

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

* * * * *

NOVEMBER 9, 2020

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AARON CRAMER, CHAIR

DESHANA COLLETT, VICE CHAIR

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

STEPHANIE WOOLERY, STAFF ASSISTANT

TRISHA B. MORLEY, STENOGRAPHER

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2 CRAMER: All right, guys. I have 3:00. Welcome

3 to the November 9th University Senate

4 meeting. For attendance purposes, senate

5 members, please type your name and

6 affiliation in the chat box. The chat

7 function is not used otherwise, so don't use

8 the chat function during the meeting to add

9 to the discussion. We need to have that

10 discussion out loud. So use the "raise hand"

11 feature to get my attention if you have

12 something you need to speak.

13 Mute yourself when you're not speaking,

14 but I've asked Stephanie to assist with

15 muting people if they accidentally leave

16 their mics open during the meeting. The

17 meeting is being recorded for note-taking

18 purposes to assist with preparing the minutes

19 and so forth. If any member of the senate is

20 disconnected and cannot reconnect at all

21 after attempting to reconnect or reboot,

22 please send an email. Maybe instead of

23 Sheila Brothers, actually, do Stephanie

24 Woolery at stephanie.woolery@uky.edu so that

25 we're aware. In terms of practicalities, the

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1 senate meetings are open meetings. We follow

2 Robert's Rules of Order. No voting by proxy.

3 Be civil in discussing any questions before

4 the senate.

5 Be a good citizen. Part of that also

6 means discussing the actions of the senate

7 and the business of the senate among your

8 colleagues as well. You represent people,

9 and so make sure the people you report are

10 aware of your activities on their behalf.

11 And participate, please. I know this is a

12 format that's not particularly conducive to
13 participation, but, please, engage in
14 discussion, ask questions, make suggestions
15 as appropriate.

16 Just a reminder, since we're operating
17 in a strange format, Zoom participants are
18 divided into two categories: Panelists and
19 attendees. Both can participate in the
20 meeting. We're using this distinction
21 primarily to help us separate those who have
22 votes in the senate versus those who do not
23 presently vote in the senate. And so
24 panelists are going to be the voting
25 senators. Panelists will receive a specific

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1 email from Stephanie with Zoom information to

2 allow them to vote and are eligible to vote.

3 Nonvoting senators and guests are attendees.

4 They can get the Zoom link from the senate

5 site and do not vote. You can still raise

6 your hand and ask questions or ask for the

7 floor.

8 I see my parliamentarian has his hand

9 up. Doug, what's up? Hang on. Our

10 parliamentarian is in the wrong place. Doug,

11 are you in here?

12 MICHAEL: Yes, I am. I inadvertently raised my
13 hand.

14 CRAMER: Oh, okay. But it's important that our
15 parliamentarian be in the right list so he
16 can observe to vote and make sure he's
17 assisting me with maintaining order, so it's
18 good. We've got that sorted out now.

19 During discussion, to indicate you want
20 you speak, click on the Zoom feature "raise
21 hand." Just depending on who you are, it
22 might be in a different place. If you're a
23 panelist that is a voting member, you click
24 on the participants button in Zoom, and then
25 click on the "raise hand" button, which will

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1 be in the lower right-hand corner of the

2 participants window.

3 If you're an attendee, you just click on

4 the "raise hand" button at the bottom of the

5 screen in the center and we can see it. If I

6 don't see it, Stephanie will see it and say,

7 hey, somebody's got their hand up, and that

8 way I can see that you've raised your hand.

9 To vote, the voting members, the

10 panelists, will use the "raise hand" feature

11 in Zoom, the same "raise hand" feature that I

12 mentioned here that's at the bottom right-

13 hand corner of the participants window.

14 You'll use the "raise hand" feature when I

15 call for people voting in favor. Use the

16 "raise hand" feature to indicate that, or

17 you'll raise your hand to oppose or raise

18 your hand to formally indicate that you want

19 to abstain. In terms of the voting, I'll

20 state the motion, ask voting members, the

21 panelists wishing to vote in favor, to click

22 the Zoom feature "raise hand." We'll record

23 the vote count and the hands will be cleared.

24 I'll then ask for voting members who wish to

25 vote opposed to raise their hands in Zoom.

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1 The count will be recorded and the hands will
2 be cleared. And then I'll ask for people
3 wishing to abstain to raise their hand, and
4 the count will be recorded and the hands will
5 be cleared.

6 So, as mentioned last time, it's hard to
7 note the individual names of senators voting
8 in this way, so what we'll do is have --
9 Stephanie will actually document those in the
10 minority and those abstaining. These are,
11 typically, the smaller numbers, and the

12 minority is, obviously, the smaller number.

13 If the votes proceed to be close, then we're

14 prepared to assist and actually do a role

15 call vote, actually go down the list and vote

16 that way. But if it's -- most people say in

17 favor of a motion. We won't record the

18 individual names in favor, only the

19 individual names opposing and abstaining.

20 You'll be assumed to have voted with the

21 majority if you're not in the minority or

22 abstaining, officially.

23 Davy, did you have a question?

24 JONES: Just to help me understand -- we might

25 be able to apply this to some other meeting

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1 situations. In the voting here, do you
2 actually have a way to partition that during
3 the voting action that participants who are
4 not voting do not inadvertently raise their
5 hand and get counted in to the vote? Do you
6 have a way to block them from actually
7 raising their hand?

8 CRAMER: Davy, let me clarify. You mean
9 specifically, like, nonvoting members of the
10 body?

11 JONES: Yes, for example.

12 CRAMER: So by splitting them between panelists

13 and attendees, we're only counting the

14 panelists that raise their hand during that

15 time.

16 MICHAEL: Panelists, also, can actually vote

17 instead of just raise their hands, so you can

18 see that differently. If you're a panelist,

19 you can see a different green or red mark

20 instead of raising your hand --

21 CRAMER: But, Doug, we're using the "raise hand,"

22 though because --

23 MICHAEL: We are? Okay. Never mind.

24 CRAMER: Yeah. Sorry. No, that is a feature

25 that Zoom allows, but it's a little bit funny

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1 and we decided this was actually the way to
2 make sure we get the counts right and the
3 names who are voting in each way right. But
4 to answer Davy Jones' question, that's right.
5 By splitting between panelists and attendees,
6 we would only be counting the people who
7 raise their hands that were panelists during
8 that time, not attendees who might have
9 raised their hand, for example, to ask a
10 question.
11 Senate Rule 1.2.3 on meetings requires

12 that minutes from the previous meeting, the
13 agenda for this meeting and supporting
14 documentation be sent to senators six days in
15 advance. We did not send you the items on
16 Tuesday, November 3rd due to UK's closure for
17 the federal election. Therefore, in order
18 for us to proceed, the senate should waive
19 Senate Rule 1.2.3 and allow the senate to
20 consider the agenda, et cetera, because this
21 was not sent out six days in advance.

22 So to do this, I would need a motion and
23 a second. It appears that Bob Grossman has
24 raised his hand. Bob, are you making this
25 motion?

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1 GROSSMAN: Yes.

2 CRAMER: Jurgen. I have Jurgen's hand second.

3 Jurgen, are you seconding this motion?

4 ROHR: Yes.

5 CRAMER: So we have a motion and a second that

6 the senate waive Senate Rule 1.2.3 to allow

7 consideration of the agenda, et cetera, for

8 November 9th, 2020. I'm going to go ahead

9 and clear the hands because I'm assuming

10 you're acting on that motion.

11 Is there any debate or discussion on

12 that motion? So this will give us a good
13 test vote just to make sure the panelists
14 are, basically, familiar with the vote. Are
15 people voting yet? I haven't asked for those
16 in favor yet, so I just want to make sure
17 people aren't asking questions. I think
18 you're all voting. So let's try it out.
19 Those voting senators in favor of waiving
20 Senate Rule 1.2.3., please use the "raise
21 hand" feature in the participants window on
22 the lower right. I'm going to look at the
23 chat here in case there's anyone that's
24 having difficulty here. It appears we have
25 almost all of them, but they're still taking

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1 up a little bit.

2

3 BRION: You have two attendees who have voted.

4 CRAMER: Yes. I see that, too. So we have

5 alternating voting rights for certain deans

6 in the senate. I believe the two deans in

7 question are not voting members this year.

8 WOOLERY: That's right.

9 CRAMER: So it looks like that motion's going to

10 pass. Do you have the vote count reported

11 for that?

12 WOOLERY: Yes.

13 CRAMER: So I'm going to lower all the hands now.

14 And, now, senate members who would like to

15 vote against the motion, please raise your

16 hand. Do you have that?

17 WOOLERY: Yes.

18 CRAMER: I'm going to lower the hands again. Any

19 voting senator who would like to abstain from

20 voting on this motion, please use the "raise

21 hand" feature. That motion passes, so we'll

22 proceed with our agenda for today.

23 So the first item of business is our

24 minutes from our last meeting on October

25 12th. No changes were received in the Senate

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1 Council office by this morning, so unless
2 objections are heard now, the minutes from
3 October 12th, 2020, will stand approved as
4 distributed by unanimous consent. I guess,
5 if you have an objection, raise your hand
6 now. Seeing none, those minutes are
7 approved.

8 In terms of announcements: I was
9 appointed by the President to serve on the
10 Executive Leadership Committee for UK's
11 SACSCOC reaccreditation or reaffirmation site

12 visit. The Executive Committee will meet
13 quarterly. It is scheduled to meet, I think,
14 later this month for the first time. So as
15 things come up that affect us, I will make
16 sure to keep you informed about this.

17 Also, me, some members from the Senate
18 Academic Programs Committee, the
19 Undergraduate Council Chair participated in
20 two recent day-long sessions with Gray
21 Associates. Gray Associates had a contract
22 with CPE to review and evaluate all programs
23 at state universities in the state. UK and U
24 of L petitioned to be evaluated differently
25 than the regional institutions, but we're

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1 still, sort of, focused on some external
2 metrics related to job opportunities and so
3 forth. There weren't any metrics to evaluate
4 academic quality associated with this
5 exercise, but it was, essentially, an
6 exercise to look through UK's portfolio of
7 academic programs.

