
21 just to return home. We have not done that.
22 We right now have 90% capacity and we have
23 10% occupancy of those isolation spaces. So
24 great capacity, that's one of those seven or
25 eight factors that we evaluate on a regular

1 basis to indicate us to what's if any
2 adjustments in our strategy should take
3 place.

4 Playbook each semester regularly scheduled
5 meetings with our elected faculty, students,
6 and staff, as I've referenced, that's a very
7 effective tool to hear that two-way
8 communication. And we have pivoted,
9 adjusted, and done a number of things in a
10 different way, based on those good
11 conversations. And of course, we have weekly
12 START team meetings now, as well as an
13 operational team that meets three times a
14 week to understand our data, to understand
15 where we are, to understand how we need to
16 think about it differently and how we need to
17 pivot.

18 One of the things we also work collectively
19 to do is to ensure that if you were not
20 vaccinated, that you were required to perform
21 - prior to receive a weekly PCR test. That
22 went through the entire fall semester, as we
23 moved into the spring, there were certain
24 actions that were taking for students and
25 employees who did not comply with those

1 requirements.

2 As of today, we have approximately 23
3 students that are on interim suspension for
4 failure to comply with our testing
5 requirements, and we've had to separate six
6 employees. A number of employees have
7 resigned in lieu of termination or
8 separation, but six employees failed to
9 perform to the testing requirements and 23
10 students at this point are on interim
11 suspension related to that.

12 So just a little overview, Dr. Cramer of
13 where we are on an operational update. We're
14 going to transition now to our provost who
15 will walk through some of the research in
16 science. Bob?

17 DIPAOLA: Thank you, Dr. Monday. And Aaron, I see
18 there's some questions. Is it okay if I just
19 finish up quickly and then answer, what do
20 you want to do, sir?

21 CRAMER: Yeah, let's go ahead and get through the
22 slides, and then any questions for Dr. Monday
23 or Dr. DiPaola we can take them.

24 DIPAOLA: Sounds good. Just wanted to respect that.
25 Thank you, sir. So in terms of just kind of

1 adding on to what Dr. Monday talked about
2 related to the operational efforts to create
3 a safe campus, I wanted to just say a little
4 bit about the START team. I think most of
5 you heard about the team and its activities,
6 but this has been a really important
7 component of the whole plan, that really has
8 led to the playbook, guidelines, and pivots
9 as we've needed to pivot along the way
10 depending on the evidence.

11 It's a fairly robust team with expertise
12 across many disciplines, everything from the
13 public health end to the medical end, to the
14 laboratory end of expertise. I think you
15 have a list of the membership, but we
16 certainly can get it out to you again.
17 The team members themselves reach out to
18 additional expertise around the campus, and
19 nationally. Many of them are on various
20 committees nationally and locally, and also
21 for the state. So we pay attention to the
22 state, federal, and, and other guidelines as
23 well. Obviously, we pay attention to the CDC
24 guidelines. But the group for the most part
25 really does pay attention to the evidence and

1 makes recommendations based on all of that
2 together, sometimes complex decision-making.
3 We advise - obviously, things need to be
4 operationalized and feasible, even if advice
5 points us into a particular direction, so a
6 lot of things are considered. But this has
7 been a critical part of the process from day
8 one now, you know, entering into, or
9 finishing up a second year, even in terms of
10 follow-up.

11 We meet at a minimum of every week with
12 multiple connections through the week. We've
13 gotten up to every day or daily as needed.
14 We also address many questions that come in.
15 So there are many questions from faculty,
16 staff, and students, or even external
17 stakeholders that have questions related to
18 the evidence in terms of how we're
19 interpreting it for the advice we give. If
20 you could go to the next slide, Aaron, thank
21 you.

22 And the only thing I wanted to say on this is
23 -- kind of a picture here of a classroom is,
24 we really do appreciate everybody stepping
25 up. Obviously, facilitating a mostly

1 in-person semester, as we had done very
2 successfully last semester and we're doing
3 this semester as well, but at the same time,
4 the START team is charged with paying
5 attention to all the details that relate to
6 an in-person experience, to keep the
7 environment safe as possible; for faculty,
8 staff, and students to help assure students
9 success. And I do appreciate it and we
10 appreciate all the efforts everybody's
11 making. Because like I said, everybody's
12 stepping up. And I hope we're working well
13 with you all, and I know we go back and forth
14 in terms of input to how to best support your
15 needs, both in the classroom and as you all,
16 and we all balance work and life, given the
17 constraints and the challenges of this
18 pandemic that we've had. Can we go to the
19 next picture if we could?

20 To that end, we certainly understand that
21 given the current variant transmission,
22 especially with Omicron, short-term
23 disruptions may occur and accommodations may
24 be needed should an instructor become COVID
25 positive, for example. And we've talked about

1 that as well.

2 The next slide. I just want to share with
3 you a little bit of data. If any of you do
4 tap into the town hall that we have right at
5 my office for the faculty - we call it a
6 partnership with the provost - we usually
7 share each time a bit of data, and it gives
8 you at least a glimpse of the type of
9 considerations that the START Committee pays
10 attention to. But I can tell you so many
11 papers, so many studies in so many areas
12 where we pay attention to in terms of data,
13 but this is an example, and I think it's an
14 important one because you probably saw it
15 come out on the news recently.

16 There have been a number of studies - and so
17 I'll just tell you just a bit about, and I'll
18 show you a slide with the data in a moment.

19 There have been a number of studies that have
20 kind of looked at the importance of boosters.
21 Most of the studies to date have really
22 looked at laboratory studies where they take
23 sera, for instance, from individuals that
24 were vaccinated and they take a look at how
25 well that sera will neutralize antibodies to

1 - or neutralize virus Omicron or a Delta
2 virus, and whether or not it would do it if
3 they didn't have a vaccine or if they did
4 have a vaccine and whether or not, if they
5 did have a primary vaccine, whether they had
6 a booster.

7 But recently the CDC reported on this
8 particular study - it's a study that they
9 support and I'll show you the next slide, if
10 I could. It's a group called the VISION
11 Network - I certainly can give you the
12 reference, but it's referenced there at the
13 top - they looked at 222,772 encounters from
14 383 emergency departments and urgent care
15 centers, and they also looked at an
16 extraordinary number of hospitalizations from
17 259 different hospitals.

18 And they stratified the outcomes based on
19 whether or not we were in a period where we
20 were predominantly seeing by gene sequencing,
21 by genomic sequencing, Delta, in the
22 communities, or the state or the nation or
23 Omicron. So it's looked at in terms of
24 periods of time. Next slide.

25 I'm just going to give you the bottom line

1 here, I think it actually came out a little
2 bit funny right now. I'm not sure why, but I
3 can read it off to you as well. And I have
4 it in front of me. And like I said, we can
5 supply you the paper. In the category of,
6 you can see Delta, the first two columns
7 there. I don't know if there's a pointer or
8 not, but the first two columns, I just wanted
9 to point to one particular area and the
10 circles actually got moved in the wrong place
11 and the way this came out on the Zoom, but
12 what you can see on the left, is those that
13 have had the two primary injections, which
14 are fully vaccinated, so after dose two. And
15 then those that are a hundred and -- at least
16 180 days after being "fully vaccinated" after
17 those two and the bottom would be
18 representative of those who got a booster.
19 So three doses.

20 And the bottom line, if you just shift over
21 to the right is the two Omicron areas. And
22 I'll only call your attention to the one that
23 says - the column that says, "ED and UC",
24 which are those that had serious illness as
25 evidenced by going into an emergency

1 department or an urgent care center. And
2 that's the way they looked at this.
3 Obviously, you can see hospitalizations.
4 And if you look at the very bottom, you can
5 see the data that's being quoted out in the
6 news in terms of boosters. If you -- and
7 I'll just read it to you. Is that, "For
8 Omicron, those that had boosters, vaccine
9 effectiveness was 82%." So still fairly
10 high. Those that had -- those in terms of
11 preventing hospitalizations, 90%. So present
12 -- preventing emergency department or urgent
13 care visits, and these are people that tested
14 positive, obviously, for the virus in the
15 period of time where Omicron was predominant.
16 The boosters were protective 82%, for that
17 particular situation and for hospitalizations
18 90%.

