

1 UNIVERSITY OF KENTUCKY

2 SENATE COUNCIL MEETING

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5 * * * * *

6 MARCH 9, 2020

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9 JENNIFER BIRD-POLLAN, CHAIR

10 DESHANA COLLETT, VICE CHAIR

11 SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

12 STEPHANIE WOOLERY, STAFF ASSISTANT

13 TRISHA B. MORLEY, COURT REPORTER

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2 BIRD-POLLAN: We will go ahead and call this

3 meeting to order today. Just a

4 reminder -- actually, that's where

5 our reminders start. Three

6 reminders based on some information

7 from the previous meetings.

8 First of all, we don't allow

9 proxy votes in the Senate, so the

10 only people who can use the clicker

11 devices are the people whose names

12 are on those devices. So if you
13 are here as a representative of
14 another senator, we welcome you to
15 stay and participate and share
16 feedback with the senator that
17 you're here for and your colleagues
18 and all that, but don't vote on
19 their behalf, please. That's what
20 our rules say.

21 Second, we had a person who
22 was here at the meeting at the last
23 month who couldn't find his device,
24 but his device voted. So that
25 means that somebody had his device.

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1 So take a minute, look at your
2 device and make sure it has your
3 own name on it. And if it doesn't,
4 that means yours is still in the
5 box somewhere. So, please, double
6 check that every time you come to
7 the Senate.

8 And then, finally, we do ask
9 you to sign in. So sometimes we
10 have clickers that vote, but the
11 person didn't sign in. The way we

12 keep attendance is the sign-in
13 sheet, actually, not the voting
14 devices. We can always check
15 those, but we rely on the
16 information on the sign-in sheet.
17 That's why we ask you to sign in.
18 That's our attendance sheet, so
19 please, do sign in for the meeting
20 when you pick your clicker up.
21 These are all our every-month
22 reminders: Return the clicker and
23 then share information you learn
24 today with your colleagues in your
25 departments and colleges.

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1 So our attendance slide,
2 please use the clicker with your
3 own name on it and reply to the
4 attendance slide. The clickers
5 remained in the box between the
6 last meeting and this one, so I
7 think they're pretty safe. Maybe
8 we'll sanitize them before the next
9 meeting.
10 Any remaining responses to our
11 attendance slide? Any last

12 responses? Oh, very well done,

13 folks. I'm very proud of us all.

14 Our minutes: Our minutes were

15 circulated with the agenda for

16 today. We received a few editorial

17 comments, but nothing substantive.

18 So unless I hear any differently

19 now, those minutes will stand

20 approved as amended by unanimous

21 consent.

22 Some announcements: You might

23 remember in years past we've had

24 what we call the Connect Blue

25 Reception, which is the Trustees,

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1 along with the Staff Senate and the
2 University Senate.

3 Because of the governor's
4 inauguration this year, which was
5 scheduled the same day that we
6 would've had the Connect Blue
7 Reception, we had to postpone the
8 meeting that would've been in
9 December. So we're tentatively
10 planning on a May 4th reception,
11 which would be right after the

12 Senate meeting in May, the
13 University Senate meeting, and we
14 go over to the Boone Center, which
15 is where the Trustees would be
16 getting ready to have dinner. So
17 we'd have sort of a one-hour brief
18 reception right after this meeting.

19 So we're still working out the
20 details of that, but tentatively
21 block it on your calendar and plan
22 to be there.

23 It's a nice opportunity to
24 speak with the Trustees and with
25 members of the Staff Senate and

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1 meet your colleagues here in the

2 University Senate, too.

3 I also just wanted to announce

4 that you're going to be getting a

5 faculty survey from the Mental

6 Health Task Force, in particular.

7 Senate Council Member, Leslie

8 Vincent, has been working with the

9 Mental Health Task Force and is, in

10 particular, thinking about faculty

11 and staff training. And so you're

12 going to get a survey coming out

13 pretty soon, I think. Is that

14 right, Leslie?

15 So keep an eye out for that,

16 and please, encourage your

17 colleagues to complete that survey

18 as well. I think they'd like lots

19 of participation on that front.

20 I mentioned this briefly last

21 month as well, but there's sort of

22 an ad hoc workgroup dealing with

23 the issue of prior learning and

24 assessment of prior learning,

25 whether we would give credit for

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1 things that have been done outside
2 of the classroom in previous
3 situations, either work experience
4 or work training, things like that.
5 Aaron Cramer is there
6 participating, sort of on behalf of
7 the Senate and the Senate Council,
8 but we're interested in hearing
9 from other faculty who might be --
10 who might want to participate,
11 either by joining the group or

12 sharing views with Aaron in
13 anticipation of those meetings. So
14 please reach out to Sheila or to me
15 or to Aaron directly to share your
16 interest in that set of issues.

17 These curricular deadlines
18 you've seen many, many times. If
19 you're seeking a fall 2020
20 effective date, it's too late to
21 submit a new degree program, but
22 new certificates, transfers of
23 degrees, new departments, et
24 cetera, have to come by a week from
25 today, March 16th. And then new

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1 courses, program changes, things

2 like that will be due on April

3 13th. So, again, share those

4 deadlines with the folks you know

5 who might be doing curricular

6 things.

7 The course purges you've heard

8 about multiple times, we're trying

9 to keep our course catalog up to

10 date, and we've had a couple of

11 hiccups in the process of doing

12 this. We received a list from the
13 Registrar's Office that didn't
14 allow for sorting by department.
15 We thought that was going to make
16 things too difficult, so we asked
17 them to do that.

18 We also, in the meantime,
19 realized the things that we had
20 supposedly purged in 2016 had not,
21 in fact, been removed from the
22 list, so the list was longer than
23 it should've been. We've asked the
24 Registrar's Office to work with us
25 on that as well, so that's why you

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1 haven't yet gotten the purged-
2 course list, but we're still
3 working on it so stay tuned.
4 Related to some of the topics
5 that are going to be discussed in
6 just a few minutes, the Senate
7 Council is going to meet this
8 Friday to talk about academic
9 matters related to the possibility
10 -- related to things around COVID-
11 19 and the possibility of

12 disruptions to courses.

13 So what I'd like to hear from

14 you is whether you have special

15 concerns, whether there are

16 questions that occurred to you.

17 Are there things related to

18 academic or educational policy that

19 you think the Senate Council needs

20 to address? We're not going to be

21 taking action on Friday. We're

22 mainly going to be discussing

23 issues and making the plan. So if

24 you have suggestions and things we

25 ought to think about or add to our

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1 discussion list, we would love to
2 hear from you before Friday. After
3 Friday, you can still share those
4 thoughts with me, just email me
5 directly or Sheila.

6 We're on to the chairs' report
7 now, a report about an action that
8 the Senate Council took about two
9 weeks ago. We reviewed a review
10 from the SREC, which was about
11 retroactive withdrawals. So you

12 might remember that there's a
13 Senate Rule that says a student
14 cannot seek a retroactive
15 withdrawal if they have an E in the
16 course because of an academic
17 offense.

18 So the rule had said if there
19 was an academic offense, the
20 retroactive withdrawal process
21 wasn't available. The student had
22 to go to the University Appeals
23 Board, specifically, to challenge
24 the academic offense. So that's
25 been confirmed, both by the SREC

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1 and then by the Senate Council as
2 well. But the other thing that we
3 clarified was that it wasn't --
4 it's not only an E that would have
5 to go through the Retroactive
6 Withdrawals Committee and on to the
7 UAB. If you had any grade in a
8 course that was affected by an
9 academic offense, that the
10 retroactive withdrawal of that
11 grade would have to go to the UAB.

12 So even if it's not an E, but if
13 the grade is in some way calculated
14 on the basis of an academic
15 offense, it has to go to the
16 University Appeals Board.

17 We also discussed something
18 that came up at the last Senate
19 meeting. You might remember we had
20 a robust conversation in February
21 about naming departments,
22 specifically around the naming of
23 the Department of Statistics, and
24 there was a request that the Senate
25 Council consider this issue further

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1 and speak with people in the
2 administration about this. And so
3 at the last Senate Council meeting,
4 we discussed this and we're working
5 with the provost and with Vice
6 Provost Holloway about the
7 possibility of something like a
8 joint committee, which would
9 include representatives of the
10 Senate, representatives of the
11 administration, some philanthropy

12 folks, to talk about the larger
13 issues, rather than in the context
14 of one particular donation or one
15 particular naming opportunity, sort
16 of the larger issues around naming
17 in general.

18 And we're also working on
19 inviting someone from philanthropy
20 to come either to the next Senate
21 meeting, or possibly in may, to
22 share information with you about
23 the larger project here about the
24 Kentucky Can Campaign and about
25 naming projects in general. We're

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1 working timing about that. I'm not
2 sure yet whether it will happen --
3 which meeting it might happen at or
4 who it would be, but we will keep
5 you updated about that.

6 Also just a heads up here.

7 The Outstanding Senator Award: We
8 have this annually and it's run by
9 the vice chair. DeShana Collett is
10 working on sending out a call for
11 nominees about this, and so you'll

12 see something in your inbox after
13 spring break, so please keep an eye
14 out for that and nominate someone.
15 It's nice to have a robust pool of
16 nominees, so I ask you think about
17 including nominations for someone
18 who satisfies these criteria:
19 Active exemplary service on
20 committees; making substantive
21 contributions and communications
22 with Senate and the administration;
23 strong voice; promoting and
24 supporting the Senate's agenda. So
25 it's fun to be able to give this

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1 award out, and we ask for you think
2 about who you might nominate.
3 Nominations don't have to come only
4 from senators. If any of your
5 faculty, colleagues or
6 administrators would be interested
7 in nominating a senator, an
8 outstanding senator, they can do
9 that as well.

10 GROSSMAN: Jennifer?

11 BIRD-POLLAN: Yes?

12 GROSSMAN: Bob Grossman, Trustee. You

13 might mention that current members

14 of Senate Council are not eligible

15 for this award.

16 BIRD-POLLAN: Current members of Senate

17 Council are ineligible. Correct.

18 Yes. That will be in the email.

19 The other thing I wanted to

20 keep you apprised of, because this

21 will happen before the next Senate

22 meeting, is that you will get

23 also from Vice Chair, DeShana

24 Collett, notice about the faculty's

25 annual evaluation of the president.