8 So that was done. I don't know, really,
9 what to expect. I mean, UK's going to have
10 to submit a report to CPE related to this
11 exercise, but I don't, at this time, really

12 anticipate changes happening at UK in
13 response to -- or, let's say drastic changes
14 happening at UK with response to this
15 exercise. If I hear differently, of course,
16 I'll let you know.

17 Senate Council approved continued work
18 on a conversion form. This is something that
19 would be used to create a fully online
20 program or add fully online delivery to an
21 existing program. Upon senate approval, the
22 curriculum and related academic
23 considerations, such programs will be treated
24 administratively as a fully online program.
25 This essentially gives -- is a vehicle by

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1 which the senate can exercise its
2 responsibilities with respect to approving
3 academic programs to whether it's appropriate
4 to deliver a program in a fully online format
5 or not.

6 As a fallout, administratively treating
7 a program as a fully online program will
8 include administrative policies, such as
9 tuition rates and tuition shares, if any. So
10 there will be more information about this
11 when officially approved, but this will be a

12 relatively simple form to allow a program

13 that, say, existed for decades, to become

14 approved for fully online delivery of the

15 program. This would be a degree or

16 certificate program, for example.

17 There was a question at last month's

18 senate meeting about UK's response to

19 President Trump's executive order on

20 training. I think, maybe, Herman Farrell

21 asked a question. I've asked Interim Vice

22 President George Wright, who also spoke with

23 General Counsel Thro on the question. I

24 think this question also came up at the last

25 Board of Trustees meeting.

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1 Bill Thro responded that UK, typically,
2 does not take a position on federal executive
3 orders, so there's no official university
4 position, but that leadership is reviewing
5 the executive order and its applicability to
6 any existing programs, and the President will
7 decide whether to stop or modify any of them.

8 Herman, is there is a question? Your
9 hand's up.

10 FARRELL: Yes. Can you hear me?

11 CRAMER: Yes.

12 FARRELL: So, yeah, I was curious about that,
13 because Lexington Herald-Leader had an
14 article last week saying that there was some
15 issue about diversity training taking place
16 on our campus. And the way it was portrayed
17 was it said that Jay Blanton said, "It should
18 not have happened." And the characterization
19 of these sessions was that there was
20 segregation taking place. Literally,
21 "segregation." From what I understand,
22 again, I don't know all the facts. The only
23 facts that are in that article come from the
24 people who are complaining about it, coming
25 from United States senators, republicans and

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1 the Trump administration, that were critical

2 of exactly -- this diversity training.

3 And it seemed like Jay Blanton, and

4 maybe the university itself, threw the

5 training sessions under the bus. That's my

6 take on it. I'd like to know more about

7 exactly what happened in those training

8 sessions; what was our response; what was our

9 response within the university

10 administration, especially Kristin Turner,

11 who was head of the RA program, I understand.

12 I'd like to hear from George Wright. I mean,
13 it's a continuing conversation, but I'm
14 actually really stressed about what I saw in
15 that article, because it seemed like it
16 basically said -- it came out just before the
17 election, but it seemed like it came out and,
18 essentially, just said that the diversity
19 training shouldn't have happened.

20 And the last thing I would end with is:
21 If there were was a temporary, sort of,
22 separation of people of color from people who
23 identified as white, in order to have
24 conversations amongst themselves, I don't
25 think there's any problem with that, as long

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1 as it's a temporary situation and an
2 opportunity for people to share their
3 thoughts without race and racism, and then
4 they come back together. These are temporary
5 breakouts, from what I understand.

6 So I just -- the way the whole thing
7 went down and the way the university very
8 quickly said that'll never happen again, I'm
9 curious why they said that.

10 CRAMER: So I would -- Herman, your point's well-
11 taken. The news of the RA training session,

12 that news surfaced some time ago. The
13 response from Jay Blanton that that should
14 not have happened and that there was a
15 federal investigation, that came, actually,
16 after my response from Bill Thro. So I agree
17 that that might beg the next question in the
18 conversation, and so I'm happy to continue to
19 follow up on those questions.

20 Also, we have Senate Council election
21 results. These were announced Friday
22 afternoon. Roger Brown chairs the
23 subcommittee on elections in the Rules and
24 Elections Committee. Senate Council terms
25 start on January 1st and are for three years.

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1 Senate Council meets weekly on Mondays from
2 3:00 to 5:00 when we're not here meeting with
3 the full Senate. First, I would greatly
4 express my appreciation for the Senate
5 Council members whose terms are ending.
6 Paco, Gail and Allison have been wonderful to
7 work with as colleagues on Senate Council.
8 Taking over the role that I'm in now during
9 the summer, during this time, has made me --
10 I don't know. Maybe every Senate Council
11 Chair very much appreciates the Senate

12 Council members, but I feel like I appreciate
13 them, like, more so. So no challenge to
14 previous Senate Council Chairs, but I
15 definitely have found myself appreciative of
16 the effort that they exhibit on your behalf
17 and all of our behalf, and just sincere
18 appreciation for the Senate Council members
19 whose terms are ending at the end of this
20 calendar year.

21 We have also previous -- past Chair
22 Bird-Pollan who's correctly noting she was
23 appreciative. I'm not saying I was more
24 appreciative than Jennifer Bird-Pollan, but
25 you know, we'll find out later.

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1 What I would also say is everyone who
2 agreed to stand for election, I mean, it's --
3 there's no thanks in that, except I'm going
4 to say thanks. Thank you for doing that.
5 It's important that our colleagues in the
6 senate have good representation on Senate
7 Council in order to help organize and spend
8 some deep thought on some of the moments that
9 the senate has to think about in between
10 senate meetings.
11 The three elected candidates whose terms

12 will start on January 1st are Marilyn Duncan
13 from the College of Medicine, Bob Grossman
14 from Arts & Sciences, and Shannon Oltmann
15 from C&I. And so congratulations to you all.
16 I'm very much looking forward to working with
17 you. Remember, their terms start on January
18 1st, and those will last for three years.

19 A reminder: Again, I've seen this slide
20 at every senate meeting, I think, since I've
21 become a senator. But recall, if you're
22 aware, of curricular proposals that people
23 intend to have read for Fall 2021, that these
24 have to be received in the Senate Council
25 office by these dates in order to have,

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1 really, a chance of being effective for Fall
2 2021. Of course, it's possible if they come
3 to us by then that they still -- there'll be
4 some issue that's uncovered during curricular
5 review or maybe they don't make it for some
6 reason. But to have, really, a chance at
7 being an effective change for Fall 2021, they
8 have to be received by the Senate Council
9 office by that time.

10 Of course, we keep working on them and
11 we try to move things forward as we get them

12 through, but these really give you a sense of
13 what timing's required to have a chance for,
14 say, a new program or some other type of
15 change to come online in the fall.

16 So that's the end of my announcements.

17 In terms of Chair's Report, recall that the
18 Senate Rules give the chair and the Senate
19 Council authority to take some actions on
20 behalf of the senate, as long as they're
21 reported to the senate. So Senate Council
22 approved on October 19th, nonstandard course
23 calendars for some DPT courses for Spring
24 2021. This had to do with ensuring there was
25 sufficient time for certain clinical parts of

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1 those courses to occur.

2 Also approved by Senate Council on

3 October 19th, course load restrictions for

4 the winter intersession. Traditionally, the

5 winter intersession student load has been

6 restricted to three credit hours. Senate

7 Council has allowed that to be up to six

8 hours with the approval of the student's dean

9 on a case by case basis. This is in

10 recognition that have a quite a bit longer

11 winter intersession this year, and it might

12 be possible for students, with good advising
13 or based on the capabilities of the student,
14 to take up to six credit hours during that
15 time successfully.

16 The Senate Council also discussed a new
17 university holiday of Juneteenth established
18 as an academic holiday. So Senate Council
19 asked SREC to resolve the issue of an
20 academic holiday versus a university holiday.

21 And if there's any language changes in the
22 Senate Rules that have to happen to make this
23 happen, these will come to senate for a vote
24 prior to codification.

25 Also discussing the recent, relatively

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1 recent administrative reorganization and the
2 effect this has on the Senate Rules. There
3 are many senate ex officio members, formerly
4 in the Provost's Office, but now under the
5 President. Updating the titles is not
6 necessarily a solution, so it's important to,
7 like, decide that, you know, if the point was
8 to provide Provost-level input or not. So I
9 talked to the President about the timing for
10 making these changes and changes to the
11 President's direct reports or to be approved

12 by the Board of Trustees. So we're going to

13 wait until that action happens to start that

14 work on updating the SRs.

15 Senate Council also heard an update from

16 Associate Provost of Teaching, Learning, and

17 Academic Innovation, Kathi Kern, on the

18 summer "badge" pilot. This was comprised of

19 two linked courses. These were identified by

20 faculty to provide digital credentials,

21 essentially, that establishes that at the

22 time the student earned the credential, these

23 could be, like, posted to a LinkedIn profile,

24 for example, for students prior to completion

25 of a certificate or degree, so these are

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1 separate than degree requirements. People
2 style these micro credential.
3 122 badges were earned over the summer.
4 You can see this page here for more
5 information. Senate Council wanted to hear
6 how this had gone, and was generally
7 supportive of a continued pilot that shared
8 Associate Provost Kern's concerns about a
9 need for more overall faculty oversight,
10 perhaps a little bit better definition of
11 what we mean by a badge, a little bit more

12 durable definition there.

13 And Kathi Kern was looking to see if

14 there were people that were interested in

15 moving forward in that direction. If that

16 happens, I'll definitely include some

17 senators. So if you're interested in that,

18 definitely email Sheila Brothers and express

19 your interest in that. We'll make sure that

20 as that type of group's put together, that

21 you're considered.

22 I also sent you an email last week

23 asking for your input on work-life

24 considerations during this pandemic time.

25 This came from the Provost's request. I

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1 think I asked for responses by tomorrow.

