

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

* * * *

* * * *

APRIL 11, 2022

* * * *

* * * *

AARON CRAMER, CHAIR

DESHANA COLLETT, VICE CHAIR

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

KATIE SILVER, STAFF ASSISTANT

* * * *

* * * *

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

* * * * *

1
2 CRAMER: Good afternoon, everyone. Welcome to the
3 April 11th University Senate meeting.
4 There's slides here in case you want to check
5 whether your Poll Everywhere is working or
6 not. I think this question will stay open as
7 we go onto the next slides and so forth. So
8 you can try this a little bit. If you're
9 texting, you won't receive a response or
10 anything if your vote goes through. But if
11 you try to text and it doesn't work, it will
12 -- we'll send you an error message via text.
13 So we'll proceed.
14 All right. So welcome to the University
15 Senate meeting for April 11th. Attendance is
16 captured via Zoom report. Any chats will be
17 received only by the office personnel.
18 Office staff can also like help put motion
19 language into the chat or something like that
20 when helpful.
21 Please mute yourself when not speaking.
22 Katie is empowered to mute others as needed.
23 Just a friendly reminder that Senate Council
24 suggested that when senators particularly
25 when speaking might turn on their cameras, if

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

1 possible, of course, no explanations are
2 needed if you cannot do this, but it might
3 help us understand who we're hearing from.
4 If you're attending via the -- a phone, and
5 you're using a speakerphone to talk it can be
6 quite difficult for others to hear you, so
7 make sure to hold the phone to your ear, use
8 your buds or a headset to help with that.
9 The meeting is being recorded for note-taking
10 purposes. If any member of the Senate is
11 disconnected and cannot reconnect at all,
12 please send an email to Sheila Brothers,
13 sbrothers@uky.edu, so we're aware of the
14 situation.

15 Senate meetings are open meetings. We follow
16 approximately Robert's Rules of Order Newly
17 Revised. There's no voting by proxy. If
18 you're not the member, you cannot vote. Be
19 civil. If we're having some heated
20 discussion direct your comments to the chair,
21 not to each other. Be a good citizen. Make
22 sure your colleagues know what's happening in
23 the Senate and can bring that back into your
24 colleges and departments to help them know
25 what's going on. Participate. If you don't

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

1 understand what questions being discussed,
2 raise your hand and ask during the debate,
3 ask for clarification so you know what you're
4 voting on. It's important to participate
5 actively in the Senate meetings.

6 As we've done throughout the year, throughout
7 last year too, Zoom participants are divided
8 into two categories: Panelists and attendees.
9 Both can participate in the meeting, the
10 voting senators or panelists. Panelists
11 receive a unique link via email from Katie
12 Silver with the Zoom information and are
13 eligible to vote.

14 Non-voting senators and guests are attendees.
15 Attendees get the Zoom link from the Senate
16 site and do not vote. If you're in the wrong
17 set attendees or panelists because of how
18 we've shifted our voting that actually
19 doesn't matter that much, because I can still
20 see your hand either way. And when you use
21 Poll Everywhere, your vote still counts,
22 regardless of which way you're logged into
23 the Zoom meeting.

24 To speak for any reason, or otherwise be
25 recognized, including to make motions or

1 seconds, use the Zoom feature "raise hand".
2 In terms of voting, make sure your voting's
3 set up. We've done this I think this is our
4 third month of using the Poll Everywhere
5 software. If you're voting via text, you'll
6 text yousenate789 to the number 22333 to join
7 the session. You won't via text message see
8 the motion language, but your text vote will
9 automatically apply to the current question.
10 Text one, to approve. Two, to oppose.
11 Three, to abstain as the motions appear on
12 the PowerPoint.
13 You're voting via the app, open it, make sure
14 you're logged in. Click on the house icon
15 and join presentation. Don't enter your
16 name, enter yousenate789 to join this
17 presentation and you'll respond in the app to
18 the questions or votes as they appear on the
19 screen.
20 Finally, if you're using the website,
21 navigate to pollev.com/yousenate789. If
22 you're not already logged into your Poll
23 Everywhere account do so, you can click again
24 on the home icon and join presentation.
25 Enter the meeting ID yousenate789 to join the

1 presentation and vote on questions as they
2 appear.

3 And just a reminder before speaking, please
4 state your name and college affiliation so we
5 know who's speaking on the floor of the
6 Senate. Try to remember that issue as you
7 proceed.

8 The first item on our agenda are the minutes
9 from the March 12th Senate meeting and
10 announcements. The minutes from March 12th
11 were distributed last week, no edits were
12 received in the Senate Council office. So
13 unless objections are heard now, the minutes
14 from March 12th will stand approved as
15 distributed by unanimous consent. All right.
16 Those minutes are approved.

17 All right. In terms of the agenda today, one
18 graduate certificate was removed from today's
19 agenda for the request of the proposal. Our
20 proposer -- the proposal come to the Senate
21 in May for approval, but there was some
22 question about -- they were looking
23 specifically to seek online approval for the
24 certificate and so they needed it to have
25 some -- they needed to ask for that too.

1 They only asked for the certificate to be
2 approved, and so that'll be -- hopefully come
3 to the Senate at least for approval of this
4 certificate in May. We'll try to see if we
5 can't get the Distance Learning Committee to
6 look at their request for online delivery as
7 well before then.

8 The incoming Student Government Association
9 President Andrew Laws attended the last
10 week's Senate Council meeting, I think the
11 week before. He came and was introduced to
12 Senate Council, but he attended last week.
13 We're definitely looking forward to working
14 with him and the other 2022-2023 student
15 members of Senate Council once they're
16 selected by the SGA.

17 There was a comment during discussion last
18 week related to the facility survey about the
19 location of the DRC. And some information
20 was provided to the Senate Council office
21 after that meeting, indicating that the DRC
22 currently has two locations; the one on Rose
23 Street in the Multidisciplinary Science
24 Building, but also the one in the renovation
25 of the Gatton Student Center if you come in

1 and across the bridge to the right, I think.

2 So just to clarify that comment from last

3 time, I think both locations are in place

4 now.

5 Another announcement that's important for

6 senators, a few years ago, the Senate Council

7 office started regularly sending notices of

8 newly proposed Certificate and Degree

9 Programs to curricular contacts in the

10 colleges. These might be Associate Deans or

11 other individuals in the college or staff

12 members in the college that facilitate the

13 curriculum proposals within the colleges.

14 We're going to start including senators as

15 recipients to these emails, so you can be

16 aware of what programs are being anticipated.

17 The reason we send these is to help different

18 colleges on campus be aware of what's

19 happening in other colleges, if there's

20 opportunities for collaboration together, or

21 if there's potential conflicts, to be able to

22 resolve those earlier. And so that's the

23 reasoning for sending these. As part of your

24 duties as senators is to represent your

25 colleges well, and so it's important for you

1 to be aware of these things too. And so
2 you'll start to see these emails soon.
3 Expect to see one this week, there was one
4 that was sent out to the curricular context
5 last week. I wanted to give you a heads up
6 before we start sending those to you, so you
7 know what these are. And certainly, when you
8 receive these, you're free to share them with
9 your colleagues or, "Hey, I see this proposal
10 over here. Are you aware of it? You know,
11 it's something that's close to what you're
12 doing or something like that." You can have
13 that kind of conversation within -- with your
14 colleagues when you receive those. But it's
15 intended to help programs as they're earlier
16 in development find opportunities for
17 collaboration and resolve any potential
18 conflicts that might exist earlier.
19 All right. We have a Faculty Trustee,
20 election update. Roger, are you going to
21 speak here?

22 BROWN: Yes. I can just say that the preliminary
23 round of the faculty trustee election was
24 completed this -- today at noon and that
25 identified the top three candidates. They

1 are in alphabetical order: Hubie Ballard,
2 Aaron Cramer, and Candice Hargons. The final
3 -- the election for the final round will
4 begin next week and I'll send out emails
5 about that.

6 CRAMER: Thank you, Roger.

7 All right. The next item is a reminder of
8 the next announcement. The reminder of the
9 curriculum proposal deadlines for proposals
10 seeking a Fall 2022 effective date. Most of
11 these have already passed and the last one is
12 tomorrow. For any courses or other program
13 changes, reminders that will be coming out to
14 have a reasonable chance of being approved in
15 time for a Fall 2022 effective date. These
16 are the deadlines for these items to be
17 received in the Senate Council office.

18 All right. The next item on the agenda are
19 officer and other reports. So under the
20 Chair's report recall that the Senate Rules
21 give the Senate Council authority to take
22 some actions on behalf of the Senate as long
23 as they're reported to the Senate. Last
24 month we reported to you that Senate Council
25 approved amendments to the law of 2022-2023

1 calendar. The initial action moved the first
2 day of classes by one day. Senate Council
3 further approved to change -- to move the
4 last day for a full refund one day to
5 maintain the relationship between these two
6 dates. So Senate Council did that last week.
7 Vice-Chairs report. DeShana?

8 COLLETT:

9 Thank you. I just have two things to
10 mention. One is, you all have received an
11 email and also a friendly reminder soliciting
12 nominations for the Outstanding Senator
13 Award, it's already gone out twice now. All
14 of the senators should have received that.
15 Just remember that the deadline to get your
16 letter supporting that nomination must be
17 received by me or to, you know, by April
18 22nd.