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1 So this will probably -- we're
2 expecting to send this out, sort
3 of, around April 1st, and the
4 survey will be open for three
5 weeks.

6 As we've discussed here in the
7 Senate before, we haven't always
8 had great faculty participation in
9 this, which then, sort of, sends
10 the message to the trustees that
11 the faculty don't have an opinion

12 or aren't interested in sharing
13 their opinion. I'm confident
14 that's not true, so I ask you to
15 reply yourselves, encourage your
16 colleagues to apply. And those
17 results are presenting directly to
18 the Board of Trustees.

19 I'm sure our current faculty
20 trustees could tell you the
21 University Trustees seem interested
22 in hearing what the faculty have to
23 say, and so we should share our
24 views with them. So I do encourage
25 you to participate in that and to

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1 encourage others to participate as

2 well.

3 Now I'm going to turn it over

4 to the provost for the Provost

5 Report, and there's one change to

6 the agenda, which is that Kirsten

7 Turner, as an associate provost,

8 we've moved her report into the

9 Provost Report. So at the end of

10 the things that the provost is

11 going to describe here, Kirsten

12 will get up and tell us a little

13 bit about that as well. So I will

14 turn it over to the provost.

15 BLACKWELL: Thank you, Jennifer. Thank

16 you, everyone, for being here. As

17 always, thank you for your work on

18 behalf of the University of

19 Kentucky in your role as senators.

20 We all appreciate what you do in

21 the classroom, in your laboratory

22 and your research, your creative

23 work and your service, but we also

24 appreciate this service.

25 Today I have a number of

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1 topics that I want to give you
2 updates on. The first, we will
3 begin update on the technology
4 issue that you have seen in the
5 news and in various announcements
6 in the last couple of days.
7 Secondly, an update on the
8 coronavirus and how the University
9 of Kentucky is responding to it.
10 And then I will defer to Kirsten to
11 talk about Student and Academic Life.

12 I had planned to discuss the
13 strategic plan process, which is
14 really just starting to get in full
15 throttle. I've asked Jennifer to
16 go ahead and post the slides, which
17 has most of the information about
18 that, and then I'll come back to
19 Senate in April to give a further
20 report on that. I'm anticipating a
21 lot of questions on both technology
22 issue and the coronavirus issue,
23 and we want to make sure that we
24 get around to answering all of
25 those.

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1 The first comment I will make
2 is Jennifer mentioned the Senate
3 Council meeting on Friday. I'm
4 happy that you're getting together.
5 We hope that, with respect to the
6 coronavirus, we continue "as
7 close to normal" operations as
8 possible. However, we have a
9 workgroup that we'll get into a
10 little bit later that is looking at
11 normal continuation of academic

12 operations in the event that we
13 have to suspend normal operations.

14 And, in particular, we may
15 need to ask the indulgence of the
16 faculty on certain academic issues
17 in the context of responding to the
18 coronavirus in keeping our academic
19 and instructional operation going.

20 So I think that's the spirit of
21 this meeting, is to anticipate some
22 of that.

23 And then I encourage you,
24 through your deans, as questions
25 come up about academic operations

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1 in the event we have to suspend
2 normal operations, send those to me
3 and to Kathi Kern, and then we will
4 get them into a process that we are
5 going to describe in just a moment
6 for a response.

7 So starting with the
8 technology issue, I'd like to
9 introduce Executive Vice President
10 for Finance and Administration,
11 Eric Monday, and he will kick us

12 off with an overview of that.

13 Thank you, Eric.

14 MONDAY: Thanks, Dave. Good afternoon.

15 So in February, about five to six

16 weeks ago, the university, through

17 our UK HealthCare Group, noticed

18 some unusual activity on some of

19 their devices. And so at that

20 point, we convened a group of UK

21 HealthCare IT professionals and UK

22 IT professionals to start

23 understanding more about what was

24 taking place.

25 At that point, we also stood

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1 up a tech-matter workgroup that was
2 comprised of various members of
3 university leadership that started
4 to meet on this matter on a regular
5 basis.

6 The next step is we engaged
7 two outside companies, Microsoft
8 and CrowdStrike, to come in and
9 work with us to further investigate
10 and understand these threat actors.
11 Once we understood and brought in

12 our third parties and started to
13 work through the matter, we
14 determined that they were utilizing
15 excess computing capacity to mine
16 bitcoin. To this day, they have
17 not made access, nor have they
18 taken or even accessed any patient
19 health information or any
20 university student, faculty, staff
21 or otherwise, data. We're very,
22 very pleased with that.

23 We then went through a process
24 with Microsoft, and they have been
25 engaged in nearly 40 of these

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1 exercises across the United States,
2 and involving such entities as the
3 Department of Defense and foreign
4 countries. So we had a very
5 advanced team on site from
6 Microsoft, and we went through a
7 process of hardening our systems.

8 And you may have noticed some
9 impacts to you, individually, or
10 within your department or within
11 your area, a change to the VPN

12 process, removal of nearly all, and
13 will be all, local administrative
14 rights on machines, more vigorous
15 rebooting of machines throughout
16 the enterprise, the implementation
17 of patches at the earliest moments
18 possible and so on and so on, and
19 that hardening will continue.

20 When you go through this
21 process, it is not as simple as
22 just moving these threat actors
23 out. It's a very diligent multi-
24 week -- usually as many as 12 weeks
25 of a process to ensure that they

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1 don't know that you know. And you
2 try to ensure that you can move
3 them out in a quick fashion and a
4 very rapid pace when you make the
5 decision to "evict them from the
6 system."

7 About a week and two or three
8 days ago, the Herald Leader made
9 contact with the university and
10 said they had been tipped off by a
11 university employee that we had a

12 cyber event on the campus, and they
13 wanted to know what our comments
14 were about that. We engaged in a
15 conversation with them to explain
16 the situation, and to work to
17 expedite our time frame.

18 The eviction event was going
19 to be this coming Saturday and
20 Sunday, March 14th and 15th. We
21 worked with Microsoft and our
22 partners, and with the help of,
23 candidly, hundreds and hundreds of
24 our employees working, in some
25 ways, 24/7 for multiple weeks, with

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1 obviously some time off as
2 necessary and needed, but at a very
3 rapid pace to expedite that notice
4 of eviction or that event of
5 eviction to this previous weekend.

6 So you may recall that around
7 midnight you received -- all of us,
8 students, faculty, staff and
9 students, a notice that we were
10 going to be doing some upgrades to
11 the network, and we may experience

12 some intermittent and other impacts

13 to our access. The emergency

14 operations center of the campus was

15 activated on Saturday evening. We

16 had three separate incident

17 commands set up across Lexington.

18 In fact, one over at our UK

19 HealthCare IT organization office

20 location on Fountain Court. We had

21 an incident command set up in UK

22 HealthCare related to hospital

23 operations, and we had an incident

24 command set up at Hardyman related

25 to IT and communications and how we

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1 would respond to that.

2 Based on those weeks of

3 planning, then around 2:00 a.m.,

4 which became, of course, 3:00 a.m.

5 with spring forward, we shut the

6 internet down to the University of

7 Kentucky.

8 And so we went completely

9 dark. The plan was to come back

10 online approximately at 7:00 a.m.

11 We were able to do that and

12 complete that process and come back
13 online somewhere approximately
14 around 6:15 a.m. Within that
15 window, when you go dark, the final
16 effort is to, if you will, reset
17 the credentials of all super users.
18 And so, primarily, those are all in
19 our IT organizations to remove,
20 delete and recreate those accounts
21 in the active directory, and then
22 to begin to rebuild those, and then
23 turn the internet back on, and then
24 power back on all of our systems as
25 they reconnected, if you will, to

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1 the internet.

2 We had a very successful

3 activity. We had one or two

4 adjustments we had to make related

5 to some single sign-on of Canvas

6 and other operations, but early

7 that morning, maybe 8:00 at the

8 latest, all of our systems were

9 operational.

10 We had asked the senior IT

11 officials in the colleges and other

12 critical departments to come on
13 site between 9:00 and 12:00 on
14 Sunday to test secondary and third-
15 level systems. We had set up the
16 call centers to take those calls.
17 We had very, very limited activity
18 yesterday and throughout today.

19 The story from the Herald
20 Leader, as you know, was posted
21 around 6:45 yesterday morning, and
22 that led to, as I mentioned, very
23 few calls as well.

24 As of right now, there are no
25 -- there is no activity. The

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1 threat actors are outside of our
2 system. There's still some malware
3 that's being cleaned up on
4 individual machines as we go
5 through the enterprise, and that
6 will continue and the hardening
7 will continue for several more
8 weeks still in front of us.

9 As of now, we still are
10 confident that no patient health
11 information or employee, student,

12 faculty, staff or otherwise,
13 information was either accessed or
14 removed or taken from the
15 university systems. Once we get
16 through the next few days, give
17 folks a few days of relief and to
18 breath, we will engage in a formal
19 after-action formal audit and
20 formal other activities to further
21 understand how this occurred and
22 how we ensure that something like
23 that does not occur again.

24 These threat actors were not
25 domestic. They were outside the

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1 United States. We have been
2 actively engaged with various legal
3 entities beyond our UK Police
4 Department for the duration of this
5 activity, and we'll continue to
6 cooperate with them as we walk
7 through this situation.

8 So that's a high-level fact,
9 Provost, of what we've been doing
10 on this matter and how we have
11 progressed to this day. I don't

12 know if you want to open for any

13 questions at this time?

14 BLACKWELL: I just want to add a couple of

15 comments. And one is that we

16 should all be very thankful to the

17 IT professionals in your units, and

18 certainly, the IT professionals in

19 UK HealthCare and on the campus

20 side. Eric and I have been in lots

21 of meetings over the last few

22 weeks, and I was supremely

23 impressed with their expertise and

24 professionalism and willingness to

25 give their all. And Eric was

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1 almost literally correct that many
2 of them are working around the
3 clock to rectify this. And I just
4 wanted to express my gratitude
5 toward those team members that got
6 us through this.

7 So I think that, you know, we
8 normally operate with a level of
9 transparency. That's a little
10 different in this case, and just to
11 explain that, is that Eric said we

12 do not want to alert the threat
13 actors that we were in the process
14 of getting rid of them and
15 preventing them from reentering.
16 Just because, at some point, they
17 become aware of that. There's more
18 damage they could've done. They
19 might have attempted to download
20 sensitive information. They might
21 have issued a ransom request. So
22 we were trying to avoid things of
23 that nature. That could've been
24 very damaging to the university.
25 So they did a good job of

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1 processing through all of that
2 without that risk. As soon as we
3 were able, we were coming clean
4 with everything that happened, and
5 again, great work.