2 These take, maybe, like five minutes to do.

3 I think we went through and looked at some of

4 the surveys that were completed. It takes

5 people about five minutes to do. I mean,

6 read through the report that I sent out with

7 it, but that'll take, maybe, another couple

8 minutes. But going through and indicating

9 the relative importance of these, you know,

10 doesn't take long, but it does give us, sort

11 of, a strong ability to say, hey, this is

12 what people see in their colleagues. This is
13 what's needed. So, please, complete this by
14 tomorrow, if you can. It doesn't take very
15 long, but it does support shared governance
16 here at UK.

17 Also, Senate Council received a request
18 to approve university calendars and
19 professional college calendars and tentative
20 calendars into the future, but we had some
21 questions about the application of SR
22 language on Dead Week and certain terms in
23 those calendars. And so Senate Council did
24 approve -- it's on a transmittal -- the Fall
25 2021 calendar, but the remainder are

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1 returning to Senate Council for another look

2 soon.

3 Finally, Senate Council saw the results

4 of the 2019-2020 faculty evaluation of the

5 President. This was presented to Senate

6 Council. The results are available here.

7 You can see on the Senate's website. You can

8 see the slides that were presented from that

9 activity.

10 So that concludes my report. I don't

11 know -- is the Provost here? Okay if the --

12 the Provost is here, so the Provost does not

13 have a report. Vice Chair Collett, do you

14 have a report?

15 COLLETT: I do not have a report today.

16 CRAMER: Doug, do you have a report? Doug, I

17 think you said you have no report? Our

18 parliamentarian has no report.

19 Trustees Blonder and Swanson, do you

20 have a report today?

21 BLONDER: Yes, a short report. So, as many of you

22 probably know, we had a retreat on October

23 15th and 16th, except this year, because it

24 was a Zoom webinar, we didn't actually have a

25 retreat. We had a series of meetings. And

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1 so we had an Academic and Student Affairs
2 meeting, Health Care, Finance, Executive
3 Committee, and then the main board meeting.
4 There's PowerPoints, and the agenda items are
5 on the board website if anybody wants to get
6 into the details. I think, I'm not sure, but
7 I think that the December meeting will also
8 be a Zoom webinar if anybody is interested in
9 watching it.
10 So one of the significant things that
11 happened is we did our elections. So we

12 elected Bob Vance to continue to be the Board

13 Chair. Kim McCann is the Vice Chair. Rachel

14 Webb was elected Secretary of the Board, and

15 Bill Thro, Assistant Secretary.

16 These people, the officers, are on the

17 Executive Committee, but then there's at-

18 large Executive Committee members who we

19 elected, and those three people are: Skip

20 Berry, Cathy Black and Derrick Ramsey.

21 We had presentations in Academic and

22 Student Affairs by the Provost and by the

23 Student Government head, and we also talked

24 about the strategic plan during the board

25 meeting. Other than that, the only other

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1 thing I wanted to mention -- well, I wanted
2 to mention that we're in the process of doing
3 the President's evaluation. So Aaron Cramer
4 gave an excellent presentation at the
5 Executive Committee meeting about the results
6 of the faculty survey of the President that
7 he just mentioned that's posted.

8 And we have that, plus other
9 information. There was another survey that
10 was completed that's actually posted on the
11 board website where people were interviewed

12 and they rated the President. So we have
13 this information and the President's self-
14 evaluation, and the board members are going
15 to turn in their own evaluations by November
16 20th. And then this will be discussed and
17 reviewed at the December meeting.

18 The only thing I wanted to mention is
19 that several of us have been attending via
20 Zoom because of all meetings, constable
21 meetings and the coalition of faculty and
22 senate leaders across the state, of the
23 public universities. This is an organization
24 that's been around for a few decades, I
25 think. And Aaron Cramer, Hollie and I, Davy

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1 Jones and Michael Kennedy have been attending
2 the last two meetings, which have been
3 monthly. We had a meeting, I think, last
4 week on Friday where we had the head of the
5 CPE, Erin Thompson, speak with us. And we
6 had questions about what Aaron Cramer
7 mentioned with respect to Gray Associates.
8 So I think what's going to happen is the
9 constable group is going to meet with a
10 representative from Gray Associates, and
11 we're having another meeting in December. So

12 this has become an active organization.

13 So I think that's all I wanted to

14 report. Hollie, do you have other things to

15 mention?

16 SWANSON: The only thing I wanted to mentioned is

17 I had the orientation for the Investment

18 Committee and looking at the endowments. And

19 I just wanted to remind people that this was

20 led by Todd Shupp, who is the Chief

21 Investment Officer at UK. And one thing I

22 learned when I asked about the extent to

23 which we invest in green technology and

24 decrease our reliance on fossil fuels is that

25 he's working with a student group called

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1 "Green Thumb," so I thought maybe the faculty

2 would be interested in those activities.

3 CRAMER: Jennifer Bird-Pollan.

4 BIRD-POLLAN: So I was wondering if our trustees could

5 tell us whether the faculty trustees are

6 eligible to run for board positions, for the

7 leadership positions, and if so, if any

8 faculty trustee has ever served in any of

9 these roles? Because I seems to me like we

10 have some excellent trustees and I would love

11 to see them take on some of those leadership

12 roles.

13 BLONDER: Well, thank you very much, Jennifer.

14 Sheila Brothers was actually the board's

15 secretary when she was staff trustee, which

16 is quite prestigious. As far as -- we are

17 eligible, but I don't think there's been a

18 faculty trustee who's chaired a committee

19 for, maybe, 20 years. Davy, I think you've

20 done some work on this. But, yeah, we're

21 eligible, but you know, so far it hasn't

22 happened in a while.

23 JONES: There was an occasion back at the

24 interface of Charles Wethington-Lee Todd era

25 in which for a meeting, Faculty Trustee Loys

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1 Mather was actually the chair of the board's
2 Executive Committee. So there is a
3 precedent.

4 CRAMER: So, next year, I'll faculty trustees
5 will start a block to try to win support
6 among the board members.

7 SWANSON: Is that our challenge, Dr. Bird-Pollan?

8 BIRD-POLLAN: Indeed. I would love to see it.

9 CRAMER: Jennifer's correct. Our board
10 representation is very effective, so I
11 believe that despite the gauntlet having bee

12 thrown down, I think if anyone can do it,

13 they can. Bob?

14 GROSSMAN: Yeah. I was just going to mention the

15 way the elections work is the Nominating

16 Committee comes up with a -- invites

17 nominations, but then comes up with a slate

18 that everyone either votes up or down. And

19 it's always been a mystery to me exactly how

20 the Nomination Committee works. But I think

21 if there was ambition to serve as chairs of

22 committees or on the Executive Committee,

23 that would be the place to go.

24 BLONDER: I don't know if you saw the election

25 this year, Bob, but this year we had

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1 elections from the floor during the meeting,

2 and that, I don't believe, has happened since

3 the '90s.

4 GROSSMAN: Oh, well, maybe the procedures changed.

5 CRAMER: It was interesting to watch them count.

6 I was in the room over in the Senate Chamber

7 over in the student center and watched them

8 very carefully, made sure they got all the

9 votes counting and checked it twice. So it

10 was a free and fair election, I would say,

11 but that's right. There was a nomination

12 from the floor, a couple nominations from the

13 floor for the board Executive Committee.

14 SWANSON: You know, some of our question would be

15 what are the criteria by which these people

16 are chosen to chair these committees?

17 CRAMER: So we'll entrust our faculty trustees to

18 look into these items.

19 We'll move on to our first committee

20 report. Our first committee report's going

21 to be given by the chair of our Retroactive

22 Withdraw Appeals Committee, Jim Donovan, who

23 I think I saw on here. Give me one second to

24 look through these lists to make sure he's

25 not here. So unless I hear objection now,

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1 I'm going to skip this item and come back to
2 it if Jim joins us. If you have an
3 objection, waive your hand, but otherwise,
4 we'll move on to our next item for the time
5 being and come back to this one later in the
6 agenda.

7 MICHAEL: That's actually the appropriate use of
8 tabling an item.

9 CRAMER: So let's see. We should -- but I can
10 still do it without objection; right, Doug?

11 Doug, did I lose you?

12 Well, still, without objection, we will
13 move on, and if we see Jim rejoin us -- I
14 think we saw him earlier, but maybe he
15 dropped off. If Jim rejoins us, we'll come
16 back to that item.

17 So the next item of business is a
18 proposal that went through the Academic
19 Organization and Structures Committee. Zack
20 Bray is the chair of that committee. I know
21 I saw Zack.

22 BRAY: I'm here.

23 CRAMER: Perfect. So, Zack, do you want to go
24 through this proposal?

25 BRAY: Sure. I'm happy to do it. And I'm not

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1 sure if Karen Badger is here now. I was
2 looking for her while we were hunting for
3 Jim. And, Karen, I don't know if -- if I do
4 hear you in the next 30 seconds and I don't
5 see you --

6 CRAMER: Zack, she is here.

7 BRAY: Oh, is she? Great. I thought I saw her
8 at the beginning. So Karen can also, of
9 course, answer any substantive questions.
10 And, Karen, just please talk over me at any
11 point when you'd like. I think we're going

12 to be back in front of you all, this
13 committee, I mean at greater length later on,
14 so I mean, I'm happy to talk about this more.

15 But it was straight forward. The vote
16 was unanimous. And I think, with everybody
17 weighing in in the committee, the proposal is
18 to transfer the educational unit Center for
19 Muscle Biology from the College of Medicine
20 to the College of Health Sciences, aligning
21 this educational unit with its resources,
22 academic home of the faculty leadership.

23 Multiple people on the committee said this is
24 one of the easy ones. Everybody seems
25 totally happy, and that's what I have to

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1 report from our committee.

2 CRAMER: And just a reminder: This is a transfer

3 of a center. This is an endorsement action

4 by the senate to endorse the administrative

5 structural change to move this center from

6 the College of Medicine to the College of

7 Health Sciences.

8 Are there any questions for either the

9 committee chair or the proposer on this

10 proposal? Not seeing any questions, there's

11 a motion from the committee that the

12 University Senate endorse the transfer of the
13 Center for Muscle Biology from the College of
14 Medicine to the College of Health Sciences.