19 The other thing is you should have received
20 probably about 20 minutes ago or so, if you
21 haven't checked you will receive an email
22 that came through REDcap for the faculty
23 evaluation of the president. So all
24 university faculty actually will receive this
25 email, and it details out what the survey is
for. This is -- Senate Council actually

1 deploys this survey and comes up with several
2 of the questions or changes to the questions.
3 This will be -- you should already receive
4 it. There will also be a link in the email
5 that will take you to the Senate website on
6 that website. You will see previous results
7 of the faculty evaluation of the president,
8 but you will also see a copy of the survey
9 that you will actually take now.

10 And the reason for us really doing this was
11 to allow you some time to really look at the
12 questions and formulate some constructive
13 feedback prior to completing the survey. And
14 we hadn't done it before, we really feel like
15 it's a necessary thing to do. The results
16 will be reviewed by the president and also
17 presented to the Board of Trustees, so we
18 just really encourage and urge each of you,
19 and members of the university faculty to
20 complete the survey.

21 CRAMER: Thank you, DeShana. I would add also, please
22 encourage participation among your
23 colleagues, it's really important. DeShana is
24 going to get up and present these results in
25 front of the Board of Trustees. And one of

1 the things that they're always interested in
2 is what was the level of faculty
3 participation, and so it puts her at a
4 disadvantage if we don't have really strong
5 participation from the faculty on this. And
6 so, it's important to try to encourage your
7 colleagues to respond to this if possible.
8 Thanks, DeShana. Clayton, do you have a
9 Parliamentary report for us today?

10 THYNE: Not really a report, but I'll just say that
11 this meeting so far, I've seen two hands come
12 up for like five seconds and then go back
13 down. It's better to interrupt than to let a
14 comment or a question go by. It's not always
15 there when he's talking -- the hand went up,
16 so. Make sure you interrupt, there's no
17 being rude.

18 CRAMER: Thank you, Clayton. That's absolutely right.
19 I've seen a hand pop up, and then when I go
20 to scroll up to see where the hand is, it's
21 gone. And so -- yeah. Leave your hand up.
22 I'll see you, and I'll call on you. Thank
23 you, Clayton. Cagle?

24 CAGLE: That was me with the hand earlier, but you
25 had passed the item. This is Cagle, Arts,

1 and Sciences. On the Senate -- oh, my God!
2 I'm so sorry, Aaron, my brain is empty of
3 words. The transmittal email, I was going to
4 ask if you could share for folks who haven't
5 seen those before, how to find instructions
6 or support for how to actually like review
7 those things and look at Curriculog and like
8 find them on Curriculog.

9 CRAMER: Sure. That's a good question; right? So
10 what you're going to get is a very early
11 notice. This is a notice that has a proposed
12 title and like a proposed -- like few
13 sentence description of what the program
14 would be. So this is not a full-fledged
15 proposal. This is when somebody first has
16 the idea that they want to put forward a
17 proposal. So it's an opportunity it'll list
18 also the proposer's name, and if you have
19 interest or have more questions or thoughts
20 about the proposal, that you can certainly
21 reach out to them and talk to them, but this
22 is not a curricular proposal in the sense
23 like you would log into Curriculog and see
24 the proposed courses and so forth. This is a
25 much -- it's an early thought of a proposal.

1 And the idea is to enable collaboration and
2 conflict resolution before things get too far
3 down the road.

4 All right. The trustee has indicated that
5 they do not have a report today, the Board of
6 Trustees is meeting later this month. So
7 we'll perhaps hear from them in May.

8 And the next item on the agenda is a report from
9 the University Appeals Board. Joe, think will be
10 making this report. Is Joe ready?

11 Hang on, Joe. I see you as an attendee
12 twice. I don't know what -- if you raise
13 your hand on the device, you want to speak, I
14 can kind of move you over and make you a
15 panelist. Yeah, let's just promote [inaudible
16 00:24:26] and we'll see which one. Joe are
17 you with us? Maybe not yet. Hang on one
18 second. Joe, can you hear us? No, we might
19 be having some technical trouble. I might
20 have to move on to the next item until we get
21 Joe back.

22 FINK: Can you hear me now?

23 CRAMER: I can. Yes.

24 FINK: Okay.

25 CRAMER: All right. And you're going to share your

1 screen, is that right?

2 FINK: Yeah -- there's some slides to be shown.

3 BROWN: All right, one second. Let's make sure we
4 get you to set up for that. All right, Joe.
5 I think you can share your slides now.

6 FINK: Okay. Is there still one who can advance
7 them? I don't seem to be able to advance
8 them.

9 CRAMER: I think -- were you going to share your
10 screen?

11 FINK: No, I thought somebody else was going to
12 advance them as I spoke.

13 CRAMER: All right. Hang on one second. I think I
14 have them.

15 FINK: Okay.

16 CRAMER: All right. Hang on one second, Joe. I got
17 your slides. These are your sides?

18 FINK: Bingo. There you go.

19 CRAMER: All right.

20 FINK: Okay. Good afternoon, everyone. My name's
21 Joe Fink I'm a professor in the College of
22 Pharmacy and I'm the Chairman of the
23 University Appeals Board. This is an annual
24 event for me to give a report to the
25 University Senate about the activities of the

1 board. If someone will advance it to the
2 next slide, we'll get rolling here.
3 First question is, "What's the jurisdiction
4 of the University Appeals Board?" The board
5 handles two types of cases. They -- the most
6 cases that come to the board are academic in
7 nature, either a grade dispute between the
8 student and the faculty member, or an
9 allegation of an academic offense of cheating
10 or plagiarism made by the faculty member
11 against the student. Those all come through
12 the office of the Academic Ombud. And the
13 Academic Ombud does initial screening and
14 determines whether the issue has merit. If
15 it has merit, that matter is passed on to the
16 University Appeals Board for a hearing.
17 The other type of case that comes to the
18 Appeals Board is a student conduct case.
19 Those matters come up through the Office of
20 Student Conduct within the Student Success
21 Division of the university. There are fewer
22 of those. And later on in this slide set,
23 we'll show you some numbers about the number
24 of cases that have come up in recent years
25 and so forth. Next slide, please.

1 "What's the appeal process?" As I said,
2 academic matters flow up through the Academic
3 Ombud, who talks to the students, talks to
4 the faculty member, reviews any documents
5 related to the case and so forth, and then
6 writes a summary memo that either passes the
7 matter onto the Appeals Board, or says --
8 notifies the student that in the ombuds
9 assessment, the matter lacks merit.

10 If the determination at the ombud level is
11 that the matter lacks merit, the student has
12 30 days to appeal that assessment. And at
13 that point, when it comes to the board, the
14 only question is, "Does the board agree with
15 the ombud that the matter lacks merit and
16 therefore no hearing should be held? Or has
17 the student convinced the board that the
18 matter does have merit and therefore a
19 separate follow-on hearing should be
20 granted?" So that's the appeal process. Next
21 slide.

22 "What's the composition of the University
23 Appeals Board?" The Appeals Board has 30
24 members, 18 faculty members, and 12 students.
25 The faculty members are appointed for a

1 three-year term and are eligible for
2 reappointment. The student members have a
3 one-year term and they are suggested by the
4 SGA to the president of the university. And
5 it's the president of the university who
6 makes all the appointments, both faculty and
7 students to the University Appeals Board.
8 Next slide.

9 "What's a quorum for a conduct of Appeals
10 Board business?" It takes eight members that
11 hear a matter, I refer to that as the hearing
12 panel. Of that eight, at least five must be
13 faculty members. So it could be one student,
14 two students, three students, or no students.
15 I have succeeded for at least 10 years and
16 never having an appeal without at least one
17 student on the hearing panel. I think it's
18 always important to have a student present in
19 the deliberative phase, as well as the
20 testimony phase. So the answer is that
21 quorum is eight, plus the University Hearing
22 Officer that's me. Next slide.

23 The University Appeals Board has prepared
24 some policies, practices, procedures,
25 whatever you want to call them that cover how

1 things are done. They're available off the
2 website of the ombud office. Anybody who
3 wants to go there can look, it's a
4 question-and-answer format. And the idea is
5 that when I receive a case from the student,
6 the first thing I do is send the student an
7 acknowledgment that it's been received, and
8 send them this link so that they can review
9 the information about how the Appeals Board
10 does what it does, and that -- that's proven
11 to be very helpful. Next slide.

12 This is the key slide. This is a slide that
13 has the data regarding the year 25 -- 2015 to
14 2016 up until last year. The focus of
15 today's report is on the 2021 year. We are
16 still in the '21-'22 year. The Appeals Board
17 year runs from September 1st through August
18 30th. So yes, we do hear matters in the
19 summer. The Appeals Board is active in the
20 summer because a number of issues like grade
21 appeals may not materialize for the student
22 until the end of the semester. So yes, the
23 Appeals Board does do business, so to speak
24 in the summer. You can see here that code of
25 student conduct cases took a blip up last

1 year, the same is true this year. The
2 student conduct cases when this report is
3 presented next year, we -- so far this year,
4 current year, not the year being reported
5 here, but the current year, the Appeals Board
6 has handled nearly 50 cases in total. Many
7 of those are student conduct cases involving
8 students who received suspensions for not
9 complying with the university's expectations
10 regarding COVID prevention measures. So
11 cheating or plagiarism five cases fair and
12 just evaluation. The student thinks they did
13 not receive a fair and just evaluation and so
14 on.