6 Last thing, you know, we're
7 talking about the coronavirus today
8 and how you can prevent that. Make
9 sure you're cleaning your machines
10 every week. That's the best thing
11 you can do to help us in preventing

12 this from happening again.

13 So with that --

14 MONDAY: Let's patch it first.

15 BLACKWELL: Patch it first.

16 MONDAY: Yeah, then reboot it.

17 BLACKWELL: Patch and reboot. So

18 questions/comments for Eric?

19 COLLETT: DeShana Collett, College of

20 Health Sciences. I just wonder if

21 our -- like, are we going to

22 increase or add new software or

23 something like that to actually

24 help with the firewalls so that

25 this doesn't happen again? I don't

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1 know what we use, but I just
2 wondered of we're looking into
3 that.

4 MONDAY: Sure. So in the midst of this
5 activity we added some Palo Alto
6 Firewalls to the healthcare side of
7 the equation so it will be more
8 equalized on both sides of the
9 business, if you will. We had
10 already implemented multi-factor
11 authentication on the campus side,

12 so we've added multi-factor
13 authentication on the healthcare
14 side. We're working through the
15 open network, guest network on the
16 healthcare side. That will be
17 closed as well.

18 So you'll equalize that, but
19 yes, it is going to be a constant
20 and even more vigorous battle, if
21 you will, than we have. There will
22 be more things, I'm sure, that'll
23 come out of the after-action to be
24 even more prepared, but we -- our
25 systems are hardened at a level

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1 today than they've never been --
2 they ever been, rather. And so --
3 but these are our threat actors
4 that are moving aggressively, and
5 we are attacked on a minute-by-
6 minute basis, as is most -- or as
7 are most organizations.
8 So we can't ever stop, but we
9 need to and will continue to be
10 more vigorous.

11 BLONDER: Lee Blonder, Faculty Trustee.

12 We used to get these reminders
13 fairly regularly to change our
14 linkblue password, and that
15 stopped, I think, with the two-
16 factor authentication. And so I'm
17 wondering now if you're going to be
18 recommending that we change our
19 linkblue passwords or is that not
20 really relevant?

21 MONDAY: There's a change-cycle for
22 those passwords. We were just able
23 to extend that beyond what it was
24 for when we went to multi-factor
25 authentication. If we would've had

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1 multi-factor authentication on both
2 sides of the house, it's likely
3 this wouldn't have happened.

4 So multi-factor, and that's a
5 good example of our personal
6 financial transactions. If you're
7 banking with organizations, you're
8 doing your retirement or financial
9 planning with organizations and
10 they have not implemented multi-
11 factor authentication -- sometimes

12 it's a burden to get that text

13 message or that Duo or so on, but

14 that is really, really critical,

15 and that's one of the premier

16 things you can do outside of what

17 the provost talked about of

18 ensuring everything is patched and

19 upgraded and up to date. We love

20 to say reminder me later. I'll do

21 it tomorrow. The most important

22 thing -- and I'm just to blame as

23 everyone else, right, is to do that

24 every day.

25 Our CIO, first thing he does

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1 when he gets up every morning is
2 make sure all his devices are up to
3 date. I'm not suggesting you got
4 to do that, but we need to do it in
5 the same day that we get those
6 notices.

7 But there's still a cycle,
8 Trustee Blonder. It's just a
9 longer period of time now. And, of
10 course, nothing prevents us from if
11 you feel more comfortable doing it,

12 you can update your password on a

13 more regular basis, but multi-

14 factor is critical.

15 UDWARDY: Monica Udvardy, Anthropology.

16 Was there any differential impact

17 on Macs versus PCs, and also do you

18 know what country this was coming

19 from?

20 MONDAY: We have a reasonable

21 understanding of the country. It's

22 an international country, but it's

23 not 100 percent because they move

24 around so much and they can shield

25 that. So we'll leave that to the

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1 FBI for their work. But, yes, this

2 is an attack on the active

3 directory. The active directory is

4 Microsoft or PC-based products.

5 BIRD-POLLAN: Yeah?

6 BARRON: Susan Barron, Arts & Sciences.

7 So my guess is bringing in all

8 these experts and everybody

9 working, that's not a cheap

10 endeavor. Is there insurance or

11 something for that? Do we have

12 that at UK or are we thinking about

13 getting that?

14 MONDAY: We have cyber insurance at the

15 university, 25 million. Next year

16 it'll be 30 million. But -- and

17 they were engaged. They brought in

18 some PR professionals to help.

19 They brought in an external law

20 firm that have walked businesses

21 through this at a various level.

22 We've expended somewhere in

23 the neighborhood, on consultants at

24 this point or external sources,

25 somewhere between 1, 5 and 2

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1 million. We'll get some of that
2 back. It's undetermined at this
3 point how much we'll get back, but
4 we've started a claim. We filed a
5 claim and we will be able to get
6 some of that back.

7 CRAMER: Aaron Cramer, College of
8 Engineering. So security is always
9 a balancing act between being very
10 secure and being useable. We use
11 the IT resources to do academic

12 stuff. I guess the question is how
13 are you seeking to engage faculty?
14 Or have you or will you engage
15 faculty in, sort of, understanding
16 the balance? It doesn't do any
17 good to be so secure that we can't
18 do any of the teaching, research
19 and service that we need to do in
20 the university.

21 MONDAY: Sure. So we -- as Dave said,
22 we were extremely limited in how we
23 could communicate during this
24 event. So we had to make decisions
25 that could seem very aggressive in

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1 a timeline, like VPN notices that
2 are less than 24 hours, completely
3 inconsistent with, I think, the
4 procedures that we've established
5 over time.

6 So we'll move more towards
7 what we've done in place. There's
8 several, I think, good committees
9 that are set up and working with
10 ITS now through the University
11 Senate, and so we'll continue to

12 utilize those.

13 The next step will be looking

14 at this after-action, understanding

15 those recommendations, and we'll

16 move more towards a regular cycle

17 of communication with broad input

18 before we're pulling other

19 adjustments or new procedures or

20 processes. We were extremely

21 limited because of this situation.

22 So let's have more conversation

23 around it in the future. I

24 understand that balance, and I know

25 our CIO does.

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1 BIRD-POLLAN: Any other questions on this

2 topic? Okay.

3 BLACKWELL: Thank you, Eric. Coronavirus:

4 So as Eric mentioned, we do have an

5 emergency operations center, and

6 that center has been going full

7 throttle for over a month now on

8 two issues. And it's been an

9 extremely challenging time for the

10 university. A lot of people doing

11 a lot of hard work to protect us

12 from that threat as well.

13 And all of you should be

14 comforted of the quality of the

15 people in the emergency operations

16 center and the staff that support

17 that, a high grade of professionals

18 who know how to manage these

19 things, and I'll mention Eric. He

20 has been through now probably 1,500

21 hours or 1,800 hours of crisis

22 management, 7 or 8 different big

23 crises in his career. And it all

24 comes to bear when we face these

25 kind of situations. And, you know,

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1 you should be a fly on the wall in
2 one of these meetings. He keeps us
3 focused and keeps us moving, and
4 without his leadership we would not
5 be where we are today on the
6 technology issue and where we're
7 headed on the coronavirus issue, so
8 I just wanted to mention that.
9 I think the way we will go is
10 that Eric will talk about the
11 structure and the power of

12 responding to the coronavirus.

13 I'll add some color to that, and

14 then we'll open it up for Q&A.

15 MONDAY: Thank you, Dave. So we have a

16 seven-step process we follow on

17 incidents, and it's based on best

18 practice, and whether it's

19 fortunate or unfortunate, a lot of

20 experience. And so when we add a

21 sense of what may be coming on

22 what, at that time, was called the

23 coronavirus, before COVID-19, the

24 official name, and Sue Roberts, Dr.

25 Roberts, who is with us, the UK

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1 International Center and Dr. Mark
2 Newman, of course, who is our
3 Executive Vice President of Health
4 Affairs, both of them, independent
5 of one another, made some calls and
6 kind of raised the flag and said we
7 see some things coming.

8 In the case of UK HealthCare,
9 we had someone in January present
10 that we thought may have had the
11 virus back then and went through a

12 process, and in the end, determined
13 that that was not the case and did
14 not meet the protocol and so on.
15 And so that occurred, and then
16 some interactions with Dr. Roberts
17 related to our international
18 students led to a discussion with
19 senior management, and then led to
20 the discussion and the appointment
21 of a health working group. And
22 that working group has been meeting
23 since January, and so it's been
24 underway at a various level, and
25 kind of incident command 101 issues

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1 scale based on the activity. You
2 start small and you work big. And
3 so what we wanted to share with you
4 is where we are now.

5 So in the beginning of
6 January, basically, we had the
7 president and we had this workgroup
8 committee. That was meeting on a
9 regular basis. Now we have our
10 EOC, as Dave mentioned, fully
11 active, and we have 15 workstreams

12 that are set up to think through
13 this activity and this incident and
14 how best the University of Kentucky
15 can have situational awareness, how
16 best we can respond, and to -- you
17 know, what we start with is what we
18 all know, is we start with our
19 principles. So what are we about?
20 You know, the health and safety of
21 our campus, patient care, our
22 students, our faculty and staff and
23 community, the outside community.
24 So we start each meeting
25 talking about those principles and

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1 how we're going to make decisions
2 that are consistent with those
3 principles. So when you think
4 about the university, of course,
5 and just the level set, there's
6 only one position on this campus
7 that can close this campus, that
8 can close a program, that can shut
9 us down early, that can send our
10 employees home and so on and so on
11 and so on, and that is the

12 president. So that's how we
13 operate within this incident, just
14 like we would operate if it was a
15 weather activity or event. This
16 health workgroup, Dave sits on
17 this, Kirsten Turner, Sue Roberts
18 and a number of other people sit on
19 this workgroup. Currently we meet
20 twice a week, and we are
21 understanding the situational
22 awareness from what's below us, and
23 we're feeding that information up,
24 getting decisions when those are
25 necessary, and then pushing that

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1 information back down as well.