15 Is there any debate on this motion?

16 Seeing none, voting senators, if you

17 wish to vote in favor of this motion, please

18 use the “raise hand” feature now. I’m going

19 to lower the hands now.

20 Voting senators, if you’d like to vote

21 against the motion, please use the raise hand

22 feature now.

23 And, now, if you’d like to abstain on

24 this proposal, please use the “raise hand”

25 feature now. Keep your hands up for a moment

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1 to give Stephanie a chance to get them.

2 The motion passes. Thank you, Zack.

3 BRAY: Thank you.

4 BADGER: Thank you.

5 CRAMER: One second. Jennifer, let me make sure

6 we haven't got Jim back. I guess I can ask

7 you guys to pay attention to see if Jim comes

8 back.

9 So the next item, then, is a item from

10 the Admissions and Academic Standards

11 Committee. Jennifer Bird-Pollan is the

12 chair. Jennifer, do you want to describe

13 this proposal?

14 BIRD-POLLAN: Sure, although I also want to

15 acknowledge the total dominance of the

16 College of Law in this portion of the

17 meeting. Had our friend and colleague, Jim

18 Donovan, had actually shown up, we would be -

19 - no, really. But anyway, then I was

20 actually going to talk about the dominance of

21 Jennifers with respect to this proposal,

22 Jennifer Siebenthaler from Gatton College of

23 Business and Economics is the proposer here.

24 And Jennifer Osterhage on our committee also

25 led the review. So it brought me back to my

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1 third grade classroom where there were five
2 of us in the class.

3 So this is the proposal from the Gatton
4 College of Business and Economics for direct
5 admission to the college. So the university
6 is losing out on several very promising high
7 school seniors who are dissuaded from joining
8 our freshmen cohort because they have to wait
9 to apply for standing in the college until
10 after they've progressed through the pre-
11 major requirements.

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1 Jennifer Siebenthaler is also here today to

2 answer questions.

3 CRAMER: So if anyone has questions for Jennifer

4 Siebenthaler about the proposal? I'm sitting

5 here looking at my screen and all I see is

6 law professors on my participant window.

7 Richard.

8 CHARNIGO: Just for clarification: In the text that

9 we received in the PDF document, should it be

10 calendar year or academic year when we're

11 talking about April 1st and the next

12 freshmen? In other words, is it 4 months or

13 16 months leave time?

14 BIRD-POLLAN: I think the answer is that that should

15 say the following academic year, but I think

16 -- that's a very good catch. Thank you,

17 Richard, but if Jennifer Siebenthaler's here,

18 maybe I'll ask her to weigh in on that.

19 SIEBENTHALER: Yes. I think it is actually calendar

20 year because of the timing of the application

21 process. So, for example, April of 2021, the

22 decision would be made and it would be for

23 the cohort entering Fall of '22.

24 BIRD-POLLAN: That's right, because the applications

25 would be mostly done by April of '21 for the

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1 Fall of '21.

2 CRAMER: Any other questions for either our

3 committee chair or the proposer? Herman.

4 FARRELL: Yeah. Just one point of information.

5 Jennifer, and maybe Sheila can help out with

6 this. I was looking at the previous Senate

7 Rule that's being changed, and it was listed,

8 I think, as 4.3.1 when it's really 10.3.1.9.

9 Am I right about that, or is --

10 BIRD-POLLAN: No. The rules have just changed. So

11 this proposal is over a year old. It's been

12 -- it came through Gatton in the winter of
13 2019. And just in August, the rules and the
14 ordering of the rules were updated, and this
15 particular rule was change. So in its
16 updated version it would have to be -- it
17 would go into Section 10.

18 CRAMER: So the updated version of the rules was
19 posted last month, and that's right, part of
20 it was to move programs, specific information
21 like this, into a later section.

22 FARRELL: And then my question is about the review
23 going through the Senate Council and through
24 your committee. Jennifer, I'm curious to
25 know if there was any conversation about the

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1 two pathways that are now going to be part of
2 the system at Gatton? I don't even know if
3 there is a problem with this, but is there
4 potential for, you know, disparate treatment
5 between students who come in the pathway
6 that's available now, and then this new
7 pathway of direct admissions. I just want to
8 know what the impact is on the students when
9 there's a very way for them to make their way
10 in to the majors. I think it's a very fair
11 proposal in that it does give those students

12 who come in, who would've come in under the
13 old pathway, to move up into this other
14 opportunity. But I'm just curious to know
15 what the conversation was like, even at the
16 college level, about maybe some sort of
17 disparate treatment among students.

18 BIRD-POLLAN: I want to let Jennifer S. talk about the
19 college a little, because she did, in the
20 Senate Council meeting, talk about of the
21 people at the college level had not
22 necessarily voted in support of it. It was a
23 small number, but there were a few, and those
24 objections tended to -- at least from what we
25 heard, tended to be along the lines that

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1 you're raising, concerns about disparate
2 treatment, and also concerns about whether
3 this would affect the diversity of the
4 students in the program. At the committee
5 level and at the Senate Council conversation
6 we did ask -- we talked a little bit about
7 the impact that this would have on current
8 students, the impact that this would have on
9 current students, the impact it would have on
10 students who did not enter through this, sort
11 of, more direct pathway. And because the, I

12 guess, indirect pathway still exists, and
13 because Jennifer Siebenthaler confirmed the
14 commitment of the college to sufficient seats
15 in the upper level classes to allow students
16 who are taking the more traditional path to
17 advance through the program the way that they
18 needed to. We thought that there wouldn't be
19 the sort of problems for those students that
20 we might otherwise have worried about. But
21 if Jennifer Siebenthaler's here, she might
22 talk a little bit about the conversation they
23 had inside the college.

24 SIEBENTHALER: So one of the things that was brought up
25 was concern over a difference between -- what

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1 this might do as far as diversity, first-gen
2 students, Pell grant students, for example,
3 as well. And so we did spend quite a bit of
4 time looking at the impact for the
5 demographics in the college.

6 So, really, the only thin we could look
7 at was if we did a look-back to see the last
8 five years, if we selected a certain measure,
9 what would that composition look like? And
10 that is something that we would continue to
11 look at to ensure the composition is

12 consistent, that it's not heavily weighted,

13 and that it would be different than our

14 overall compensations. And it was not

15 difficult to get that with some reasonable

16 measures.

17 The intent is not to -- I guess what I

18 should say is this is an opportunity for some

19 of our more motivated younger students. It's

20 certainly something that would attract them

21 to our college, whereas they may not have

22 been interested. They may choose IU. IU has

23 a direct admit over us simply because of that

24 structure. But it's important to us that we

25 keep the other pathway open in order for

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1 students to get a chance, to always have a
2 chance to get into upper division, even if
3 they did not come in under direct admit, or
4 if they transfer from another university, or
5 even from another college. We always want to
6 have that path open and available for them.

7 FERRELL: So I guess I have one more question,
8 then. So the folks who are currently in --
9 you know, the currently enrolled students who
10 have come in who are going to be sophomores
11 next year, how is that going to impact them

12 when direct admit -- or the freshmen now who
13 will be sophomores next year -- when direct
14 admits would already go forward. And then
15 this one class would be in a position of kind
16 of being behind the classes, now put ahead of
17 them -- and sorry if I'm not being very
18 articulate, but you follow what I'm saying?

19 SIEBENTHALER: Yes. The sequencing of the courses
20 remains the same for these students, so they
21 are not skipping any step, other than the
22 application step into upper division. So
23 they still must take the same sequencing of
24 courses. They do not get a priority
25 registration unless they already would under

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1 some -- you know, for Honors, for example,
2 athletes, that sort of thing. So the only
3 exemption these students are getting is the
4 exemption to have to actually apply for that
5 upper division status. But they still have
6 to do the prerequisite coursework before they
7 can take those upper division courses.

8 CRAMER: I'm going to go to Alan Brown. Dean
9 Cox, you had your hand up, but then we lost
10 you. So if you still have a question, raise
11 your hand again. Alan Brown.

12 BROWN: Yeah, thanks, Aaron. Just a quick
13 question: I want to make sure I understand
14 correctly on the April deadline. So we're
15 talking about juniors, right? We're talking
16 about kids that 16 years old in high school.
17 I just wanted to make sure I understood that.
18 So we're talking about students who haven't
19 finished their junior year in high school. I
20 guess that's my first question. I just
21 wanted to make sure I understood the
22 timeline.

23 BIRD-POLLAN: The college is committing to publishing
24 the standards for this direct admission by
25 April, which means that as they're

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1 approaching their senior year in high school,
2 they will know what the standards for direct
3 admission are as they put their applications
4 in in the fall of their senior year.

5 BROWN: Oh, I see. So what I misunderstood was
6 you're just talking about the publication of
7 the standards versus -- okay. That makes a
8 big difference. I was, like, wow, you're
9 excepting people April of their junior year,
10 and that's not the case. Thank you.

11 CRAMER: Any further questions for the committee

12 chair or proposer? Then we have a motion
13 from the committee that the senate approve
14 the proposed changes to the Senate Rules
15 regarding direct admissions for Gatton
16 College of Business and Economics.

17 Is there any debate on this motion?

18 Seeing none, voting senators, use the “raise
19 hand” feature to vote yes on the motion. I’m
20 going to lower the hands.

21 Senators wanting to vote no on the
22 motion, use the “raise hand” feature.

23 And now voting senators who would like
24 to abstain on the motion.

25 The motion passes. Thank you, Jennifer

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1 and Jennifer. All right. Jim's here with
2 us, so we'll go back to the report on the
3 Retroactive Withdrawal Appeals Committee.
4 Jim? I thought I saw him. There you are.
5 Jim Donovan, are you ready to give the report
6 from the Retroactive Withdrawals Appeals
7 Committee?

8 DONOVAN: I'm sorry. I was talking to myself.

9 So, yes, the earlier tallies -- the tallies
10 from the last year have been circulated. So
11 although there's a slight drop-off from the

12 record high of last year, they're still quite
13 high, enough to justify moving forward with
14 our plan, changes to our procedures to
15 streamline the workflow. We're confident
16 that at some point those will come out of
17 committee and we'll be able to implement
18 those.