19 But if you look at -- after immunity has
20 waned somewhat over greater than 180 days,
21 after primary vaccination, you can see those
22 percentages are much lower. And hence the
23 reason per Dr. Monday's presentation that
24 we're incentivizing for boosters. I think,
25 you know, that the CDC has -- had now two

1 definitions; fully vaccinated being the
2 primary vaccination and its second dose,
3 even, you know, thinking about an mRNA
4 vaccine, and what's called up-to-date,
5 including the booster, or third dose for an
6 mRNA vaccination, which is the predominant
7 vaccine that we're -- we've been doing here.
8 And then the next slide, if you could.

9 I just wanted to just, at least kind of
10 highlight a bit of positive, we all hope is
11 that the Omicron trajectory, and obviously we
12 looked at predictive models early on and we
13 continue to look at predictive models, but
14 these are the data that is as reported in the
15 New York Times, just this weekend, and if you
16 look to the right - maybe start with the
17 right - you can see that it's already reached
18 a peak in New York, so some states, I just
19 wanted to give you an example. Some have
20 already reached a peak and this is a peak
21 that occurred on January 9th. Remember we
22 started our semester essentially the day
23 after that.

24 And then if you look to the left, that's the
25 Kentucky data, and you can see here where

1 we're at and we're hoping based on the
2 modeling that we should be reaching the peak
3 sometime soon, you know, at least the part of
4 the predictive modeling. And so that's about
5 where we're at right now. So we're going to
6 continue to follow. Although, based on at
7 least the data that we've had so far on the
8 news, we were up, you know, this past couple
9 of days in terms of percentages. So we'll
10 have to follow that, but we should be
11 following many of the states that have
12 already reached their peak. This is very
13 analogous to what we saw when COVID started,
14 and then we also have the Delta-peak in
15 coming down as well.

16 That's what I had on the data, I just wanted
17 to close by saying at least in terms of this
18 that, we will continue to work hard. We have
19 a START team meeting again in the morning.
20 We're actually addressing at that meeting a
21 number of agenda items in terms of things
22 that have come up. One, proposal or a
23 question about changing some of the
24 procedures in a particular area, you know,
25 the campus, we're going to take a look at

1 that, that was a request.

2 And the other, looking at data related to the
3 rapid testing, that's kind of ensued and how
4 we might give advice on managing that as
5 well. Since in addition to our own testing,
6 there are many people that are using these
7 rapid tests, which have a different
8 sensitivity and specificity profile. So
9 there'll be some - at least some - discussion
10 over that from the START team and some
11 follow-up and advice from them. Okay, Aaron,
12 I'll turn it back over to you.

13 CRAMER: Okay. I see a number of questions, we're
14 going to try to get to as many of these as we
15 can. And so, I would say brevity in both
16 your question and in your answers would be
17 appreciated so we can get through as many of
18 these as we can. I'm going to go to them in
19 the order I see them. Kaveh.

20 TAGAVI: VC Monday and the provost, thank you for
21 coming here and engaging us. When you met --
22 the Senate Council met with yourself, with
23 the provost, and the president, I could be
24 mistaken but I could swear I came with the
25 impression that KN95 would be a requirement

1 starting Monday. This is now, I think, the
2 third week, and I want to share my experience
3 today. The student's who had COVID last
4 Wednesday and Friday was within 4 feet of me
5 with a cloth mask telling me that he had
6 COVID. CDC says a cloth mask is the same as
7 no mask. I really think this is
8 unacceptable, and I'd like to ask you when
9 and if UK will mandate KN95. Thank you.

10 CRAMER: Dr. Monday or Dr. DiPaola.

11 MONDAY: Sure. I'll begin. This is Eric. Thank you
12 for that question. It was a conversation
13 that we had at the meeting, that is what I
14 recall as well. They -- we had a
15 conversation with our students as well as our
16 staff as well. The decision was not to
17 change, the decision was to get as many KN95s
18 out to the campus as possible, to provide to
19 everyone, and then to provide additional mask
20 upon supply needs as necessary.

21 I think it's an interesting observation about
22 that, and I understand your question. I've
23 noticed that - I teach 80 students in the
24 Gatton College of Business twice a week - and
25 I think I brought the mask to the first class

1 and highly encourage the students by having
2 them there to take them, and I didn't have
3 any many takers.

4 And I observed today at one that about half
5 the class was actually wearing the KN95. So,
6 some good progress on that. And then that's
7 what we're going to continue to encourage and
8 make them freely available and put them in
9 all of our classroom's environments. I'll
10 come to the provost for anything to add to
11 that.

12 DIPAOLA: Yeah, no, I mean, I agree with that, Monday.
13 I mean, we're doing everything possible to
14 encourage, educate, and so forth. I think
15 your point is well taken. We did get very
16 far, obviously with the initial vaccination
17 by encouraging without a strict mandate, and
18 got to high levels. We're trying to get to
19 high levels of using the most optimal mask.
20 I mean, obviously, I can talk about the, you
21 know, the data and the evidence, but there is
22 no doubt that the N95 and KN95 masks are
23 superior, to the surgical mask's superior to
24 cloth masks. With that said, cloth masks,
25 and the studies related to cloth masks often

1 do depend on the numbers of layers and so
2 forth of cloth masks as well. But I think
3 you made -- you make a good point and we're
4 going to do everything possible to encourage
5 and educate, and get the use of more optimal
6 masks over time.

7 CRAMER: Stefan.

8 BIRD-POLLAN: Yeah. Thank you for this update. I have a
9 question about the sort of non-compliance,
10 and there are a lot of students who are
11 noncompliant, I guess there are different
12 levels of working their way through the
13 system. But my question is, why were the
14 students who were non-compliant allowed to
15 come back to campus for two days and only
16 suspended this semester when they should have
17 been suspended last semester?

18 MONDAY: The process that was prescribed and what we
19 shared after much conversation with our
20 representative bodies is what we adhere to.
21 We ended up -- we looked at this today. We
22 communicated with our students that the end
23 up 23 right now, 75 times based on
24 interactions with our students similarly with
25 our staff and faculty as well. And so, they

1 were going to be suspended effective with the
2 spring semester, we initially suspended, I
3 believe, close to 70. I think it was 67, 68,
4 69 students. A number of them have gone
5 through the university appeals board process,
6 and some of those appeals have been
7 overturned by that university appeals board
8 and now we're down to 23.

9 But it was a multiple staged approach. In
10 some ways, we tried and we heard very
11 directly from our representative bodies to be
12 as equitable - can't be equal - but as
13 equitable between the students, our faculty,
14 and our staff as possible. We're in a very
15 similar position on a multi-stage approach
16 for the spring, and so we're working with our
17 faculty, our staff, and our students who have
18 tests or requirements this spring, and a very
19 similar strategy. Provost?

20 DIPAOLA: I agree. I don't think I have anything else
21 to add on that. Thank you.

22 CRAMER: Herman.

23 FARRELL: Yes. Hi, good afternoon, Herman Farrell,
24 College of Fine Arts. As I understand it,
25 there were six employees that ended up

1 resigning. Can you just tell us -- tell me
2 if I'm right about that? But can you just
3 tell us how many of those employees were
4 faculty members or tenured faculty members?

5 MONDAY:

6 Yes, sir. We had six employees that have
7 been terminated. None of them are faculty
8 members. So that's six that have been
9 terminated as of today. None of those are
10 faculty members. We've had a number of
11 faculty and staff who have resigned, related
12 to the testing requirement. We don't track
13 that specifically, but we know that from
14 individual circumstances, with individual
15 cases, and then as it relates to anyone
16 prospectively, clearly, there is a different
17 process for faculty and staff, and so we're
18 in the midst of talking with employees in
19 those categories. But as of right now, sir,
20 we've had six employees that have been
21 terminated. None of them faculty, a hundred
22 percent of those have been staff. And a
23 number of faculty and staff who have resigned
24 because of their desire to not adhere to the
25 testing requirement.

CRAMER:

Molly.

1 BLASING: Molly Blasing, Arts, and Sciences. Thank you
2 very much for this update. Our conversations
3 around COVID medication strategies tend to
4 serve center on masking and vaccination, and
5 that's important. But my question has to do
6 with air filtration and ventilation in our
7 buildings. I've been looking into -- trying
8 to find information on our websites about
9 what we've used federal COVID relief money
10 for in terms of updating our HVAC systems.
11 And this is important, I think for COVID, but
12 also for the long-term health and well-being
13 of our employees. We spend a lot of time in
14 these buildings during the working day.
15 So I was able to obtain from Chair Cramer, a
16 document from August of 2020 that outlined
17 some initiatives that were planned. So I'm
18 interested in an update on that. I look at
19 the Spring 2022 guidebook for COVID and
20 there's two sentences about air filtration.
21 It says "The air filters we use are
22 applicable to the building up to and
23 including MERV-13 filters. All filter change
24 frequencies have increased and are routinely
25 monitored."