2 When we think about the EOC,

3 that is active right now on an 8-

4 to-5 basis every day. That can be

5 scaled differently. You know, we

6 were active 24/7 starting at 10:00

7 p.m. on Saturday night related to

8 the technology matter we just

9 discussed. And so we'll scale that

10 based on need and based on impact.

11 Then we've set up these 15

12 workstreams. They all have a
13 leader and they all have a
14 committee or co-leads, and then
15 they meet in their own verticals to
16 work their stream.

17 Then, daily, they have a
18 huddle with the EOC, and then twice
19 a week we have a huddle with the
20 workgroup committee and we keep the
21 president informed as he deems
22 necessary and appropriate.

23 So what do these workstreams
24 do? What do they work on on a day-
25 to-day basis. Let's mention Kathi

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1 Kern. So Kathi Kern is leading the
2 academic course delivery
3 workstream. So she's got a group
4 of faculty, she's got a group of
5 deans and associate deans and
6 others that are talking through all
7 the resources that already exist,
8 or resources we may need if we were
9 to transition if we wanted to.

10 So before we make the decision
11 if we are, what do we have now and

12 what could we do if we had to do

13 what University of Washington or

14 Stanford or others decided to do?

15 And so that's understanding the

16 resources, understanding how many

17 are using Canvas, understanding

18 Zoom, understanding Echo 360,

19 understanding all of those things,

20 and it may lead to a decision that

21 we need to requisition and resource

22 additional materials. It may need

23 -- we need to requisition

24 additional support personnel. May

25 need that we need to requisition

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1 other things to help support that
2 activity, should we have to go
3 there.
4 I think it's self-explanatory
5 with healthcare. If you think the
6 International Center, unbelievable
7 what they have been doing. They
8 have been a resource. We had 29
9 students in Italy on programs. So
10 Sue Roberts and her very good and
11 effective team have been working

12 with each one of those students and
13 understanding what resources those
14 students need as they return back
15 to the United States and back to a
16 certain area, Kentucky or so on.

17 And you just go through all of
18 the business processes. So we've
19 heard from several deans that they
20 want more flexibility around
21 travel. So whether it'll be this
22 afternoon or first thing in the
23 morning, you'll see some more
24 flexibilities. Doesn't mean you
25 have to use them, but we want to

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1 give you the tools -- if you want
2 to buy refundable tickets, we want
3 to give you that total to have the
4 ability to buy that. If your dean
5 wants to put -- if he or she wants
6 to put in additional rules and
7 procedures around when you should
8 buy those tickets, international,
9 41 days out or less or so on, then
10 she or he needs to be in the
11 position to be able to do that.

12 Student housing: So we will
13 have students who live with us who
14 have this virus, and so what do we
15 do about it? How do we think
16 through those scenarios? What
17 resources do we have? What
18 resources do we need? How quickly
19 can we react and respond as we go
20 through this very, very changing
21 dynamic? So those are just a few
22 of the things, those workstreams.
23 Here are the leads for those
24 workstreams. Some of them make
25 sense. Maybe they're the

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1 administrative head. Others that
2 had an interaction, this is not
3 based on chain of command. This is
4 not based on a small table. These
5 are based on big tables.

6 And so how do we have the
7 right people around there? Another
8 that's huge that's in front of us
9 that we have to think through is
10 HR. You know, the most important
11 thing -- and I think we've talked

12 about it. I think Jennifer talked
13 about some of these things. Right?
14 I mean, taking care of washing our
15 hands and assuring what we're doing
16 with our hands and how we're
17 interacting. That's number one.
18 This is Flu 101. So how do we do
19 those types of things? How do we
20 have more stations across the
21 campus? We have about 200
22 additional stations where you can
23 get the antibacterial material
24 that'll go up in the next couple
25 days. What about large events that

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1 are happening at the student
2 center? We have 3,000 bathrooms at
3 the University of Kentucky. And
4 I'm not talking about res-hall
5 rooms. I'm talking about 3,000
6 outside of the res-hall rooms.

7 So how do we have the
8 appropriate signage? How do we
9 look at next week when we have
10 spring break? We're going to clean
11 this campus like we've probably

12 never cleaned this campus next
13 week. So every desk and every spot
14 in every classroom is going to be
15 wiped down next week. That's not
16 done on a regular basis.

17 So how do we take advantage of
18 the opportunity of time next week
19 to have a higher level of
20 reasonable assurance that we're
21 doing everything we can to prevent
22 this virus from spreading?

23 Communication is key. We
24 undergird the entire strategy when
25 we think about incident command

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1 with over communication.

2 Number two: It's not about the

3 money. Right? If we need a

4 resource -- we got a month's worth

5 of food that we've requisitioned to

6 the campus. That's not normal.

7 And so that's -- we've got 100,000

8 bottles of water that's been

9 requisitioned to the campus.

10 That's not normal, but we need to

11 be prepared.

12 And average city has a food
13 supply that's in the days, y'all.
14 So how do we think about that and
15 how do we respond? Because we are
16 a city within a city if you think
17 about how many students live with
18 us on the campus. Depending on how
19 you want to count, that's 8- to
20 10,000 students that are with us
21 right now. This is their home.
22 And so how do we prepare to
23 respond to that? Large events is a
24 critical component. I mentioned
25 HR. What about when -- you know,

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1 so we talked about the basic hand
2 washing, the basic things like
3 that.

4 The other thing that's vital
5 and critically important, if we
6 feel sick -- I just taught my FIN
7 250 class. I said I'm going to be
8 here every Monday and Wednesday.

9 The only time I'm not going to be
10 here is if I feel sick, and that's
11 the same thing I'm asking you. If

12 you feel sick, don't come in. Call
13 the health service. Call your
14 physician. Let's get you to the
15 right place. Otherwise, we're
16 going to be here. And so if we
17 feel sick and we're not going to be
18 able to work, then how are we going
19 to handle that from an HR
20 standpoint? So those are some of
21 the active conversations.

22 Some of our employees don't
23 have sick leave. So in this
24 extraordinary activity and event,
25 we need to think differently about

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1 that. And so how do we think
2 differently and how do we have the
3 procedures and policies in place to
4 support those activities and to
5 ensure that we can have the highest
6 level of health and safety for the
7 campus.

8 With that, I'll pause. Dave,

9 other comments?

10 BLACKWELL: So just a couple of other

11 comments: Number one, to explain

12 our current stance on travel is
13 that we are restricting travel to
14 countries designated Level 3 by the
15 CDC. We're not restricting travel
16 domestically. So I'm getting a lot
17 of traffic about that today. I
18 just wanted to get that out there.

19 Spring break travel: And so
20 think about our students, our
21 faculty, our staff taking that
22 opportunity to go away. And where
23 do they go? Well, obviously, if
24 someone decides to travel to Italy,
25 just as an example, over spring

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1 break. When they come back, they
2 would have to self-isolate for 14
3 days and coordinate that with UK
4 HealthCare.

5 So when you see the messaging
6 come out, it's not just about us
7 preventing our community from
8 getting sick, but it's also to be
9 able to continue our normal
10 operations by not having a lot of
11 faculty and staff self-isolating

12 for 14 days when they come back

13 from one of these places.

14 So I just wanted to give you

15 some context around the travel

16 restrictions. Eric mentioned the

17 flexibility in the colleges to

18 handle that in terms of I've got a

19 conference coming up. Should I buy

20 a refundable ticket or not? Or the

21 time in advance of buying

22 internationals tickets. The

23 colleges have the flexibility to

24 deal with that.

25 On other issues -- and I'll

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1 specifically mention academic
2 course delivery and education
3 abroad. These have to be looked at
4 from a very high level of
5 university perspective. So I know
6 there are lots of great ideas out
7 there among our faculty and our
8 administrative leaders.
9 We ask that you not implement
10 anything until Kathi's workgroup
11 has completed their work and

12 inventorying our resources and
13 being able to provide guidance that
14 covers all the bases on how
15 colleges should look at alternative
16 approaches to education delivery.

17 Very important that those
18 ideas get funneled up to the deans,
19 and then from the deans to Kathi
20 and me, and then it goes into the
21 emergency operations center for
22 prioritization.

23 The reason for that is that
24 you look at 15 workgroups, and a
25 lot of these touch the lives of our

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1 students. So every little
2 implementation decision has a big
3 opportunity to cause ripples that
4 are unintended or unknown from the
5 perspective of an individual
6 faculty member or academic unit.

7 So we just ask that colleges
8 and your colleagues coordinate that
9 communication through the provost,
10 through Kathi as it relates to
11 academic course delivery, through

12 Sue as it relates to international
13 education opportunities, so that's
14 very important.

15 We will have continual
16 communication coming out. We know
17 there are a lot of great ideas out
18 there and we welcome them. And
19 we'll put them in to the EOC, get
20 them distributed to a workgroup and
21 incorporate them into our plans as
22 appropriate. Questions?

23 BLONDER: Lee Blonder, Faculty Trustee.

24 So as we all probably know by now,
25 in the last two days the CDC is

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1 telling people over 60 with certain
2 underlying health conditions to
3 stay home, avoid crowds, this and
4 that. So I don't know the numbers,
5 but I'm sure we have a sizeable
6 proportion of our faculty and staff
7 who fit those categories. So what
8 plans do you have to tell those
9 people what they should be doing?
10 What are you going to do about
11 that?

12 BLACKWELL: That's being worked by our HR

13 workgroup. That's exactly the kind

14 of issues the workgroups are

15 handling. So when the information

16 from a situation becomes available,

17 we put it in to the workgroup and

18 we address those for decision and

19 recommendations.

20 BLONDER: So what is the plan at this

21 point? Is there a plan?

22 BLACKWELL: Yeah. That is the plan, as

23 far as I know. We are working on

24 that issue. Eric, do you have

25 anything else?

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1 MONDAY: Sure. And we are responsible
2 for our own health. And so if you
3 have -- we don't know people's
4 underlying conditions. So we do
5 know that there is X number of
6 students who are registered with
7 the Disability Resource Center that
8 have some type of immune deficiency
9 or an immune challenge. They may
10 have Chron's. They may be fighting
11 cancer or so on. And so we'll work

12 with those students.

13 If we have a faculty or staff

14 member that fits the very defined --

15 and is very defined by the CDC --

16 category of a higher-risk population

17 and they teach or they're a staff

18 member, then we'll work with them on

19 an individual basis.

