

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

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NOVEMBER 2021

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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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1
2 CRAMER: Good afternoon, everyone. Can you hear me? Good.
3 Well, welcome to the November 8th University
4 Senate meeting. Thank you for joining us.
5 Attendance: This is a different from previous
6 meetings. Attendance is captured via Zoom report.
7 There is no need to type your name and affiliation
8 into the chat box. In fact, the chat feature
9 we're testing, based on Senate Council
10 discussions, is not having the chat feature during
11 this meeting. If you have something to say, you
12 should use the "raise-hand" feature and say it.
13 That way we can all share in what you've had to
14 say and make sure we're all aware of what you've
15 offered the group.
16 Please mute yourself when not speaking, although
17 Katie is empowered to mute as needed if you
18 forget.
19 The meeting is being recorded for note-taking
20 purposes. If any member of the Senate is
21 disconnected and cannot reconnect at all, please
22 send an email to Sheila Brothers,
23 sbrothers@uky.edu, so we're aware of the
24 situation.
25 Senate meetings are open meetings. We follow

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1 Robert's Rules of Order Newly Revised. There's no
2 voting by proxy. If you're not a member, you
3 cannot vote. Be civil. Be a good citizen.
4 Participate. Also, particularly under those, make
5 sure that your colleagues are aware of the
6 activities of the Senate and are able to provide
7 you input so that you can faithfully fulfill your
8 representative duties towards them.

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

16 Non-voting senators and guests are attendees.
17 Attendees get the Zoom link from the Senate site
18 and do not vote.

19 To speak for any reason, or otherwise be
20 recognized, including to make motions and seconds
21 or vote, use the "raise-hand" button at the bottom
22 of the screen. If you cannot see this, click the
23 more button, the three dots with "more" beneath
24 it, and then click "raise-hand." That applies to
25 both panelists and participants and attendees. As

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1 we've done before, I'll call for votes in favor if
2 we're voting, then for those opposed and then
3 those in abstention. Voting members and
4 panelists will register their votes by clicking on
5 the Zoom feature "raise-hand," leave that hand up
6 while we count the votes, and then after each
7 vote, we'll record the counts and we'll clear the
8 hands so you don't have to worry about clearing
9 your hand after you vote. And then we'll document
10 those in the minority and those abstaining. These
11 are smaller numbers and easier to record. If the
12 vote is perceived to be close, Katie's prepared
13 to help me with a roll-call vote in that
14 situation.

15 And recall -- some of you are good at it. Some of
16 you are working at it, but we need to remember to
17 state our name and college affiliation before
18 speaking. This helps in preparation of the
19 minutes and the transcript of the meeting. So
20 please remember to state your name and college
21 affiliation before speaking.

22 The first item on the agenda are the minutes from
23 the October 11th meeting and announcements. No
24 edits to the October 11th minutes were received.
25 So unless objections are heard now, the minutes

1 from October 11th will stand approved as
2 distributed by unanimous consent. Those minutes
3 are approved.

4 In terms of announcements, applications have been
5 received for the vacant position in the Senate
6 Council Office. We expect the interview process
7 to begin within the next week.

8 The election of Senate Council members ended on
9 Friday. I'd really like to express my deep
10 gratitude for all the senators who participated in
11 any way, those who nominated individuals, those
12 who agreed to stand for election, the discussions
13 that ensued, and generally your engagement in your
14 voting are much appreciated.

15 The members with Senate Council terms ending
16 December 31st are DeShana Collett, me and Greg
17 Hall. Me and DeShana Collett will continue to
18 serve as the ongoing Senate Council Chair and vice
19 chair respectively, but these three seats will now
20 be filled up starting on January 1st by Lauren
21 Cagle from Arts and Sciences, Kaveh Tagavi from
22 Engineering, and Akiko Takenaka from Arts and
23 Sciences.

24 The voter participation rate was 90 percent, which
25 I find to be quite good. We should aim for 100

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1 percent next time, but 90 will do here.

2 Congratulations to the three of you and thank you
3 for performing the service for us.

4 Also, we'd like to thank the Senate Rules and
5 Elections Committee, and particularly Roger Brown,
6 for helping to facilitate the selection and make
7 it all go smoothly for us.

8 Another announcement: Typically, we have a CIP
9 report given to the Senate in the fall semester.

10 CIP, if you don't know, it stands for the
11 Classification of Instructional Program. It's a
12 sequence of numbers that are used to report
13 various educational activities in the institution.
14 It's a taxonomy that facilitates nationwide
15 reporting on the areas of study.

16 The reports that the Senate receives are for
17 program CIP changes that were not submitted
18 through the Senate curricular-approval process,
19 and because there were no changes made the program
20 CIPs outside of the Senate review in the last
21 academic year, there won't actually be a CIP code
22 report to the Senate this year. So if you're
23 wondering why haven't we heard a CIP code report,
24 that's why.
25

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1 Also, as an announcement, I recall the curriculum
2 proposal deadlines. These are deadlines if one
3 hopes to have a curricular proposal approved in
4 time for a Fall 2022 effective date. These are
5 for proposals to be reviewed by the appropriate
6 Academic Councils and received in the Senate
7 Council Office so we have the dates for new degree
8 program proposals for other programs, or proposals
9 requiring Senate Committee review, and then
10 finally for any other proposals. So be mindful of
11 these dates.

12 The next item on the agenda is officer and other
13 reports. So for the Chair's Report, I report that
14 at the provost invitation, I met with the deans
15 and discussed shared governance. I offered them a
16 brief presentation on some issues that I've heard
17 questions from various deans about things like the
18 Senate Composition, the voting rights, Faculty
19 Councils in the colleges, interactions with
20 senators.

21 I also had a very, I think, fruitful discussion
22 with the deans. It was a very enjoyable
23 conversation. I found it quite important because
24 the deans serve as a conduit between the faculty
25 and administration. And so if they're to fulfill

1 that role faithfully, they have to be able to be
2 in that space and represent each to the other
3 well. I found that to be a very enjoyable
4 discussion.

5 Also, under the Chair's Report, the provost has
6 asked to give a few updates, and I'm offering the
7 provost time to make these updates. Provost
8 DiPaola, are you ready?

9 DIPAOLA: Yeah. Thank you very much, Aaron. I appreciate
10 that. Can you hear me okay on there? All right.
11 Everybody can hear me okay? I think there's a lot
12 going on, a lot of good things going on, and I
13 wanted to make sure to update everyone. So I do
14 want to take a few moments to briefly cover a
15 number of important topics and issues that we're
16 working on as we move forward in the final stages
17 of this fall semester.

18 I especially want to highlight many new and
19 unprecedented ways that we're trying to include
20 faculty at large in our decision-making through
21 searches, our reaccreditation process, or
22 reaffirmation process, and some ongoing responses
23 to COVID, and, as always, input over time to
24 continue to improve communications.

25 So regarding searches, I think this is important

1 because we have actually quite a bit going on
2 right now. Three important searches are underway
3 that I know of that are obviously of interest, I
4 think, to all of you. I've emphasized -- first,
5 I've emphasized that we've impaneled a Search
6 Committee for the Associate Provost for Faculty
7 Advancement as G.T. Lineberry, who I think you all
8 know well, and has announced his intention to
9 retire. Senior Associate Provost Katie Cardarelli
10 in College of Fine Arts, Dean Mark Shanda agreed
11 to co-chair the Search Committee.
12 Committee membership came from nominations by the
13 campus, as well as by Senate Council, to assume
14 appropriate campus representation. I've
15 appreciated Senate Council continuing to help us
16 make sure that we have representatives that
17 represent faculty at large on these committees.
18 On Friday, November 5th, I charged the committee
19 and provided specific direction. My specific
20 direction was that there -- that we have at least
21 two candidates, preferably three, that kind of
22 worked their way through the final process or the
23 final phase in which then there'll be a broader
24 set of interviews and input that would be
25 requested. And I'll keep you updated on the

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1 progress.

2 Last week I also announced a call for nominations
3 for the Search Committee for the Dean of the
4 Graduate School. There is still an opportunity
5 for nomination, so I welcome your input. Again,
6 we'll work with Senate Council to nominate
7 candidates from the faculty at large for the
8 Search Committee per Senate Council.

9 I also changed the process. I already got input
10 from a number of faculty and leaders related to
11 the process being a national search prior -- not
12 under my realm, but prior to me starting four
13 months ago as acting Provost. My understanding
14 was it was an internal search. I got a number of
15 requests to ask about it being a national search,
16 and I agree with that, so we are changing that and
17 I think a message went out just today to let
18 everybody know that it will be a national search
19 following good feedback. So, you know, that's why
20 we want input and we change things with input, and
21 I thought that was appropriate.

22 And last month I communicated with leadership
23 faculty and staff on the College of Arts and
24 Sciences Search that we reinitiated the search for
25 a dean for the college. A 20-member Search

1 Committee will be co-chaired by Social Work, Dean
2 Jay Miller, and Professor Carrie Oser, who's a
3 professor and Associate Chair of Sociology -- may
4 actually be on the Zoom, I'm not sure -- and
5 Associate Director of the Center of Health Equity
6 and Transformation.

7 On November 1st I met with those co-chairs to
8 define plans for the search, and in an effort to
9 gain, again, input, I requested that we reach out
10 to the college itself to ask leadership in the
11 three thematic areas of arts and sciences --
12 obviously, it's a large college, but to have some
13 leadership represent humanities, social science,
14 and natural and math sciences to come to the
15 committee to inform the committee so we're all on
16 the same page, understanding the opportunities,
17 and challenges that the college might have so at
18 least the Search Committee is informed.

19 I have found in many high-level searches, that
20 that process is very helpful for the Search
21 Committee to be informed about all aspects of a
22 college, especially a large college like that.
23 That meeting is already scheduled and will serve
24 as the next step to continue to obtain clear-
25 content knowledge of the college as we optimize

1 the search process. And, again, I'll keep you
2 updated on the process all along the way.

3 Regarding the next topic, the strategic plan, as
4 many of you know, the Board of Trustees formerly
5 endorsed the institution's next strategic plan at
6 its meeting just last month. The endorsement
7 followed a day of deep-dive sessions regarding
8 each principle. Many of you were involved in
9 that. Mainly, the focus was on the objectives and
10 at a high level in the strategic plan.

11 I think you recall that we worked with Senate
12 Council on two meetings to really drill down on
13 the plan, certainly with trying to incorporate the
14 vast majority of recommendations, comments, and
15 suggestions from those meetings. The process, and
16 I hope everybody agrees, resulted in a strong plan
17 that had both broad-campus input and specific
18 subject matter expertise guidance from our
19 faculty.

20 I know the trustees certainly enjoyed the dialogue
21 and had a chance to examine more deeply some of
22 the trends in higher education occurring
23 naturally. I don't know if you know this, but we
24 actually gave an assignment to the board with 19
25 publications to read as homework prior to actually

1 the day of -- in retreat of reviewing the
2 strategic plan.

3 Following the meeting, though, we asked and we got
4 input. And following the meeting, we asked each
5 of the work groups, so those five work groups that
6 represented our campus, including designees by the
7 Senate in the development of the plan, to examine
8 feedback from the Board of Trustees and modify or
9 tweak, so to speak, the tactics because obviously
10 the tactics are going to be something that, over
11 time, is a living plan that might change. That's
12 kind of the how of we actually act in terms of any
13 one particular objective or goal. We ask that any
14 modifications that they might suggest be submitted
15 by November 12th.