1 So I looked into MERV-13 filters. These are
2 -- this is the minimum standard recommended
3 by ASHRAE, which is the American Society of
4 Heating, Refrigerating and Air-Conditioning
5 Engineers. So our buildings, as I
6 understand, are -- have been updated up to
7 MERV-13, which is the minimum recommendation,
8 actually prefer MERV-14. I'm really
9 interested in what's going on in the
10 buildings where we haven't been able to
11 update to MERV-13 filtration standards.
12 I teach - many of my colleagues in A&S teach
13 in White Hall, for example. And is there any
14 way for us to find out what strategies, what
15 updates have been made to particular
16 buildings? And could you just give us a
17 summary report of what's happened with our
18 federal COVID relief dollars, how they've
19 gone to updating HVAC systems on campus?

20 MONDAY:

21 Sure. Thank you. Thank you for that
22 question. Let me start with the last point
23 of your question, and I'll go to the first
24 part. The COVID relief funds that we
25 received, we received about half of those,
roughly for our students. Those have been

1 provided to our students. The other half are
2 for operational needs related to COVID. So
3 all the masks, all the testing, all the
4 tracing, all of that went directly to that,
5 as well as any other eligible expenses,
6 including facilities.

7 So a tremendous amount of facility
8 improvements that were made. I think in
9 summary, increased ventilation in all of our
10 buildings was the task at hand and the desire
11 and the goal of our facilities organization.
12 And that's what they've worked towards as
13 well as a number of our buildings and those
14 requirements that you referenced, are related
15 to when a building is put into service. We
16 all know that a number of our buildings, we
17 have roughly 40 or so buildings that are
18 eligible for significant deferred maintenance
19 opportunities. The deferred maintenance of
20 the University of Kentucky totals \$2.7
21 billion, is what that is deferred as.

22 And so, all of those that were eligible were
23 moved to MERV-13. I confirmed that recently
24 to other conversations around this topic, as
25 well as, as we think about the improvements

1 that we continue to make throughout all of
2 our -- we have touched in the last 10 years
3 about a third to -- about a third of the
4 total square feet on our campus, roughly
5 about 7 million - half a 21 million.

6 And when we move into renovating, expanding,
7 adjusting any space, we bring that up and we
8 have received a lead certification on a
9 number of our projects and minimum lead is
10 required of all projects, and then we've
11 achieved additional lead certifications on
12 others. One of the things we're considering
13 right now directly related to your question,
14 as we think about the possibility of
15 additional asset preservation funds coming
16 from the legislature this year, how those can
17 be used to look at our utility
18 infrastructure, as well as our building
19 systems and infrastructure.

20 Professor Blasing, in some facilities, in
21 fact, one you referenced in White Hall, as we
22 have started to do some asset preservation
23 within that building and kind of a phase one
24 recently on that project. So we'll continue
25 to look at that as we look at our asset

1 preservation, I think that is even more of a
2 demand and a need than what it was two years
3 ago, and so you'll see a little more
4 direction on how those funds go to building
5 systems, as we think about the next tranche
6 of renovation projects. Thank you for that
7 question.

8 CRAMER: DeShana, and then I have Liz, Cagle, and
9 John, and then we'll move on. DeShana.

10 COLLETT: Yes, yes. Hi, DeShana from College of Health
11 Sciences. So my question is around the N95
12 mask again, we haven't really gotten any
13 guidance on the length of time they should be
14 used, you know, when we should change them, I
15 know that several hospitals and different
16 organizations use like a brown bag sort of
17 process. So I'm just trying to figure out if
18 we're going to get some guidance and when
19 that guidance will actually come, because the
20 N95 won't last obviously forever, and they do
21 have a limited amount of time that they are
22 effective. And so, I know that we've had
23 questions around this before, but I want to
24 just kind of put it out there because I think
25 that's important as we are distributing N95

1 masks to give people guidance on when it's
2 not good anymore or if it gets soiled or
3 anything like that when is it ineffective and
4 provided any sort of protection.

5 MONDAY: Provost, do you want to begin, sir?

6 DIPAOLA: Yeah, I'll start with that. And DeShana,
7 thank you. I think it's an important
8 question. And we've been sorting out ways to
9 get out more communication and education
10 around this. There has been really a good
11 body of experience in the health systems,
12 especially at the beginning of COVID where
13 supplies were short. Remember the whole
14 period where PPE was a real concern on how
15 best to reuse KN95 or N95 masks. And how to
16 clean them. What was appropriate, when were
17 they no longer functional?

18 In general, these can be reused, unless
19 there's real breaks in them, or they've worn
20 down. And obviously, if they're getting
21 dirty, we wouldn't want people to necessarily
22 feel they need to reuse them. But we're
23 working with communications to get out more
24 educational material, and announcements
25 related to that. I think it's an important

1 point, but we can borrow from some of the
2 experience that the health system has had in
3 - prior kind of stages of this pandemic
4 related to figuring out how to be able to
5 reuse, especially the KN95 masks. So
6 there'll be more to follow, but I think we
7 need to get that out soon. I would agree with
8 you.

9 CRAMER: Liz.

10 DEBSKI: Yeah. I'd like to ask specifically about
11 unvaccinated students who are noncompliant
12 with the testing policy. And so, as I look
13 at the penalties, I can see they can't
14 register for classes, they can't go to
15 athletic events, but I don't see anything
16 about not attending classes in person. Is --
17 are they supposed -- are they allowed to
18 attend classes in person? Is that the intent?

19 MONDAY: We are happy to share the multi-step process
20 for tests and compliance for students, for
21 faculty, and staff. I do not have that in
22 front of me right now. We just did, of
23 course, suspend a number of students that
24 were not compliant, and that has been
25 reduced, but there's 23 that were suspended.

1 That is the final step in that process.
2 There's multiple steps to go through within
3 that process before you get to the
4 suspension. We'll have -- Dr. Cramer will
5 provide the update on that process to you, if
6 you could distribute that, sir.

7 CRAMER: Yes, when I get that information, I'll send
8 it up to the senators.

9 DEBSKI: Well, I'm actually asking a very specific
10 question. I do have a student who was
11 attending my class, who has been
12 non-compliant with the testing policy. And
13 she says she was told to do so. I'm
14 wondering if that is -- again, what is
15 intended by this policy.

16 MONDAY: I'm happy to talk about that student
17 specifically and get Health Corps involved in
18 that and understand the specifics of that
19 situation, and so I'm happy to do that
20 offline and Dr. Cramer has my information, or
21 I can contact you in some way, but please
22 feel free and we can follow up and understand
23 that specifically, involve Health Corps, and
24 others as appropriate, including the Dean of
25 Students Office.

1 DEBSKI: Thank you very much.

2 CRAMER: Cagle.

3 CAGLE: Cagle, Arts, and Sciences. I have two
4 specific questions like Liz sort of concrete
5 questions. One is a follow-up to Molly's
6 about HVAC and air exchange which is, "What
7 specific data we currently have on air
8 exchange rates, both in the buildings that
9 have been -- have seen upgrades, and the ones
10 that haven't. And when will that data be
11 publicly available?"

12 And then the second concrete question is
13 about a statement that you made early on
14 about the meetings with elected leaders. So,
15 with respect, they don't seem to be part of
16 the decision-making given that you all met
17 with Senate Council three days before the
18 spring semester started, and as far as I
19 could tell, made no changes to the Spring
20 playbook based on the concerns that we
21 brought up at that meeting. So can you give
22 any concrete examples of how our input as
23 elected leaders has in fact changed the COVID
24 response?

25 MONDAY: Sure, Bob, and I will -- I'll answer that.

1 Now, as it relates to the first part of your
2 question, we can follow up with facilities
3 and see what information is available that's
4 already publicly available around, as it
5 relates to the flow of ventilation within our
6 buildings. And so, we can look and see
7 what's available.