20 There's not going to be a "one

21 size fits all" for this. And so I

22 would encourage anyone who has one

23 of those situations to work through

24 their appropriate administrative

25 chain of command, a faculty member,

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1 the chair, to the dean, and then

2 we'll work that within -- G.T.

3 Lineberry and Dave, HR strategy if

4 it's a staff member.

5 And, you know, the same thing

6 that we're asking you and colleagues

7 to do as it relates to our students,

8 I saw a very good note that went out

9 from Mark Kornbluh, Dean Kornbluh,

10 today of being accommodating to our

11 students. And it's the same thing

12 that we're going to do for faculty
13 and staff. How can we be most
14 accommodating to get through this
15 extraordinary situation.

16 So I think the most important
17 thing is if you feel that you're in
18 one of those categories, or that
19 you've had some secondary exposure
20 to someone who has it, you know,
21 then please act. Please stay home.
22 Please then report and we'll figure
23 out how to manage that on a case-by-
24 case basis.

25 But we are responsible for own

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1 health. If we're not feeling well
2 or we feel like we're in that
3 category and that is going to
4 impact our ability, then we need to
5 have those conversations.
6 I do not see, anything,
7 Trustee Blonder, where we're going
8 to take a large component of our
9 campus population and ask them to
10 take a certain action.
11 BLONDER: I mean, I'm specifically

12 talking about the over-60s. You

13 know, there are people in their

14 60s, 70s, 80s, working here,

15 faculty, staff, but they might not

16 have these specific underlying

17 health issues.

18 MONDAY: Yeah. The age-ban thing,

19 let's -- I mean, I had this

20 conversation about the president.

21 Our president, I think everyone

22 knows, is 70. You know, he

23 finished hot yoga and was on the

24 treadmill for an hour. So, I mean,

25 the age bans are the age bans.

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1 They're guidance. If you have a
2 certain condition that expedites
3 that or accelerates that concern,
4 then I would encourage you to go
5 through the administrative commands
6 to work that out.

7 BLACKWELL: Just to add to that, one
8 principle we're trying to follow is
9 we have policies in place that
10 already cover a lot of these
11 situations. Let's use the policies

12 that we have. And so I think a
13 “one size fits all” strategy is
14 probably not going to be good to
15 go, but it’s important that we know
16 what those situations are so that
17 the workgroup can consider things.

18 BIRD-POLLAN: Beth?

19 DUNCAN: Marilyn Duncan, College of
20 Medicine --

21 BIRD-POLLAN: Sorry. No, Beth Guiton.

22 DUNCAN: Oh, I’m sorry.

23 GUITON: Yeah. Are we concerned that
24 the students -- when we’re asking
25 to stay home if they have symptoms,

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1 are they going to need to go to

2 Student Health Services in order to

3 get an excused absence for that?

4 And so we have a way around that?

5 We don't want to inundate

6 students --

7 BIRD-POLLAN: I'll answer this one. So this

8 is a Senate Rule, right, that says

9 that an excused absence requires a

10 doctor's note. This is one of the

11 things on the agenda for the

12 meeting on Friday to talk about

13 whether the Senate Council wants to

14 do something different -- recommend

15 something different than that.

16 BLACKWELL: And another principle is

17 common sense. All right? So --

18 BIRD-POLLAN: So we say -- and you're going

19 to tell me that I'm wrong, but an

20 excused absence -- hopefully

21 excused absence, and there is

22 guidance about what is the

23 recommended level of excuse. We'll

24 talk about the specifics of the

25 rule at our meeting on Friday, but

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1 I think that's the kind of issue

2 that we're dealing with now.

3 DUNCAN: I just wanted to clarify

4 something. I'm Marilyn Duncan from

5 the College of Medicine. Lee

6 Blonder brought up -- or just if

7 you listen or you read the

8 interview of the director of the

9 CDC, his recommendation was for

10 people over 60 and for people with

11 health conditions, but both groups.

12 You didn't have to be both. You
13 didn't have to be over 60 and have
14 a health condition. Even healthy
15 people over 60, he was even saying
16 you'll have to stay home as much as
17 possible. Now, obviously, we don't
18 want to do that. We want to
19 continue to do our jobs here and
20 teach our students and do our
21 research, but I think this is
22 something that needs to be
23 considered that even health people
24 over 60, already, there are
25 recommendations from the CDC to be

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1 careful.

2 And also, you know, in my

3 area, the university is planning

4 several events that are being

5 scheduled for Rupp Arena. The CCTS

6 event is a big meeting that

7 includes I don't know how many

8 different groups and a number of

9 different sub-organizations and

10 faculty, students, all coming

11 together in one large area.

12 And then there's another one

13 on spinal cord and brain injuries

14 that's also set for Rupp Arena.

15 That one's in May. The CCTS one is

16 coming up in April. Is this a good

17 idea, you know, in the era of

18 COVID-19? Should we be having such

19 large group meetings or should we

20 split them up into smaller numbers?

21 MONDAY: Yeah. There's -- that's one

22 of the -- that's a good example of

23 the events vertical. We have

24 athletic events as well that are

25 set up and are established, whether

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1 it's baseball games or other events
2 that are still in front of us, and
3 those are some of the things that
4 are being discussed within that
5 event workstream.

6 BRION: Gail Brion, College of
7 Engineering. I'm glad to see this
8 is working. It seems to me like we
9 have a real opportunity to prevent
10 the re-spread of viruses from
11 people who've gone on spring break

12 and coming back by perhaps having
13 one or two weeks of distance
14 learning. If this is one of the
15 plans that's being considered, at
16 what time could you relay that back
17 to us faculty so that we can
18 prepare for that?

19 BLACKWELL: So I'm getting some
20 recommendation from that academic
21 course delivery workstream. It'll
22 be on my desk as soon as I get
23 finished here. And there'll be
24 communication following that from
25 the dean to the colleges. So that

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1 group has been working very
2 diligently since last Wednesday or
3 Thursday, and so I'll know more
4 when I see their report.

5 DEBSKI: Liz Debski, A&S. So, yeah,
6 the situation is changing so
7 rapidly. It's so difficult, but I
8 guess I'm wondering; I'm lucky
9 enough to teach my classes in
10 classrooms that have Echo
11 recordings, but not everybody is.

12 And so I don't know if you're in
13 contact with University of
14 Washington or Stanford or anything
15 like that where they've gone
16 through this? But for everyone all
17 at once to have to do everything
18 online, I just think that would be
19 a difficult situation.

20 BLACKWELL: That is exactly the kind of
21 issue that's worked with. I think
22 we need to employ the resources we
23 have and figure out where the gaps
24 are and think about what we need to
25 do to fill those gaps.

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1 DEBSKI: I guess I'm wondering how much
2 time do you think we have given
3 that things are changing so
4 rapidly, and you know, big events
5 have already been cancelled? Not
6 that I know if they should've been
7 cancelled, but they certainly seem
8 to be escalating in that direction.

9 BLACKWELL: I'll know more when I see what
10 the group is reporting, but they've
11 been benchmarking as well.

12 BIRD-POLLAN: I would suggest that any of

13 you have specific recommendations

14 or thoughts about this, email Kathi

15 Kern, who is on the academic course

16 delivery piece of it. She's

17 collecting those kinds of

18 questions. Dean?

19 KORNBLUH: I was going to say we expect to

20 be able to follow those guidelines

21 and to be able to have -- know what

22 we can do in each course by the end

23 of the week. Those guidelines are

24 pretty close.

25 CHARNIGO: Richard Charnigo, Public

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1 Health. Just an observation that
2 may be relevant to the facility's
3 workstreams. I think there are some
4 restrooms on this campus, including
5 one just across the hall, where the
6 water is on a time release, and
7 it's, I think, quite a bit less than
8 the recommended washing time. Now,
9 if there's something that can be
10 done to address that?

11 BIRD-POLLAN: Yeah, Abigail?

12 FIREY: Abigail Firey, Arts & Sciences.

13 Can you tell us how many additional

14 personnel have been hired or how

15 schedules have been changed for

16 additional cleaning and sanitation

17 of surfaces? We're working in

18 classrooms with shared keyboards,

19 mice, as well as all the other

20 surfaces.

21 MONDAY: What we can tell you is that a

22 plan is in place to move more

23 towards the cleaning side rather

24 than the beauty side. And so

25 you're going to see existing

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1 personnel that are doing additional
2 levels of cleaning. We're also
3 going to take advantage of spring
4 break for the cleaning side.
5 Right? We don't have to clean the
6 bathrooms when the students are not
7 in the classroom buildings at the
8 same pace that you do on a class
9 day.
10 So Mary Vosevich and that team
11 has spent a lot of time with

12 Environmental Health and Safety,
13 Dr. Forrster, Infectious Disease,
14 walking through and working through
15 those things, and they'll continue.

16 Mary also knows that if there
17 are additional resources that she
18 needs, that she can requisition
19 those at a moment's notice.

20 BLONDER: This morning Governor Beshear
21 gave a press conference, and he did
22 identify the workplace of a
23 Garrison County patient, which was
24 at a Walmart, but he didn't
25 identify anything -- workplaces in

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1 the Fayette County patient. Can

2 you tell us whether that person is

3 a UK Community member?

4 MONDAY: No. I cannot answer that at

5 this time. I can tell you that

6 that person is not a patient at UK

7 HealthCare.

8 BLONDER: Are you being told when people

9 from this university community test

10 positive?

11 MONDAY: Well, the number is still very

12 small, Trustee Blonder, so I can't

13 -- I don't know how that will

14 continue, but I will tell you that

15 our infectious disease

16 professionals are the leading

17 experts in this region, not just

18 this city. And so we are very

19 plugged in, and in fact, I have a

20 call in 30 minutes, our daily brief

21 from UK HealthCare. That'll update

22 us on that. I do know, and I think

23 this is not -- I can tell you that

24 that Fayette County patient, COVID-

25 19, a virus patient, has a sibling

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1 that goes to Christ The King --
2 excuse me. Has a child that goes
3 to Christ The King School and has
4 impacted Christ The King. Christ
5 The King is shut down today to
6 implement additional levels of
7 cleaning on a one-day cycle and
8 plans to reopen tomorrow.
9 That child is not impacted
10 directly at this time based on the
11 best available information, but is

12 under a 14-day self-isolation. So

13 that's what we do know about that

14 person.