16 And then later this week we're going to actually
17 give the work groups some of the provisional
18 metrics that were considered in the plan early on
19 in the process after our office for Institutional
20 Research, Analytics & Decision Support, or IRADS
21 is how it's called, takes a look at potential
22 metrics that could be measured, because we
23 actually don't want to have metrics that aren't
24 even measurable or feasible.

25 We're going to get those out to the work groups

1 and ask them for input on the metrics and that'll
2 be due on November 19th. So we're pretty close to
3 fine-tuning the tactics and certainly supporting
4 some metrics. But I've also conveyed that I would
5 like the Senate Council to hear this input once we
6 get it from the 12th and the 19th, and that could
7 be -- it's up to Aaron, but it could be possibly
8 through the Senate designees from the council
9 because they are on those work groups. So there
10 are Senate designees on all of those work groups
11 and many of you are probably on this -- the Zoom
12 meetings as well.

13 Regarding SACS, reaffirmation process, very
14 important to the institution. We have accelerated
15 our plans and preparation for reaffirmation for
16 the accreditation status from SACS. We'll be up
17 for reaffirmation if you don't know with the
18 submission in 2022, that's actually the paper
19 submission, but there will be an onsite review in
20 2023, and we've already been assigned a chair, we
21 can talk more about that from SACS.

22 A team led by the Associate or the Acting
23 Associate Provost for Planning and Assessment,
24 Katherine McCormick, and a number of colleagues
25 are working hard at the whole process, in fact,

1 they have drafted almost all at least first drafts
2 of the 73 standards and sub-standards that SACS
3 requires.

4 Sessions with individual units that will take part
5 in the assessment are certainly underway, and in
6 the coming days, there will be further
7 communication about the SACS process and in
8 particular, the development of the QEP or the
9 Quality Enhancement Plan, so you'll be receiving
10 that soon.

11 On November 2nd in fact, our SACS Executive
12 Committee met to review options on a QEP topic and
13 make clear recommendations that will be
14 incorporated into a set of proposals that will go
15 out to the campus, so you should receive that
16 soon. The Senate Council Chair, Aaron Cramer, is
17 on the Executive Committee to represent you in
18 that discussion, he may have more to say about
19 that or following some of those revisions.

20 QEP as many of you know demonstrates to
21 accreditors as part of the reaffirmation process
22 that we are a university focused strategically on
23 learning outcomes and creating an environment that
24 supports student learning and success. You'll all
25 be receiving the options for a QEP topic soon, and

1 I'd encourage you to respond because it's going to
2 be important when we finally pick a particular
3 topic. So your input's going to be considered
4 very seriously in terms of which topic, because
5 there'll be a lot of attention to that over the
6 next number of years.

7 Regarding COVID, just to say a few words about
8 that, although I think you hear a lot about COVID
9 so I'll be somewhat brief on it, but there's a few
10 important points. On Friday President Capilouto
11 reported that our campus vaccination rate now
12 stands in the campus of 89 percent, faculty,
13 though, 97 percent. And I really attribute that
14 to all of you in leadership, it is an amazing
15 percentage.

16 We are making progress slowly but surely every day
17 for those that aren't vaccinated, and I actually
18 -- I wasn't going to say this, but I think Dr.
19 Cramer actually still owes me a cup of coffee on a
20 bet on what level of vaccination rate we would
21 achieve when I first came in the office, week one
22 even.

23 But it is a testament to your leadership, to the
24 leadership of everyone on this meeting, and so it
25 takes it -- it just takes a lot to really get to

1 that point. And, in fact, I've been continually
2 amazed that our community's capacity informed by
3 your really thoughtful efforts at this to manage
4 and help us manage a very complex and
5 unprecedented pandemic, and for that I thank all
6 of you.

7 Our numbers in terms of vaccinations actually
8 rival any university, even those that have
9 mandated vaccines, and it's amazing, you should
10 really feel proud of that. Vaccines remain still
11 our greatest weapon, but I'm going to talk about
12 that in a little bit, because there are some
13 variants out there. If you haven't decided to get
14 vaccinated or if you know somebody who's even
15 thinking about it, and you -- anybody loses track
16 of where to go, ukvaccine.org, all one word, and
17 the link is there. I think you all know we've
18 done it. There's literally a button to hit to
19 register for vaccination. You then get back
20 information in terms of scheduling a time.
21 President Biden, there's some other aspects going
22 on, though, in terms of the federal government.
23 President Biden's administration last week
24 announced a number of updates and guidance in
25 terms of timing and requirements, federally,

1 relative to who must be vaccinated, and we're
2 still analyzing the impact of that guidance on our
3 campus, in our healthcare enterprise and among the
4 people that we have that are involved or support
5 federal contracts. The bottom line is that
6 because we have moved so aggressively, and so --
7 we're early to vaccinate our campus, we're in good
8 shape with respect to this policy guidance. But
9 we're going to have to follow because there may be
10 some people that are involved in federal contracts
11 that would be affected.

12 Where we need to work with more people in our
13 campus who have not been vaccinated or need to
14 take additional steps, we'll be reaching out to
15 them directly because obviously there are
16 potential options in terms of -- in the case of
17 vaccination, medical or religious exemptions, but
18 we're going to get more details on that.

19 And as you know, President Capilouto and I, along
20 with members of the administration met last week
21 with your elected Faculty Senate Council and staff
22 Senate members, and earlier today we met with the
23 elected student representatives to discuss our
24 progress on COVID and gather feedback. Those
25 meetings have been critically important to inform

1 in all of what we've been doing, and obviously,
2 we've had to put a lot into it, all of us -- all
3 of you, in terms of those plans.

4 And, finally, we also announced last week that the
5 UK HealthCare and the Kentucky Children's Hospital
6 will offer COVID vaccination clinics, or at least
7 the clinic that started by appointment only for
8 children, ages 5 to 17. This is enormous and of
9 benefit to so many of you, so many of our campus.
10 Beginning tomorrow at 245 Fountain Court, the
11 clinic will offer a child-friendly environment --
12 you could imagine what that's like -- supported by
13 child life specialists. The clinic will operate
14 Monday through Friday, 1:00 to 7:00 p.m. and
15 Saturday 9:00 a.m. to 5:00 p.m. You may have all
16 seen this or heard that, but I just wanted to be
17 sure you were aware.

18 Those interested in vaccinating their children
19 would also register at the same site I mentioned
20 "ukvaccine.org" and look for the button for ages 5
21 to 17. Frequently asked questions about pediatric
22 COVID-19 vaccines are also available on the
23 website, and we're happy to help any of you or
24 anybody if they have questions that aren't
25 answered there. These numbers in our push to

1 vaccinate our community, and now some of our
2 youngest people underscores really the progress we
3 have made over, you know, now nearly a two-year
4 battle of a global pandemic. We hope that we're
5 approaching the other side of a steep mountain,
6 but we cannot -- we must not, and I really
7 emphasize this, let up our attention to a lot of
8 the policies and a lot of things that we've made
9 progress with over the -- in fact, over the
10 several weeks, the numbers of new cases, rolling
11 averages, hospitalization levels, and positivity
12 rates have been declining, it's great news, but
13 there's also signs that those numbers are
14 plateauing, which is always a little concerning
15 when you look at it from a stats point of view,
16 and you may have read also in a number of
17 different papers, what appears to be another
18 potential surge they're talking about or a fourth
19 surge in the virus in parts of Europe and other
20 parts of the globe.

21 Our campus numbers have been very low for several
22 weeks and indeed throughout the semester, but low
23 numbers don't mean that as the end of this whole
24 journey, in terms of dealing with the pandemic.
25 And I don't mean to make it, you know, everybody

1 worry, but indeed there are articles coming out
2 for those of you who read the New England Journal,
3 or hear about the New England Journal, is usually
4 right. But after it's in the New England Journal,
5 it's usually the next day in the New York Times,
6 in other articles, there are concerns over other
7 variants.

8 There was an article just a few days ago that
9 talked about the new variant that could prove as a
10 challenge not in this country to the -- to our
11 knowledge at this point and not a concern that's
12 apparent right now, but that's fairly resistant to
13 the current vaccines, all the current vaccines.
14 And so, it is something that we need to be
15 thinking about as time goes on.

16 I think that one of the things that, you know, and
17 I can promise you certainly as a physician and a
18 researcher that I've spent many sleepless nights
19 this past year, even leading one of the teams of
20 experts, the STAR team to do the very best for
21 faculty, staff, and students and we'll continue to
22 do that.

23 With respect to the virus and the vaccines, one
24 thing that puts us in a bit of a different place
25 than at the very beginning is that even if there

1 were changes needed in future boosters and so
2 forth, I think you've heard this, but the mRNA
3 vaccine platform is really revolutionary. You
4 know to be very honest, if we -- if there were a
5 concern down the road and they identified other
6 proteins that they wanted to target in terms of
7 the vaccine, it's almost like putting in a
8 computer program to generate new vaccines with
9 these mRNA viruses, obviously, production and so
10 forth.

11 So bottom line is, is all of this has to
12 underscore our diligence and our careful efforts
13 to continue planning and thinking about how we
14 stay ahead of this complex environment to ensure
15 health, safety, and well-being of our community
16 going forward. Like I said, you've played an
17 important role, a critical role in this process,
18 and over the last year, and this semester, in
19 particular, our continued collaborative
20 conversations with elected faculty, staff, and
21 students has been critical.

22 The other point in that regard I wanted to make is
23 regarding interactions with you all as senators.
24 And Aaron just mentioned it a little while ago,
25 and I think you've heard from any of you that have

1 heard me, or put up with me in terms of a
2 conversation about my experiences in the College
3 of Medicine and faculty council and the senators
4 in the college, you know, I've always said how
5 much I valued that they carry the voice of the
6 faculty at large, would allow for input for the
7 bigger decisions that we make.

8 And to try to help as a campus-wide effort, when I
9 first started four months ago, I had asked Aaron
10 to come to the Dean's meeting to talk about the
11 role of senators, and how you could all help with
12 their efforts link with the deans even more, and
13 that occurred on October 19th as Aaron pointed
14 out.

15 I have said that that mechanism to engage faculty
16 in any college would result in a better product
17 than make things go more smoothly. In fact, Aaron
18 may or may not remember, but when I was in the
19 College of Medicine as Dean there, I had invited
20 him up there to kind of talk about that and how we
21 do that in the College of Medicine, meaning
22 connect the senators more with the deans and
23 leadership of the colleges and their associated
24 faculty councils, because I do think your role is
25 critical and I think there's more that can be

1 done. And I would like to do things, especially
2 when I'm here on the campus, and to strengthen
3 your role as it relates to the connection to the
4 deans and the colleges.

5 And so, as we move forward, I'd like your input,
6 I'll talk to Aaron about this, but you know, there
7 are options and follow-up meetings and we have to
8 talk about how we have a follow-up meeting to his
9 meeting, where he came to the Dean's meeting, and
10 whether or not it engages, you know, many or all
11 of you as well and I'm happy to do that.