19 Beyond that, what I'd like to point out
20 is that the basis of the approved appeals are
21 broken up in the record as well. So although
22 the administrative reasons are not
23 overwhelming, they are consistent. And,
24 usually, what they are is that a student has
25 tried to withdraw in a timely way online, and

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1 they're not allowed to completely withdraw
2 online. But they go online and they do it,
3 and not having done it, I don't know exactly
4 what signaling is given to them that they
5 have not yet completely withdrawn, but they
6 think that they have until they get, you
7 know, the failing grade report. So because
8 they've done what they thought was the right
9 thing to do, we always approve those. So we
10 have suggested that somehow better
11 communication be given to the students, that

12 they have not completely withdrawn when they
13 go online so that this is, you know, not the
14 problem that it has been for many of our
15 students.

16 Other than that, work continues at pace
17 and I'll happily take any questions.

18 CRAMER: Do we have questions for our committee
19 chair, Jim? Specifically, this question of,
20 you know, students have dropped all their
21 courses but don't actually drop the last one.
22 I think that was something the registrar
23 suggested, that she was able to run reporting
24 to note such students. And so, hopefully,
25 we'll be able to address that particular type

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1 of administrative error shortly. Any other

2 questions for Jim Donovan?

3 Well, we certainly appreciate Jim's

4 continued service and the service of his

5 committee members as well.

6 DONOVAN: Thank you.

7 CRAMER: Thank you, Jim.

8 The next item on our agenda is a report

9 from the Dean of Libraries, Doug Way, on the

10 state of the libraries. Doug, are you

11 prepared to...

12 WAY: Yes, I am, and I have some slides to

13 share.

14 CRAMER: I think you should now have permission,

15 so...

16 WAY: Thanks. Well, thank you, Aaron, for the

17 opportunity just to come in and talk a little

18 bit about the libraries budget, and I

19 especially want to spend most of the time

20 talking about the collections budget since we

21 know this is a universal resource that

22 supports, you know, teaching and research

23 across the university.

24 So just to dive right in, the libraries

25 budget overview this past spring, the

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1 libraries, like everyone across campus, had
2 budget reductions. Our reduction was about
3 11 1/2 percent. And we spread purposely
4 across personnel, operations and collections.
5 So in personnel, we ended up eliminating 15
6 open positions. Operations, we cut our
7 operating budget by 50 percent, and then
8 collections -- I'll sort of dive into that,
9 which we also saw significant reductions.

10 A couple challenges we faced as we
11 worked on the budget: One was we had an

12 internal structural deficit with Provost's
13 Office where it is taking money from open
14 personnel lines and used those to support
15 increases to the collections budget, and
16 those open lines were eliminated. We had a
17 deficit we had to close, which sort of
18 exacerbated our challenges.

19 Then, on top of that, as you may be
20 aware, UK's libraries have significant
21 endowments. And in March, we were told to
22 budget for a decrease in endowment revenue.

23 Now, whether we'll see that in the end or
24 not, we're still budgeting, but, basically,
25 it's what the university is telling us to do,

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1 although, certainly, as we're all aware, the
2 stock markets seem somehow detached from
3 reality, so we'll see whether that actually
4 ends up being the case in the long run

5 In terms of collections impact, we're
6 looking at about a \$2.2 million reduction to
7 the collections budget. It's about a 20
8 percent reduction. About \$1.8 million of
9 that was straight reduction, and of that,
10 about half of that was a budget reduction and
11 the other half was having to close that

12 structural deficit we faced.

13 And then we're also looking at about a

14 \$400,000 decrease in endowment revenue.

15 We're going to be spreading those reductions

16 over three fiscal years, using some reserves

17 to, sort of, feather those more over time.

18 It would be very challenging to make those

19 cuts all at once, and we want to gather more

20 input as we make those cuts over time.

21 For this fiscal year we're looking at

22 about \$957,000 in journal cancellations.

23 That's about 600 titles. And we're looking

24 at about a 15 percent reduction in book

25 expenditures. I say "books," meaning one-

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1 time purchases. So that'll be books, scores,

2 DVDs, things like those types of things.

3 In terms of the next two fiscal years

4 we're looking at about almost another

5 million, 958,000 in additional journal and

6 database cancellations, as well as likely

7 additional reductions and expenditures on

8 books and other one-time purchases. Again,

9 if endowment revenue comes back higher than

10 we're budgeting for, those will certainly go

11 a long ways toward lessening the blow of

12 these reductions, although they are, again,
13 very large.

14 Just for a little bit of extra context
15 here, I just have a couple charts here that
16 provides some peer comparisons. On the left
17 we have SEC institutions and on the right are
18 the institutional benchmarks. We the
19 institution name, the HERD ranking, that
20 research expenditure ranking, and then the
21 library collection expenditure. So if you
22 look at the SEC schools, you can see we are
23 about -- pretty close to average in terms of
24 expenditures. If we look at that fiscal year
25 '21 estimate, you can then see that right now

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1 we'll be about \$3 million below. That'll be
2 not quite as low of a drop because we're
3 going to use some one-time funds to continue
4 to make some additional acquisitions to,
5 again, lessen the blow of those.

6 But we end up about \$3 million below
7 average. If you look at that third ranking,
8 you can see we're falling between Ole Miss
9 and Auburn. It's research expenditures. I
10 would not consider them to be a PR
11 institution in that way.

12 If you look on the right side, the
13 institutional benchmarks, you can see, to
14 begin with we were about \$4 million below the
15 average for our institutional benchmarks. We
16 moved to second-to-last, and we're about \$6
17 million below average for our institutional
18 benchmarks. You can see we're above UC
19 Davis. I should point out: In the UC
20 systems, the Office of the President does a
21 lot of central purchasing that doesn't
22 necessarily show up in that institutions
23 collections expenditures, things that are
24 spent for Davis and UCLA and all the UC
25 schools together.

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1 Some additional opportunities and
2 challenges we've been looking at here, a
3 couple things: We've been reallocating funds
4 to further develop more diverse collections,
5 specifically investing in African American
6 and Africana studies, as well as gender
7 women's studies. I think it's important that
8 we continue to reallocate dollars into those
9 areas to increase our spending in those
10 areas. We're also going to reallocate funds
11 to support online programs, primarily by

12 acquiring additional electronic books.

13 In terms of challenges, inflation for

14 library resources continues to be a huge

15 issue. You know, one of the things we need

16 to think about in academe is thinking about

17 the library collection budget, really, like a

18 utility. Our Microsoft license goes up every

19 year. That cost goes up every year what we

20 pay to Microsoft. The cost of natural gas

21 goes up every year. The cost of electricity

22 goes up every ear. We need to account for

23 the increase to library resources there. We

24 don't need to be spending 6 and 7 percent

25 increases on that, but even if we were

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1 benchmarking through the CPI, that would put
2 us in a far better position than we're in
3 today.

4 The other challenge we have is, really,
5 growth and research in academic programs at
6 the university. So we all are aware of that
7 growth in the research expenditures over the
8 last seven, eight years. We have not seen a
9 corresponding increase in investing on
10 library collections during that same time.
11 And with academic programs, again, as we come

12 up with new academic programs, we are
13 generally not seeing new dollars come to the
14 libraries to support new resources for those
15 collections.

16 And so what happens then is a new
17 program comes on board, and either we're not
18 going to be collecting in that area, or we
19 have to reallocate resources away from a
20 specific area to support a new area there.

21 So I think that certainly creates some
22 challenges there. And I'll be the first to
23 acknowledge it. These are all zero-sum
24 games. I am not aware of anyone sitting on a
25 giant pile of cash that they're waiting to

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1 give to the library for when ask. So it is
2 taking from -- giving money to the library
3 means taking away from something else that is
4 also very important, very valued.

5 In terms of short and medium-term steps,
6 certainly, we are actively looking and
7 working with publishers as we try to
8 renegotiate agreements, and we've had some
9 success. I'll use one example: SAGE; we went
10 to SAGE and said, we need to spend less money
11 and we want to keep the same amount of

12 content we've had in the past. And SAGE
13 actually said, okay, we'll lower your price
14 and we're going to give you more content.
15 We've gone others, Springer Nature as an
16 example. We went to Spring Nature and said
17 the same thing. And what they said, and this
18 is a quote, "When it comes to pricing, there
19 are winners and losers in the library
20 marketplace." And, essentially, that puts us
21 in the, sort of, losers category here.

22 We then told Springer if you're not
23 going to lower our costs, we're going to have
24 to cancel titles, and we had to go ahead and
25 cancel it. And then they raised our prices

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1 of other titles through those cancellations,
2 which then led us to have to cancel
3 additional titles on top of that. This is
4 sort of the way this library marketplace
5 works and these publishers work.

6 So that's a challenge we're faced with.

7 We continue to leverage resource sharing
8 networks. I'm sure all of you have taken
9 advantage of interlibrary loan. It works
10 wonderfully. We have a great network across
11 the Southeast and across the rest of the

12 country. But we also know there's
13 opportunity costs. You may have to wait a day
14 or two days to get your hands on an article.

15 That's just an opportunity cost to me. It
16 filled the form.

17 We are trying to continue to facilitate
18 access to open versions of content, but we
19 need to be clear that, really, open access is
20 really about equity and access. It's really
21 about equity here. It is not about saving
22 dollars there. Open access is not saving us
23 money. It's really about providing access to
24 resources to people across the country and
25 around the world that may not have the

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1 ability to pay for access to those materials.

2 And we'll continue to work with faculty

3 on cancellations, communicating on

4 cancellations. We already did a little bit

5 in the spring, but not the way we'd want to.

6 These cuts came in really late, as you're all

7 aware, in the year, and we had to make

8 choices pretty quickly in what we needed to

9 move away from. We will continue to work

10 with you, though, as we go over the next two

11 years, looking at additional cancellations to

12 make sure you're able to provide input.

13 And then if we look at the long term,

14 again, we need to think about what types of

15 resources we need to be able to make

16 available, and you know, what types of

17 choices as an institution are we making in

18 terms of what types of library collections we

19 want to have or where do we want to be.