15 BARRON: I've got one, I guess. Susan

16 Barron, Arts & Sciences. So if we

17 have some of our health experts

18 here, a question that came up in my

19 department: So kids seem relatively

20 safe and they're not contracting

21 it. Do you know if they carry it?

22 So, like, has this child been

23 tested, for example, do we know at

24 Christ The King? I mean, you can

25 carry something and be a carrier

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1 and not necessarily show symptoms.

2 MONDAY: Yeah. The testing protocol is

3 very specific and there's more

4 testing taking place now. The

5 process would be that this child

6 would be tested, but there is an

7 incubation period and so on, so

8 that's -- I'll defer those more

9 technical to a medical doctor.

10 BIRD-POLLAN: It's already 4:00. We got a

11 lot of agenda items left today, so

12 I'm going to ask if you have
13 additional questions, I'm sure you
14 can send them to these folks or to
15 the relevant folks that are up on
16 the screen or we can share those
17 names with you all so that you can
18 reach out to the person you want to
19 contact.

20 But the next -- we're going to
21 move ahead to -- it says provost --
22 still do it or come back? You want
23 to do it real quick?

24 TURNER: Sure. Okay. That's a good
25 act to follow. My name is Kirsten

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1 Turner, and Jennifer asked me to
2 come and talk to you all about a
3 unit in the provost area called
4 Student and Academic Life.
5 My official title is Associate
6 Provost of Academic and Student
7 Affairs, and Student and Academic
8 Life is the largest unit under my
9 portfolio, but I did want to just
10 kind of ground you all in terms of
11 where we are in the organizational

12 structure.

13 So I also function as the

14 university's chief student affairs

15 officer on campus, and Student and

16 Academic Life is the middle unit

17 that I oversee. It has about 200

18 FTEs and 1,000 student employees,

19 and about 3 to 4 years ago it was a

20 new unit that was merged between

21 undergraduate education and student

22 affairs.

23 I also oversee a newly merged

24 unit called institutional -- it's

25 called IRADS. I know it sounds

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1 like a 1980s defense system, but
2 it's Institutional Research
3 Analytics and Decision Support.
4 And I co-lead that with Brian
5 Nichols, our CIO. And we've just
6 recently merged that unit together,
7 so we both do internal as well as
8 external data analytics and
9 business intelligence.
10 And then the third unit is the
11 Smart Campus Initiative, which is

12 also a co-matrix organization with
13 ITS. And that does a lot with the
14 iPads, with Esports, with our app
15 development. And at some point I'd
16 be happy to come back and talk to
17 you about institutional research
18 and/or Smart Campus, but the
19 previous presentation was on
20 Student and Academic Life.

21 So just some fast facts of
22 Student and Academic Life: Like I
23 said, they've got 200 FTEs and
24 1,000 student employees. We
25 service all 31,000 students. Now,

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1 that said, so our portfolio of
2 services, some of them are more
3 heavily used by undergrads. So if
4 you think about Greek Life, there's
5 not a lot of grad students
6 involved.

7 We also have other units on
8 campus that do more specific
9 targeted interventions or services
10 for sub-populations, like the
11 Graduate School or the

12 International Center. So although
13 we service and provide our
14 resources to all 31,000, there are
15 a lot of our resources and our
16 services that are much more heavily
17 utilized by undergrads.

18 But we do think of ourselves,
19 and we are given the charge to help
20 support all 31,000. One of the
21 most -- the ones that would
22 resonate the most with you is the
23 counseling center, which I'll have
24 more to say about that in a second.

25 I assumed this role with this

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1 portfolio about six months ago, so
2 I -- this is just kind of my first
3 year in this kind of chief student
4 affairs officer role. We see
5 ourselves with three primary
6 functions, and this may sound a
7 little flippant, but I don't mean
8 it. The first one is triage. In
9 some ways we are trying to keep our
10 students alive, and I mean that
11 very seriously in terms of some of

12 the services we provide, and that's

13 one kind of function that we do.

14 The second function is some

15 scaffolding. So if you think

16 through just some general

17 university-wide student support

18 service scaffolding that's

19 provided, such as the Career

20 Center. So it can be both in

21 terms of trying to provide

22 more academic preparation, or

23 it can be some more just

24 traditional student support

25 services that we provided.

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1 The third one, the third kind
2 of function we provide is value-
3 added, so if you think about
4 undergraduate research, service
5 learning, things that try to
6 provide a more transformational
7 education.
8 We believe that our mission is
9 to prepare students lead lives of
10 meaning and purposes. This is
11 piggybacking what the president

12 says a lot. The reason to do this
13 merger was to think about how can
14 the co-curricular and
15 extracurricular perform their
16 undergraduate curriculum.
17 So I've spent over a decade in
18 the College of Arts & Sciences
19 under both Steve Hobbs and Mark
20 Kornbluh's leadership, and we used
21 to sit around saying that Student
22 Affairs thinks they're divorced
23 from what happens in the classroom.
24 And so part of this merger was to
25 think about how we partner more

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1 closely.

2 One of the most iconic pieces

3 of that, if you can remember, we

4 used to do a common reading

5 experience, which was a good idea,

6 in theory. And in many ways,

7 there's thought about whether or

8 not to bring it back, but at the

9 time, it was a book that was chosen

10 by Student Affairs professionals

11 who are smart and good colleagues,

12 but it often was the very first
13 academic experience we introduced
14 our students to. They talked about
15 it at their summer orientation, and
16 then it got dropped. We never
17 embedded it in any other kind of
18 environment, and that was the first
19 academic experience.

20 So velocity behind merging
21 these unites, and then once you've
22 merged them, thinking about how do
23 you help the colleges and serve the
24 colleges in their academic
25 missions, kind of the background of

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1 this unit.

2 We've been undergoing the last

3 six months to rethink about what

4 the values of this unit should be,

5 because it just started and things

6 are just coming out of its infancy.

7 And they -- it was kind of a

8 groundswell with the entire

9 organization of the five values

10 that we see, being equity, well-

11 being, integrity, collaboration,

12 innovation.

13 We also believe that our

14 faculty and our staff and student

15 workers are our most important

16 resources. And I believe that

17 universities at the core are about

18 people like this, and so we have to

19 take better care of our people.

20 There are four verticals in

21 this unit. The first one will look

22 like a very traditional dean of

23 students that many have you been

24 keeping with in your educational

25 experiences. Nick Kehrwald serves

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1 as our Dean of Students. It has
2 five areas: Res life is by far the
3 largest area. We have about 7,500
4 beds on campus. Student and
5 Academic Life Services, everything
6 that happens within the residence
7 halls. So all of the programming
8 and residential education.
9 Housing, which reports to Penny Cox
10 is actually in charge of the
11 facilities and the partnership with

12 the private entity and all of the
13 maintenance. So we do the life of
14 the residence halls. They actually
15 manage the buildings.

16 We have student conduct. We
17 have a restorative justice model in
18 our student conduct. We have
19 Community of Concern, which many of
20 you have probably submitted names
21 to the Community of Concern.

22 That's for faculty, staff and
23 students, fraternity and sorority
24 life, and then we have over 500
25 students orgs and activities on

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1 campus.

2 We have an Assistant Provost

3 of Student Well-Being. That's Drew

4 Smith, Dr. Drew Smith. He's got

5 five areas: The Counseling Center,

6 the VIP Center, the Disability

7 Resource Center, Financial Wellness

8 and Campus Rec. We are responsible

9 for just both the Johnson Center

10 and Alumni Gym.

11 The Counseling Center works in

12 partnership and collaboration with
13 University Health Services and
14 their behavioral health, but they
15 are separate entities, and we are
16 working with the there different
17 mental health committees on campus
18 to think through how we can better
19 serve the campus as it relates to
20 mental health, and that's another
21 issue I would love to come and talk
22 to you about at some point if
23 there's interest.

24 Adrienne McMahan is our
25 Assistant Provost for Student &

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1 Academic Support. As you can see,
2 the Student Transition Services --
3 that's, like, first gen -- about a
4 third of our students on campus are
5 first gen, off-campus students,
6 Veterans Affairs and parent and
7 family programs. And they also do
8 everything, like, K Week and that
9 kind of transition into the first
10 year from a co-curricular or
11 extracurricular experience.

12 She's also -- her unit's also
13 in charge of the Stuckert Career
14 Center and Advising on campus. As
15 you know, Advising on this campus
16 is fairly decentralized, and so the
17 role of the central administration
18 is to think about coordination,
19 consistence and communication
20 across the 80-plus advisors on
21 campus, the professional advisors.
22 Obviously, there's faculty advisors
23 as well that plug in there.
24 And then the last unit is this
25 piece of trying to think about how

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1 do you bring the academic
2 perspective into the Student
3 Affairs realm. And Katherine
4 McCormick, who many of you know and
5 is in the audience, Professional
6 Katherine McCormick. She's an
7 Endowed Chair out of the College of
8 Education and a former Chair of the
9 Senate.
10 She is our Senior Faculty
11 Fellow. We have about six-to-eight

12 faculty members who also are
13 embedded and they are working with
14 us in Student and Academic Life to
15 help bring that perspective, and
16 also to work on our own -- help us
17 work on our own research agenda as
18 it relates to these types of
19 issues.

20 She also has Transformative
21 Learning, which has the study and
22 academic coaching, along with some
23 of the value-added, like the Gaines
24 Center, Nationally Competitive
25 Awards, service learning and

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1 Undergraduate Research.

2 Real quickly, and then I'll

3 stop because I know you've got a

4 big agenda. Part of thinking about

5 our values is also thinking about

6 what our conceptual framework or

7 our programmatic curriculum should

8 be for our students. So we've been

9 devising learning outcomes of what

10 we would like their experience --

11 we back that suggestion of the

12 Student Conduct. We think that's a
13 learning experience, so that can be
14 a transformational experience when
15 the student has had a conduct
16 issue.

17 We've got our five areas that
18 we've took our values and we've
19 started those into learning
20 outcomes and learning objectives.

21 So you see equity through social
22 justice, resilience through
23 holistic well-being, collaboration
24 through connection, integrity
25 through identity, development,

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1 innovation through curiosity.

2 And so we overlay that with

3 the work that we do, whether it's K

4 Week, whether it's Sorority Rush or

5 whether it's Academic Coaching, and

6 try to go back to one or more of

7 these learning outcomes.

8 We also have spent the last

9 six months thinking about what our

10 strategic direction should be SAL.