15 Down at the bottom, the very last row tells
16 you, "Did the student prevail, or did the
17 student not prevail?" And last year, the
18 pattern was that the student prevailed in
19 five of the 20 matters, and did not prevail
20 in 15 of the 20 matters that came to the
21 Appeals Board. Over the time I've been doing
22 this, and this is my 23rd year as Chair of
23 the Appeals Board, in a typical year is half
24 and half, split right down the middle.
25 Student prevails, or the student doesn't

1 prevail. So the 2021 data's a little
2 different from what I've seen over the run of
3 things during my time working with the
4 Appeals Board.

5 Let me take a minute to acknowledge the
6 participation of the members of the Appeals
7 Board. Some of these case packets that can
8 be -- come in for them to review before the
9 hearing can be quite sizeable. Some of the
10 issues can be a little complex, and it
11 requires some dedication to be a member of
12 the University Appeals Board. And the
13 members of the board do a great job in
14 listening to the student, listening to the
15 faculty member, and making a judicious
16 decision. So I think the whole university
17 owes the members of the Appeals Board a
18 sincere gratitude. Next slide, please.

19 "What are some continuing challenges facing
20 the Appeals Board?" Well, this year, the
21 challenge has been volume, a number of cases
22 to be handled. It's been a very busy year.
23 Continuing challenge is getting the students
24 to come to the hearings well-prepared, some
25 students show up for their hearings. And let

1 me insert here that for the first several
2 years or past several years, we've been doing
3 things using Zoom. So we haven't had an
4 in-person hearing for at least two years, and
5 that is not quite optimal because when you're
6 sitting across the table from somebody who's
7 giving testimony about what they think
8 transpired, you can get a lot of good
9 information from their body language, their
10 demeanor, their -- the context in which
11 they're speaking and so forth. So I'm sure
12 the board members would agree with me to say
13 we hope to get back to face-to-face hearings
14 as soon as we can. So that's a continuing
15 challenge. Next slide.

16 Any questions from any of the senators that I
17 can try to answer?

18 CRAMER: Questions for Joe about the University
19 Appeals Board or the processes employed by
20 the board? Monica?

21 UDVARDY: Thank you very much for that very clear
22 report. I just wonder, could you give us an
23 example of a difficult case that you had to
24 decide?

25 FINK: Well, let's see. I have to reach back with

1 my memory to last year. So I'm not talking
2 about anything current. Let's see. Cases
3 where -- the one case that comes to mind, it
4 was a matter where the student who appealed,
5 came to the thing, and the first thing we do
6 at the hearing is ask the student, even
7 though we've received a packet of materials
8 put together by the ombud, and those are
9 always very well done. We ask the student to
10 express in her own words, what it is they're
11 appealing and why. What -- and what is their
12 desired outcome.

13 And we had a student, I think it was last
14 year. It might've been the year before. It
15 was back when we were having face-to-face
16 hearings. Who came in and said two sentences
17 and that was it? And we're all sitting around
18 and looking at one another, trying to figure
19 out, "What the heck's going on here? "What
20 -- isn't the student is pursuing this?" It's
21 the student who has brought the appeal to the
22 Appeals Board. The student should be prepared
23 to make a full statement about what he or she
24 thinks is objectionable, and this student
25 just sat there and looked at us, and that was

1 an unusual one. That was a challenging one.
2 And I tried to pull it out of the student and
3 had very little success. That one was a
4 short hearing.

5 UDWARDY: Okay, thank you.

6 CRAMER: Cagle? --

7 FINK: Other questions.

8 CRAMER: Cagle, go ahead.

9 CAGLE: Cagle, Arts, and Sciences. Thank you for
10 this. This is super helpful for
11 understanding this process, which I've heard
12 about, but I've not seen myself. Are the
13 students informed that they will be expected
14 to make a statement and provided any
15 assistance in preparing it?

16 FINK: It's in that question-answer processes and
17 procedures document that they receive a link
18 to. And it gives them a blow by blow of the
19 flow of a hearing in who goes first, who goes
20 second, who's supposed to cover what. It
21 mentions the fact that the student goes
22 first, then the faculty member goes next, all
23 the questions come from the members of the
24 Appeals Board, there's none of this across
25 the table questioning the other party. And

1 then at the very end, I always try to
2 remember, go back to the student, and say
3 something along the lines of, "I realize this
4 is a high-pressure situation." And sometimes
5 students sit there thinking, "Holy smokes. I
6 forgot my point number three, I wanted to
7 make." "So is there anything else you want to
8 add?" And that's their opportunity to talk
9 about whatever they want to talk about.
10 And then the very last thing I say to them
11 before they leave is, "What is your preferred
12 outcome? What would you like to see happen
13 as a result of this process?" And one of the
14 things the Appeals Board can do that really
15 nobody else in the university can do, is give
16 the student a grade of P for pass in a
17 required course. The university rule is you
18 can take an elective course for pass/fail,
19 but you cannot take a required course
20 pass/fail. But if there's some turn of
21 events that makes a P appropriate in a
22 required course, the Appeals Board can do
23 that, and that will fulfill the graduation
24 requirements.
25 We've had -- an example of that would be, we

1 had a case three, four years ago where the
2 student had an I grade and it was getting
3 ready to turn to an E after one year had
4 elapsed and the student -- the faculty member
5 left the university. Had not left grade
6 books behind. And so the student --
7 according to the student and according to the
8 syllabus had done everything, but nobody knew
9 what grade to give the student because the
10 grade books were gone. And so the Appeals
11 Board was able to give the student a grade P,
12 so that's an example.

13 CAGLE: And a follow-up question. Apologies if you
14 mentioned this and I missed it. Do students
15 have the option to have anyone represent
16 them? Are they required to represent
17 themselves verbally during these proceedings?

18 FINK: They can have guests with them. Sometimes
19 they bring roommates. Sometimes they bring
20 boyfriend, girlfriend. Sometimes they bring
21 parents. Sometimes they bring in an
22 attorney. All those folks are there in a
23 supportive role, it's the student who has the
24 speaking part.

25 CRAMER: Michael?

1 HAWSE: Cagle actually asked the question I had, but
2 I will say, well, doctor thinking I have not
3 met in person, every student who I have
4 talked to who has had some relationship with
5 Dr. Fink, whether it be through his classes
6 or through UAB has spoken extremely highly of
7 him. So I just want to say thank you for all
8 that you're doing through UAB and thank you
9 for the report.

10 FINK: Thank you.

11 CRAMER: Hollie?

12 SWANSON: I was wondering if you could give us a sense
13 of the general themes that are involved in
14 those student conduct issues?

15 FINK: Well, for the past year and a half, it's been
16 COVID, failure to comply with the
17 university's COVID expectations. Prior to
18 that, it was usually a classroom disruption
19 issue where a student would do something
20 disruptive in a class, or we've had cases
21 where in one of the building a student steps
22 off the elevator and just starts berating
23 whoever's standing there waiting to get on,
24 and no apparent reason they just flipped out.
25 And -- so it's usually something about

1 interpersonal relations other than COVID
2 cases.

3 SWANSON: Thank you.

4 CRAMER: DeShana ?

5 COLLETT: Yes. Hi Dr. Fink. I just had a question. I
6 wondered if you've had any accommodation
7 requests to reach the UAB at all. So
8 particularly around student accommodations
9 are reasonable or unreasonable
10 accommodations. You know, have the students
11 or the faculty appeal through the UAB?

12 FINK: Yes, we have.

13 CRAMER: All right. I don't see any other hands.
14 Joe, thank you for your leadership of UAB.
15 Thank you also to the other board members, we
16 certainly appreciate the services to the
17 university to handle some of these cases,
18 which presumably some of them are probably
19 quite challenging.

20 FINK: Thank you very much.

21 CRAMER: All right. The next item on our agenda is a
22 report from the Academic Programs Committee.
23 Leslie, are you ready?

24 VINCENT: Yes, I'm ready. So this is a recommendation
25 that the University Senate approve for

1 submission to the Board of Trustees, the
2 establishment of a new MS Degree, Heritage
3 Resources Administration, and Historic
4 Preservation within the College of Design,
5 and a recommendation by the Senate Committee
6 Distance Learning and e-Learning, that the
7 University Senate approve this program for
8 online delivery.

9 The MS Degree in Heritage Resources
10 Administration is a joint effort between the
11 Department of Historic Preservation in the
12 College of Design, in the Martin School of
13 Public Policy and Administration. This
14 online degree combines Historic Preservation
15 coursework with training and public and
16 nonprofit administration, and provides
17 mid-career heritage professionals with the
18 knowledge and skills necessary for leadership
19 positions within the field and in demand by
20 employers.