20 We've changed a lot from where we were 20

21 years ago when we had a Top 20 public

22 research university and library collection

23 budget to where we're at today, which is a

24 different point in time. We're in the 70s or

25 so, and again, sort of ranking between Auburn

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1 and Ole Miss.

2 So those are my comments. I tried to

3 keep it to ten minutes. I came pretty close,

4 Aaron, on that. Here's my contact

5 information. If there's time for questions,

6 I'd be happy to answer them. I'd also

7 encourage you just to reach out to me, or

8 Janet Carver, who's also from the Libraries

9 on Senate.

10 CRAMER: Thank you, Dean Way. I think we have

11 some time for some questions. Jennifer Bird-

12 Pollan.

13 BIRD-POLLAN: Well, there's two of us in the --

14 CRAMER: Right.

15 BIRD-POLLAN: So, Dean Way, I really appreciate this

16 presentation, and I have to take this

17 opportunity to ask you about that I have been

18 really talking a lot about with people

19 recently, which is: It strikes me that this

20 is the perfect moment to ask the Investment

21 Committee to reconsider the spending policy

22 on the endowment. So you noted that the

23 payouts of the endowments are lower right

24 now, as we all know, but also, that you have

25 fixed costs associated with running the

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1 library. I really like your analogy to the
2 utility. I wondered whether you've
3 considered seeking out higher payouts on the
4 endowment, potentially even paying out from
5 the principle of the endowment, which I think
6 there is a strong argument for in this
7 climate.

8 WAY: So we have had regular conversations
9 about this, I will say. So you may be aware,
10 most of the libraries' endowments are from
11 the Young endowments, thrown from Mr. Young

12 and money he was able to help raise. There
13 continues to be a Young Endowment Committee
14 that has considerable influence on payouts,
15 and it sort of sets what those payouts are.
16 And we continue to value our relationship
17 with the Youngs and the Young Endowment
18 Committee.
19 And so we try to respect their feedback
20 and input on those, and try to talk about,
21 sort of, the importance of increasing that
22 payout with that committee there. So it's a
23 little bit of a unique situation. There are,
24 perhaps, other endowments there. I think if
25 they -- I'll just leave it at that, so...

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1 CRAMER: Susan Barron.

2 BARRON: Hi. I understand how difficult all this

3 is, and I guess, I didn't really realize

4 that, like, 600 journal subscriptions haven't

5 been renewed. So for students and for

6 faculty, that may be a big deal. I guess I

7 have a couple questions about that; one is:

8 Are students -- and for us. Does that mean

9 we just go interlibrary loan more? Is that

10 still available? And then the second: I

11 guess a little bit more about how it's

12 decided what types of journals are canceled

13 in terms of the subscriptions?

14 WAY: So, certainly, yes, you'll be able to

15 rely on your library alone, and you'll start

16 to go to interlibrary more often for those.

17 One of the challenging things we have when we

18 talk about these cancellations: It's a delay.

19 So these cancellations will be effective

20 January 1st, and then probably March, an

21 issue will come out of a journal, and some of

22 you will say I couldn't find that. That

23 wasn't available, and then go through

24 interlibrary loan. We're only seeing three

25 or four issues come out a year on journal.

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1 It may be a couple years before you actually
2 start to see the impact, depending on what
3 discipline you're in.

4 If you're in medicine, you're going to
5 see it a lot earlier. If you are in history,
6 it might be a little bit of a longer delay
7 before you start to notice some of those
8 impacts on that access there. But it takes a
9 few years before you really start to see that
10 because of the, sort of, delayed nature and
11 this trickle of articles in that way. But

12 interlibrary loan will still be available. We
13 will still continue to fill those articles.
14 We have no doubt -- if you need access to an
15 article or to a book or whatever it is, we
16 will get our hands on it for you in a timely
17 fashion there.

18 In terms of how things are decided, it is
19 a wide variety of metrics we look at. We look
20 at how things are used. We look at publishing
21 from UK of those journals. We look at the
22 impact of those journals, in terms of journal
23 impact factor and other metrics in there.

24 And we did try to gather feedback as well
25 from faculty on that. That's the sort of

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1 challenge we had because we had to make
2 decisions late in the fiscal year about what
3 we were having to do. That's not the way we'd
4 want to do that. We want to be having a far
5 more inclusive process where we are talking to
6 folks early on in that process to gather that
7 feedback. And that's the expectation as we go
8 through this year, but you will be hearing
9 from your liaisons. And when they reach out,
10 I'd love for you to be able to work with them
11 on giving that feedback on what's important,

12 and perhaps, you know, what can we make

13 different choices on there.

14 BARRON: Thank you.

15 CRAMER: So it occurred to me that I've been

16 remiss in reminding you to say your name and

17 your college when you ask a question. So

18 Molly Blasing is going to -- she reminded me

19 because she has A&S next to her name in her

20 Zoom name. So Molly's going to say Molly

21 Blasing, Arts & Sciences, and then she'll ask

22 her questions. And Bob Grossman, who's next,

23 will also do this. And we'll remember that,

24 one day, we'll have to do this again very

25 formally when we're in actual in-person

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1 senate meetings. Just because I can see all
2 your names and faces now doesn't mean we
3 should out of the habit. Molly.

4 BLASING: Thanks. Molly Blasing, A&S. I

5 represent a number of faculty members in
6 International Film Studies, and this is an
7 area of our college that we're trying to
8 grow. We have a certificate now. We're
9 hoping in the next few years to develop a
10 major in the college.

11 And currently the Film and Media Depot

12 has a really robust collection, but it's
13 mostly on DVDs and it's -- I feel like
14 there's a disconnect between how -- delivery
15 film and media context and what our students'
16 expectations are and, kind of, what the
17 libraries' services are currently. I wonder
18 if you could tell us anything about
19 conversations that you're having about how
20 to, sort of, transition to digital content
21 delivery in ways that might support faculty
22 using film in their courses?

23 WAY: Yeah. It's really -- we'd probably
24 spend a couple hours talking about this, so
25 I'll try to be short. So, you know, it's

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1 really hard. This is something -- so I've
2 been here for about 16 months. Came from U
3 of Wisconsin-Madison. Had the same issues
4 there where it is a real struggle in terms of
5 rights and access, and how much risk as an
6 organization in terms of how much do you want
7 to stretch, fair use and copyrights to meet
8 the needs there. And I am in favor of
9 stretching copyright as far as we possibly
10 can, taking advantage of every single right
11 that we have in this.

12 So we are not where we need to be in
13 those conversations in terms of what we
14 digitize and what level of risk we're willing
15 to take in terms of making content available
16 to be streamed for classroom use. And when I
17 say classroom use, use in the classroom and
18 for a specific class. Because we usually
19 want them to watch that outside of class so
20 we can talk about it in the class there.

21 In the library marketplace, it's still,
22 I would say, a little bit of a "Wild West,"
23 kind of where we saw electronic books, maybe
24 eight years ago. It was where streaming
25 video is. They are still trying to figure

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1 out what is a business model that meets the
2 needs of the artists and distributors that
3 are craving this content and paying for this
4 content, but also works within library
5 budgets that often -- again, for us, it's a
6 zero-sum game. To acquire more videos, that
7 means we have to buy, often, fewer books. So
8 that's a difficult sort of way that we're
9 trying to do in those pieces there.

10 But I think we need to look at how do we
11 make content digitally available. I've had

12 some initial conversations with folks in CELT

13 about this. And, internally, we've sort of

14 had some conversations about this.

15 And then how do we do acquisitions in a

16 way that lets us either get the streaming

17 rights, or negotiate them at a price that is,

18 frankly, reasonable and sustainable for a

19 budget that's shrinking at this point and not

20 growing there. That's a very vague answer.

21 I'd be happy to have more conversations about

22 this. It's something I have a great deal of

23 interest in, and I think it's something we

24 really need to focus on.

25 BLASING: Thanks.

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1 CRAMER: Bob.

2 GROSSMAN: Yeah. I have more of a comment than a

3 question. And this is actually addressed to

4 my colleagues in the senate who are in

5 journal disciplines.

6 The journal publishers take advantage of

7 free labor and free content from us, and we

8 can make a statement by refusing to do peer

9 review that is not paid by these journal

10 publishers who are jacking up the prices of

11 their journals year after year after year and

12 sucking the lifeblood out of universities.

13 So I publish, largely, in journals from

14 the American Chemical Society and I will

15 review for journals from the American

16 Chemical Society, but I won't review for

17 Elsevier because of their publishing model.

18 So this is something that we could do,

19 organize and try to make a bit of a

20 difference in the business models of the

21 commercial publishers.

22 CHISHTI: If I may add to that, this is Aftab

23 Chishti from College of Medicine. I totally

24 agree with Mr. Grossman about the fact that

25 these journals are not only making us as free

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1 labor, but even when we submit to them, many
2 of them are charging some exorbitant amount
3 of money. So we definitely, as an overall
4 faculty body, we need to work on something of
5 that order so that we can work.

6 CRAMER: That's been a trend, I think, in higher
7 education, broadly, for -- faculty, pay
8 attention to this. I think one of Dean Way's
9 points is that we're actually, sort of, not
10 in a strong negotiating position as an
11 institution with respect to the specific

12 publishers the way that some of the larger

13 systems are. But it's certainly something

14 that should all pay attention to as scholars.

15 WAY: And if I could just add, publishers are

16 listening to you, whereas in Wisconsin we

17 were having difficult negotiations with Rural

18 Society of Chemistry. And they wanted to

19 increase our prices by 2 percent, and we

20 couldn't get anywhere with them. And so we

21 went to the faculty and said, you know, would

22 you reach out, those of you who are boards,

23 who are editors and who are peer reviewers,

24 and it works. You know, it doesn't work

25 every time, but they listen to you, so I

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1 appreciate those comments.

2 CRAMER: Well, thank you, Dean Way. I think you

3 spoke of the library as a sort of shared

4 resource that we all should have some

5 interest in and responsibility for, so this

6 is helpful.