12 The last thing I just wanted to mention and I'll
13 end Aaron, I promised I'd try to keep this within
14 15 minutes, I'm not sure if I'm there or not. I'm
15 not, he shook his head. Last thing though,
16 partnership with the provost. I really want to
17 continue to expand the efforts to use that as a
18 platform to communicate. I think you know that
19 we're going to send another reminder, there's
20 going to be one Thursday at 11:00 AM, they are now
21 in person, and I'd encourage people to come
22 because it allows for more open dialogue in terms
23 of the questions for at least those in the
24 audience, and we'll also email that information
25 out and certainly you could still participate by

1 Zoom.

2 No matter how you decide to participate, I hope
3 you agree that these sessions have been
4 informative, and we're going to try to make them
5 more informative and being basically a campus-wide
6 town hall to gain input. We still keep a
7 Qualtrics link, so if you want input via that
8 route, that's important as well.

9 So, Dr. Cramer, that is my report, I look forward
10 to responding to any questions you may have either
11 now or later in the meeting about these topics or
12 others. Thank you.

13 CRAMER: Thanks. I'll note about our wager, if I
14 were small, I might argue that we, you know,
15 hadn't really set the terms in a way that made it
16 clear, but I would also point out that I don't
17 grumble about small matters and so I look forward
18 to paying off that debt. On the --

19 DIPAOLA: You also owe me a beer too, that was another.

20 CRAMER: I don't remember that debt, but I'm -- again. The
21 -- on the QEP, I would encourage everyone when
22 that comes out to -- when we see messaging on that
23 to participate very robustly in that, I think it's
24 really important. From SACS's standpoint the QEP,
25 the Quality Enhancement Plan that we adopt as an

1 institution, is supposed to have broad campus
2 support and I think that it's important that you
3 participate and try to shape that process if you
4 want it to have that sort of broad support, so.
5 Other items in the chair's report, the Senate
6 Rules give authority to take some actions on
7 behalf of the Senate as long as they're reported.
8 We've had a couple of instances where
9 unavailability of local instructors to teach
10 specific courses that were needed for like
11 accreditation reasons, for specific programs, they
12 didn't have local instructors available, and so
13 they asked for temporary.
14 One time, these are not COVID-related requests,
15 this is just a staffing issue in the programs, but
16 for the Community Dentistry and Communication
17 Sciences and Disorders courses listed there, I
18 granted on behalf of the Senate one-time approval
19 for Distance Learning. If the faculty in those
20 programs decide that they -- that's the right way
21 to teach that going forward, of course, I would
22 have to pursue it as a Distance Learning approval
23 through the Senate.
24 Another item in the chair's report, there's no
25 specific guidance in the Senate Rules about which

1 committee reviews proposals to suspend or close an
2 academic program, a degree, or certificate
3 program. Past practice has been to assign these
4 items to the Senate's Admissions and Academic
5 Standards Committee.

6 After discussions with the relevant committee
7 chairs, there was agreement that the more
8 appropriate committees, the Academic Organizations
9 and Structure Committee, the SAOSC, typically in
10 those types of conversations, the focus is not on
11 the academic quality of those programs, we're not
12 like closing or suspending those programs because
13 they're not academically strong enough or
14 something like that, and so the Senate's interest
15 in those questions tends to be more focused on
16 what is the effect on the academic unit when those
17 programs close, and so the more natural place to
18 have those reviewed is in the SAOSC, and so we're
19 doing that going forward.

20 In terms of degree list, the right -- the Senate
21 votes on the degree list for candidates for
22 degrees, we try to process last year, the
23 Registrar and I worked together, and I think she
24 found it very successful to circulate the degree
25 list early to have a large opportunity for people

1 to find students whose names are missing or
2 something along those lines early, because it
3 prevents us from getting to a situation where the
4 Senate approved the degree list, the Board of
5 Trustees has approved the degree list, and then we
6 find students that actually were supposed to be on
7 it, and we have to do something kind of complex
8 afterwards. And so we're going to do that again,
9 so this week we'll send out the degree list that
10 was sent to us from the Registrar. This is not
11 the one that the Senate will vote on, but it's an
12 opportunity for us to take a look and see if we
13 see students who are supposed to be on the list
14 when we do vote on the list in December. So,
15 yeah, this will just make things go smoother. The
16 more students are on the list when they're
17 supposed to be the smoother things go.

18 Also on degree list, there's a mismatch in the
19 Senate and board meeting dates in May, the Senate
20 Council will probably end up approving the degree
21 list for summer -- or for spring and summer on
22 behalf of the Senate, because the Senate meeting
23 would be after the board meeting, which doesn't
24 allow the Senate to vote on the list before the
25 Board of Trustees would. So the Senate Council

1 we've done this before, we'll approve the list on
2 behalf of the Senate, but we'll send out the
3 degree list to Senators prior to Senate Council's
4 option is to allow the Senator's to reflect on the
5 list and ensure that everyone's listed that
6 supposed to be listed. So that'll be for this
7 spring.

8 Senate Council Office is looking into polling
9 software no matter what we do about modality going
10 forward, we've got to find a better way to do
11 voting in Senate meetings than we're currently
12 doing, and so we'll talk about that a little bit
13 more during that agenda item later in the meeting.
14 The next item on the agenda is Vice-Chairs report.
15 DeShana, do you have a report today?

16 COLLETT: I do not have a report today.

17 CRAMER: All right. Thank you. The Parliamentarian's
18 report Clayton, I think you're here unless you had
19 to step out because of the bus.

20 THYNE: I'm good, no report.

21 CRAMER: All right. Thank you, Clayton. And the Trustees
22 report, Lee or Hollie, do you have a --?

23 BLONDER: Yeah, I can start. So we had our Annual Board
24 Retreat on October 14th and 15th, and it took
25 place at the Gatton Student Center and there was a

1 Zoom option, so it was a hybrid format. As the
2 provost described, we had the first day of the
3 Board Retreat on Thursday, we had breakout groups
4 where we met with administrators and we discussed
5 the five principles. I won't go into the details
6 because the provost did an excellent job of
7 explaining what happened. We did feel very
8 enthusiastic about this format, it gave us the
9 trustees and other faculty and staff who attended
10 an opportunity to really give feedback and discuss
11 our views, so that was really rewarding. And our
12 input will be used in constructing the metrics and
13 we'll see how we move forward. That was day one.
14 Day two, we had Executive Committee meeting and a
15 full board meeting. During the Executive Committee
16 meeting, Aaron presented the results of the
17 faculty evaluation of President Capilouto, we also
18 reviewed the results of a constituent survey, and
19 following this meeting, each trustee is sent a
20 link where we do our own evaluation of the
21 President based on these two surveys and the
22 President's self-report of accomplishments over
23 the past year. So those were due today, in fact,
24 and we will be finalizing the evaluation at the
25 December meeting.

1 We also talked about our board self-study results
2 we had done a survey and we discussed that, and
3 this is required now by SACS, a board self-study.
4 We approved at the main board meeting as the
5 provost mentioned the strategic plan and various
6 committees, et cetera, moving forward with that.
7 And we also voted to approve the slate of officers
8 and Executive Committee members, so I'll read who
9 they are. So Bob Vance will again be the Chair of
10 the Board, Kim McCann Vice-Chair, Rachel Webb is
11 the Board Secretary, Bill Thro is the Assistant
12 Secretary, and the Executive Committee members
13 are; Skip Berry, Cathy Black, and Derrick Ramsey.
14 The next board meeting will take place Monday and
15 Tuesday, December 13th and 14th. And that's my
16 report. I think Hollie might have some things to
17 add.

18 CRAMER: Hollie?

19 SWANSON: Sure. So thank you, Lee, that was a very thorough
20 report. I just wanted to add that this time of
21 year too, we get on different committees, and so,
22 for example, the committees that I am on, I will
23 remain on the Healthcare Committee and the
24 Investment Committee, but I've just been included
25 on the Audit and Compliance Committee, and I

1 wanted to tell the senators that our final report
2 of the Arts and Sciences Audit has been posted,
3 and it is on the Arts and Sciences College website
4 under faculty and staff resources if you'd like to
5 pay attention to that report. Thank you.

6 CRAMER: Thank you, Lee and Hollie. The next item on the
7 agenda is some old business, it's specifically to
8 report on the past two academic years from past
9 ombud and incoming Senate council member, Kaveh
10 Tagavi. Kaveh, are you ready?

11 TAGAVI: I am here. Have you verified that you guys could
12 hear me?

13 CRAMER: I can hear you.

14 TAGAVI: I hope that you could also see me. I -- did not
15 occur to me to ask whether when I'm presenting,
16 I'll be in charge of this screen, or you guys will
17 be, what is the answer to that?

18 CRAMER: Do you have some slides that you would like to
19 show?

20 TAGAVI: No, the one that you have it read on your website,
21 I have it on my phone. Unfortunately, I couldn't
22 connect my laptop. I don't know why, I am on my
23 phone, but I also have those files open on my
24 phone. I could share and scroll it myself, or you
25 guys could scroll it, which way should I go?

1 CRAMER: Kaveh, is this what you want to show? Like this
2 is for 2019, 2020.

3 TAGAVI: Let's do -- I was going to suggest that this
4 information format is similar, and since the
5 second year actually includes some of the
6 information from the first year, in order not to
7 be repetitive and to save time for Senate, let me
8 just go directly to the second year. Can you guys
9 please open the second year?

10 CRAMER: There you go.

11 TAGAVI: So this is a standard format that the ombud
12 presents, the ombud office prepared it, and we
13 presented to the senate, I am more than willing to
14 briefly talk to you about this and answer
15 questions. And then after I'm finished with the
16 report, very quickly, I am more than happy to
17 discuss or answer any questions that might be
18 related to the report or even outside the report.
19 So as you can see, the first item is the number of
20 cases over the years. Some of those are grayed
21 from previous years, the last year is bold. I
22 would like to pretend I know why numbers go up or
23 go down, but I'll be honest with you, I have no
24 idea. I can make some guesses, I could say COVID
25 the first year it increased the number of cases.

1 The second-year maybe students got tired or
2 professors got more sophisticated with the online
3 format and the number of cases dropped, but that
4 would be a really speculation on my part. We
5 could discuss this if you want, otherwise, the
6 second item is the type of cases non-academic
7 offense issues, these are, for example, being
8 unruly or not following the rules of the court and
9 academic offense determination would be basically
10 plagiarism and cheating and sometime possibly
11 tension of record.

12 So non-academic offense issues actually would also
13 include cases where students are complaining about
14 professors. Now, can you scroll please because I
15 cannot scroll on -- okay, thank you. So as I go
16 to the new item, please scroll it, so the item
17 would be at the top. These are the description of
18 cases not including accident offenses. So these
19 are basically cases where students complain about
20 professors, or professors complain about students
21 regarding items which are non-academic offensive.
22 These are the different categories that we have
23 had attendance, exams, and so forth. Total of 200
24 cases. Next item if you go to the top of this
25 screen, please, thank you.

1 Next item. Description of questions and referral.
2 Again, these are -- the total is the same number
3 as before, we have attendance issues, exam, class
4 requirements, grades, and so forth. Next item,
5 please.

6 We had 178 total of academic offenses
7 determination. About half and half cheating and
8 plagiarism. It looks like the plagiarism
9 increased. Again, I could speculate, there has
10 been online encourages or invites some students to
11 actually use more online material and professors
12 had to get more sophisticated regarding online
13 delivery and checked on those and that's why we
14 saw an increase.