8 As it relates to the process, the process did
9 not begin in January as it relates to
10 interaction with our representative groups.
11 That has been going on from the very
12 beginning. I can talk through a weekly
13 meeting that we had in phase one that Dr.
14 Cramer and others participated in on
15 Wednesdays. We can talk about the work
16 streams that were 19 - that was the most
17 comprehensive involvement in higher education
18 of over 500 people - that helped us build
19 towards a strategy. We can talk about pivots
20 and adjustments that we've made based on the
21 four levels of testing our noncompliance
22 requirements with employees, as well as
23 students.

24 That's probably the most recent and the best
25 example of adjustments that we did not put

1 those in place until multiple conversations.
2 We have met numerous times in a formal way,
3 and of course, in an informal way, I think
4 there's been tremendous two-way conversation
5 and involvement. And those are a couple of
6 examples of adjustments that we've made.
7 I'll go to the provost as well.

8 DIPAOLA: Yeah. I mean, I can say -- I mean, you're
9 asking for just some specific examples and we
10 certainly could go through the playbook. But
11 things that came out in terms of hearing
12 input from the - certainly from the START
13 team standpoint. And I actually see even one
14 of the members as well on this meeting, on
15 this Zoom - included the emphasis obviously
16 on boosters, that was not a big emphasis that
17 obviously in the original playbook, it wasn't
18 even available. There wasn't even a
19 vaccination. Building on the success in terms
20 of boosters and incentivizing for boosters.
21 And then also masks and the - using higher
22 quality of mask, which is also an emphasis
23 that came out more on this particular round,
24 in terms of the pandemic.
25 The only other thing I'd say too is there's

1 been a lot of discussion over this topic of
2 air quality. And as Dr. Monday points out,
3 there is a lot of the strategy involved in
4 figuring out where major or even minor
5 renovations might need to occur.

6 Essentially, thinking about it from the
7 standpoint of the fact that we're in this for
8 the long run, there's a lot of literature out
9 there and a lot of experts kind of talking
10 about how we look at the air quality given
11 that we now have a number of respiratory
12 viruses that we have to pay attention to
13 including the cold viruses, the flu virus,
14 and obviously, COVID-19 and especially the
15 Omicron variant of that, that we would be
16 starting to think about air quality more and
17 more like we think about water purity, for
18 instance.

19 And so, there is a lot of attention to
20 sorting that through some of it requires
21 renovations as well, but I think you're going
22 to see more of even a national dialogue over
23 paying attention to that as a whole. And we
24 are really working on a lot of efforts in
25 terms of input and strategy as best it could

1 be operationalized in all of those areas. I
2 don't know if it answered your question
3 specifically, but anyway, I'll turn it back
4 over to you, Aaron.

5 MONDAY: Maybe just one thing else, provost. Talking
6 about another evidence of great dialogue,
7 that would be continuing the mask mandate
8 when so many institutions and so many
9 organizations are eliminated that, as it
10 relates to the end of the fall semester.
11 Lastly, I would -- it's important to note
12 that the playbook has a playbook committee
13 that helps build that, which includes
14 representation from SGA, the University staff
15 Senate, and that group was actively involved
16 in evaluating the playbook when it was
17 launched in the fall. And once again, when
18 it was launched in the spring. And we commit
19 to continuing to have conversations that as a
20 community about these things, and we look
21 forward to the next dialogue we'll have with
22 the Senate Council, as well as our other
23 representative groups. Thanks, Dr. Cramer.

24 CRAMER: All right. John, you're my last one, but I
25 see your hand down. Did your question get

1 answered?

2 JOHN: DeShana asked it and it got answered. Thank
3 you.

4 CRAMER: Very good. Rae, I see you, but I think we
5 should probably move along a little bit.
6 There should, I think as long as we're
7 efficient, the rest of the meeting have some
8 time for discussion from the floor, and so
9 hopefully we'll have a chance. If there are
10 other things, of course, I'm happy to follow
11 up with Dr. Monday, Dr. DiPaola as well. Dr.
12 Monday, thank you for sharing this, Dr.
13 DiPaola, thank you you're here. Anyway --
14 but thanks for sharing that update with us.
15 The next item on the agenda are honorary
16 degree recipients. These -- for Kentucky law
17 and the Senate rules. Only the senators
18 elected by college faculty members may vote
19 on the honorary degree recipients. So this
20 is -- these are items where our ex officio
21 members and our student members don't vote on
22 these items. Martha, are you here?

23 PETERSON: I am.

24 CRAMER: There you are. Are you ready?

25 PETERSON: I am.

1 CRAMER: All right. I'll drive your slides, just a --

2 PETERSON: Okay. Great, thanks. So last month I came
3 before you and described the process by which
4 the University Joint Committee on Honorary
5 Degrees carries out their work. And just by
6 way of a reminder, this is the current
7 committee that met this fall to evaluate the
8 nominees that we are going to be presenting
9 today with the additional process that I
10 spoke about doing some extra work looking
11 beyond the nomination materials to items that
12 might be publicly available. And I will say
13 that we did do that.

14 Also, the next -- I wanted to point out that
15 this is a confidential process. I think I
16 told you sort of the timeline on these things
17 when I'll be presenting people's names and
18 their credentials today, but they're going to
19 show up in the senate minutes as just
20 referring to them by their initials, because
21 once the Senate votes to pass - recommend
22 that they be considered for honorary degrees
23 - the president takes it to the Board of
24 Trustees at which time they are approved --
25 are presented and asked for approval from the

1 Board of Trustees. So these slides are not
2 distributed except for the last one, because
3 that's my advertisement for the next cycle.
4 So if I can have the next slide, please.
5 Thank you.

6 So the -- in awarding honorary degrees, the
7 university accomplishes several purposes. To
8 pay tribute to those whose life and work
9 exemplify professional, intellectual, or
10 artistic achievement. It recognizes and
11 appreciates those who have made significant
12 contributions to society, the state, and the
13 university. And it highlights the diverse
14 ways in which such some -- such contributions
15 can be made. And it sends a message that
16 principles, values, and contributions are
17 important. So well, chosen honorees affirm
18 and dignify the university's own achievements
19 and priorities. And so honorary degrees may
20 be conferred upon those who have achieved
21 distinction through outstanding intellectual
22 or creative achievements or through
23 outstanding leadership and education,
24 business, public service, or other
25 appropriate sectors of society. And I'm

Trisha B. Morley, Court Reporter
An/Dor Reporting & Video Technologies, Inc.

1 going to be presenting today two nominees
2 that the committee recommends for -- to
3 receive Honorary Doctor of Humane Letters.
4 And the definition of this particular degree
5 is to recognize extraordinary contributions
6 to philanthropy, human development,
7 education, or societal well-being and I think
8 -- I hope you agree with me that in fact, the
9 nominees will fit several of these areas of
10 contribution. So if I can have the next
11 slide, please. Thank you.

12 So we're first presenting a recommendation
13 for Kris Kimmel as a nominee for Honorary
14 Doctor of Humane Letters. So Kris Kimmel
15 earned bachelor's and master's degrees in
16 social work from UK. And while a student
17 here received the Sullivan Medallion Award.
18 He's the Co-Founder and Executive Director of
19 the Kentucky Science and Technology Council,
20 which then changed into the Kentucky Science
21 and Technology Corporation. And that was
22 from its inception to 2018. And this was a
23 novel entity, really, I think, across the
24 country, committed to enhancing science and
25 technology across the state.

1 He's the founder of the IdeaFestival, which
2 has held in Lexington for a number of years.
3 He's the Co-Founder and Chair of Space Tango
4 in Lexington until 2020. And the -- this
5 company assembles research experiments that
6 are sent up onto the international space
7 station. And he's the founder of Humanity In
8 Deep Space. And this is where he's currently
9 spending his time. He also in his early
10 career worked in various capacities in the
11 state government. The next slide, please.
12 So Dr. Lee Todd was a recommender for Kris
13 Kimmel and says that he has made
14 contributions to the fields of education,
15 economic development, and the humanities,
16 well beyond his degrees in social work. His
17 efforts in education and economic development
18 have had impact throughout Kentucky. His
19 unique efforts in the humanities have given
20 him an international reputation. The next
21 slide, please.
22 So the University Joint Committee on Honorary
23 Degrees recommends to the Senate that Kris
24 Kimmel be nominated for Honorary Degree of
25 Humane Letters.

1 CRAMER: So we have a motion from the University Joint
2 Committee, it's a motion from the committee,
3 it doesn't require a second here. Is there
4 any debate on this motion that the elected
5 faculty senators approve Kris Kimmel as the
6 recipient of an Honorary Doctor of Humane
7 Letters for submission through the president,
8 to the Board of Trustees?