11 We see it as a triangle. What are

12 the institutional needs? What are
13 the strengths that we have and
14 where can we have national
15 distinction? We have really smart
16 and talented people in this unit
17 who are the best of their field.
18 And so where can we make our mark
19 as an institution?
20 The first one is creating a
21 holistic well-being experience, and
22 I could go through each one of
23 these as to why they fit the
24 category: The need and strength of
25 our institution, and where we think

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1 we can be distinctive nationally,
2 but we all know that this
3 generation of students, not just on
4 our campus, but nationally, have
5 issues of mental health well-being
6 that are different than previous
7 generations and more acute, and
8 that there's a need for a real
9 systematic change.
10 And we don't know of an
11 institution that has solved this

12 holistically yet. And we've got a
13 lot of -- we've got an academic
14 medical center. We have
15 institutional leadership that cares
16 about this issue, so on and so
17 forth.

18 So we've been working pretty
19 diligently and continue to rethink
20 the way that we deliver those
21 services and create a holistic
22 well-being environment.

23 The second one is closing the
24 achievement gap in first gen. Like
25 I said, we have -- 30 percent of

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1 our students are first gen. Their
2 achievement gap is the lowest of
3 all demographics on this campus.
4 If you solved that problem, we'd be
5 at 90 percent retention rate.
6 And if you look at the data,
7 they perform differently. Other
8 demographics -- if you control for
9 academic preparation at a certain
10 level, they actually outperform the
11 overall population. Not so for

12 first gen, so something else is
13 going on. Other additional wrap-
14 around services need to be
15 happening for first gen, and they
16 are our largest demographic on this
17 campus. So that's -- and we don't
18 know of an institution, that's a
19 research one, that has put the
20 attention to solving achievement
21 gap for first gen.

22 Many of us know the story at
23 Georgia State. It took them about
24 ten years, but they have gotten
25 national distinction for the way

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1 that they've solved the achievement
2 gap for African-American black
3 students.

4 And so one of the things that
5 we've said in our own space, why
6 can't we be that in first gen?

7 That's not to say that we would
8 ignore the demographics and that
9 there aren't little pressing
10 issues, and when you pick apart the
11 data, it plays out differently

12 through intersectionality. But in
13 terms of an overall strategy, we're
14 looking at the achievement gap for
15 first gen.

16 The others I'll just kind of
17 go through them. And I can show
18 you in terms of the pyramid of why
19 we chose in terms of need, strength
20 and distinction. We wanted to have
21 a more integrative first-year
22 experience for our UK students.

23 Many people in this room and across
24 campus have been working on the
25 Wildcat transitions -- excuse me,

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1 Wildcat Foundation Project over the
2 last two years about rethinking the
3 first-year experience, and we
4 didn't want to just throw all that
5 work out. We wanted to build upon
6 it. So that's one of our strategic
7 directions.

8 There's a lot of work right
9 now about integrative coaching. We
10 should be rethinking the way we do
11 Student Services on this campus,

12 where you have a very siloed
13 approach with deep expertise in one
14 area. We want to continue that,
15 but have a little bit more of a
16 matrix layer so that we don't
17 continue to send our students all
18 over campus and say, well, this
19 isn't my area. You need to go over
20 to this building. We want to do a
21 more triage-integrative coaching
22 model.

23 And then the last is we are an
24 academic institution. We are
25 thinking about the intersection of

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1 academics with Student Affairs.

2 And so we want to create a unified

3 research agenda. We've increased

4 the retention and persistence rate

5 at this campus in the last three-

6 to-four years by 3.3 percent. It

7 had stalled out for a long time,

8 about a decade, at about 81

9 percent.

10 We've done some really good

11 work. We want to start to -- and

12 we can pinpoint some of that of why
13 that's happened. We want to build
14 out a research agenda around
15 persistence and student success to
16 help inform the practice and help
17 inform the literature. We've got
18 the Faculty Fellows that are
19 embedded with us, and we've got
20 some really sharp, strong
21 researchers in their own right as
22 practitioners.

23 And so we want to build that
24 out as well and have a unified
25 research agenda. Katherine

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1 McCormick and Todd Brann, who leads
2 our IRADS Program, are the two co-
3 leaders of that.

4 And the last thing I'll say
5 is, one, Jennifer had seen this
6 presentation at Provost Council
7 meeting, and Dave had asked me to
8 include this.

9 Part of our holistic wellness
10 and part of that first thing that I
11 had said about where we think our

12 most important resources are our
13 people, our SAL, along with UK HR
14 and Integrative Medicine, is
15 piloting a project this semester
16 where every SAL employee is getting
17 a \$300 wellness credit that can be
18 used at Integrative Medicine
19 Services and/or UK HR around
20 massage, acupuncture, mindfulness.
21 There's a whole set of services
22 with the idea of stress reduction.
23 We have Corrine Williams, who's a
24 faculty member in Public Health,
25 who is a faculty member in Health

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1 Behavior. She's also a Faculty
2 Fellow in SAL. She's doing a
3 pretest/posttest assessment of
4 stress reduction around this to see
5 if it actually is helping our
6 frontline staff who, frankly, many
7 of our employees are on the
8 frontline of suicide ideation,
9 sexual misconduct, and they are
10 carrying around a lot of burdens.
11 And so part of our philosophy is we

12 have to be healthy to help our
13 students the best.

14 If this shows a stress
15 reduction, there is potential of
16 expanding it wider throughout the
17 university to other units and to
18 other colleges as part of the
19 institution's interest in the data
20 that they receive from the worklife
21 survey where our faculty and our
22 staff have some of the highest
23 levels of stress.

24 So we approached UK HR and
25 Integrative Medicine about this

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1 pilot, and so they wanted us to
2 also share that. This is just one
3 of many initiatives under that
4 holistic well-being that I talked
5 about. And I think that's it.

6 BIRD-POLLAN: Thanks to Kirsten. We only
7 have time for one or two questions.
8 We're going to get this train back
9 on the tracks. Any questions for
10 Kirsten? I know she's very
11 interested in having your thoughts,

12 so if you have thoughts they want

13 to share with her --

14 TURNER: My email is

15 kirsten.turner@uky, and I'd be more

16 that happy to talk with anybody to

17 see how we can serve our students

18 better.

19 BIRD-POLLAN: Thanks very much. We're going

20 to turn to our action items now --

21 oh, we're in the middle of the

22 reports. DeShana, do you have a

23 Vice Chair's Report? No? Okay.

24 Doug, do you have a

25 Parliamentarian's Report? No?

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1 Great. Trustees?

2 GROSSMAN: Yes, but we'll postpone till

3 the next meeting.

4 BIRD-POLLAN: Keep them for next time?

5 Thank you very much.

6 So our next item is Ernie

7 Bailey. So we asked -- you might

8 remember we mentioned this before.

9 The Senate Council tasked Ernie as

10 the chair of an ad hoc committee to

11 review the Institute for the Study

12 of Free Enterprise. This was built
13 into the original Senate vote
14 regarding the academic content of
15 the institute when it was done in
16 2016. So I'll pass it over to
17 Ernie.

18 BAILEY: In 2014 and 2016 I was Chair
19 of the Academic Organization and
20 Structure Committee, and we oversaw
21 a review of the Schnatter Institute
22 that studied free enterprise. And
23 there was a proposal that was
24 brought forward by a group of
25 faculty from the College of

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1 Business, Gatton College, and it
2 was supported by a \$6 million
3 donation from the Schnatter
4 Foundation, a \$4 million donation
5 from the Koch Foundation, and it
6 was quite controversial because the
7 Koch Foundation had a reputation of
8 supporting programs and other
9 colleges, and to have strings
10 attached to it, which involved
11 outside advocacy of faculty hires

12 and policies, so we were very

13 concerned about that.

14 There was quite a bit of

15 discussion at the time about it.

16 We won't go through all that.

17 Perhaps we'll go into it some more.

18 But the Senate, at the time, voted

19 to approve the academic aspect of

20 the program. There was a second

21 vote, which had to do with the

22 administrative aspect, and the

23 Senate voted against it.

24 The second vote was basically

25 that we were not confident that

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1 there was administrative structure,

2 and that was a way to give it back.

3 The Koch Foundation had

4 extreme interest in controlling

5 universities. There was a

6 stipulation in the grant that money

7 could be withdrawn if the

8 university wants to follow its

9 procedures, and so the Senate was

10 not confident about that.

11 So the second vote, a

12 recommendation to the Board of
13 Trustees, was we're concerned about
14 the funding of the institution.

15 But the first vote, which was
16 Senate, we had complete control
17 over that. We accepted it as an
18 academic unit, but with the
19 constraints that we had, we
20 stipulated that there would be
21 review, in turn, of it, with the
22 goal of looking to see if there was
23 undue influence from the policy on
24 our faculty buyers.

25 We met -- we were charged

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1 within our committee. We met last
2 April with Aaron Yelowitz, who was
3 the chair of the group at the time.
4 And I didn't pay attention to this,
5 but I discovered it was no longer
6 the Schnatter Foundation. I was
7 informed that there had been some
8 unfortunate events involving
9 Schnatter, and so the university
10 had returned the funds. He hadn't
11 withdrawn. The university returned

12 the funds, and so the institute was
13 supported based on the funds from
14 Schnatter that it had already
15 expended, plus the money from the
16 Koch Foundation. And they asked
17 Aaron about whether they could
18 function that way. He said they
19 called the Koch Foundation and said
20 can they function this way, and
21 they said, yes, we're going to have
22 to cut back on some of our plans,
23 but we will continue to operate.

24 By the way, we have another
25 donor who's going to be coming in.

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1 We're going to have another
2 director that's going to come in
3 the near future. And so at that
4 point we said why don't we delay
5 our review of this, so the
6 committee waited. We met in
7 September. Since then, the Kraft,
8 Joe Craft, III Foundation provided
9 \$3 million in support to the
10 program. And the program has an
11 acting director, which is Chuck

12 Courtemanche. Acting? Still

13 acting?

14 BLACKWELL: Permanent now.

15 BAILEY: He was acting director. So

16 they've gone through -- the

17 original director was John Garen.

18 They've had Aaron Yelowitz, and now

19 they have Chuck Courtemanche.

20 So it's been a program that

21 has gone through some rather robust

22 changes. We were charged to look

23 and see if there had been undue

24 influence on what had gone on.