15 However, as you can see, the first year that I was
16 ombud, the numbers actually went down,
17 drastically. Could be different style of
18 different ombud, I put a lot of effort in
19 resolving the issues, so not every issue would go
20 to the Appeals Board. So I would put a lot of
21 effort in that. Am I taking credit? No, because
22 I don't know why it went down and then why it went
23 up again.

24 Number of contacts with the ombud total of 178,
25 those are the subcategories, plus detention of the

1 students you could see. Traditionally, we have
2 more cases of -- for undergrad compared to grads,
3 and of course, this is also the case.

4 For region of the offense determination, these are
5 the numbers per college. I'm assuming the ones
6 that have nothing in front of them, they could
7 have had zero, I'm guessing those are zero. These
8 are per colleges, the bigger the college is, the
9 more cases are referred to the ombud. If you
10 could go to the next topic. Thank you.

11 So many of cases referred to the ombud that --
12 referred by the ombud to the University Appeals
13 Board. Actually, offenses H through 6-0, we
14 discourage students to even come to the ombud as a
15 complaint. Getting information, sure, but
16 university withdrawal -- retroactive withdrawal is
17 somewhat autonomous, and their cases, except for
18 procedural error, cannot be also appealed to the
19 university appeal's board. So seeing zero index
20 is not unusual. Other appeal - zero the second
21 year, one in the first year. Total of number of
22 appeals -- actually, offenses 8, 6, which, again
23 goes to the 14th.

24 Academic Offense Appeals referred to the
25 University Appeals Board. These are the

1 breakdown, not many of them, as you can see. As I
2 told you, I tried my best to resolve it at the
3 ombud level as not to build in the Appeals Board.
4 Allegations of violation of student academic
5 rights. Again, not too many numbers. Let me skip
6 retroactive withdraw and go to appeal this whole
7 of dismissal suspension. That's also doesn't
8 happen much. As you can see, zero. Can we go to
9 the next? Is that the end of the file?

10 CRAMER: That's the end, yes.

11 TAGAVI: Okay. There was a place I wanted to make a
12 comment regarding the one right that, or one
13 power, or privilege that the ombud has is to issue
14 no merit decision, which by the way, could be
15 appealed by the student. So there was one place
16 in there that showed how many no -- non-merit
17 cases was issued by the ombud, and how many of
18 these were upheld. It shows that it was -- all of
19 them were upheld, but I know just very recently,
20 actually, it went after July and I was overruled,
21 I don't know whether that overrule is going to go
22 in the category of the next ombud, I feel sorry
23 for her if that's the case, maybe we would make
24 sure that that wouldn't be counted against us. So
25 I was overruled one time out of maybe eight times

1 from memory. This concludes my presentation; I am
2 more than happy to answer any questions regarding
3 the report or outside of the report.

4 CRAMER: All right. So we'll hope that the runners you
5 left on base don't go against the Alice's record,
6 Kaveh. Are there any questions for the past
7 ombud? Sean?

8 PEFFER: Yeah, just real quick. I had a case where a
9 student falsified a shot record or a health
10 record. And I learned that that does not go
11 through the ombud now, that goes through the
12 student conduct. But it doesn't seem as I was
13 going through that, that one, they're dealing with
14 a lot of other issues they don't have time for
15 this. And two, it didn't seem like that was where
16 it ought to go. It ought to be an academic
17 offense. If you walk into my classroom and
18 provide me with an excuse that is forged. So the
19 question is, is there any plans, is that on the
20 table, is anybody thinking about bringing that
21 back to the ombud issue? So it can be an academic
22 offense as opposed to a student conduct offense
23 because it has different ramifications for their
24 academic record, I also believe.

25 CRAMER: Kaveh, do you have any response to that?

1 TAGAVI: That is a very somewhat -- not very, somewhat
2 controversial issue, it has been over the years,
3 used to be totally under the control of the Ombud
4 Office, I think maybe a legal opinion, or
5 administrative -- at a higher administrative level
6 opinion, to teach outside of the ombud office.
7 As the ombud, my job was to follow the rules of
8 the university. And if that was the rule, that
9 was what I did. As a regular faculty member, even
10 as the past ombud, as the newly elected Senate
11 Council member, I have my opinions. I share your
12 feeling, it should be part of the ombud portfolio,
13 but during the two years that I was there, we had
14 this test, we had a test. Each offense resulted
15 or meant to gain academic credit or resulted in
16 academic advantage, the parts of it that resulted
17 in academic advantage we said will be done during
18 -- through the ombud and will be sent to the
19 Appeals Board to either upheld it, or to question
20 this judgment of the professors.
21 But the part that is an offense in general, like
22 let's say being drunk and coming to the university
23 or consuming alcohol on campus, these are
24 offensive, which are under the Dean of Students.
25 So what we did in our office, we used the test was

1 this -- did this offense result in a significant
2 or associable academic advantage? That part could
3 be dealt with through the ombud and through the
4 Appeals Board. And the other parts through the
5 Dean of students. But this is a case which I
6 think is not very settled, perhaps should be
7 revisited by the Senate and by the faculty as a
8 whole.

9 CRAMER: All right. Thank you, Kaveh for your report. The
10 next item of old business on our agenda today is
11 this question of Senate meeting modalities. At
12 the last meeting, we decided, "Hey, a survey of
13 the senators was a good approach for understanding
14 people's general perceptions", and I've shared
15 with you on the Senate agenda site the results
16 from that survey by a fairly wide margin, the
17 first choice among the senators was to continue in
18 the mid future, at least with Zoom Senate
19 meetings.

20 The second choice was a hybrid with Zoom, with
21 full participation by people that are
22 participating remotely. There are some technical
23 challenges at present with that approach.
24 Regarding poking -- voting mechanisms, the Senate
25 Council Office has a call scheduled with

1 representatives of poll everywhere, we want some
2 more detailed information about the plan features,
3 but it looks like that might be an option that
4 would provide for us to be able to vote in a
5 manner consistent with how we used to vote either
6 in person, or in a hybrid, or Zoom setting, and so
7 we're looking into that as an option now.

8 You know, based on this, I think that that Senate
9 Council's thought was to bring it back to the
10 Senate, make sure you guys saw the results of this
11 surveying, give you a chance to react to it. But
12 at this point, it doesn't appear that there's
13 an interest in resuming in-person meetings, at
14 least through the academic year.

15 Is there any discussion on this, or further
16 discussion on this topic? Sean, your hand might
17 still be up from before. Any other discussion on
18 this point? Otherwise, Senate Council would
19 probably decide to move in that direction going
20 forward.

21 The next item of business is a committee report
22 from the distance learning and e-learning
23 Committee, Roger Brown's the Chair of that
24 committee. Senate Council task that committee
25 with some items of business and they're here to

1 report on those. Roger, are you ready?

2 BROWN: Yeah. Thank you. Roger Brown, College of Ag. But
3 first of all, this is a robust area of new policy
4 development Distance Learning is, so I just want
5 to say it's a pretty humbling experience to lead
6 this committee. We've got a great group, they're
7 very active with their email feedback and in
8 meetings, and I especially appreciate the members
9 of the UK online and UK IT staff who are really
10 instrumental in helping us understand so much of
11 the new policy and regulation development in this
12 area.

13 So we have two items to bring before you, these
14 are motions. The first relates to a new form that
15 the Senate Council has adopted for approval of
16 what we could call fully online programs, but the
17 technical term maybe ought to be just online
18 programs, and so you see a definition in the
19 handout today describing that there's two criteria
20 to qualify under this definition as a program
21 that's eligible for advertising and so forth for
22 online delivery.

23 One of the -- the first of those criteria relates
24 to a definition that's broadly used by other
25 universities and sort of state-of-the-art

1 definition by an organization called iPED, which
2 is related to our accrediting body SACS. And so,
3 first of all, we would say that the program that
4 wants to advertise as a fully online program,
5 doing online delivery would have to meet that
6 definition. And the -- I'll point out that that
7 definition doesn't necessarily mean that every
8 aspect of the entire program is fully online. All
9 the content and instructional items have to be
10 delivered online, but the non-instructional items
11 there's a few carve-outs for instance, some
12 testing and some things like orientation could be
13 required in-person and still meet that iPEDs
14 definition of a fully online program. So has to
15 meet that.

16 And then secondly, the form itself that the Senate
17 Council has adopted ask the proposer to go through
18 and describe the program very carefully including
19 what elements are online and what elements might
20 not be online. And then there's a robust review
21 process beginning with the -- a unit to program
22 faculty of record to start with them and then move
23 -- actually, to this committee and then onto the
24 Senate Council and then to the Senate body. So it
25 would have to meet both of those criteria to be

1 eligible to be approved as an online for online
2 delivery. That's the first item, Aaron.

3 CRAMER: So the motion from the committee is that the
4 Senate adopt the proposed definition of an online
5 program for its purposes. Is there any debate on
6 this motion from the committee? Kaveh?

7 TAGAVI: Yes. I am concerned that we can't expect students
8 to read Senate Rules and read the glossary.
9 They're here online, and even more when they hear
10 fully online when they see the world fully, I know
11 you're not -- you're dropping that from the
12 designation, but in fact, the word "fully" is in
13 the definition why I said. So student see online,
14 they register, and now comes up the first exam and
15 they live in Los Angeles, and now all of a sudden
16 they realize this is after the deadline for w or
17 getting their money back, and they see -- they go
18 to show up for the quiz or for a test in person.
19 So my question is this, the iPED definition
20 doesn't forbid universities who define their
21 online program, not to have any in-person
22 component whatsoever.

23 I do realize that we have a definition, by the
24 university which allows up to 49% or 10% or
25 whatever in-person. What is -- will it be false

1 advertising, and I really -- it doesn't impress me
2 that iPED said you could do it. It's just not a
3 very good idea to have something called online or
4 fully online, and then require the person to get a
5 ticket from Los Angeles to Lexington, to get a
6 hotel, to get an Uber, taxi to come to the -- for
7 the one-hour exam and then go back. I know it
8 will be disclosed in the bullet-in, but it's just
9 not a very good way of doing.

10 So my question is, should we as the body
11 contemplate having a fully and truly -- if you
12 want to call it fully, fine, truly online course
13 or program? And I'll now be quiet and listen to
14 you guys.

15 CRAMER: Christian?

16 BRADY: Yes. Thank you. I was just asking, I've got the
17 report open in front of me, but if we could have
18 -- is it possible to get the actual language that
19 will be voted on in terms of the definition
20 available so we can see it through our discussion?

21 CRAMER: Maybe, hang on.

22 BRADY: I understand if that's not possible. I just want
23 to make sure I'm reading the correct thing.

24 CRAMER: Roger assist the writer.

25 BROWN: That's correct.

1 BRADY: Thank you.

2 CRAMER: Shannon.

3 OLTMANN: Thank you. Shannon Oltmann, College of
4 Communication Information. I was just going to
5 try to address some of Kaveh's concerns, I'm on
6 this committee and I think -- first of all, I
7 think one of the issues is we're changing from
8 what we called a fully online delivery form to
9 just calling it an online delivery form. So we're
10 actually trying to simplify the language.
11 But, secondly, I think it's incumbent on the
12 program itself to communicate to prospective
13 students if there are components that require
14 their -- require face-to-face attendance. I would
15 say it's the program's responsibility to
16 communicate that, rather than the Senate's
17 responsibility to make sure the students are aware
18 of that.