9 All right. Seeing no debate if you'd like to
10 vote in favor of this motion, please raise
11 your hand now. Use the raise-hand feature in
12 Zoom. This should be the elected faculty
13 senators only.

14 If you'd like to vote against the motion,
15 please raise your hand now. Use the Zoom to
16 raise hand feature.

17 If you'd like to abstain, please use the Zoom
18 raise hand feature now.

19 And that motion passes. I'm going to
20 reiterate and I'll do it one more time
21 probably.

22 Dean Peterson mentioned these names are
23 confidential at this point, even though
24 you've seen them and you've now voted on
25 them. These names are not for distribution

1 or not for communication outside of this
2 meeting. The president contacts the nominees
3 when these have been approved and arrange for
4 the awarding. So, please keep these to
5 yourself. Dean Peterson, are you ready to
6 proceed?

7 PETERSON: I am, thank you. So our second nominee that
8 we would like to recommend is Terry Woodward
9 for the Honorary Doctor of Humane Letters.
10 The slide.

11 So Terry Woodward earned a Bachelor's Degree
12 in Commerce from the University of Kentucky
13 in 1963. And since 1968, he has served as
14 CEO of the global home entertainment
15 distributor Wax Works, the oldest,
16 continuously family-owned entertainment
17 company in the US, and throughout this whole
18 time, it has been headquartered in Owensboro.
19 He founded the retail music giant Disc Jockey
20 in 1978, so it came out of the Wax Works
21 portfolio. And by 2000 there were 230 stores
22 in 37 states. And in 1991, he led the
23 incorporation in Owensboro of the
24 International Bluegrass Music Museum, leading
25 to the opening in 2018 of the new Bluegrass

1 Music Hall of Fame & Museum, which is along
2 the renovated waterfront in downtown
3 Owensboro.

4 And in 2003, he led successful efforts to
5 establish an oral history project documenting
6 Bluegrass Music's first-generation and the UK
7 Louie B. Nunn Center for Oral History is now
8 the archive for this project. And if any of
9 you've been to the museum, they have a huge
10 area where that's all freely available to
11 visitors to sit and listen as long as they'd
12 like.

13 In 2008, Terry Woodward established endowed
14 scholarship fund at UK for undergraduate
15 business students with financial need. In
16 2013, he committed \$2 million to the redesign
17 and expansion of UK Gatton College of
18 Business and Economics facility. And these
19 are just a short list of some of the other
20 awards and honors that he has received.

21 He is a member of the UK Gatton College
22 Alumni Hall of Fame, INC. Magazine selected
23 him as entrepreneur of the year. He received
24 the Economic Development Award from
25 Owensboro-Daviess County Chamber of Commerce.

1 He's Alumni Hall of Fame member at Kentucky
2 Wesleyan College, which is in Owensboro. He
3 continues to support that institution, and
4 he's received the William T. Young Community
5 Service Award. And the next slide.

6 So the University Joint Committee on Honorary
7 Degrees recommends to the Senate, Terry
8 Woodward, the Honorary Doctor of Humane
9 Letters.

10 CRAMER: Again, we have the -- a motion from the
11 University Joint Committee that the elected
12 faculty senators approve WT as the recipient
13 of an Honorary Doctor of Humane Letters for
14 submission through the president, to the
15 Board of Trustees. The motion comes from
16 committee, so it doesn't require a second.
17 Is there debate or discussion on this motion?
18 Hollie.

19 SWANSON: I'm sorry. I didn't mean to do that.

20 CRAMER: Okay. Is there debate or discussion on this
21 motion?

22 All right. Seeing none, if you'd like to
23 vote in favor of this motion and you're an
24 elected faculty senator, please use the raise
25 hand feature now.

1 If you'd like to vote against the motion,
2 please use the raise hand feature now.

3 If you'd like to abstain on the motion,
4 please use the raise hand feature now.

5 That motion passes. Again, these names are
6 confidential for now, there'll be a moment
7 when as a campus we would celebrate these
8 honorees, but now's not the time for such
9 public celebration. We keep these names for
10 ourselves for now as part of this process. I
11 think while Dean Peterson has here, she's
12 going to make one plug for the process as it
13 starts in the spring, it's very important
14 that we have strong nominees, strong people
15 that the campus finds to be worthy of such
16 honor, and so let me advance your slide here,
17 Martha.

18 PETERSON: Thank you, Dr. Cramer. So the next cycle for
19 nominations has begun, and you can find all
20 the information on the graduate school
21 website. This slide is on online with the
22 Senate documents. Nomination packages are due
23 by 5:00, on Monday, March 15th, and the
24 website contains all the information on
25 criteria eligibility and nomination

1 requirements, along with the compiled list of
2 past recipients like all the way back to the
3 beginning. 1800s even, perhaps.

4 But it also has links to the Senate Rules and
5 the ARS on the honorary degrees. And the
6 only people who are not eligible to nominate
7 candidates are the members of the University
8 Joint Committee on Honorary Degrees
9 themselves. So everybody on this call, if
10 you're not on this committee, you are
11 eligible to nominate someone. And so, I urge
12 you to take a look at the stature of the
13 people who have received these in the past,
14 and consider in your field who might be
15 worthy of recognition for the next cycle of
16 nominations. Thank you.

17 CRAMER: Cagle, do you have a question on the topic,
18 or?

19 CAGLE: I do. Cagle, Arts, and Sciences. Thank you,
20 Dean Peterson. I have a question about the
21 only people who are not eligible to nominate
22 candidates. So does like any member of the
23 campus community, or does it have to come
24 from faculty? I saw, you know, was a past
25 president who had nominated one of those we

1 just voted for, like can members of the
2 public -- I was just looking at the website
3 and didn't see it at a glance.

4 PETERSON: So no. Anybody - members of the public can
5 nominate people and actually in the fall,
6 when we put out the call, it got picked up by
7 the -- oh, gosh, it just slipped my mind. It
8 got picked up more broadly than just campus
9 news. And so, I said the only people who
10 cannot are the members of the committee
11 themselves. Past members of the committee
12 can. Now they've been often have seen the
13 level of accomplishments that we're trying to
14 recognize. So thank you for that question.
15 Thank you, Dr. Cramer, appreciate this.

16 CRAMER: Thank you, Dean Peterson. All right. The
17 next item on our agenda. Our committee
18 reports, we have a report on assessment
19 activities from the Chair of the UK Core
20 Education Committee, Keiko Tanaka. Keiko,
21 are you ready?

22 TANAKA: Yes, I am.

23 CRAMER: Just tell me when you want me to advance
24 slides --

25 TANAKA: Go ahead and -- yeah. I will. Thank you so

1 much for giving me this opportunity to give a
2 presentation. I am presenting with the
3 assumption that everybody had a chance to
4 actually take a look here, the assessment
5 results, the report, the front PDF file link
6 that is attached to the agenda.

7 So my name is Keiko Tanaka, I am from College
8 of Agriculture, Food, and Environment. I
9 chair the UK Core Education Committee for the
10 Senate. So this is for the results of
11 2020-2021 UK Core Assessments. So it's last
12 academic year's assessment in areas of
13 composition in a communication one and a two,
14 and US global citizenship areas. And this
15 reflection were item discussed -- no, those
16 are the reflection came out from our last
17 special session of the UK Core Education
18 Committee on December 15th. Go ahead and
19 move. Thank you.

20 So here's the -- actually, the assessment
21 plan from 2020 to 2025 in the last year was a
22 competition communication citizenship. And
23 this year are going to be intellectual
24 inquiry. And I'm sorry, this is a
25 statistical inferential reasoning, it's not

1 this year, it's the next year. And then
2 quantitative foundation. Forward, please.
3 There are four areas that our committee's
4 members are concerned about in response to
5 the result. One is a low participation rate.
6 Second is high rates of unusable artifact.
7 And the third is wide variability across
8 courses. And then finally, effective rubrics
9 in the process. Next, please.

10 So the first, if you recall the results, the
11 participation rate for competition in the
12 communication; one, was 69%. Two was 71%,
13 and community culture and citizenship, which
14 is - we call US Citizenship - was 37%, and
15 global dynamic was only 35. So we need the
16 stronger buy-in from instructors, including
17 graduate students and part-time instructors,
18 and more encouragement from INDUSTRY, chairs,
19 deans, and the provost, to make sure these
20 instructors will map their assignments with
21 the student learning outcome.