21 The primary audience for the program is
22 mid-career professionals working in
23 preservation adjacent fields, such as
24 architecture, archeology, engineering, urban
25 design, and community development. The

1 degree consists of 36 credit hours, 24 hours
2 of core classes, nine hours of electives, and
3 a three-credit-hour capstone project course.
4 This proposal has also been reviewed and
5 approved by the Senate Committee of Distance
6 Learning and e-Learning for online delivery.
7 Enrollment for the new degree is expected to
8 be three students in year one and growing to
9 a steady state of 15 students.

10 CRAMER: All right. So we have a proposal before the
11 Senate. Are there any questions of fact
12 about this proposal for either Leslie or
13 Roger or for our proposer Doug Appler, who's
14 online? Ken?

15 TROSKE: Hi. Ken Troske, Gatton College of Business
16 and Economics. So I know that there have
17 been studies done nationwide looking at the
18 number of programs at universities around the
19 country. And we have seen an explosion in
20 the number of programs over the recent years,
21 but knowing overall increase in enrollment
22 that's at a national level. We have seen a
23 large growth in programs at the University of
24 Kentucky as well, I'm aware of that.
25 And all of these programs come with these

1 statements. We're going to have X number of
2 students in several given years, but again,
3 there hasn't -- we don't see -- seem to be
4 seeing any increase in overall enrollment
5 with the increase in these students. So
6 presumably all of these programs are doing is
7 diluting, you know, taking people from one
8 major and moving them into another major that
9 didn't exist. And since at each major --
10 when you have a new major, there's some
11 additional costs associated with it, we have
12 lot more majors and a lot more costs without
13 any more revenue.

14 I'm wondering whether it's worth doing a
15 study of how many of these programs
16 [inaudible 00:46:11]. Do we go back -- who
17 goes back and looks at, "They were making
18 promises about the size of the program." Has
19 anybody gone back and looked at whether any
20 of these programs reached these promises?
21 And has anybody sort of looked at from the
22 growth of these new programs? Have we
23 actually seen an increase, is that what has
24 led to an increase in our overall enrollment?
25 Are we just picking the butter and spreading

1 it thinner and thinner? And so -- nothing
2 against this program, I'm just sort of
3 curious, we've -- I've sat through a number
4 of these new programs, and I'm kind of
5 curious whether -- are we doing any studies
6 to suggest that the things that we're
7 creating are really actually adding
8 additional value to the university?

9 CRAMER: That might be a hard question for either
10 Leslie or Doug to answer, I at least will
11 offer that. I think I asked the president
12 that in the Senate meeting probably three
13 years ago, because that was a time when we
14 were doing a lot of new program construction.
15 There have been efforts by the council for
16 post-secondary education at the state level
17 to look into the alignment of some of the
18 degree offerings at the institutions. So that
19 is part of the way that CPE considers these
20 programs. Otherwise, I doubt -- I mean, I'm
21 going to offer, if Leslie wants to say
22 anything further -- Doug, I'm not going to --
23 this isn't probably unique to you, so I'm not
24 going to probably come to you, Doug, but
25 Leslie, do you have anything else you want to

1 say about this in terms of how the committee
2 views the proposal or --?

3 VINCENT: No.

4 CRAMER: Yeah. Ken, what I would say is, this is a
5 good question and I'm going to write it on my
6 list of things.

7 TROSKE: Well, I guess what question I would have is,
8 is it worth the Senate spending some effort
9 to try to independently try to -- if confirm
10 that these are -- we're actually creating
11 things that are not just, you know, creating
12 more programs, but actually increasing value.

13 CRAMER: Likely it is worth some thought by the
14 Senate. Shannon, do you have --? This is
15 perhaps again, we're -- questions of fact
16 about a specific proposal, but I certainly
17 can say that Senate Council will discuss this
18 more in the next week. Shannon?

19 OLTMANN: Shannon Oltmann, College of Communication and
20 Information. I'll just say that oftentimes
21 master's programs draw non-traditional
22 students or students who are not in 18- to
23 22-year-old range. So I'm not saying it's a
24 moot point, but saying maybe it's a little
25 more complicated.

1 CRAMER: Monica?

2 UDVARDY: I'll say with respect to this particular MS,
3 I believe we discussed this in the faculty
4 meeting two or three months ago, and there
5 certainly is interest on the part of
6 anthropology graduates for such an MS. We
7 receive regular information from the National
8 Park Service. They have over 500 physicians
9 for archeologists alone, who do a lot of this
10 heritage administration. So there certainly
11 is a need for this particular MA or MS in
12 this case.

13 CRAMER: Bob Grossman?

14 GROSSMAN: Bob Grossman, ANS. I would also mention that
15 a lot of these, especially the certificates,
16 just consist of combining existing courses in
17 a particular way to appeal to students, and
18 for many of these programs. There may be a
19 course or two that needs to be created, but
20 there's not a huge cost to adding some of
21 these to the roles.

22 APPLER: That's right. And just to echo that thought
23 if I can just have my 2 cents real quickly.

24 CRAMER: Please, Doug.

25 APPLER: Basically, all of the courses that are going

1 to comprise this program are already being
2 taught as part of our online Historic
3 Preservation Certificate or as part of the
4 coursework that's being taught in the Martin
5 Schools online program. So it doesn't
6 require a great deal of extra work on the
7 part of faculty around the part of staff to
8 create new course content because it's
9 already being taught.

10 CRAMER: Mitzi, hang on one second and see, let me,
11 let you talk. There you go.

12 VERNON: Hi. Thank you, Aaron. I just wanted to, you
13 know, be supportive. I'm listening. I've
14 been following, of course, this program
15 development for some time now. And I just
16 thought I would speak on behalf of -- kind of
17 the contemporary trajectory of Historic
18 Preservation as I see it from my position,
19 that can certainly add detail or color to
20 this.

21 But, you know, my observation is that
22 Historic Preservation has changed so much
23 probably in the last decade, in terms of the
24 breadth of interest from those students, the
25 generational shift. And I think one of the

1 best things we've done in the college is to
2 diversify our course offerings. I mean,
3 we've got a couple of online things now, we
4 have an undergraduate certificate, and not my
5 observation is, the nature of that program is
6 that it aligns itself so well with so many
7 different types of degrees and modes of study
8 at the university or at any university. And
9 I think that's one of the things that also
10 distinguishes this particular program in
11 Historic Preservation from others in the
12 United States.

13 So I think the more we do that, the better it
14 is certainly for our program, but I think
15 it's also offers people not in design
16 necessarily to participate in that shift of
17 what it needs to preserve -- what it means to
18 preserve cultural heritage in a broad, broad
19 definition. It also encompasses social
20 justice issues, Memorial issues. The scope
21 of it's just changing so much. I think it
22 makes a lot of sense to be more contemporary
23 in our thinking and the things that we offer
24 students, if that's helpful.

25 CRAMER: All right. Tad let's -- we've drifted pretty

1 close to the debate line. Y'all have done a
2 good job of keeping it kind of questions of
3 fact related, but let's try to keep these
4 questions of fact till we put the motion on
5 the table. Tad?

6 MUTERSBAUGH: Oh, okay. Well maybe this isn't a question
7 of fact, I guess I was concerned about the --

8 CRAMER: I will call on you first thing during the
9 debate period tab.

10 All right. Any other questions of fact about
11 the proposal?

12 All right. We have a motion from the
13 committee to approve for submission to the
14 Board of Trustees, the establishment of the
15 new MS, and also to approve it for online
16 delivery. Is there debate on the proposal?
17 Tad?

18 MUTERSBAUGH: Hi. Tad Mutersbaugh, Geography, Arts and
19 Sciences. The -- I guess the heritage term is
20 a bit tricky, we're in a mostly white state
21 in a traditionally white institution and the
22 term heritage is -- comes with a lot of
23 baggage. And so I don't know if the -- how
24 is conceptualized or how is explained or what
25 other terms might be used, but I guess I do

1 find it concerning.

2 CRAMER: Other debate on the motion? Shannon?

3 OLTMANN: Shannon Oltmann, College of Communication
4 Information. This isn't my MS submission, but
5 heritage institutions are -- it's a common
6 phrase used for like libraries, museums,
7 archives, centers of learning, that sort of
8 thing. So I don't think there's -- I don't
9 -- to me, it doesn't come across as a term.

10 CRAMER: Any other debate on the motion?

11 All right. Seeing none, we have a motion
12 from our committees. Give me one second,
13 let's see if we get this right. There is the
14 motion of voting to open. Sorry, Jin-
15 Ms. Singleton, I see your hand, but the voting's
16 open at this point.

17 Any last votes?

18 All right. The voting seems to have almost
19 stabilized. All right. Now I think the
20 number of results are stabilized, and that
21 motion passes.

22 All right. You ready for the next one?

23 VINCENT: Yes. Okay. So this is the recommendation
24 that the University Senate approve the
25 establishment of a new graduate certificate

1 Business Analytics Certificate in the College
2 of Business and Economics. This certificate
3 provides a common analytics foundation for
4 all Gatton graduate programs, where students
5 completing the certificate will be capable of
6 using analytical tools and models to analyze
7 discipline-specific problems and issues.