19 CRAMER: Bob.

20 GROSSMAN: Yeah, Bob Grossman, ANSWER. I just had a
21 question, I'm sorry, I didn't bring this up before
22 when I was at Senate Council, but is this
23 definition intended to be incorporated into the
24 Senate Rules, or is it going to be somewhere else?
25 If it's going into the Senate Rules, where would

1 it go? Where is it the proposal that I'd go?

2 BROWN: I can answer that. Yes, the intention is that
3 this would go into the Senate Rules, I guess it
4 would be referred to SREC to decide exactly where
5 and to review it, but I think Section 9 is the
6 glossary, and so we'd probably put it there.

7 GROSSMAN: Right. No one usually goes to the glossary unless
8 they come up with it in the, or they come across
9 it in the main text of the rules or the name of
10 the previous chapter. So I was wondering if there
11 was a particular place in say Section 3, which is
12 now courses and programs, and there could be a
13 definition there or a reference to online
14 programs. If there is a reference to online
15 programs, there send people to the glossary to see
16 the definition. But I guess -- I gather you
17 haven't really thought about where it would go in
18 Section 3.

19 BROWN: SREC could do that.

20 GROSSMAN: SREC can do all, okay.

21 CRAMER: Debra.

22 HARLEY: Yes. Debra Harley, College of Education. With
23 this revision, will this be for new programs or is
24 this going to be retroactive for existing online
25 programs?

1 CRAMER: It's a good question, it's actually the next item
2 that Roger's going to discuss is how to sort of
3 recognize the programs that already exist through
4 this. But this would be -- the forms been
5 approved by Senate Council for use for new
6 proposals.

7 HARLEY: Thank you.

8 CRAMER: Kaveh, is your hand still up from earlier, or do
9 you have --?

10 TAGAVI: It was from earlier, I'm sorry, I'm going to drop
11 it.

12 CRAMER: No problem. Is there any further debate on this
13 motion from the committee? Cagle?

14 CAGLE: Thank you, Aaron. This is Lauren Cagle, College
15 of Arts and Sciences. To follow up on Shannon's
16 point about it being incumbent upon programs then
17 to ensure that students are aware of any in-person
18 requirements that might be attached to online
19 program delivery. Has there been any discussion
20 of what happens if current programs (Zoom
21 distortion) and only find out later because it
22 wasn't communicated to them that there's some kind
23 of in-person component? So will there'll be a
24 process for students to -- is there a process for
25 students to like appeal that requirement or

1 something if it wasn't communicated to them?

2 BROWN: I'm happy to answer that.

3 CRAMER: Roger, please.

4 BROWN: Roger Brown, CAFÉ. So there are several
5 safeguards here and several constraints that keep
6 an instructor from changing things once they do
7 it. But Cagle the short answer there is that in
8 any case that an instructor is not abiding by the
9 rules one avenue for appeal is through the ombud
10 and ultimately to the UAB, so I think we sort of
11 rely on that.

12 A chair would be another person that could be
13 engaged in the process. But just the review
14 process through the new form that the Senate
15 council has approved for these fully online
16 programs, the review process, there would look
17 very carefully at how much is the program
18 proposing to have in-person and how legitimate is
19 that, and if it's too much, I think the answer is
20 going to be, this is just not a fully online
21 program, it's not close enough.

22 They're very few and far between examples where
23 there's anything that's required in person for the
24 93 programs that are currently being advertised
25 through UK online, so it's very rare. For

1 instance, the nursing program has an accelerated
2 bachelor's degree of nursing program. The
3 crediting body requires, and it's practically in
4 feasible to do some of their clinical action --
5 activities, and so those things are proposed, have
6 been allowed to -- have the program still be fully
7 online because it's --all of the didactic is
8 online. So the review process will look at that.
9 Any course that gets advertised, that's a DL
10 course, which all of these would be, they have to
11 specify in the course catalog when you register
12 for the course, the time, date, and location of
13 any in-person activities, so this is a rare sort
14 of thing it's going to be reviewed through the
15 form process, and then Cagle there'll be this
16 appeal process if those things aren't applied and
17 followed.

18 CRAMER: Hank.

19 DIETZ: Yeah. I just wanted to add in the committee, we
20 had a fairly vigorous discussion of this and the
21 similar concerns to what COVID had stowed -- had
22 stated there. And basically, I think one of the
23 things that makes us a little bit more palatable
24 is the fact that we're not really talking about
25 online versus it has to be at UK.

1 In other words, the things that are not online,
2 there are still plenty of ways that those can
3 actually have work-arounds that don't require
4 people to actually travel here and present
5 themselves for a specific thing at UK's campus.

6 CRAMER: Is there any other debate on this motion from the
7 committee? Just to be clear, what the motion is,
8 the motions for the Senate to adopt the definition
9 that was proposed by the SCDLeL.

10 Hearing none then if you'd like to vote in favor
11 of this motion, please use the raise-hand feature
12 now.

13 If you'd like to vote against the motion, please
14 raise your hand now.

15 And if you'd like to abstain on the motion, please
16 use the raise-hand feature now.

17 That motion passed with 94 in favors, zero
18 against, and two abstaining.

19 The next item from the SCDLeL. Roger, you ready?

20 BROWN: Yeah. Thank you. And just -- before I move on, I
21 just wanted to say, I do appreciate my colleague
22 Kaveh Tagavi calling me earlier today to talk over
23 some of these things, I find that a very useful
24 thing when my colleagues, senators, reach out and
25 help process through some questions, that was very

1 helpful, I appreciate that.

2 The second proposal here is just what to do with
3 all of the programs that are already approved by
4 the Senate as programs, and they're already being,
5 or nearly ready to be advertised by UK online, so
6 we can think of those as being grandfathered in, I
7 guess. And so, the committee talked about this
8 and decided that an expedited process much like
9 we've used before in the past when there are a
10 whole bunch of similar kinds of programs, the
11 university scholars' programs, and so you can see
12 here a set of steps that we would take, including
13 having the local unit administrator who's
14 associated with the faculty body that's in charge
15 of the program. That person through a Qualtrics
16 study, a survey rather, with a test that the
17 faculty body is studied the new requirements that
18 is looked at the form, asked any questions.
19 And then subsequent to that, the program faculty
20 or the unit faculty say they still want this to be
21 advertised as a fully online program. And once we
22 have all of those listed, there's about a
23 potential of, I think, 93 of those, then we would
24 bring them back to the Senate and have those
25 reviewed. And if my memory is correct, I don't

1 think this is an item for the Senate to vote on,
2 although you could speak to it, if you wish. The
3 Senate Council approved the process, and so the
4 next step for voting will just be to be to bring
5 those back and have you -- have us look at them
6 then.

7 CRAMER: Are there any questions for Roger about this
8 treatment of the existing programs? Seeing none,
9 then Roger, thank you, this has been a little bit
10 of a -- we've been building this one while we're
11 driving down the road a little bit, but thank you
12 for your committee's work on this.

13 BROWN: You're welcome. Thank you.

14 CRAMER: The next item on the agenda is a report from the
15 Senate's Advisory Committee on Privilege and
16 Tenure, Michael Healy is the Chair of this
17 committee. Michael, are you ready to give your
18 report?

19 HEALY: I am. Thanks, Aaron. Yeah, the committee, the
20 SACPT has been busy with a number of cases over
21 the past academic year. We had one case involving
22 a statement of charges from the provost regarding
23 dismissal from employment, the committee
24 considered that and provided its recommendation to
25 the President.

1 And we also considered an appeal from a denial of
2 tenure in the special title series, and looked at
3 the rules regarding violation of procedures, and
4 provided our recommendation on that case to the
5 President as well. We also had a couple of issues
6 involving claims of violation of academic
7 privilege which we've continued to process. We
8 have a couple of them have carried over into the
9 current academic year and we're continuing -- the
10 committee is continuing to sort of process its way
11 through them.

12 There are a couple of kind of general issues that
13 have arisen over the course of the year that I've
14 been talking to Aaron about, and I think our
15 committee is going to be putting a couple of
16 recommendations together in terms of revising the
17 Senate Rules to sort of account more specifically
18 for a particular circumstance.

19 One is the way the rules are currently written
20 there is a time limit that can be waived in
21 particular cases. That limits the amount of time
22 you can wait in order to bring a claim under the
23 text of the rules that applies really to kind of
24 dismissal claims or a failure to get it receive
25 tenure or promotion where we've found that that

1 kind of limit also ought to apply, and we've kind
2 of decided to apply it to cases involving claims
3 of violation of academic privilege.

4 It's not that we're saying it's an absolute limit
5 -- time limit on those claims, but I think if
6 someone doesn't bring their claim in a reasonable
7 amount of time, they ought to explain to the
8 committee why they were unable to do so, and the
9 committee can decide whether it wants to excuse
10 that failure to bring it in a timely manner. So
11 that's something I think we're going to propose in
12 consultation with Aaron for a change in the rules.
13 And another issue that's come up is rules for
14 recusal, especially for the chair based on either
15 an apparent or actual conflict and kind of the
16 difficulty that may raise because the rules say
17 really say nothing about that, so that's something
18 else that Aaron has asked us to kind of take a
19 look into and maybe suggest a way for the rules to
20 handle that situation, and we plan to do that.
21 So, basically, you know, we've been engaged with a
22 range of claims. We try to consider those claims
23 after hearing -- learning more information and
24 then make a decision based on the faculty rules
25 and our sense about how those rules apply.

1 CRAMER: Are there any questions for Michael about the
2 committee or its activities, I guess in a general
3 sense, not specific sense? Please. DeShana?

4 COLLETT: I'm DeShana Collett, College of Health Sciences.
5 Can you just speak to whether, I guess maybe if
6 you can report or not, whether the President is
7 accepting or rejecting your recommendations that
8 come out of the committee?

9 HEALY: I would say in general, we don't -- I don't think
10 there's any requirement in the rules that the
11 President report back to us on his decisions, and
12 in general, we don't hear a response back. I will
13 say, in this case, that we decided over the summer
14 on the statement of charges, we did hear back in
15 the form of a request that we reconsider our
16 recommendation.

17 But in terms of the other decisions, I think we
18 sometimes learn of decisions indirectly, but no,
19 there's not a direct report back. And I don't
20 think the rules actually provide for a report back
21 either.

22 CRAMER: DeShana?

23 COLLETT: No, I was just wondering, thank you for that.

24 CRAMER: Okay, Bob? Bob, I thought you raised your hand
25 maybe I mistook it.

1 GROSSMAN: Bob Grossman, ANSWER. Like there's been a huge
2 controversy in the last week that maybe is on its
3 way to being resolved now, but University of
4 Florida claimed that it had the right to prevent
5 faculty members from testifying in a -- and I
6 guess this was a state legislature hearing against
7 some policies promoted by the governor.

8 And their logic was University of Florida is a
9 state institution, and therefore any employees of
10 that state university could not -- if they were
11 testifying against the government -- the executive
12 branch of government, then they were, you know,
13 violate -- they were testifying against the
14 university itself and therefore that couldn't be
15 allowed.

16 They seem to have backed off on this position as
17 of today, but can you tell us, do you ever hear
18 about any cases where a university is asserting
19 the authority to prevent faculty from applying
20 their expertise in the public, even if it goes
21 against a proposed policy by the executive branch
22 of the government here in Kentucky?