22 These have to come actually from academic
23 units, rather than from the committee,
24 because we send a lot of email reminding
25 people to map their assignment into the --

1 within the campus, but there's a limit. So
2 department chairs and the colleges to ensure
3 that they -- how important to keep
4 emphasizing importance of this exercise.
5 Next, please.

6 Then another issue that -- which I would
7 like, I would like to request Undergraduate
8 Council to discuss is what to do with those
9 courses who've failed to participate
10 consistently. Some members who like to see
11 some form of sanctions, for example, loss of
12 core designation, or at least the temporary
13 suspension.

14 On the other hand, I think that the -- as we
15 all know, the Senate is not the entity to
16 punish or sanction. So this is something
17 that as Undergraduate Council is a body that
18 ultimately approved course changes and new
19 courses in this UK Core designation as well,
20 that we need to build in some mechanism that
21 ensure what they propose to do in the course
22 proposal process are actually implemented.
23 And the assessment is a one way of monitoring
24 this implementation process. Next, please.

25 Second area of concern is high unusable

1 artifact. Meaning that there are certain
2 assignments we really cannot use for
3 assessment, such as group assignments. Group
4 projects are never good to use for the
5 assessment as an artifact. Also, there are
6 certain file formats, pictures, or
7 presentations, those are the very difficult
8 to pull -- actually to reproduce through the
9 -- in a process of evaluating these
10 assignments. So this is the (unintelligible)
11 of UKCC as well as (unintelligible) that we
12 need to provide more clear instructions on
13 the types, in a format of artifacts, as well
14 as necessary documentation of assignment
15 instructions.

16 And we going to try, if not this semester,
17 maybe from next academic year, we like to
18 develop a repository of so-called model
19 assignments and artifact, available on the UK
20 Core website, so that instructors in the
21 courses that are going to get assessed in
22 that coming academic year, can take a look at
23 what constitute a really excellent assignment
24 to be used for assessment purposes. Next,
25 please.

1 Second area that we like to see happen to
2 improve usable artifact is teaching workshop
3 on designing effective assignments. And if
4 you look at some of the comments made often
5 in this 2021 assessment reports, there is a
6 lot of issues arise because of the --
7 assignments are not well-designed to capture
8 the student learning outcomes that they need
9 to demonstrate.

10 So we will, as a committee request CELDT to
11 design and offer such workshop. On the other
12 hand, that support whether it's in the form
13 of financial support, personnel support needs
14 to come from the Provost Office. We can
15 request, but whether that happens or not, is
16 really up to the Provost Office. And then
17 also we will encourage colleges to give their
18 own workshop at the college level, and hope
19 that will be -- that would take place. Next,
20 please.

21 Third, is there are wide range of ratings.
22 This is the first year that we distributed
23 department-level reports. And then, so last
24 night, there are some of you in here -- last
25 night received actually department level

1 reports, because you are chairs, or DUSs in a
2 row, or some of you are a director of the
3 program.

4 So those reports should be used by each
5 academic program in the college to enhance
6 the quality of UK Core and Undergraduate
7 Education at, you know, offer by your own
8 program. And the contract survey is used to
9 get feedback on how information on the report
10 is used by the department program in the
11 college. So this is the area that UKCC
12 worked closely with academic units in terms
13 of communicating the results and then
14 improving the actual assessment process.

15 Next, please.

16 Now, one of the idea came up from the UKCC is
17 to rewarding instructors to who are
18 performing very high. So courses instructor
19 programs to provide, you know, give us some
20 kind of a reward. This is another issue that
21 UKCC requests the Undergraduate Council to
22 discuss whether that can we create some award
23 outside of Outstanding Teaching Award
24 annually, we will kind of recognize those
25 courses instructor who really do well in a UK

1 Core instruction. Next, please.

2 The last area of concern is actual process in
3 of itself. I mean, I am a faculty member. I
4 don't particularly like my courses being
5 assessed. Most of you probably thinks that
6 assessment is one of those checklist item
7 that you just do it for the sake of doing it,
8 but I think that the assessment process is
9 important in enhancing the quality of
10 undergraduate education.

11 So we understand that UKCC really need to
12 revise and distributed -- distribute rubrics
13 at a timely manner. And I apologize -- we
14 apologize this past year has been very
15 difficult for various reason, and then it
16 just took a lot longer for the rubrics to be
17 finalized for this year's assessment process.
18 So we were not able to distribute rubrics
19 before instructor begin to revise their
20 courses.

21 Feedback from evaluators, instructors, DUSs,
22 chairs, and associate deans for undergraduate
23 education to UKCCs is very important. As I
24 mentioned, Qualtrics survey is used to
25 collect info -- such feedback from DUSs and

1 the chairs. We presented this same
2 presentation as well as a result to the
3 Council of Associate Deans for undergraduate
4 education. So we need to periodically do
5 this kind of session.

6 So in a -- finally, periodic discussion
7 between UKCC and other stakeholders about UK
8 Core need to take place to improve the very
9 process that should be part of -- as much
10 part of UK Core curriculum to the faculty
11 members. Next, please.

12 And that's all I have, and I will take any
13 questions you may have.

14 CRAMER: So do we have questions for Keiko about the
15 activities of the Senate UK Core Education
16 Committee? Shannon.

17 OLTMANN: Yes. Hello, Shannon Oltmann, College of
18 Communication Information. I wanted to ask a
19 question about the assignments or artifacts
20 that you're looking at in courses. If I
21 understand correctly, you said something like
22 presentations and visual images and that sort
23 of thing are very difficult. But, I mean,
24 some of the courses are like on oral
25 communication, and we're told as faculty

1 members to move past or beyond requiring us a
2 straightforward research paper, and make
3 assignments more innovative, more
4 interesting. And we're encouraged to have
5 group projects. So I feel like if you make
6 this sort of recommendation, then faculty
7 will be getting conflicting guidance. So I
8 don't know how to solve this, I just caution
9 against that I guess.

10 CRAMER: Alright. Keiko.

11 TANAKA: I hear you. I hear you. I cannot disagree
12 with you at all. I think it is a limitation
13 with the technology we use to retrieve
14 artifact and trying to process those. And
15 so, I think the instructors need to -
16 particularly the year you're going to get
17 assessed with the UK Core - need to kind of a
18 think it strategically and -- okay, "What are
19 those so-called innovative assignments you
20 want to encourage the students to do?" But
21 yet for the assessment purposes, those are
22 the artifact I am going to use, because it's
23 easier for that purposes.
24 That's one way of doing that. And it also, I
25 think that we will encourage, I think,

1 instructors to tell us those are the things
2 that assignment I like to do, but I want to
3 make sure these get assessed and all
4 (unintelligible) and UK Core -- UKCC can look
5 into what will be the best, for example, file
6 format. Would that be to upload into the
7 APHIS? Caitlyn, do you want to say something
8 about the format issue?

9 CAITLYN: Yes, I can add to that. I've actually been
10 in conversation with the APHIS team, so a lot
11 of those issues with the presentation styles
12 that we previously were not able to extract
13 from Canvas, APHIS actually will be able to
14 pull that over. So we are hoping that we
15 won't have those kinds of issues anymore.
16 As far as group assignment goes, the issues
17 there is that whenever you have a group
18 assignment, we don't have a large enough
19 sample size if all students are submitting
20 the exact same thing. So you can do group
21 assignments, but maybe I've seen some
22 instructors use like an individual reflection
23 that they submit for assessment purposes.
24 It's just -- we just need something that we
25 can assess students on individually, so that

1 we have a large enough sample size to be able
2 to provide data back. Does that answer your
3 question, Dr. Oltmann?

4 OLTMANN: Kind of. I mean -- I think I understand what
5 you're -- why you're doing what you're doing.
6 I'm just not sure it's the best teaching
7 approach for our students for these courses.
8 But it sounds like there are multiple things
9 that we're trying to do in these courses, so
10 I'll let it go.

11 CRAMER: Monica.

12 UDVARDY: Monica Udvardy, Arts and Sciences. Hi Cagle.
13 Can you explain why there's such a variation
14 in participation rates between the different
15 core requirements, and also, I'm a little
16 unclear about how what's defined as
17 participation. We have a course that is used
18 for the global dynamic's requirement, and
19 that is taught by many people in my
20 department, including many graduate students.
21 And I'm not sure their syllabi go through any
22 kind of a process to see if it complies with
23 the global dynamic's requirement, for
24 example.