8 Furthermore, this certificate was developed
9 in response to the demand from employers.

10 Business analytics is among the
11 fastest-growing areas of US employment with
12 an expected growth rate of greater than 15%.
13 The 12 credit hours certificate includes nine
14 credit hours of core courses focused on data
15 visualization, data management, and
16 analytical modeling, and three credit hours
17 of a guided elective where the student can
18 select courses related to the business
19 discipline of interest.

20 The target audience for this certificate
21 includes existing Gatton B & E, Master's and
22 Ph.D. students, non-B & E professional
23 students, and post-baccalaureate students
24 that desire a credential focused on business
25 analytics. Expected enrollment for this

1 certificate is 40 students in year one
2 growing to 90 students.

3 CRAMER: All right. Are there any questions of fact
4 related to the proposed new graduate
5 certificate? Eric?

6 BLALOCK: Hi. Eric Blalock, College of Medicine. I
7 think this is the question of fact. Will
8 issues regarding ethics with the use of
9 numbers be included as part of this program,
10 as far as there's been some evidence recently
11 of people deliberately misreporting
12 information in a way to mislead people that
13 are reading it and I was wondering if that's
14 covered in this material?

15 CRAMER: Dan, do you want to address that question?

16 DAN: Wow. Thank you so much because this is
17 actually an area of research that I work in
18 and it's built into every one of the courses
19 in this program, because you are right on
20 point that this is a serious societal
21 business issue.

22 BLALOCK: Great. Thanks.

23 CRAMER: Other questions of fact about the proposal?
24 All right. Seeing none, we have a motion
25 from the committee to approve the

1 establishment of the new graduate
2 certificate. Is there a debate on this
3 motion?

4 Seeing none, we'll open voting.

5 All right. The vote seem to have stabilized.

6 That motion passes. All right. Leslie?

7 VINCENT:

8 Okay. So this is a recommendation that the
9 University Senate approve the establishment
10 of a new undergraduate certificate
11 explorations in STEM Education in the
12 Department of STEM Education within the
13 College of Education. The explorations in
14 STEM education undergraduate certificate is
15 designed to provide students with knowledge
16 of STEM education and introductory skills for
17 planning STEM learning activities.

18 Students enrolled in the certificate program
19 will build foundational skills and knowledge
20 for identifying, critiquing, designing, and
21 leading P-16 STEM education experiences that
22 are in demand by employers. The 12 credit
23 hours certificate includes a
24 three-credit-hour core course, and nine
25 credit hours of guided electives, allowing
students to specialize in areas of interest

1 for future careers.

2 The target audience for the certificate
3 includes teacher education program
4 candidates, as well as undergraduates from
5 other degree programs, and post-baccalaureate
6 students that desire a focus on STEM
7 education for professional development.
8 Enrollment for the certificate is expected to
9 be eight students in year one growing to a
10 steady state of 15 students.

11 CRAMER: All right. So we have a proposed new
12 undergraduate certificate. Are there
13 questions of fact about this proposal?
14 Jin-Ms. Singleton you had your hand up for a
15 moment. Did you have a question about the
16 proposal or? Jin-Ms. Singleton?

17 YANG: Oh, sorry. I touched that by mistake.
18 Sorry.

19 CRAMER: No problem. All right, thank you. All
20 right. Other questions about the -- or any
21 questions about the proposal?
22 All right. We have a motion from the
23 committee to approve the establishment of the
24 new undergraduate certificate. Is there a
25 debate on this motion?

1 Seeing no debate, the motion is open for
2 voting.

3 And that motion passes.

4 All right. Leslie?

5 VINCENT: This is a recommendation that the University
6 Senate approve the establishment of a new
7 Undergraduate Certificate Child Life
8 Certificate, in the Department of Family
9 Sciences within the College of Agriculture,
10 Food, and Environment. The certificate
11 provides students with a path to
12 certification, as a child life specialist by
13 the Association of Child Life Professionals.
14 Students will complete the academic
15 preparation for this certification, with this
16 22-credit hour certificate that partners with
17 UK's Kentucky Children's Hospital.
18 The curriculum has been designed to provide
19 students with the courses required for
20 certification, including 16 credit hours of
21 major coursework, and six credit hours of
22 guided electives. All courses must be
23 completed with a B grade or better, given the
24 requirements of the Association of Child Life
25 Professionals to qualify for certification.

1 This certificate will be the first child life
2 academic program in Kentucky, and there is
3 great demand for employing child life
4 specialists from Kentucky Children's
5 Hospital, and other community organizations
6 that serve children. Expected enrollment for
7 the certificate is five students in year one,
8 growing to 10 students in year three.

9 CRAMER: All right. So we have a proposed new
10 undergraduate certificate. Are there any
11 questions of fact related to this proposal?
12 Seeing none, we have a motion from the
13 committee to approve the establishment of the
14 new undergraduate certificate or the -- is
15 there any debate on this motion?
16 All right. Seeing none, voting's open.
17 And that motion passes. Leslie?

18 VINCENT: This is a recommendation that the University
19 Senate approve the significant change to the
20 MS/NFS Nutrition and Food Systems in the
21 Department of Dietetics and Human Nutrition
22 within the College of Agriculture, Food and
23 Environment. The proposed change as a fully
24 online option for the MS in Nutrition and
25 Food Systems.

1 The development of the new track is in
2 response to external changes in the degree
3 requirements to become a registered dietitian
4 nutritionist. RDNs will be required to have
5 a graduate degree effective in 2024, and
6 there will be increased demand for this
7 program from both current undergraduate
8 students, as well as others around the
9 country, seeking advanced degrees to earn RDN
10 credentials.

11 The online graduate degree will focus on the
12 impacts of food systems and diet on human
13 health. Students will explore strategies to
14 reduce the risk of chronic disease among
15 individuals and communities. Students will
16 have the option to complete a 36-credit hour
17 plan, a thesis option, or a 30-credit hour
18 plan B non-thesis curriculum, where both
19 include 12 credit hours of major courses, and
20 six credit hours of guided electives as part
21 of the curriculum.

22 CRAMER: All right. We have a proposal to change the
23 MS NFS. Are there any questions of fact
24 related to this proposal?

25 Seeing none, we have a motion from the

1 committee to approve the proposed significant
2 change. Is there any debate on this motion?
3 All right. Seeing -- hang on. Sara?

4 POLICE: Hi, Sara Police, College of Medicine. It's
5 not a point of debate, it's actually maybe a
6 point of fact, right? Clarification I hope
7 I'm using that parliamentary term
8 correctly. I wanted to ask whether or not
9 it's possible at the University of Kentucky
10 for there to be two online graduate-level
11 programs in nutritional sciences. And so the
12 reason that I ask is I live in the College of
13 Medicine and actually partner with the
14 College of Ag, and the DHN for our online
15 graduate certificate in culinary medicine.
16 And both of our units have proposals in the
17 pipeline. And clearly, this one is farther
18 along than ours, to put their master's in
19 nutrition, in an online mode.
20 And so I'm fully supportive of the proposal.
21 Everyone's worked super hard on putting their
22 courses online. I'm just wondering about
23 whether or not -- when the point that the
24 College of Medicine proposal gets to this
25 point if there will be like, "Hey, this

1 already existed at UK, so we need to talk
2 about it." And they are different
3 disciplines, you know, discipline
4 concentration areas.

5 CRAMER: So I think as a point of information, perhaps
6 I should respond. Of course, they can't be
7 the same degree, but they already exist
8 separately; right? So this is just a
9 question of whether they're put online
10 separately --

11 POLICE: Correct.

12 CRAMER: -- to the extent that they're separate and
13 exist now, they could conceivably be separate
14 and completable online separately; right?

15 POLICE: Oh, I completely agree. Thanks.

16 CRAMER: Any -- we're debating. Any other debate on
17 this motion?

18 Okay. We have a motion from the committee.
19 Voting is open.

20 All right. That motion passes. We're
21 reaching the point in Leslie's report where
22 I'm like, "Surely she's done" and want to
23 thank her and her committee for all their
24 hard work. And yet --

25 VINCENT: We're still going. So this is a

1 recommendation that the University Senate
2 approve the significant change to the MS
3 Research Methods in Education, in the
4 Department of Educational Policy Studies and
5 Evaluation within the College of Education.
6 The significant program change includes a
7 renaming of the major, curricular changes to
8 existing course requirements, and the
9 addition of a new concentration to the MS
10 program.

11 This changes and response to an ongoing
12 review of current enrollment and program
13 offerings, in an effort to streamline degree
14 offerings from the department. With this
15 change, the department is merging the
16 existing MS in Research Methods in Education,
17 with the MS in Educational Policy Studies, as
18 the two programs have significant overlap in
19 curriculum. The degree will be changed to the
20 MS in Educational Research Methods and Policy
21 studies, and will result in minimal changes
22 to the existing curriculum.

23 Upon approval of the program changes, the
24 department plans to sunset the existing MS in
25 educational policy studies. The MS program

1 will remain at 37 credit hours, and the
2 specific changes to the curriculum include;
3 adding three credit hours to major
4 requirements and decreasing elective
5 requirements from -- from 12 credit hours to
6 nine. The change also adds a new
7 concentration and policy analysis using
8 existing courses to the major.