23 HEALY: We have not had a claim anything like that come
24 before us. Nothing even close to that.

25 GROSSMAN: Great, that's good news. I didn't think so, but I

1 -- it's always a good opportunity to ask the
2 question when an opportunity becomes available. I
3 don't know, Aaron, I'd like to ask the provost
4 also to address it, maybe we can do that during
5 items from the floor?

6 CRAMER: Yeah. I don't know if he's got more than --
7 Kaveh, he addressed the question I think last week
8 at Senate Council, right? Kind of looking at the
9 provost on the screen here and trying to discern
10 if he has more to say about it than he did last
11 week, but maybe during discussion from the floor
12 would be good. Hollie?

13 SWANSON: Yeah, I was just trying to remember, because I was
14 -- I've been chair of that committee too, whether
15 or not it has been traditional for the president
16 to give feedback on their decisions. Does anyone
17 else remember?

18 HEALY: I will say that we have -- I mean, at times we've
19 received, thanks for the work we've done that kind
20 of thing, but I would say in terms of specific
21 statements about how our recommendations were
22 received, nothing direct, at least I don't think
23 so.

24 SWANSON: Okay. I thought I remembered being somehow we
25 were in the loop, but I could've misremembered.

1 CRAMER: Davy?

2 JONES: Davy Jones, College of Medicine. Just looking
3 back, decades, you know, back, it ha -- there
4 hasn't been a rigorous loop by the President to
5 inform the committee. But it has been helpful
6 when the committee learned whether or not they've
7 been interpreting a particular rule to mean X and,
8 you know, 3, 4, 5 cases they set up that way, and
9 if, you know, if they knew the President in each
10 time was denying it, because he interprets it a
11 different way than it could proposal could be made
12 for a clearer rule.

13 SWANSON: Yeah. That's what I was thinking. It's a lessons
14 learned, right? Here's where things are going
15 well, here's where things are not going well.

16 JONES: Yes.

17 CRAMER: Alright --

18 HEALY: That's probably -- could be helpful.

19 CRAMER: Yeah. Anything further for Michael?

20 MR. ?: Well, Michael is probably getting tired of hearing
21 me say this, but I say it whenever I can, that
22 committee is exceptionally professional in how
23 they handle what are generally difficult matters.
24 Michael's leadership of that committee has been as
25 far as I can tell, like stellar and I just would

1 really like to thank Michael and the committee for
2 their diligent work in these matters.

3 HEALY: Thank you very much, Aaron. It's been very nice
4 working with you too.

5 CRAMER: Appreciate it.

6 HEALY: Thanks.

7 CRAMER: The next item on the agenda is items from the
8 floor, this is an opportunity for senators to
9 raise issues that are not on the agenda. Let's
10 see, I'm going to go in the order that I see them.
11 Herman?

12 FARRELL: Yes, Herman Farrell, College of Fine Arts. It
13 sounded like we'd like to raise an issue with
14 regard to the email that you Aaron sent around on
15 Friday with regard to modalities and delivery.
16 First of all, I just want to echo my support of
17 the concerns that have been raised by various
18 Senate Council members and senators and faculty
19 about this notion of the provost. In the time
20 after we had sort of returned to normal, still,
21 sort of maintaining a final approval over this
22 modality of delivery.

23 I have a question, you know, and so I'm fully in
24 support of what the Senate seems to be trying to
25 get the provost to do, which is to return to the

1 normal operating procedure where those sorts of
2 decisions were made at the unit level and with the
3 faculty member and maybe the chair.

4 But I'm just curious, and maybe Roger Brown can
5 answer this, or maybe somebody who knows more
6 about Distance Learning can answer this question
7 for me. But you know, we've got our Senate Rule
8 10.6, which deals with policy for meeting times,
9 and in that it deals with meeting patterns.

10 The meeting patterns, as we all know, very, we
11 could have a colloquium, we could have a clinical
12 class, we can have an independent study, we could
13 have a lecture, we could have a practical, we
14 could have Distance Learning within that. And so,
15 I'm just curious to know if the Provost Office is
16 engaging in final approval of all forms of meeting
17 patterns, approvals of changes, and new ones, are
18 they doing it for practicums, which would involve
19 students working off-campus perhaps, or doing an
20 internship, are they doing it for clinical, are
21 they doing it for anything else other than
22 Distance Learning. And if they are only doing it
23 for Distance Learning, why is that? Why is
24 Distance Learning separated it out from the other
25 forms of leading patterns? That's my question.

1 And if they can answer it, I'd love -- that would
2 be great.

3 CRAMER: Yeah. I got a number of hands, maybe the -- I'll
4 approach them in order, and if somebody offers to
5 answer the question, maybe that's the best way to
6 go about it. Lee?

7 BLONDER: Yeah. Lee Blonder, Faculty Trustee. I just
8 wanted to echo that I agree with Herman and I
9 think this is a big issue for us and that we
10 really need to figure this out, because as you
11 said in your email, the course modality decisions
12 risk between the faculty member and the unit
13 administrator, and in some cases, the Dean is
14 involved, and I think that that's where it should
15 rest. And this is faculty prerogative, and I'm
16 not sure I understand the provost continuing
17 desire to control this and vet these requests. So
18 that's my comment.

19 CRAMER: Gail?

20 BRION: Yes, I spoke on this last faculty meeting as well,
21 and I still wonder why it seems to be a good idea
22 for the provost to have veto power over curricular
23 issues, which have been given the authority to the
24 faculty, and the University Senate to decide. And
25 I think that this has got a lot of people confused

1 and I'm really not sure it's necessary.

2 I think the provost has a great opportunity to
3 provide resources and recommendations, but the
4 approval lies with the faculty for curricular
5 issues. And if we don't talk about this, we could
6 end up as other places have, having our curriculum
7 decided by the administration, which is
8 inappropriate.

9 GROSSMAN: Aaron, did you want me to respond? I don't know
10 if they're already want me to wait until you
11 answer some more questions. I'm happy to respond
12 to try to help.

13 CRAMER: So I'm going to try to -- Roberts Rules says like
14 nobody can speak more than twice, so if you want
15 to speak now, you can, if you're answering
16 directly some of the questions that have been
17 raised. Or I can come to you in turn, your
18 choice.

19 GROSSMAN: I'm sorry. You've given me the choice?

20 CRAMER: Yes. Would you like to talk now as one of your
21 two times, or would you like to wait till I come
22 to you in turn?

23 DIPAOLOLA: Oh, I still want to have two chan -- no, just
24 kidding. I'm happy to talk. I feel like you all
25 are asking a question and obviously I represent

1 the administration in many respects, and so I feel
2 like you're asking me a question and I'm happy to
3 respond if you all want, in terms of some thoughts
4 on this. And I do want your input on it as well.
5 And I never mind going back and forth to get to a
6 final point that's best for everyone, and
7 certainly, I think you know that the vaccination
8 decision even regarding whether or not even we
9 mandate or how we test, how to go back and forth
10 that even came to this group at one point as well.
11 We are in a complicated time, and I feel I can
12 speak to it to even to some degree in some detail
13 relating to how we had to navigate this past year
14 and a half related to something fairly
15 unprecedented. So keep that in mind, in terms of
16 any of this.

17 There is no -- and I'm not speaking, I mean, not
18 just for myself, and the Provost Office, but from
19 administration overall, there is no intent to step
20 into curricular content or forming curriculum or
21 courses, there is no intent for that, and there
22 never was.

23 You got to keep in mind too, that when I came on
24 July 1st, there was already -- we passed two
25 semesters that COVID affected greatly. And the

1 difference in balance between online and in-person
2 was affected greatly, related to COVID. And I
3 know everybody's talking about, you know, what's
4 best and where do we go from here, and "Gee, we're
5 past COVID.

6 I'd also say that we're not really past COVID yet.
7 We -- and I don't think we'll ever be past COVID
8 fully, I think there will be a new normal, and
9 believe me, I, as much as you want to believe that
10 we're going to be back to something really close
11 to normal, but we will be forever changed. And I
12 -- and we can talk more about the details, there's
13 no question that during a global pandemic, that my
14 office established a process for the sake of the
15 university as a whole to ensure a sense of
16 consistency and continuity in making these
17 decisions, not just the decisions about
18 modalities, you have no idea, I think you do
19 maybe, how many decisions had to be made to
20 provide for our faculty, our chairs, our deans,
21 and with the needed expertise involved related to
22 COVID.

23 And just to be clear what we're talking about and
24 what we're not talking about, we're not talking
25 about the creation of a course or the content of a

1 course. We're not talking about the mode of
2 teaching for a course when a faculty member
3 creates a class and its content. And believe me,
4 we want to see more online opportunities. There's
5 some amazing opportunities. I mean, look at
6 social work and what they've done. We want to
7 have more clinical social workers out there.
8 But what we're talking about is ensuring
9 consistency of modality year to year, so that
10 parents, students, colleges, units, and other
11 faculty, all of whom are impacted by these
12 decisions, know what to expect and what will
13 occur. You just talked about students not knowing
14 what to expect even if you put a certain
15 definition of fully online on a website, and their
16 expectations, the students, and the parents that
17 send the students that we serve.
18 In my judgment, the process that we created for
19 COVID, where I worked with a COVID advisory group
20 to make these decisions, by the way, that was
21 created, that was created for all of you, for the
22 faculty, for the staff, and the students, so that
23 we could keep on top of what was changing.
24 We know a lot about COVID, but there's still stuff
25 we don't know, and we didn't know a lot about

1 COVID when we started the process. This has
2 successfully helped our faculty as well. Be sure
3 that we were addressing the concerns over safety.
4 I can't tell you how many concerns with
5 individualized particular situations occurred
6 through COVID.

7 In fact, when we're dealing with a rising Delta
8 variant, remember we were dealing with that on
9 July 1st at the beginning of what was going to be
10 this next semester, I can tell you that our
11 faculty needed input on the evidence. We needed
12 input, you did, the chairs did, the deans did, and
13 that's when we put together this whole process to
14 kind of sort out how to balance things out.
15 And I believe we need to find a way where we go
16 now, but having still some consistency and
17 coordination for our students and our faculty
18 across multiple colleges. If we're going to place
19 the needs of the students in our faculty as
20 priorities, especially this is complex, the
21 vaccine mandate question was complex.

22 Regarding our students respectfully, it's
23 incorrect to suggest that decisions made class by
24 class have no impact to other colleges, to other
25 areas of the courses, or done in complete

1 isolation from the rest of the department,
2 college, or other units across the campus. They
3 aren't. And I've seen that over the past three or
4 four months.

5 A student, for example, and I want to give you an
6 example, doesn't take all his/her classes from one
7 faculty member in one department, or even a
8 college, a single college. A typical student
9 takes multiple classes across the institution when
10 a modality or course flips or changes year to
11 year. Sometimes last year it was done with little
12 warning to students and families. We had to, I
13 mean, at the beginning, but it can impact the
14 student's schedule from classes, to work, to
15 travel time, to financial considerations of even
16 the student themselves.

17 And similarly, the impact can be felt by other
18 faculty within a unit or across departments in
19 colleges who've had to make adjustments. As the
20 institution's Chief Academic Officer, whoever the
21 institution's Chief Academic Officer happens to
22 be, is in a unique position to help evaluate these
23 issues across the campus. Looking out for faculty
24 and students in a coordinated fashion.