7 The next item on our agenda is Leslie

8 Vincent. Leslie, do you have any slides

9 besides --

10 VINCENT: No.

11 CRAMER: Well, this is the result of the survey

12 that we did. The senators were surveyed on
13 behalf of their constituents a few weeks ago.
14 You guys did a good job of, sort of, reaching
15 out to your constituents and gathering
16 feedback, tons of feedback, a lot to digest.
17 Senate Council did some work distilling
18 themes. Leslie did a lot of work on the
19 qualitative responses, which is where you
20 work so hard to get responses from your
21 colleagues. Richard Charnigo worked on some
22 statistical analysis, and that's all included
23 with the PDF that's posted with the agenda,
24 but Leslie should describe, sort of, the big,
25 main themes, and we can talk a little bit

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1 about what some of the next actions

2 anticipated are.

3 VINCENT: Well, thanks. So I'm sure you've all

4 seen the PDF. We tried to put it into a

5 concise report, but also, you know, provide

6 illustrative quotes and things to really

7 highlight what we learned from this survey.

8 Interestingly enough, without

9 collaborating together, a lot of the themes

10 around the quantitative side mapped

11 perfectly, you know, in terms of concerns

12 mapped exactly to the themes that we were
13 able to extract from the open-ended
14 responses.

15 And so if you look at the quantitative
16 feedback, you know, the areas in terms of the
17 faculty side where we saw the greatest
18 concern were related to personal exposure to
19 COVID-19 compliance with the safety
20 protocols, and then faculty evaluation and
21 faculty workload.

22 And so then, after going through the
23 open-ended responses and categorizing the
24 comments provided, there were five, kind of,
25 major things that emerged across all of the

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1 comments, very similar in nature to what the
2 quantitative results showed: Compliance, in
3 terms of the safety protocols; reporting, the
4 university's reporting of COVID-19
5 statistics. There were several comments
6 either around delay in reporting or confusion
7 or missing information.

8 One of the biggest areas that emerged in
9 looking at the comments really focused around
10 faculty workload and faculty evaluation. And
11 so we separated those out in, kind of, our

12 theme analysis because there were different
13 elements that came out of those. But in
14 terms of faculty workload, some comments were
15 more general in nature, you know, talking
16 about how faculty have never worked harder,
17 the number of hours, just the demands of the
18 semester.

19 The second, kind of, subcategory within
20 faculty workload were some of the challenges
21 or additional demands placed on faculty in
22 terms of managing modalities. You know, so
23 the one comment I talked about, how a faculty
24 member felt like an air traffic controller
25 trying to juggle, you know, those students

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1 that are Zooming in and then those that are
2 in the classroom. And all of this came from
3 trying to provide the most flexible
4 environment for students, but it did change
5 the workload and the demands on the faculty
6 member.

7 And then the third, kind of, subtopic
8 under faculty workload included a lot of
9 comments related to worklife balance. So,
10 you know, certain subgroups within our
11 faculty and staff that, you know, are being

12 impacted by the fact that, you know, the
13 public school system is not open and they're
14 juggling, you know, schooling for their
15 children in addition to the demands of, you
16 know, teaching their courses here at UK. So
17 those were the primary things under faculty
18 workload.

19 And then faculty evaluation had some
20 similar things where discussion around how
21 faculty should be evaluated with respect to
22 teaching, productivity. Again, some groups
23 may have stronger demands, or different types
24 of demands, I guess is what I want to say,
25 based on their personal situation. And so

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1 how do we provide for, you know, fair faculty
2 evaluation, you know, how do we take that
3 into account, especially for those that may
4 be on the tenure clock or things like that.

5 And then, finally, the last theme that
6 emerged from the faculty side of the survey
7 related to personal exposure to COVID. So
8 how will you be notified, what steps need to
9 be taken and that kind of thing

10 We also looked at results from student
11 responses, and so in terms of the

12 quantitative results, greatest concern:
13 Again, related to personal exposure to COVID,
14 awareness of strategies to limit COVID,
15 access to cleaning supplies or availability
16 of PPE, and then, again, compliance with
17 protocols.

18 There were not as many open-ended
19 responses provided to the student portion of
20 this survey, but those that were provided
21 focused around things like compliance,
22 different levels of compliance. Again,
23 course modality, so discussions of
24 flexibility or, you know, the impact that
25 offering courses, both in person, as well as

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1 having a synchronous online option. And then
2 the third topic that was mentioned was either
3 COVID testing, either when they needed to do
4 it or working with Corps, things like that.

5 So those were the primary results from our
6 survey that we compiled and worked through on
7 the Senate Council.

8 CRAMER: So just in terms of next steps, that
9 report that's posted with the agenda did get
10 sent by Senate Council to the President and
11 the Provost, so they have that. Senate

12 Council is also now in the process of
13 drafting some recommendations based on these
14 themes. I think we're getting close. I need
15 to double-check my email and make sure I know
16 where we are on that, but we are getting
17 close to a set of recommendations that will,
18 likewise, probably go to the President and
19 the Provost.

20 Sort of not parallel with that, but sort
21 of oriented, and we'll call it, at least, an
22 orthogonal direction -- in a sort of similar
23 direction, let's say, is this exercise that
24 we've been approached by the Provost with
25 respect to worklife balance. Our survey

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1 didn't focus on worklife balance. It's
2 certainly a theme that emerged in the faculty
3 responses, but that wasn't the -- the theme
4 of our survey was, basically, how the
5 pandemic's going this fall altogether. And
6 so, certainly, there are items that were
7 uncovered there that aren't related to
8 worklife balance.

9 But, otherwise, the President has, at
10 some point, directed the Office for Faculty
11 Advancement and Human Resources to meet with

12 the leadership in the different colleges, and
13 to get an understanding of where they are on
14 worklife issues within their colleges.

15 There was a report that was sent out to
16 you, part of that as, sort of, executive
17 summary of the findings from that exercise.

18 And they're trying to figure out how do we
19 prioritize items or potential actionable
20 items in that. And so that's why I asked you
21 along those lines to try to go through that
22 and try to identify what's relatively
23 important. If we have a good representation
24 from the senate in terms of responses to
25 that, then that represents a really broad

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1 cross-section of campus. I can argue, hey,
2 this really represents a big sweep of our
3 peers here. We should give that a little bit
4 of weight as we consider these items.

5 So, please -- I think I asked for that
6 by tomorrow. If you have an opportunity --
7 again, looking at, sort of, median response
8 times for these, it takes about five minutes
9 to fill out this survey. But that'll help us
10 sort of understand what the priorities in
11 terms of actionable responses to worklife

12 balance issues might be.

13 So are there questions for Leslie or for

14 Senate Council, broadly, about this? I see

15 Alan Brown. You're going to say Alan Brown,

16 Arts & Sciences.

17 BROWN: Yeah. Alan Brown, Arts & Sciences. I

18 just -- ironically enough, I have COVID, so

19 I'm at home. Yeah, there you go, and it's

20 not nice. It's not very fun. But that's not

21 what I wanted to make a comment on. I wanted

22 to comment about the survey. I think going

23 forward we're going to be needing to collect

24 more and more -- or these kinds of surveys

25 will be sent out more and more to,

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1 potentially, senators and/or faculty. And
2 what I did is put it into Qualtrics and I
3 sent it to my constituents, the ones that I'm
4 closely affiliated with, and it's easy,
5 meaning it's easy to get the results.

6 And so I just want to encourage the
7 Senate Council or whoever is requesting these
8 data that they just throw it into a Qualtrics
9 and send it to every faculty, you know, that
10 you can. And then we can get the results
11 across the whole faculty, and then I think it

12 takes a little bit of the workload off of the
13 senators. Because I'm assuming that next
14 semester we're going to be having similar
15 kinds of surveys that will be sent out, and
16 it's just a recommendation because I found it
17 very efficient and effective. Thank you.

18 CRAMER: Yeah. I would say this goes into the
19 "lessons learned" category with the way that
20 this went for our survey here. I feel like
21 we had successful done one on facilities,
22 maybe, last spring, but it did not go
23 smoothly this time. We'll call this one, the
24 way I sent out the Provost's request, as a
25 half step towards asking the senators

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1 specifically to just fill out the Qualtrics
2 one, but that would be something that could,
3 for example, scale to a larger group if we
4 wanted to survey faculty more broadly. So
5 consider that noted. Alan, please get well
6 soon. This is -- yeah.

7 BROWN: Yeah. It's a bad time to get sick.

8 Trust me.

9 CRAMER: Herman.

10 FARRELL: Yeah, I echo the sentiments towards Alan

11 and I hope you get well, as well as to also

12 echo what he said about the way he operated.

13 We communicated -- Herman Farrell, College of

14 Fine Arts. We communicated about the way

15 they were doing it and the way we were doing

16 it in the College of Fine Arts, and we found

17 that it was a little problematic that we had

18 to, kind of, engage in this kind of filtering

19 process. So I'm really appreciative of what

20 you've just said, Aaron, about the next time

21 we do this. The Qualtrics seems to be the

22 best way to kind of make sure that we got the

23 full responses. And I think it also is good

24 for us, as representatives of all of our

25 colleagues, for them to feel like their

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1 voices are heard.

2 I mean, I guess one of the things we

3 could also do if we're all passing these PDFs

4 up the line to a variety of different

5 constituencies -- I know Aaron will probably

6 pass that on to the Faculty Affairs

7 Committee, the workstream, but in addition to

8 that, I guess, all of us on the University

9 Senate should send that PDF back out to our

10 colleagues and our colleges so that they can

11 see what the results were, and also, really

12 hear -- because, again, it's the opportunity

13 for us to hear what everybody else is

14 thinking outside of our silo. So, yeah, I'm

15 looking forward to us getting it right the

16 next time to do it, or getting it better the

17 next time we do it. So, thank you. And,

18 last, I would say I really appreciate all the

19 work that everybody did up the line to do

20 that filtering. And, Leslie, thank you as

21 well. That sound -- I read it and I was very

22 impressed with the capturing of all the

23 different views, so, cool.

24 CRAMER: That's, actually, part of the reason why

25 this went out this time. The exercise,

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1 somehow, is to identify the top five set of
2 things that could be done in terms of
3 worklife balance. I'm, like, how are we
4 going to take a four-page document and reduce
5 it to the top five items. So getting, sort
6 of, earnest reactions to each of the items in
7 there seemed like a good way. And then I can
8 rank it, actually, and maybe even more than
9 just the top five would have some sort of
10 value there. When we get the quantitative
11 results of the survey -- you mean -- sorry.