25 CRAMER: Keiko.

1 TANAKA: Caitlyn, I'm going to have you answer that
2 question about mapping, why some instructor
3 may have a difficulty of mapping the
4 assignments according to the student learning
5 outcome.

6 CRAMER: Caitlyn, can I also ask you to just maybe
7 give like a one sentence. APHIS is the
8 system that allows us to map from Canvas to
9 our assessment? People might not be familiar
10 with APHIS.

11 CAITLYN: Yes, so APHIS is a new assessment management
12 software that we're in the process of
13 implementing, and it integrates with Canvas
14 so that instructors can map their assignments
15 to the UK Core learning outcomes, so that's
16 kind of how that is all set up.
17 This is a new process though, and this is the
18 first year that we're using APHIS. So in the
19 past, I believe that they use the canvas
20 mapping function. So I just came on in
21 March, so I'm not entirely sure, you know,
22 why instructors have not mapped. It may be
23 that some courses aren't using Canvas, or
24 maybe the information about mapping is not
25 being disseminated down to all of the

1 instructors, I honestly can't cannot speak to
2 why the participation rates are low.

3 TANAKA: One other issue came up is the Council's
4 Associate Dean's meeting came out was, for
5 some instructor, it is ordinance.
6 Technologically, not -- using the ca --
7 first, they don't use Canvas. Second is
8 mapping it, using Canvas is not easy and I
9 have to -- even try that, and then I found
10 it's rather cumbersome, so that's the second
11 reason.

12 And I think the third thing is that, this
13 isn't something that I think the department
14 and the program need to think about. Like
15 Monica, you had mentioned about, there's a
16 courses that has a multiple sections and
17 taught by graduate students, and those
18 instructors are not well aware that their
19 course design need to meet the student
20 learning outcomes of UK Core courses. So
21 that means that they may not have assignment
22 that can demonstrate those core course goals.

23 UDVARDY: Thank you.

24 CRAMER: Any other questions or comments about this
25 item? All right. Seeing none -- thank you,

1 Keiko. Thank you, Caitlyn, for joining us
2 today to discuss this item.

3 TANAKA: Okay, thank you so much.

4 CRAMER: The next item on the agenda is items from the
5 floor, time permitting. It's 4:40, there is
6 some time if senators would like to raise
7 some issues that were not on the agenda. I
8 -- there might've been some hands up earlier
9 during the EVPFA and the provost COVID update
10 if you had items from there you want to
11 discuss. Or other items you'd like to
12 discuss, now is the time, just use the raise
13 hand feature.

14 Monica, I'm guessing your hand is still up
15 from just a minute ago. So I'm going to go
16 to Shannon and then Rae. Shannon.

17 OLTMANN: Thank you. Shannon Oltmann, College of
18 Communication and Information again. I
19 wanted to bring to senators' attention, the
20 provost recent call for Director of Online
21 Education, and the scope of that position,
22 which is a little unclear. I also find it
23 confusing, I guess, that face-to-face
24 education is being mandated and being called
25 the Kentucky sort of standard, but then we're

1 also hiring a Director of Online Education to
2 really promote that and push that, that seems
3 to be odd. And in thinking about this, it
4 made me recall the merger between Purdue
5 University and Kaplan University, which was a
6 for-profit online education system. Happened
7 several years ago, but I -- in the back of my
8 mind, I fear that that could be somewhere
9 down the pipeline, and I just want to, I
10 guess, raise senator's awareness of this and
11 make sure folks are paying attention as we
12 discussed the future of online education at
13 Kentucky.

14 CRAMER: Shannon, thank you for that. I actually see
15 the provost hand up, perhaps he'd like to
16 offer -- he can offer perhaps a little bit of
17 clarification of the role of Director of
18 Online Education, but I think maybe the
19 bigger thing would be maybe we should
20 schedule him to actually talk about this
21 topic at Senate Council in the near future.
22 If you want to give some brief clarification,
23 but then we'll try to follow up more in
24 another venue. Provost DiPaola.

25 DIPAOLA: The only thing I'll say, I'll be happy and

1 Shannon, I always appreciate comments and
2 thoughts, and I know Katie Cardarelli's
3 helping kind of lead the effort in terms of
4 getting the nominations. The one thing I
5 would just mention to keep in mind is, this
6 is -- this isn't going to be an acting
7 director position as we transition Kathi
8 Kerns offered in her transition to help with
9 the transition, and we have yet to formulate
10 the full job description and scope of a
11 permanent director. So we'll have an
12 opportunity for input, but as a Chair Cramer
13 points out, I'd be happy to talk about it
14 more and be happy to figure out ways to get
15 all your input on what that should be for UK,
16 because we are different than Purdue and some
17 of the other places that are doing online in
18 a certain way. We do things in a very
19 integrated way. So I look forward to
20 thoughts and comments, but keep in mind, we
21 still have a bit to go before we'll get input
22 on the permanent position, and what that
23 scope, and maybe so. I put a note here. I
24 will follow up with you and I'm happy to
25 follow up with Chair Cramer to see if we want

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1 to do more thorough discussion of this.

2 CRAMER: Shannon, thanks for bringing our attention to
3 the topic obviously. How we move in that
4 space in the future is an important question
5 about our institution. Rae.

6 GOODWIN: Thank you, Rae Goodwin, in the College of
7 Fine Arts. This is a question for Dr. Eric
8 Monday. He's still on the Zoom, but perhaps
9 Provost DiPaola as well could respond to
10 this. In this time of staffing and labor
11 shortages we were talking earlier about HVAC
12 systems and I'm wondering how staffing and
13 labor shortages perhaps have affected us at
14 UPPER EXTREMITY campus, or people who repair,
15 people who run our air exchange systems are
16 at this point incredibly important to our
17 well-being. And I'm just wondering if you
18 know any facts that you can offer to us about
19 that situation. Thank you.

20 CRAMER: So I don't see the EVPFA on here anymore, I'm
21 happy to follow up with him. Provost
22 DiPaola, do you have anything specific to say
23 about that, or? I'll get some -- I'll ask
24 him the question, so let me just make sure I
25 get it right. "Have the labor shortages

1 affected sort of our ability to run our
2 physical plant?"

3 GOODWIN: Yes. And if there already shortages, are
4 there -- is there a plan to shift towards
5 contract labor or to pursue greater hiring
6 strategies in those fields. Thank you, Chair
7 Cramer.

8 CRAMER: And I'll send the response out to the whole
9 Senate list. I think there was one other
10 thing I got to remember that I was supposed
11 to send out to the whole Senate. So I will
12 follow up on that and get that message out to
13 the senators altogether. Any other items
14 from the floor today? Akiko.

15 TAKENAKA: Thank you. Akiko Takenaka, Arts and
16 Sciences. This is kind of a follow-up
17 question to DeShana's question about how to
18 use masks, right? How many times, and how to
19 clean it, that kind of things. And in
20 addition to that -- so you were talking about
21 the importance of education, and I'm
22 wondering if there are plans put in place to
23 let the students know the importance of KN95
24 masks.
25 I'm only seeing a couple of them in my

1 classrooms. I tell them in my classroom but
2 what authority do I have about masking. I've
3 been wearing KN95s, I see my colleagues
4 wearing them too, but I don't see students
5 wearing them. I don't think they know. And
6 if we're confused about like how many times
7 can we use this, they have no idea, right?
8 They're also confused about where they can
9 pick the masks up because I don't know. And
10 they -- I was going to say one more thing and
11 it sort of slipped my mind. So yeah, it's
12 educating the students about importance of
13 KN95s, how to use them, and also where to go
14 if they use up the two that they have
15 received.

16 CRAMER: So Akiko, you're perhaps directing that to
17 the provost to encourage the broader
18 educational communication to the students on
19 the topic?