25 Believe me, that this is an enormous effort to

1 actually pay attention to all of this, but it
2 allows us the best coordinate students, the
3 institution goals, the student goals, the parents'
4 goals, and at least right now when we don't know
5 where things are going to be. I talked before
6 about the fact that there are new variants, we
7 don't know what spring is going to be exactly
8 like, and then there's another pandemic that we're
9 not all thinking about day today many of you have
10 come to me about it, and that is the mental health
11 of our students, their well-being, suicide risk
12 around the nation this is kind of a new pandemic.
13 And so, what you've all done this semester has
14 been incredibly successful, especially in
15 comparison to other universities. Being away from
16 campus for students and not being able to connect
17 with the community or in classes, increases those
18 mental health challenges that we all deal with.
19 Having other students on campus for living and
20 learning in person, and in that context offers us
21 opportunities to provide a more holistic approach.
22 And it doesn't mean that you can't create, and we
23 couldn't create online, and like I said,
24 administration is not going to step into the
25 content of the curriculum, it's just looking at

1 the coordination across campus. COVID didn't
2 create these issues, but clearly compounded them
3 to an extensive degree.

4 And as I explained a few moments ago, while we
5 made progress, navigating these incredible
6 challenges, we're not out of it yet.

7 Additionally, as I mentioned earlier, with these
8 variants, I don't know where we'll be. I mean,
9 we're doing great on vaccination rate, and I think
10 that's really attributed to all of you, and
11 certainly, all the faculty, as you know, working
12 with faculty, chairs, deans, and others, I can
13 help assess how these proposed changes, whether in
14 modality or time of a class to start will impact
15 students, not the content, not the creation of
16 curriculum. In fact, I am hoping that you
17 continue to create new programs.

18 I hope there's little question that we've worked
19 collaboratively and try to work collaboratively.
20 My door is always open and sometimes we work in
21 these forums and especially on Zoom, it's hard to
22 have that interaction. In terms of trying to get
23 input on where we go from here -- and I'm just
24 talking about today, where we go on the next steps
25 is still a question, not just related to the

1 modalities, but many things.

2 But you've got to realize I've been coming to
3 every Senate Council, multiple special meetings,
4 every Senate meeting created faculty town halls, a
5 forum for strategic planning, over 50 in-person or
6 additional ad hoc meetings related to the STAR
7 team and other committees to keep us safe, and my
8 doors open. So we -- let's take input, we're just
9 talking about now, but there are many reasons to
10 think about not just that we're past COVID, but
11 how do we deal with the next semester in the
12 context of a lot of complexity, not to step into
13 curriculum or the actual development and courses.
14 In fact, I've been working with the deans, many of
15 which are on here to figure out how the program
16 leaders, the faculty at large could create new
17 programs and how we resource that. And I think
18 resourcing that in the future in sustainable ways
19 is going to be critical. We've got a lot of
20 challenges, but we've got a lot of opportunities.
21 So I know Aaron, before I talked a bit about, you
22 know, I went into 20 minutes of updates, but you
23 can see even from the updates, there's a lot going
24 on here. And this is one of many things that
25 we're going to have to make a decision on

1 together, not just for today, but into the next
2 semester.

3 But, anyway, that's where we're at, we're trying,
4 I understand your input, we'll always take
5 everything very seriously. We had one subgroup
6 meeting and it was good. It was an in-person
7 meeting, we had a group of maybe five or six of
8 us, maybe seven of us in the board room over here.
9 I'm certainly happy to have additional meetings
10 like that because that can be a real good
11 interchange as opposed to some of the larger
12 meetings. So I kind of look forward to that.

13 CRAMER: Shannon?

14 OLTMANN: Thank you. Shannon Oltmann, College of
15 Communication and Information. Provost, I thank
16 you for your comments and for illuminating some of
17 your thoughts. But I think your comments contain
18 a number of assumptions or maybe implications that
19 I disagree with, that I think many of our faculty
20 disagree with, so I want to take a few minutes to
21 correct some of them.

22 First of all, I think that individual faculty,
23 department faculty, academic unit faculty, care
24 tremendously for our students. And we also know
25 our students really well. Nobody knows their

1 students on the level that frontline faculty know
2 their students.

3 And that includes knowing their schedules, knowing
4 their lives outside of the classroom, knowing
5 their families, their work schedules, those sorts
6 of things. We know that we live that, and to
7 somehow insinuate that we don't know where we
8 don't care about that is, is both hurtful and
9 disrespectful, frankly.

10 Secondly, on the ground faculty and academic
11 departments and units do coordinate when they make
12 decisions about course modality and which courses
13 should be offered in which way, at what times.
14 That's one of the points of having a department
15 and a college in academic units, right? So we can
16 coordinate these things. So it's not just, I
17 decide my course will be online and screw
18 everybody else in my department, we're all working
19 together to figure these things out. These
20 modality changes happen in concert and in
21 coordination, and with the students at the
22 forefront of our thinking and reflection on these
23 processes. I also think your comments containing
24 an assumption that if it weren't for your office
25 acting as a break, as a caution, that we'd all be

1 rushing to go online, willy-nilly. And I can tell
2 you from my interactions with faculty across the
3 university, dozens, hundreds of faculty love
4 teaching face to face, and they're not rushing to
5 go online.

6 They want to keep their modality the same as long
7 as possible, but they also want the flexibility to
8 be able to change if circumstances change. And
9 they want the -- they want some autonomy along
10 with that flexibility. And I think that's the
11 crux of the matter is that autonomy, that
12 responsibility, that's where we're coming at.

13 The University Senate at the University of
14 Kentucky, it's built to have that autonomy, that
15 responsibility to guide and shape faculty
16 decisions. And right now, it does feel like
17 you're kind of stepping on our toes and taking
18 some of that autonomy responsibility away from us.
19 I understand that's not your intent, and I believe
20 that's not your intent, but you know, if you step
21 on my toes, it doesn't matter whether or not you
22 meant too, it hurts, so I would just ask you to
23 maybe recognize that it's coming across as an
24 imposition on the autonomy of the faculty -- of
25 the University Senate, and our responsibility over

1 curricular matters, academic matters. Thank you.

2 DIPAOLA: Aaron, I'd like to just respond to that because I
3 think Shannon brought up a number of important
4 points --

5 CRAMER: Yeah, you just had 10 minutes and I can only give
6 you 10 minutes more total. If this is the 10
7 minutes, you want to use then --

8 DIPAOLA: Yes. If Shannon, yes. I'd like to just respond
9 to it. And, but I think this is important to have
10 a dialogue. And actually, this is one of the
11 reasons given you only have 10 minutes or
12 whatever, I can just respond to Shannon, that we
13 do need to have small groups to have these
14 discussions because Shannon, you said a few
15 things, I probably don't really know the details
16 of within your department. But one thing I have
17 seen is so many students and parents sending notes
18 where they did feel that things were not
19 coordinated and it wasn't necessarily within a
20 department or your department necessarily at all,
21 but it was across even colleges to a large degree.
22 And then the other thing is, you know, we're
23 talking about COVID at least at this point, the
24 majority of those requests that we helped navigate
25 were COVID-related requests, which are complex.

1 And the majority of them, in fact, if not all of
2 them, were complex requests. So it wasn't because
3 there was something great in the curriculum to
4 change to online, it was because of a concern over
5 COVID.

6 And it was a concern sometimes that was
7 complicated, meaning the size of a classroom where
8 somebody's individual concerns being
9 immunosuppressed or around a family member that
10 might be et cetera, et cetera. And so, I don't
11 know if we're at a different point right now.

12 I know everybody's feeling like we're past COVID,
13 "Gee, put things back!" But I'd have to say that
14 I'm surprised that you all wouldn't think that the
15 process we set up wasn't necessary or needed to be
16 helpful to make those complicated decisions
17 because these decisions were not curricular, they
18 were COVID related.

19 The coordination was across colleges often. And
20 you know what happened, I mean, I was not involved
21 at this end of the campus when the prior semester
22 occurred, but I know there was an intention to get
23 that semester back a bit, and it really didn't go
24 that way. You all know better than I do, why, or
25 many reasons that might've been the why, we were

1 trying to put something in place to help the
2 campus understand when most of the decisions and
3 questions were related to COVID.

4 And so, I want to help, I want to have an
5 interchange, but you mentioned a number of things
6 and I didn't mean to step on anybody's toes or be
7 disrespectful at all. And I didn't mean to imply
8 how every single area might be handling this in an
9 incredibly efficient manner. And if we went
10 totally back, might be perfect. I don't know for
11 sure, but I want to hear more of the details you
12 described, and it's hard to do it in this large
13 forum. So what I would propose is this, we can go
14 on and on here, I would propose we figure out a
15 way to continue the dialogue, but in some way
16 where we can have some interchange, so some of
17 those questions and things and points you just
18 brought up, I can understand better,
19 administration can understand better, because I
20 can tell you the intent is not to have
21 administration step on anything related to
22 curriculum and the expertise you all have.
23 Trust me. I know that as a doc, I know, I rely on
24 certain experts in cardiology or cancer or
25 something else, that's their expertise. They

1 understand that better than I would, and we need
2 to let them do that and flourish. This is a very
3 different situation, given the complexity. So I'm
4 going to ask as opposed to, because I know Aaron's
5 not going to let me respond again, and I need to
6 have interchange with you, is that we move on and
7 I come up with Aaron, a format that you would all
8 agree, we could have more interchange to get the
9 details, the details that you bring out Shannon
10 and others bring out as well. I think that would
11 be a fair way to do it, and a respectful way to do
12 it.

13 CRAMER: Greg?

14 HALL: Yes. Good afternoon. Thank you, provost, for
15 your comments and observations. With all due
16 respect, this is not about inner -- interchanges
17 of important part of it, but that's the cart. The
18 horse is your perceived veto over faculty
19 decisions, that's the horse. I fully understand
20 that you need to know what's going on in the
21 ground, one unit across the other, why not confirm
22 back in with the decision-makers, with the people
23 that have the authority to make these decisions
24 confer with them back in, include us. I would
25 like to know more. I'm -- as a faculty, I'm too

1 much in the dark about how these modality
2 decisions are made and as a member of the Senate.
3 You can do this better than having a
4 decision-making role, you know, that basically
5 circumvents the faculty, but that's the horse in
6 this if you ask me. And that is letting the
7 decisions made by the unit stand, we learn, we get
8 just, we tweak, but we do it together in
9 consultation, not with you taking the lead in an
10 area that this authority belongs to the faculty.
11 Thank you.

12 DIPAOLA: How do we do that, bring in consultation together?
13 How can we do that?

14 HALL: Again, back in, let the decision stand that are
15 made, and then we go -- we learned from them --

16 DIPAOLA: Even if it's a non-curricular in a COVID question?

17 HALL: Well, COVID or not, the authority of the faculty
18 in this area has to stay in it, that's what people
19 are so agitated about is that you're exerting a
20 veto over the process. Can you imagine the
21 pressure that puts on the chairs, on the faculties
22 --?

23 DIPAOLA: What have we vetoed actually?

24 HALL: I don't know, I haven't -- I don't know what's
25 going on with these modality decisions. I don't

1 like what, you know, much of what I hear, but they
2 -- the horse, again, provost is the authority --
3 decisional authority that belongs to the -- at the
4 unit level, not at the provost level, that's the
5 issue here.