12 I shouldn't be reading questions. Sorry.

13 The survey that the senate did, the

14 survey that Leslie just described, when we

15 get the quantitative results. Well that's --

16 I mean, that's up to -- anybody that asks, we

17 can do that. I don't think that's a problem.

18 The question was whether people wanted to

19 read more than what Leslie just presented on.

20 But if you send me an email, we could

21 certainly get you the results.

22 But the other thing, as per Herman's

23 question, and maybe Alan's as well, is a

24 Qualtrics survey where the only people that

25 see it are sitting, sort of, in Senate Council

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1 or in the Senate Council Office, even, doesn't
2 provide a good opportunity for senators to
3 understand what's happening in their colleges.
4 And so if we did something like that, I'd have
5 to find a way that -- I do think we need to be
6 able to know what the people in your college
7 answered. And so I think that that's
8 something that that would have to be answered,
9 because the senators will have a hard time
10 representing their constituents if they don't
11 know how their constituents answered. And so

12 I think that that would be something -- if
13 we're going to survey the faculty broadly, we
14 would need to know how to also share those
15 results as a slice or be able to organize the
16 results in a way that senators from, say, the
17 College of Engineering, would be able to see
18 how the engineers answer.

19 But, again, answerable problems. We can
20 address that as we get to it. Thank you,
21 Leslie. Of course, if you have -- please,
22 definitely, if you have thoughts on what
23 Leslie said, share them with Senate Council
24 members.

25 If you do fill out that survey that I

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1 sent out last week, that'll help me, sort of,
2 argue in favor of some of the issues that
3 we're thinking about.

4 The last item in the agenda is items
5 from the floor. It's 4:35. That doesn't
6 mean you have to have items from the floor.
7 It does mean that, perhaps, we're all a
8 little more amenable to items from the floor,
9 but if there are items that you think senate
10 should consider taking up, or -- Ken.

11 CALVERT: Ken Calvert, College of Engineering. We

12 got an update from the President on budget
13 matters, and this was something that I heard
14 from my constituency in the survey.

15 Unfortunately, when I got to the last page of
16 the survey, I thought there might be another
17 box to put unstructured comments in, and
18 there wasn't, so I didn't get to put this in.

19 But the question about the decision to
20 cut the retirement benefit with -- as far as
21 I know, without consultation of the faculty
22 or input from the faculty -- I don't I was
23 not on the senate last spring, so I don't
24 know how that happened. But I haven't heard
25 anybody mention about plans going forward for

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1 that, so I wondered if we could request from
2 the administration some sort of update on
3 that or thinking about that, or is that our
4 place to do that?

5 CRAMER: Well, certainly, the senate has some
6 role in advising the administration with
7 respect to benefits for faculty. So that is
8 a formal responsibility of the Senate. I can
9 share with you what I do know, because I've
10 got another senator that sent me an email
11 along these lines that I haven't had a chance

12 to reply to yet either. But I think that
13 that's right. We received an update,
14 essentially, confirming the news that it was
15 reported that the governor said there wasn't
16 going to be -- or shouldn't be a need for a
17 mid-year cut, this sort of 8 percent cut that
18 the university had been warned to plan for.

19 So there is -- I would say they're still
20 being described as challenging budget
21 conditions with unanticipated expenses
22 related to COVID-19.

23 There's -- I can't remember the exact
24 numbers, but you know, tens of millions of
25 dollars of, sort of, additional expenses in

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12 I know -- and I've certainly raised the issue
13 with Executive Vice President Monday. He did
14 not sound like, oh, this is something we have
15 money to deal with and fix and try to restore
16 that 5 percent retirement match, for example,
17 in this fiscal year. He did continue to
18 indicate that it was a priority to
19 reestablish it as soon as possible, and he
20 did sound optimistic that next fiscal year
21 that would be something that could return.
22 But he did not at all sound optimistic that
23 that was going to be something that gets
24 restored this fiscal year.

25 CALVERT: Okay. Thanks for that. But the one

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1 specific thing that I heard was the question
2 of whether people -- some people might
3 actually prefer to take a pay cut rather than
4 have it taken out of their retirement, or
5 whether there might be other options. So
6 I'll just throw that out there, again, just
7 as an information items.

8 CRAMER: Sure. I can certainly -- have you heard
9 a lot of that, Ken?

10 CALVERT: I won't say it was a lot. I have heard
11 it maybe more than once.

12 CRAMER: Okay. Because, yeah, I had not heard

13 anybody saying, man, I wish they wouldn't cut

14 my retirement. I'd rather -- I have not

15 heard that before, so this is -- I have heard

16 people ask about the 5 percent, and

17 certainly, that's something that I think

18 everybody that works here is interested in.

19 But, yeah, I've not heard that specific

20 suggestion, so I can bring that up when I

21 have conversations along these lines again.

22 Richard.

23 CHARNIGO: Just a related remark. If economic

24 circumstances are better than anticipated,

25 but yet, restoration of the 5 percent is not

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1 feasible, is it possible the administration
2 might consider a middle ground, such as
3 bumping from 5 to 7 percent, and then at some
4 later time going back to 10? Just an idea.
5 Sometimes when we think about binary options,
6 yes or no, we overlook intermediate
7 possibilities.

8 CRAMER: Right. That's certainly fair. The
9 thing I will say is that when it was being
10 described at the time it was implemented, it
11 was being described as this is the last

12 thing we want to do, and they would be the
13 first dollars back. And to be fair, that is
14 still the, sort of, concession. I think
15 people are — let's say these decisions are
16 being driven by continued uncertainty,
17 despite the fact that things might be --
18 we're not going to, perhaps, see a state
19 budget cut mid-year. Perhaps there's some
20 possibility of a stimulus bill that will help
21 the university's finances in the near future.

22 I think there's still the thought that
23 there's uncertainty. So, you know, perhaps
24 being considered binarily in a way to, like,
25 hold back against that uncertainty, but I

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1 think that's certainly something I can

2 continue to bring up. Roger.

3 BROWN: Thank you, Aaron. Roger Brown, CAFÉ. I

4 just wanted to draw to the attention of all

5 of the elected faculty senators that I sent

6 an email out just before the senate meeting

7 today asking everyone, please, to consider

8 the nominees or the people who could be

9 nominated for Senate Council Chair. Please

10 look at that email. You can click on each of

11 the candidates, and let me know if you want

12 to nominate any of those. The deadline is

13 Friday, so please do that this week. Thank

14 you.

15 CRAMER: Thanks. That went out this afternoon,

16 right, Roger?

17 BROWN: Yes. That's correct.

18 CRAMER: Davy.

19 JONES: Sorry. I got out of order. I was going

20 to make a comment on the previous thing about

21 the benefits. And maybe Lee Blonder's here.

22 Something tickles my memory that six, eight

23 months ago there was a change to the

24 administrative regulations that made this

25 reduction, and that was one of the ARs that

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1 went to the board for approval. Lee Blonder
2 caught that it was only supposed to say it
3 was for this year, and she got that put in
4 there that it's only for this year that it is
5 in effect.

6 So, essentially, it sunsets, and it
7 would take another overt action to continue
8 it being reduced. Am I misremembering this?

9 BLONDER: That's correct, Davy. It was left open-
10 ended and the administrative regulation it
11 open-ended that the administration was going

12 to be cutting their contribution by 5
13 percent. So I emailed Eric Monday and Kim
14 McCann, the Chair of the Finance Committee,
15 and Dave Melanson, the Staff Trustee was
16 supportive of this. And I can't remember all
17 the details, but they changed it so that it
18 was just one year, meaning that if the cut
19 it approved -- it has to be approved again,
20 probably in May or June budget that we would
21 continue the cuts, so it will come up in the
22 spring.

23 CRAMER: Shannon Oltmann.

24 OLTMANN: Shannon Oltmann, College of
25 Communication and Information. I'm sorry if

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1 this has been brought up before. I had to

2 step away for a minute. But will Dean Way's

3 slides be available?

4 CRAMER: They are on the website with the agenda.

5 I think they are on the website with the

6 agenda.

7 OLTMANN: Thank you.

8 CRAMER: Well, I'll bring an item from the floor.

9 It's November. We're almost to the end. I

10 know it's been a struggle for a lot of us,

11 but you know, hang in there. We're almost to

12 the finish line of the semester. Take care
13 of yourselves and take care of each other as
14 you move forward. I hope you have a chance
15 to reflect. I mean, it feels like a lot, but
16 you've also done a lot, and I think that
17 that's something that I don't want you to
18 lose, because it's easy for me to lose. I
19 get pessimistic all the time. It's, like,
20 we're just trudging through this, but, no,
21 we're actually trudging through this. And so
22 I think that that's something to keep in
23 mind.

24 So that's my item from the floor. Hang
25 in there, finish as well as you can through

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1 the end of the semester, and I hope that the
2 winter is good for you. Of course, we do
3 have a senate meeting scheduled for December
4 14th, so this is not the last senate meeting
5 of the semester, per se, but it's the last
6 one before classes end on campus.

7 So unless there are objections now, we
8 will adjourn. I'll give you about five
9 seconds to object.

10 Seeing none, then we will be adjourned.

11 Remember, the next senate meeting is December

12 14th, again by Zoom, so I will see you then.

13 Take care. Have a great afternoon.

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STATE OF KENTUCKY)

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COUNTY OF FAYETTE)

I, TRISHA B. MORLEY, the undersigned Notary Public

in and for the State of Kentucky at Large, certify that at

the time and place stated, the proceedings were conducted

via teleconference; that the proceedings were taken in

stenotype, later reduced to computer-aided transcription

under my direction, and that the foregoing is a true and

accurate record of said proceedings.

My commission expires: April 23, 2022.

IN TESTIMONY WHEREOF, I have hereunder set my hand and

seal of office on the 3rd day of December, 2020.

Trisha B. Morley, Court Reporter

Notary Public

My commission expires: 4/23/22

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