9 CRAMER: Okay. So we have a proposed significant
10 change to the MS program. Are there any
11 questions of fact about this change?

12 Okay. Seeing none, we have a motion from the
13 committee to approve the proposed significant
14 change. Is there any debate on this motion?

15 Okay. Seeing none, voting's open. And that
16 change is approved. Leslie, do you have one
17 more?

18 VINCENT: This is our last one. This is a
19 recommendation that the University Senate
20 approve the significant change to the BA/BS
21 journalism in the School of Journalism and
22 Media within the College of Communication and
23 Information. The significant program change
24 includes curricular changes to existing
25 course requirements, and changes additions of

1 tracks within the program.

2 This changes in response to our review of the
3 curriculum by faculty. The specific changes
4 to their curriculum include an increase in
5 pre-measure requirements from nine to 12
6 credit hours, a decrease in major course
7 requirements from 24 to 15 credit hours, a
8 decrease in guided electives from six to zero
9 credit hours, and an increase in free
10 electives to 15 credit hours at the 300 level
11 or higher. These changes will allow students
12 greater flexibility in their choice of
13 elective courses.

14 In addition, the proposal changes the GCCR
15 requirement for the degree, to a newly
16 proposed course that is offered within the
17 School of Journalism and Media. A
18 nine-credit-hour track in sports multimedia
19 will be added to the major. In order to
20 align the tracks offered within the major,
21 the current tracks of print multimedia and
22 broadcast multimedia will now be nine credit
23 hours each.

24 CRAMER: All right, so we have a proposed significant
25 change to the BS and BS in journalism. Is

1 there -- are there any questions of fact
2 about this proposal?

3 All right. Seeing none, we have a motion
4 from the committee to approve the significant
5 change. Is there debate on this motion?

6 All right. Seeing none -- and that motion
7 passes. Leslie, thank you. Thank your
8 committee the SAPC has a long and honored
9 tradition of being a workhorse committee for
10 the Senate, especially this time of year. If
11 Leslie makes it look easy, it's not because
12 it is easy. We owe her quite a bit for her
13 work in this area.

14 VINCENT: Thank you. I have a great committee and I
15 appreciate all of their help in processing
16 these proposals.

17 CRAMER: All right. The next item on the agenda is a
18 report from the Academic Organization and
19 Structure Committee. Greg, are you ready?

20 HALL: All set. Great. So the first proposal is a
21 recommendation to suspended missions to the
22 executive MBA program. The Gatton College of
23 Business and Economics propose a suspended
24 joint EMBA program with the University of
25 Louisville. The program was started in 2014

1 and has experienced modest enrollments. The
2 largest class size was 18 students and high
3 operating expenses.

4 In early Spring 2020, there were preliminary
5 discussions between the two universities to
6 rethink the program, and deliver a part of
7 the content online. At this time, the two
8 schools believe it's now best to reconsider
9 this after the pandemic.

10 No students were admitted in Fall '20, and
11 all of the current students have graduated in
12 May 2021. Faculty were hired to teach in the
13 program on an overload basis, and the program
14 director has been redeployed to work with
15 other graduate programs in Gatton College.
16 As such, the suspension of the program will
17 have minimal impact on students, faculty, and
18 staff.

19 And one other point, all executive MBA
20 courses were taught only for those students,
21 executive MBA students, and so while the
22 program is in suspicious -- suspension, the
23 courses will not be offered. And so our
24 committee recommends suspension of admissions
25 to this program.

1 CRAMER: All right. So we have a proposal to suspend
2 admissions for the executive MBA program.
3 Are there any questions of fact about this
4 proposal?
5 All right. Seeing none, we have a motion
6 from the committee to approve suspension of
7 admissions into the executive MBA program.
8 Is there any debate on this motion?
9 Then voting is open. And that motion passed.
10 The next item is -- it came through the
11 Academic Organization and Structure
12 Committee. It was a proposed reorganization
13 of the School of Human Environmental Sciences
14 within the College of Agriculture, Food,
15 Environment. The item was assigned to the
16 Academic Organization and Structure
17 Committee. You'll see in the proposal packet
18 a memo from that committee where they could
19 not come to a decision as to what to
20 recommend on the proposal to the Senate.
21 The Senate Council considered the proposal
22 carefully over a couple of weeks, and made a
23 decision to recommend to the Senate itself,
24 to endorse the transfer of Departments of
25 Dietetics and Human Nutrition, Family

1 Sciences, and Retailing in Tourism Management
2 from the School of Human Environmental
3 Sciences, which is within CAFÉ directly to
4 the college level to be in CAFÉ directly.
5 And also, to move to graduate certificates,
6 the family and consumer sciences, and the
7 positive youth development graduate
8 certificates, which are currently housed at
9 the college level, to the School of Human
10 Environmental Sciences.

11 The proposal is fairly complex, but you have
12 for you there in the proposal, a diagram that
13 shows how some of the pieces move together
14 and so forth. In the end, Senate Council
15 decided to recommend to the Senate to endorse
16 these changes. So we have a proposed
17 reorganization. Are there questions of fact
18 about this proposed reorganization?

19 All right. Seeing none, we have a motion.
20 The motion is a motion from the Senate
21 Council, a recommendation to -- from Senate
22 Council to endorse the transfer of the
23 departments, and to transfer the two graduate
24 certificates. Is there any debate on this
25 motion?

1 Seeing none, voting's open.

2 That motion passes.

3 All right. The next item on the agenda is a
4 report from the Retroactive Withdrawal
5 Appeals Committee. Amy Spriggs is the Chair
6 of that committee starting this year. That
7 this is a report for last year. Amy, are you
8 ready?

9 SPRIGGS: I'm ready. Can you hear me?

10 CRAMER: Yes.

11 SPRIGGS: All right. So I'm Amy Spriggs, I'm the Chair
12 of the Retroactive Withdrawals Appeals
13 Committee. We review appeals for retroactive
14 withdrawals for students who have
15 documentation that indicates they've incurred
16 a serious injury, serious personal or family
17 problems, serious financial difficulties, or
18 a permanent disability that's verified by the
19 DRC and that one has to be diagnosed after
20 the semester with which they're appealing.
21 There's a PDF that includes information from
22 the 2020-2021 year. If you have questions
23 about it, I can do my best to answer it, but
24 I was not the Chair then, but I've been on
25 this committee long enough I think that I

1 could answer the questions related to that
2 year.

3 So far this year, we've reviewed 109 appeals
4 and we have approved 93. So we denied six
5 and deferred 10. Something that we're doing
6 a little bit different this year is we will
7 send an appeal back to a college if it's not
8 complete. And what I mean by that as a
9 student might attach some form of evidence
10 that doesn't match their personal statement
11 or this semester with -- in which they're
12 appealing, and we believe they might actually
13 have the evidence, they will send it back.

14 If May's agenda is similar to the rest of our
15 year, we anticipate having under 140 total
16 proposals this year. So this year I would
17 say the trends that we're seeing, we have a
18 lot of COVID-related appeals, which is
19 probably not surprising. We do have several
20 appeals that actually do not fall within our
21 scope. So another thing that we're doing is
22 instead of voting on those. So they're not
23 actually making it to our total number.

24 Katie Silver will actually send them back to
25 the college or to the body that should be

1 reviewing them. That's often UAB.

2 And we're talking about doing an education
3 campaign to help colleges understand what we
4 -- what is under our purview, what we should
5 be seeing, and then maybe where some of the
6 common appeals that we're seeing, that we
7 actually shouldn't be voting on where they
8 should go instead. That's all I've got. If
9 you've got questions, I'm happy to answer
10 them.

11 CRAMER: Thank you, Amy. Questions about the
12 Retroactive Withdrawal Appeals Committee.
13 Kaveh?

14 TAGAVI: Can you guys hear me?

15 SPRIGGS: Yes.

16 TAGAVI: Okay. It is my understanding that students
17 can have content. But they can appeal your
18 decision to the UAB based on procedure. It's
19 also my understanding that at least in the
20 past, there has been a great reluctance on
21 the part of the committee to divulge
22 procedure, specific procedure in the case of
23 the particular student, not general
24 procedures which are available online. Has
25 that -- has there been any change on that?

1 Can you make a comment on that, please?

2 CRAMER: Kaveh, we lost about 30% of what you said,
3 but I think what you said was, "The decisions
4 of the RIGHT-OF-WAY Committee are not
5 appealable in content, but they can be
6 appealed if there's some failure in process
7 to the UAB. But that there's been some
8 hesitation to provide information about
9 procedure in the RIGHT-OF-WAY Committee so
10 that students can understand what's happening
11 there." Does that basically summarize your
12 question?

13 TAGAVI: Yes. It's my understanding that there is a
14 great reluctance on the part of the committee
15 to give any [inaudible 01:24:53] details that
16 might shed light on this specific procedure
17 used for that student. So my question is,
18 has that [inaudible 01:25:05] that's the
19 policy, or if the committee chair would make
20 a comment on that, I like to hear that -- her
21 comment.