6 DIPAOLA: But I'm saying that you have that --

7 CRAMER: Provost DiPaola, you're out of order. I'm sorry.

8 DIPAOLA: All right. That's all right. Sorry about that,
9 Aaron. It's just hard to respond when -- in this
10 form, as I mentioned before.

11 CRAMER: Cagle?

12 CAGLE: Thank you. This is Lauren Cagle, College of Arts
13 and Sciences. Greg basically said what I was going
14 to say, which is, I think the response from
15 Provost DiPaola and this is the point of the
16 concern, and in addition to that, I questioned the
17 distinction between what counts as a curricular
18 decision versus what counts as a COVID decision.
19 Our curricula are always shaped by a number of
20 different factors, including, but not limited to
21 what students we want to make sure are welcome in
22 our classrooms.

23 And so if we're not offering accessible courses
24 for students who cannot learn safely in person,
25 then we are making decisions about who does or

1 doesn't get access to our educations. The
2 decisions I make curricularly to make my courses
3 accessible are of necessity also shaped by COVID.
4 So I think that distinction is a lot blurrier than
5 the comments suggest.

6 My primary question though, and I raise this as a
7 question, I'm not directing it at you, Provost
8 DiPaola since you've had your two speech speaking
9 terms when I see their other hands. So the broad
10 question that I would really appreciate an answer
11 to at some point is under what authority has the
12 provost taken this decision-making power into the
13 Provost Office.

14 CRAMER: DeShana?

15 COLLETT: Thank you. DeShana from College of Arts -- Health
16 Sciences. I just wanted to comment and say, I
17 agree with my colleagues here. I think we need to
18 go back around and really mention about the
19 governing regulations and what it says about what
20 faculty control and the educational policies. My
21 understanding, you know, from the beginning is
22 that the Advisory Committee was just that advisory
23 to determine whether certain course or the
24 modality changes were related to COVID versus an
25 ADA and trying to help those deans and those

1 chairs figure out, you know, how those forms
2 should be delegated.

3 And we're also right now talking about a handful
4 of classes. And if I remember it's like less than
5 10 classes or courses that we are referring to,
6 that I cannot imagine are impacting student
7 classes across the board significantly where, I
8 mean, I'm not understanding some of the letters
9 that may be coming through, but I cannot imagine
10 that this is causing a significant impact.

11 I also like to just mention that even the process
12 as it currently is, we talked about someone said
13 -- mentioned about vetoing and, but there's still
14 no even appeals process in this current process
15 that you mentioned where it's going all the way up
16 to the provost. So if it goes to the provost,
17 your office, it goes to you and you're de -- and
18 the faculty member's request and the chair's
19 request is denied, there is no option to appeal.
20 There was no one else to go to from that point
21 forward. And then I'll let my colleagues go ahead
22 and speak.

23 CRAMER: Stefan?

24 BIRD-POLLAN: Yeah. Stefan Bird-Pollan, College of Arts
25 and Sciences. I also just want to agree with

1 my colleagues. And I'm a Director of
2 Undergraduate Studies, and so I would just
3 like to know a little bit more, you know,
4 what it means for the provost to have his
5 final say. And I mean, no one wants to go
6 through the sort of the work of thinking
7 about what's right for the students on the
8 ground, only to have their decision sort of a
9 mix from on high. So I think we need some
10 clearer rules and if these clear rules could
11 be articulated, maybe that will go some way
12 to -- for the faculty to feel like these
13 rules are really just temporarily in place
14 and they're not impinging on our authority,
15 but right now it feels to many of us that the
16 authority is sort of just arbitrary because
17 there are no boundaries that have been set by
18 it.

19 And you know, COVID, the non-COVID I mean, as you
20 said, Provost DiPaola, we're now -- there's not
21 going to be a time when there's no COVID, so it's,
22 COVID forever. And so, we need to figure out how
23 to -- the faculty has to figure out how to
24 establish their own authority and to maintain
25 their own authority in this new situation.

1 And we can't just rely on sort of a higher level
2 of the university, that power has to be seated
3 back to the people who are on the ground and who
4 know how to use it sort of in a specific way,
5 which benefits the students most. Thank you.

6 CRAMER: Herman. I'm going to skip you, because you
7 already talked on the matter, for the moment.
8 Molly?

9 BLASING: Molly Blasing, Arts, and Sciences. I had the
10 opportunity to attend the meeting that you
11 referred to where we have a chance to talk with a
12 small group about this. And we presented at that
13 time what we were proposing as a compromise
14 whereby the Provost Office consults. And we
15 acknowledged the important role that the Provost
16 Committee plays in this, but have them be in a
17 consulting role with the chairs so that the
18 authority remains with the faculty yet the provost
19 office can do its important work to oversee the
20 larger issues at play and bring those into the
21 decision-making process.

22 And I was surprised to learn from Aaron that
23 instead of, you know, after that conversation that
24 we -- it seemed like you were receptive to that
25 suggestion, but in the subsequent meeting you

1 announced that the deans would be removed from
2 that process. And I'm surprised at that because I
3 believe you when you say we need consistency, we
4 need coordination between faculty and
5 administration, and I was just surprised to see
6 that -- if we remove the deans from that
7 conversation, it takes more -- it's removing more
8 opportunity for faculty to liaise with the Provost
9 Office. So that's not the outcome that we were
10 seeking in that small meeting. And I worry that
11 continued sort of small sessions removes that
12 opportunity for everyone to weigh in, and so I
13 would just -- I would caution about using those.
14 I understand the exchange was positive, but if we
15 come away from that feeling that none of our
16 suggestions were implemented, it's not a
17 high-functioning process. Thank you.

18 CRAMER: Liz?

19 DEBSKI: Liz Debski, A&S. Yeah. So I agree with all the
20 points being made, and I just also would like to
21 emphasize this idea about going forward. Are
22 there circumstances in which this power that the
23 provost perceives that this power will be returned
24 to the faculty or are we as the provost indicated
25 in this kind of new situation where this is an

1 ongoing power, that the Provost Office is going to
2 have? I think that's one of the things that
3 faculty members that I speak to are really
4 concerned about. Is this a temporary situation?
5 And yes, well COVID is with us going forward, but
6 not at the level, hopefully, that we've
7 experienced in the past. And is this power coming
8 back to the faculty or not? Is it going to
9 continue to reside in the Provost Office?

10 CRAMER: Herman?

11 FARRELL: Yeah, I've just -- I'll just come back around to
12 the question and the concerns that I raised early
13 on. And just partly in response to the provost
14 comment about the impact, you know, we know that
15 decisions made class by class shifts in those
16 modalities do have an impact on students.
17 We get that. And when I say "we" I'm talking
18 about our faculty member, I'm talking about my
19 chair, I'm talking about unit members within my
20 faculty. We get it. We are concerned about losing
21 students because they might be shifting out of our
22 classes, losing our SCHs, so we're on the ground,
23 we're aware of it, but then even going up the
24 line, you have a whole bunch of other folks who
25 were involved in thinking about that broadly,

1 including the Senate and the Senate has its own
2 review process.

3 So to suggest that the Provost Office coming into
4 kind of fill a gap where that kind of notions
5 about the impact of the decision-making is not
6 being taken into consideration. And particularly
7 the student's interest is not a true statement, we
8 get it, and we're very interested in making sure
9 that we lessen the impact upon our students.

10 But the big issue here that is problematic for me
11 is that we went last year through a major debate
12 with this administration about shared governance,
13 and we passed five very particular resolutions.
14 And I'm very glad to see that there's been a lot
15 of movement on a lot of these aspects, especially
16 with regard to the Dean searches. So I praise the
17 response.

18 But this stonewalling and this sort of
19 decision-making -- and let me just be clear of
20 this, overreach, within our regulatory framework
21 is really problematic. And what I mean by
22 regulatory overreach as DeShana very clearly
23 stated, this is a governing regulation issue, this
24 is a Senate province decision-making process, and
25 we are -- we've got our backs up or, you know, we

1 do feel like our toes are being stepped on because
2 we do feel that this is an overreach by your
3 office and by you in particular.

4 And so that's what we're saying to you, and we're
5 saying it to you pretty boldly now as an entire
6 Senate. So having individual meetings with us
7 where you can kind of respond to it would be
8 great, and I'd like to take the temperature down.
9 But fundamentally, as Greg said, this really is
10 the horse. This is really the core issue. And if
11 you're going to continue to just listen to us, but
12 not change your trajectory, we're going to have a
13 serious problem because this really does make all
14 of us within the Senate who knows something about
15 shared governance, very concerned when we see an
16 overreach like this into a territory that has been
17 over the years and according to our rules within
18 the province and the control of the Senate, and
19 the faculty of this university.

20 CRAMER: All right. I have 501, I also don't see any more
21 hands up, time doesn't permit further, but I would
22 say on this issue, almost certainly there will be
23 more conversation. I will commit to you that
24 you'll receive regular emails from me about
25 anything that I'm aware of in this conversation,

1 rather than me save it for one big email blast,
2 right before the Senate meeting, I'll communicate
3 as things happen in the coming times. Provost
4 DiPaola, I can give you like a couple minutes, go
5 ahead.

6 DIPAOLA: Yeah -- no, I just want to say that I do
7 appreciate, you know, the comments, I mean, and I
8 do appreciate the fact that you've had a number of
9 things that I think are additional details that
10 haven't been necessarily discussed. Let me just
11 say one thing too.

12 I never proposed that we keep the deans out of
13 things, what we had proposed and talked about was
14 figuring a way we could collaboratively get closer
15 to being inclusive of whether it was a program
16 director or a chair in the conversation so that
17 everybody felt comfortable, that we weren't really
18 vetoing "things that were very important and we --
19 and things that we couldn't solve related to a
20 COVID issue".

21 Like I said, I mean, we'll -- I'll take this back,
22 we'll think about all of the processes, but I
23 would actually ask you all to fill me in, on what
24 you think occurred before this semester, because I
25 think everybody would agree this semester was

1 fairly successful with the processes that we did
2 have in place dealing with COVID.

3 What happened with the semester prior, which was
4 really tough on everyone; faculty, staff, and
5 students. I know Shannon, you're shaking your
6 head maybe even one-on-one fill me in a little
7 bit, but I felt like at least the processes that
8 we had put in place really helped steer us into a
9 good semester.

10 Where we go from here is something we're going to
11 have to decide, I can only speak to at least this
12 moment in time, and I'm happy to have a further
13 discussion with the group as a whole as well, if
14 you want to do it in a large format, but I'd
15 rather do it in a format where we can go back and
16 forth a bit so that you can ask me questions and I
17 can respond and we can kind of see what's
18 possible.

19 CRAMER: All right. So, you know, as I said, I'm sure
20 there'll be more conversation about this. If you
21 feel like there's things that you didn't get said
22 today that you want to get said, feel free to
23 email me or any of the Senate Council members. If
24 you're interested in participating further in
25 conversations along these lines, going forward,

1 make sure to let us know and we'll make sure
2 you're a part of the conversation too, and then
3 I'll communicate with you regularly on this issue
4 in the next month as well.

5 All right. We're to adjournment, are there any
6 objections to adjournment?

7 All right. Seeing none, we will adjourn. Enjoy
8 the rest of your day. Our next meeting will be
9 December 13th.