20 TAKENAKA: Yes.

21 CRAMER: Provost DiPaola can also confirm that I've
22 also been encouraging you in that direction.

23 DIPAOOLA: Are you looking for --?

24 CRAMER: I'm just making sure that you heard the
25 concern and --

1 DIPAOLA: Yeah, no, I did hear that. And I know -- and
2 I agree with that, that we need to really be
3 vigilant in terms of communication and
4 education. There has been some communication
5 that went out even recently in terms of sites
6 that students could go to get masked, but I
7 think we need to do a lot more, in fact, just
8 per the question that DeShana had earlier I
9 had answered regarding the plan for our
10 communications office obviously led by Jay
11 Blanton who may be on actually somewhere here
12 that something is going out related use of
13 masks and so forth.
14 And I agree with you that it needs to also be
15 directed at students as well. I'm one that
16 totally believes we can never
17 over-communicate, and I think we need to
18 communicate much more on this. Even simple
19 rules in terms of what a proper fitting mask
20 looks like in terms of the mask moving while
21 you're breathing or talking those kinds of
22 things. So there will be a -- and when I
23 text following my comment or reply to
24 DeShana, they affirmed that they are getting
25 something out, so I'll follow up with them as

1 well after this. Thank you.

2 CRAMER: Rae, I see you, but I'm going to go to Cagle
3 because she hasn't spoken on items from the
4 floor yet. Cagle.

5 CAGLE: Thank you, Aaron. I just wanted to sort of
6 on the same topic of COVID raise the bigger,
7 and I think ongoing concern about disruption
8 to learning that's happening this semester.
9 So this is a thing I've been hearing about
10 from my colleagues that I represent in the
11 College of Arts and Sciences - this is Cagle,
12 Arts, and Sciences apologies - but also from
13 other colleges that there are really high
14 numbers of students who are out of class, who
15 can't be in class because they're waiting on
16 test results. Students who have already
17 missed sufficient class because they were
18 waiting on test results. Today, a colleague
19 of mine had a student receive the notice of
20 their positive test result while they were
21 sitting in class with this colleague, because
22 they had already missed classes, waiting on
23 test results.
24 So students are making the best decisions
25 that they can in the circumstances that they

1 have with faculty and instructors who have
2 lots of different attendance policies. And
3 it feels extremely disordered. I have
4 students telling me that they are
5 overwhelmed, they're stressed every day is a
6 new set of micro-decisions, and those
7 decisions are adding up to what amounts to a
8 really disruptive learning environment for
9 them. And I'm just really, really concerned,
10 particularly given the provost and other
11 administrative leaders focus on students'
12 mental health.

13 What's happening right now with this
14 insistence on in-person classes is causing a
15 level of stress for students who are having
16 to decide day-to-day, "Do I go to class? Do
17 I not? Do I test, do I not?" That I think
18 it's hard to make direct comparisons
19 obviously to the mental health effects of
20 various kinds of lockdowns, or online
21 education.

22 But I just really needed to call attention on
23 behalf of my colleagues who've been talking
24 to me about this to the fact that what's
25 happening right now is not an adequate

1 substitute. Either in terms of our
2 educational goals or in terms of protecting
3 our students' mental health.

4 CRAMER: Thank you, Cagle. Leslie.

5 VINCENT: Leslie Vincent, Gatton College. I do have
6 some concerns also about the timing it's now
7 taking students to get results. Just to
8 follow up on that, which I think is causing
9 part of the disruption. Personally last
10 night, several emails from students who
11 tested Friday morning and had still not
12 received their results.

13 And we're very concerned. Should they come
14 to class? Should they not come to class? So
15 some of it is -- I don't know if there's a
16 way to get the results quicker, but Friday,
17 Saturday, Sunday, and then to not have
18 results to go to class Monday seems like a
19 long turnaround time. So I don't know if
20 there's any efforts we can put into that that
21 might help minimize some of the disruptions.

22 CRAMER: Thank you, Leslie. Rae.

23 GOODWIN: Given the last two comments, I've --

24 CRAMER: Very good. Let's see, I've got a Davy. Hang
25 on. Let me allow you to talk. Davy.

1 JONES: Thank you. Davy Jones, College of Medicine.
2 We heard earlier some numbers on that there
3 were no faculty among those who have
4 resigned. Do we have any numbers? Are there
5 any faculty right now that are in a status of
6 suspension due to non-compliance? And if so,
7 what are the conditions of employment that
8 suspension means in that case? Thank you.

9 CRAMER: So just to clarify, Davy, none -- no faculty
10 were terminated. Some presumably from the
11 EVPFAs comments, some did resign, perhaps
12 Provost DiPaola wants to indicate whether or
13 not any have been suspended. I guess it's an
14 administrative no-pay kind of a suspension.
15 Provost DiPaola, do you have any information
16 on that?

17 DIPAOLA: Yeah. Can you hear me?

18 CRAMER: Yes.

19 DIPAOLA: There you go. I think I can last where my
20 picture was, whatever to know if I was on or
21 not. No, thanks, Davy. Yeah. I mean, what I
22 do know right now, because there's a lot of
23 discussion going on amongst the various
24 employees, and certainly the faculty, with
25 their supervisors and/or, you know,

1 especially their deans, we have a small
2 number who are noncompliant. The deans are
3 trying to work through that so that it could
4 be worked out. Perhaps they get into
5 compliance. Some of it relates to uploading
6 their information in some cases. We do have
7 many people or I said -- I shouldn't say
8 many, but at least some of them that I'm
9 referring to that are never even on campus,
10 and so, you know, there are opportunities for
11 them to kind of upload their information.
12 We will follow the full process, meaning
13 anyone who goes now beyond the process of
14 suspension, will have to have charges if they
15 don't come into compliance, and/or resign.
16 But we haven't had anyone that we've had to
17 terminate at this point.

18 CRAMER: Ashley.

19 ASHLEY: Hi, my name is Ashley and I am the law school
20 rep in SGA. I just wanted to add on to some
21 of the comments about COVID and the
22 disruption from a student perspective. So
23 some of the students that I know in the law
24 school, when they go get tested off campus,
25 they are getting false negatives. And

1 they're having to like retest multiple times
2 because multiple people within their
3 household, whether it'd be parents or their
4 children are testing positive. And then
5 finally their second or third tests, they're
6 testing positive at that point, but they've
7 already been to campus. They've already been
8 to school. They've already been around all
9 of us.

10 And then some of us -- let me rephrase that.
11 Some of them, have the belief that if you are
12 vaccinated, even if you've been exposed, you
13 don't need to go get tested. And so, I think
14 that's creating an added layer of, we don't
15 actually know what's happening because
16 there's different messaging around testing.
17 And there's different messaging about what to
18 do if you had a false negative and now you
19 have a false positive. And I don't know if
20 the tests we're doing on campus are better
21 than the ones off-campus, but maybe perhaps
22 encourage students to get tested on campus,
23 because it seems to be a discrepancy to me,
24 with the students who get tested on campus
25 versus the ones who get tested off.

1 CRAMER: Thank you for that, Ashley. Alison.

2 SOULT: Allison Soult, Arts and Sciences. Kind of on
3 what Ashley was saying, we're running into
4 issues with our graduate TAs who are confused
5 about when they should quarantine when they
6 should not, if they're asymptomatic, but
7 they're vaccinated and boosted, they want to
8 quarantine, and they think they shouldn't,
9 it's very confusing on that. But when we
10 talk about disruptions, when we talk about,
11 we have these graduates that we are running a
12 very thin line of thin margin of flexibility
13 in terms of our staffing, our labs. And if
14 we have a TA out for one week, we're talking
15 -- we're getting into a hundred students, at
16 least affected.

17 Now, you take two TA's or three TAs, and it
18 compounds really quickly. The graduate TAs
19 are also dealing with the same issues that
20 the faculty are dealing with, and they have
21 sometimes feel like they have less authority
22 than the faculty do to say, "Hey, put your
23 mask on or do this, or do that. So our
24 graduate TAs are also in a position to being
25 students and instructors, and they're getting

1 caught in the middle of their own quarantines
2 of being exposed, of being absent, and really
3 impacting student learning as well.

4 CRAMER: Thank you, Allison. Any other items from the
5 floor? Provost DiPaola.

6 DIPAOLA: Yeah. I'll just be quick. I just want to
7 thank everyone. By the way, I've been
8 jotting everything down and taking every
9 comment very seriously, so I will bring them
10 back. A lot of it relates to communication,
11 some of it relates to where we are in terms
12 of the -- even the trajectory I alluded to
13 before, but I want to just express my
14 appreciation for the comments. Very
15 important. And we'll follow up, and I'll
16 follow up with Chair Cramer. Thank you, all.

17 CRAMER: I don't see any other hands raised. So at
18 this point, are there any objections to
19 adjournment?

20 Seeing none, then we're adjourned. Enjoy the
21 rest of your week. Our next Senate meeting
22 will be in February. February 14th. Have a
23 good afternoon.