22 CRAMER: Amy?

23 SPRIGGS: Sure. So we -- when we come up to our
24 decision, we send a letter to the Associate
25 Dean that made the appeal, and then the

1 Associate Dean works with the student to let
2 them know what our decision was. In that
3 letter, we do not provide any information
4 about why we came to that decision, but if an
5 Associate Dean reached out, we would tell
6 them. It's not, I mean, we're not keeping
7 secrets from anybody. I mean, we actually
8 just sent one back to an Associate Dean and
9 said there was evidence for one semester, but
10 there was not evidence for the other
11 semester, so if you can get him to turn in
12 that evidence, we'll consider it again. So I
13 don't think that we're --we don't put in the
14 letter why we denied it, but 99% of the time
15 it's because their evidence doesn't match the
16 semester, or their evidence isn't -- doesn't
17 fall in the four categories that they're
18 allowed to appeal for.

19 We get a lot of appeals aware. One professor
20 gave me an incomplete, let me finish, but
21 nobody else would, and so I don't want any of
22 those E's on my transcript. So we -- that
23 doesn't fall within our purview.

24 And then your other question -- there was
25 another question. What was the other

1 question?

2 CRAMER: About the appeal ability of --

3 SPRIGGS: Oh, they can appeal--

4 TAGAVI: I just had the one question.

5 SPRIGGS: Okay. Yeah. They can appeal our decision if
6 they feel their student rights have been
7 violated.

8 CRAMER: All right. Molly?

9 TAGAVI: Well, I don't understand why the Associate
10 Dean has to ask a question for you to answer.
11 What if the Associate Dean refuse to ask the
12 question? I think --

13 CRAMER: Kaveh, you're out of order.

14 TAGAVI: -- the students should be able to ask you
15 question directly.

16 CRAMER: Kaveh, the procedures that the Senate has set
17 forth in the Senate Rules require the
18 students to approach this process through
19 their dean. The Senate has some jurisdiction
20 that established its rules, but now Amy just
21 has to follow them; right? Molly?

22 BLASING: Thanks for this opportunity to get a little
23 more clarity on this process. I have two
24 questions. One is, are students who are
25 successful in getting a retroactive

1 withdrawal given a certain percentage of
2 their tuition back?

3 SPRIGGS: They're given all of their tuition back. 100
4 percent. Well, if we give a full withdrawal,
5 we very rarely approve a partial withdrawal,
6 they have to prove that there's a reason why
7 that -- why they could be successful in one
8 class, but not another. So they get the
9 percentage of the tuition back for which we
10 -- usually it's a full -- give their full
11 tuition, almost --

12 BLASING: It's 100 percent tuition, there's no penalty.
13 My other question is what role does the
14 faculty forums? I've had to fill out some of
15 these forums where I account for when there,
16 you know, attendance and how many assignments
17 they completed, this sort of thing. What role
18 does that play in your process? How
19 important is that and what does that help you
20 see?

21 SPRIGGS: So a lot of times we will have a student who
22 says, "I had this accident in November and
23 because of that accident, I couldn't go to
24 class." And they might have documentation of
25 the accident, but the documentation doesn't

1 really let us know like they did or did not
2 go to class. So sometimes it just helps line
3 up their personal statement with their
4 evidence, unless I see that they were in fact
5 coming to class and they did have an A until
6 that point. And at the point of the
7 accident, then they sort of failing. It will
8 not make or break our decision with what you
9 write in there, what the Associate Dean
10 writes has a lot more weight because they
11 should have looked at the whole package, and
12 kind of give in their feedback on their
13 perception of the case, but we do look at it.
14 We had one student who had internet issues
15 during COVID, but we had a faculty, one
16 faculty member had provided a hundred
17 different ways the student could have
18 completed the course without ever logging in.
19 So we do look at those things, but they're
20 not our deciding factor, but a lot of times
21 they do confirm with what the student's
22 saying.

23 BLASING: Thank you.

24 CRAMER: Richard?

25 CHARNIGO: Hi. Richard Charnigo, Public Health. I just

1 wanted to get some clarification on the
2 meaning of cases being deferred. You
3 mentioned Dr. Spriggs that 10 cases were
4 deferred. Is this in reference to the cases
5 being sent back to the colleges for more
6 appropriate evidence, or is this something
7 else? Thank you.

8 SPRIGGS: Yeah. It's -- we've sent cases back for
9 various reasons. I'd have to pull up
10 exactly. I mean, we have like a list of what
11 the reasons are, most often it's for more
12 evidence. And we have one right now, like
13 these are like our hard cases, right? So I
14 have one right now that we're trying to
15 decide if it actually shouldn't be in our
16 committee at all.
17 There's some allegations about a professor
18 not allowing makeup work, so we're trying to
19 figure out if they violated Senate Rules in
20 that way. And then we shouldn't even be
21 seeing that appeal. So some of them have
22 just been put on hold for, you know, we're
23 trying to figure out where the appeal should
24 be heard.

25 CHARNIGO: Thank you.

1 CRAMER: Allison?

2 SOULT: I just have a question about -- Allison

3 Soult, Arts, and Sciences. A question about

4 the waiver of the two-year limit, and I

5 realize this was from last year, but what

6 criteria are used for waving that if --

7 because it appears that all a hundred percent

8 of them were in fact waived?

9 SPRIGGS: We are not waiving any, so we send them to

10 Senate Council. But the Associate Dean has to

11 reach out to Senate Council. Senate Council

12 has to say that the waiver should be -- that

13 we should accept the waiver, and then we will

14 hear the case. So if we get a waiver, we put

15 the Associate Dean in contact with Senate

16 Council.

17 SOULT: Okay. Because I know there's some students

18 who don't apply because they think they've

19 mixed the two year, but if we're always

20 waving it then, yeah. Okay. Thank you.

21 CRAMER: Allison, just to be clear, that's been the

22 way that I've been handling this. If older

23 than two-year cases to be heard, it's going

24 to be by waiver the Senate Rules by somebody

25 competent to do so. That's the President of

1 university, or me, or Senate Council, or the
2 Senate. And so if a Dean wants to come and
3 petition Senate Council to have the rule
4 wave, they can come ask. But we haven't had
5 cases that.

6 SOULT: All right. Thank you.

7 CRAMER: DeShana?

8 COLLETT: I just had a quick question. This is DeShana
9 from College of Health Sciences. How are the
10 students informed that they are going to
11 receive full tuition refund? Or is that in
12 the letter? Like, I don't think that's in
13 Senate Rules anywhere.

14 SPRIGGS: I don't know. I actually just found out that
15 they get their tuition back because it's
16 actually not part of our committee. But the
17 registrar -- we had a meeting a couple of
18 weeks ago and I just asked, "Like, how do
19 they then go about getting their tuition
20 back?" And she just said, "It's automatic."
21 I don't know that all students know that.
22 And I -- it's not in my letter.
23 My letter doesn't go to the students though,
24 we don't communicate with students. As far
25 as their appeal goes, there -- they can come

1 and present their case before our committee.
2 They get just a few minutes to tell us
3 anything that may not be included in their
4 appeal. So they're all welcome to do that,
5 but once it is over, we just deal with the
6 Associate Deans. And it's not in the letter
7 that we give the Associate Deans, so I'm not
8 sure how the students find out.

9 CRAMER: DeShana, this is one of the sort of
10 remarkable instances where the administration
11 permits a Senate apparatus decision to be
12 having like a permanent administrative
13 effect, which is the tuition refund. The
14 Tuition Refund Policy is an administrative
15 policy, but it includes is its reason,
16 basically like a super set of reasons that
17 the RWS can be granted, and so the registrar
18 takes it as -- if a RIGHT-OF-WAY is granted
19 that they meet the standards of the Tuition
20 Refund Appeal policy. Kaveh, do you have
21 another question, or is your hand up from
22 before? Maybe his hands up from before.
23 Okay. All right. Amy, thank you and the
24 committee for hard work dealing with some
25 challenging cases, I think. Thank you very

1 much.

2 All right. The next item on the agenda is a
3 proposal from the registrar. It's a proposal
4 to change the title of the course catalog and
5 the bulletin names that the university uses.
6 Kim, are you on here? Do you want to briefly
7 describe the request of the Senate? Kim
8 Taylor? Yeah. Hang on one second. Kim, are
9 you ready? Got you moved over.

10 TAYLOR: Good afternoon, everyone. I submitted a
11 proposal to Aaron Cramer to consider changing
12 the name of the bulletin, and also the course
13 catalog. To change the name of the
14 undergraduate bulletin in the -- sorry about
15 that. The undergraduate bulletin in the
16 graduate bulletin. To change the name of
17 those publications to undergraduate catalog
18 and graduate catalog respectively. And that
19 would occur in the -- that would be effective
20 with the '23-'24 academic year.
21 And the proposal also included changing the
22 name of the course catalog to the schedule of
23 classes. And that would be effective with
24 Spring '23. Spring '23 or possibly Fall '23,
25 depending on how we can make it work with our

1 circle.

2 That -- what we found when we did
3 benchmarking and that is included in the
4 documentation, that was included in the
5 agenda is that most institutions in the
6 higher ed call their publications, that we
7 refer to as bulletins, they call those
8 documents -- those publications "catalog".
9 And also, if you look at the SACS
10 publication, the SACSCOC publications they're
11 referred to as "catalog and schedule of
12 classes." So that's the documentation that
13 we included as support for this proposal.
14 Are there any questions? I'm sorry, Aaron.

15 CRAMER: So Senate Council heard this request from the
16 registrar last week and has put it forward
17 for Senate's consideration with its
18 recommendation here. Are there questions of
19 fact about this change? Davy? One second.
20 Davy?

21 JONES: Yeah. So just to get clarification, what's
22 being asked here. In most places in the
23 University Senate Rules, we use the phrase
24 "university bulletin" rather than
25 "undergraduate bulletin". There's one place

1 that says undergraduate bulletin. So there's
2 an inconsistency there, but in most places,
3 it's university bulletin. So Kim, are you
4 wanting it to be changed to "university
5 catalog" or you want it in all places changed
6 to "undergraduate catalog"? Could you
7 clarify that?

8 TAYLOR: Well, there are two distinct documents; the
9 undergraduate catalog and graduate. I'm
10 sorry, undergraduate bulletin, and graduate
11 bulletin. So there are two distinct
12 documents or publications. So we should make
13 the distinction in the Senate Rules.

14 JONES: Okay. I guess, I mean, in most places of the
15 Senate Rules that it refers to what I think
16 you mean as the undergraduate bulletin, it
17 actually calls it the university bulletin,
18 but you would prefer it uniformly be called
19 the undergraduate bulletin, and then there
20 would be nothing called the university
21 catalog; is that correct?

22 TAYLOR: Exactly.

23 JONES: Thank you.

24 CRAMER: Any other questions about the proposal?
25 Eric?

1 BLALOCK: Hi. Eric Blalock, College of Medicine. So
2 this is just from my own experience, working
3 with a transcriptional profiling, where we
4 have a lot of gene names that have aliases,
5 and it can get very confusing, pretty
6 quickly. Is there going to be something
7 about keeping a legacy of what the old names
8 used to be for a couple of years until people
9 get used to it because one name is being
10 changed to the other, and the other one's
11 being changed to yet a third?

12 TAYLOR: They'll be -- documents will be -- certainly
13 be archived, and there'll be notations on our
14 website to indicate what the naming
15 convention is, yes. And I understand what
16 you're saying. And it was -- honestly, it's
17 very -- it was very confusing for me, and I
18 still confuse them. I know -- I obviously I
19 know what they are, but I do still confuse
20 them, because of the -- I worked at
21 University of Texas at Austin in the two
22 regional institutions, and the catalog, or
23 the catalog, is called the catalog and the
24 schedule classes is schedule classes, not the
25 reverse terminology that we utilize here.

1 So the standard in higher ed for the names of
2 these publications, for the publication that
3 we call the bulletin is catalog. And then
4 for the publication, these are obviously both
5 online documents now, but still publications.
6 But the publication that we call the course
7 catalog is scheduled cap -- is a schedule of
8 classes.

9 BLALOCK: Hey, thanks.

10 CRAMER: Bob?

11 GROSSMAN: Yeah. Hi Bob Grossman, ANSWER. I thought I
12 understood this proposal until Davy started
13 talking and now, I'm not sure, no longer
14 clear exactly what the proposal is. So let
15 me try this again. We currently have a
16 graduate bulletin and an undergraduate
17 bulletin; correct?

18 TAYLOR: We do.

19 GROSSMAN: Are we going to change those two to
20 undergraduate catalog and graduate catalog?

21 TAYLOR: Yes.

22 GROSSMAN: Okay. So those will still be two separate
23 documents, although there may be some overlap
24 between them because we have there or will
25 there be overlap between them and certainly

1 courses that will -- some courses can be both
2 a mix of undergrad and graduate.

3 TAYLOR: Actually, there is a separation of the
4 courses now because we now use a software
5 platform called Acalog, to build the
6 undergraduate bulletin and the graduate
7 bulletin. And we assisted the graduate
8 school. We're building the graduate bulletin
9 in Acalog, this past year. So we did do --
10 we did separate the courses, graduate courses
11 in the graduate bulletin this past year.

12 GROSSMAN: Okay. But in terms of -- there is no
13 document called a university bulletin
14 currently; is that correct?

15 TAYLOR: Correct. And if you look at our website, the
16 documents are called undergraduate bulletin
17 and graduate bulletin.

18 GROSSMAN: Okay. So maybe the change that needs to be
19 made in the Senate Rules is to not -- either
20 stop using the term university bulletin or
21 define it as the sum of the two bulletins,
22 the graduate or the undergraduate. But we're
23 going to change the bulletin to catalog, but
24 that's not going to change whether it's a
25 university catalog or a graduate catalog,

1 plus an undergraduate college -- catalog.

2 TAYLOR: Probably when the -- in the Senate Rules, the
3 reference to the university bulletin, it may
4 most often refer to the undergraduate
5 bulletin. That's in my use of the Senate
6 Rules, that's been my experience. I think
7 that's what Davy -- that's what I think that
8 may be what Davy is saying, but I don't want
9 to put words in your mouth, Davy.

10 GROSSMAN: Thank you.

11 CRAMER: Kaveh?

12 TAGAVI: Yes. Going through clarification on
13 procedure, please. Aaron, this is address to
14 you; is that okay?

15 CRAMER: Sure.

16 TAGAVI: So I asked a question, I was given the
17 answer, then the proposer asked me, "Was
18 there any other question?" And I responded
19 to that. And you told me I'm out of order.
20 The previous speaker makes about four
21 follow-up questions after the speaker
22 answered the question. Can you explain to
23 me, so I wouldn't be out of order anymore, or
24 I could do four follow-ups like the previous
25 speaker and not be out of order, please?

1 CRAMER: I can do so. My ruling was based on the fact
2 that you were arguing with the committee
3 chair as to how she should implement the
4 Senate Rules or what the content of the
5 Senate Rules were, which is, was debating,
6 not asking a question about a report. Of
7 course, there's a time for that debate, but
8 that was not the time. And I did come back
9 to you within the same report to ask if you
10 still had a question because your hand was
11 still up. So --

12 TAGAVI: Okay. Thank you.

13 CRAMER: Kaveh, do you actually -- do you have a
14 question on this topic?

15 TAGAVI: No. I am okay. Thank you very much.

16 CRAMER: DeShana?

17 COLLETT: I was just going to follow up with what Kim
18 said about the Senate Rule. She's correct
19 when we refer to the university bulletin
20 throughout, we are referring to pretty much
21 the undergraduate bulletin. We kind of
22 detail that in eight -- section eight, so
23 8.2, where we separate the university
24 bulletin and the graduate bulletin. In the
25 last sentence, you'll find it.

1 TAYLOR: Thanks, DeShana.

2 CRAMER: Any other questions about this proposal? If
3 not, we have a motion from the committee.

4 The -- this being the Senate Council
5 recommended Senate to approve the proposed
6 change on the time frame described here. Is
7 there any debate on this motion?

8 DeShana your hand might still be up. Okay.

9 All right. Any debate? Okay, voting is
10 open.

11 Okay. And that motion passes.

12 All right. The next item on the agenda is
13 items from the floor time permitting. This
14 is an opportunity for senators to raise
15 issues that are not on the agenda. If you'd
16 like to do so, please raise your hand now.
17 Shannon?

18 OLTMANN: Shannon Oltmann, College of Communication and
19 Information. I just had a quick point of
20 clarification. I received an email from
21 DeShana with a link to the presidential
22 survey. Do that go out to all faculty
23 members, or just senators?

24 CRAMER: That went out to all full-time faculty
25 members.

1 OLTMANN: Thank you.

2 CRAMER: Other items from the floor? Lee?

3 BLONDER: Yes. Thank you. I just wanted to encourage
4 all the senators to encourage all your
5 constituents to vote in the upcoming faculty
6 trustee election. That really makes a
7 difference if we have a great turnout, and
8 the trustees notice that, and so does the
9 president. So please encourage everyone to
10 vote. Thank you.

11 CRAMER: Any other items from the floor today?
12 All right. Well, if not, unless I hear
13 objections to adjournment now -- Bob, are you
14 objecting to adjournment?

15 GROSSMAN: Just to mention the next Senate meeting,
16 which will pro -- which may start at 2:00,
17 it's a 3:00.

18 CRAMER: That's a good announcement. Our next Senate
19 meeting, which is going to be on May 2nd, the
20 first Monday of May could start at 2:00.
21 We'll have to see what the agenda looks like,
22 but check your email, pay attention to that.
23 There's a possibility that that meeting could
24 start at two instead of three, that's during
25 finals week. So we understand that there

1 might be some difficulties to the president
2 of the university is scheduled to speak to
3 that meeting at that time.

4 All right. So let's assume that's not an
5 objection to adjournment. Cagle, are you
6 objecting to adjournment?

7 CAGLE: No, I have a question. If we start early,
8 does that mean we end early or that we have a
9 three-hour meeting potentially?

10 CRAMER: No. If we start at two, it's because we got
11 three hours of stuff to do --

12 CAGLE: Okay. Just clarifying. Thank you.

13 CRAMER: It will be because I'm going to miss you guys
14 so much, I want to spend three hours with
15 you.

16 All right. I hear no objections to
17 adjournment now, so have a great week guys.