25 I've got lots of pages of reports.

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1 I gave you guys all the reports
2 that we had that the group had
3 made. I gave you the reports from
4 a number of surveys that we had
5 conducted. We basically
6 investigated the affiliates that
7 are currently chairs, award
8 winners, and --

9 BLACKWELL: Search committees.

10 BAILEY: Yes, the search committees,
11 basically asked to what extent had

12 been outside influence. The other
13 thing I would say, also, is that we
14 were also influenced greatly
15 because of the time that this thing
16 was approved, then the question
17 was, well, what is undue influence?
18 How much influence is too much?
19 And Dean Blackwell, at the time,
20 famously said, "Any influence is
21 undue influence."
22 So we basically talked with
23 the committees, and at this time, I
24 think that there's some people that
25 may want to bring some other issues

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1 up. There was no indication that
2 there were any conflicts. There
3 were not outside matters that were
4 sitting on the search committees.
5 I find that kind of surprising
6 because in my college, my
7 department, when we have search
8 committees, we're quite keen to
9 have the College of Agriculture
10 doing equine research there. We're
11 quite keen to have support from the

12 horse industry, so we'll invite a
13 veterinarian or someone to sit on
14 that committee and so advise it.

15 There was a provision in the
16 original proposal that they would
17 have a Stakeholder's Advisory
18 Committee that was then formed,
19 which again, signaled the advisory
20 committees for raising funds, and
21 so much for advising ingenuity.

22 But that didn't even happen,
23 so we really did not come up with
24 any indication that they had had a
25 problem. We looked at the program,

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1 and basically -- we, basically,
2 thought the institute doesn't seem
3 to be influenced by any outside
4 groups, so providing the money for
5 the faculty regarding program
6 advice, providing funds to support
7 the student programs and critical
8 research projects.

9 It's grown from six affiliates
10 to 13 at present. And we've had
11 several recommendations, and these

12 are really outside the community,
13 but the fact that we have talked
14 and then have looked at it, the --
15 it was very collegiate of the
16 people, very pleasant, but they
17 tended to do their business in the
18 hallway and casual lunches and so
19 on. Because if it happened in a
20 group of people, then it was ripe
21 for, perhaps, being taken advantage
22 of if you had some other agenda,
23 and so we recommended that they
24 have more structure at the
25 meetings.

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1 Another issue that we --
2 another suggestion that we're
3 hearing is with our rules of
4 procedure. Again, it's not a
5 particular requirement, but they
6 are in the process of hiring
7 faculty. They're in the process of
8 awarding grants. You know, there's
9 a variety of decisions that are
10 made, and it would be very good to
11 make some set rules of procedure

12 for that. So we made that

13 recommendation to them.

14 And I think the last

15 recommendation was that a group

16 like that would seem to be of

17 interest for a wider group.

18 There's only 13 members on it, and

19 12 from the Business College and

20 then from the History Department.

21 I think it would be ripe for a

22 wider representation.

23 So that was the gist of that,

24 thank you.

25 BIRD-POLLAN: So we do have a motion here

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1 which is from the Senate Council.

2 The Senate Council voted to

3 recommend that the Senate accept

4 the ad hoc committee's report on

5 the Institute for the Study of Free

6 Enterprise. So that's the motion

7 from the Senate Council. There's

8 not a specific motion from the ad

9 hoc committee. You just heard the

10 recommendations, so we will have

11 discussion. I don't think there's

12 really a “questions of fact vs.

13 debate” issue here.

14 So let’s have discussion of

15 Ernie’s report, the committee’s

16 report and the motion.

17 BLACKWELL: And Chuck, the director is

18 here if you have questions about

19 it. Any comments? Questions?

20 Observations?

21 DEBSKI: Liz Debski, A&S. So I was

22 struck when you said that a lot of

23 things that are informal and done

24 in the hallways, and so were actual

25 decisions, important decisions

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1 made? I mean, is there any record

2 or discussion of these?

3 BAILEY: No. That was what concerned

4 us. That was what concerned us.

5 There was no official matters. I

6 mean, we couldn't see minutes or

7 that sort of thing. So we thought

8 that they ought to have regular

9 meetings and minutes.

10 DEBSKI: It must have interfered with

11 your decision, did it not? I

12 mean, it's difficult when you don't

13 have that kind of information.

14 BAILEY: What happened with the review

15 is, basically, it was a survey. We

16 talked to all of the -- almost all

17 of the students and all of the --

18 almost all of the awardees and

19 basically sought their input, and

20 that's in the report. But, yeah,

21 it would've been easier if there

22 were minutes.

23 BIRD-POLLAN: Chuck? Go ahead. Just

24 introduce yourself.

25 COURTEMANCHE: Chuck Courtemanche from the

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1 Economics Department and the
2 director of the institute. Yeah,
3 so we did have -- so there are
4 several different buckets of
5 activity: The grant program,
6 faculty and some of the research
7 grants, I would -- that is where we
8 do have a process of extra
9 reviewers, and that, I think, is
10 pretty well-documented in
11 structure. Would you --

12 BAILEY: Yes. Yes.

13 COURTEMANCHE: But I think when he's talking

14 about the hallway conversations, I

15 think specifically what that

16 pertains to is the bringing in of

17 speakers, external speakers. I

18 mean, those are really the two main

19 buckets of activity.

20 And that, in part, is a

21 function of the turnover in

22 leadership. So I'm the third

23 director in five years, and I think

24 it's more that neither of the first

25 two were nearly there long enough

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1 to have much of a process
2 developed. And then the situation
3 with the donor, there's kind of a
4 one-year holding pattern, but that
5 was prior to me being director.

6 So there were some -- you
7 know, I don't think that's because
8 of any intention to not have more
9 formal procedures so much as it's
10 been the -- you know, the turnover
11 and some of the uncertainty.

12 I'll also say that -- you
13 know, we've said early in the
14 committee's recommendation and
15 we'll do all of them. So I guess
16 all I can say on that, you know,
17 this is really stuff that predates
18 my time as director, that there was
19 never any attempt to cover anything
20 going on. It was just a matter of
21 some disorganization and some
22 turnover, and that's something that
23 we are in the process of fixing to
24 the extent that it needs fixing.
25 We're planning to follow those

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1 suggestions exactly.

2 DEBSKI: Could you just specifically

3 say what was the money actually

4 supporting? So was it new hires?

5 Was is it this --

6 BAILEY: I'm going to defer to Chuck.

7 COURTEMANCHE: So there's also the faculty

8 hiring. So in terms of the, like,

9 day-to-day activities -- we're

10 talking the events, which are, you

11 know, six to eight a year, "open to

12 the public" type of events.
13 There's these summer grants to
14 faculty who are already here, and
15 then occasionally, external faculty
16 with a peer review process attached
17 to that. So that's what I told you
18 about the day-to-day activities.

19 Then there are these faculty
20 hires --

21 BAILEY: And student support.

22 COURTEMANCHE: And some student support,
23 right. So PhD student fellowships,
24 these guys are getting. Yeah, so
25 it's fair to say the PhD student

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1 support lacked -- it needs a more
2 formal process as well. The
3 faculty hiring, I would say, that's
4 very -- pretty well-documented in
5 the processes that have been used
6 there. And you guys did extensive
7 talking to everyone who'd ever been
8 on a search committee, which is
9 very rarely -- like, for instance,
10 the search that's still ongoing in
11 the econ department right now,

12 there are five people on the search
13 committee and I'm the only one with
14 any kind of institute affiliation.
15 You know, there's regular members
16 of the econ department, including
17 the department chair.

18 So I think that process is
19 documented. There was pretty solid
20 documentation of the way we hire
21 faculty has been, exactly the way
22 it is in any other case. I don't
23 think the committee was disputing.

24 So I would take it as far as
25 the event planning, in our

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1 conversation and the meetings, I

2 took it that that was the big

3 thing, some more structure on what

4 they do, and I agree with that.

5 BIRD-POLLAN: Any other comments or

6 questions? No? So I was giving

7 the floor to the senators; first,

8 we have one non-senator who would

9 like to speak.

10 YANARELLA: Can I speak from here?

11 BIRD-POLLAN: Yeah. Absolutely. You want

12 to introduce yourself?

13 YANARELLA: My name is Ernie Yanarella.

14 Some of you remember me from some

15 years back when I was the Senate

16 Council Chair and Presiding Officer

17 of the University Senate.

18 I also, I think, led the

19 opposition to the

20 institutionalization of the

21 Schnatter Institute for the Study

22 of Free Enterprise. When I

23 received Jennifer's newsletter

24 yesterday, I discovered that this

25 issue was coming before this body,

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1 and it raised anew a number of
2 concerns, which I had and which I
3 thought to address to this body
4 some years back. Ernie has been
5 very -- especially in terms of what
6 went on at that meeting. The
7 report provides a very good
8 presentation of the back-and-forth
9 arguments that were made by,
10 particularly, me, some other
11 members of the University Senate,

12 and then Dean Blackwell.

13 In reading the review

14 committee report, I really felt

15 that there was something

16 fundamentally superficial about

17 what was investigated. I

18 understand this better given the

19 mandate, the charge of the

20 committee at this point.

21 Nonetheless, I think there are some

22 very serious issues that need to be

23 addressed, and likely should be

24 considered, if not now, given the

25 more pressing issues that have

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1 already been part of this briefing,
2 then two years hence when they -- I
3 hope a full and searching
4 investigation of this committee
5 takes place.

6 I had a couple pages of
7 commentary, which I wanted to read.

8 We really don't have time for that.

9 I wanted to get to the nub of the
10 issue that I have with the review
11 report. And that has to do with my

12 conception of the scope of this
13 institute, and the kind of critical
14 outlook that should be applied to
15 the "study of free enterprise," the
16 basic mission of this institute.

17 It strikes me that it -- if those
18 issues are addressed critically and
19 explicitly, the shortcomings of
20 this institute at that point would
21 become clear.

22 I saw this institute as
23 approaching the issue of the study
24 of free enterprise in a much more
25 global sense. The funding sources

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1 of this, on the other hand, have
2 worked assiduously over the entire
3 country to assure that these issues
4 are dealt with in a very narrow
5 fashion. The co-foundation has
6 supported, I would guess, about a
7 hundred campus institutes. And in
8 the interim, between the
9 institutionalization of this
10 institute and today, two important
11 things have taken place: One, Nancy

12 MacLean has looked at the
13 intellectual foundations of this
14 effort. And, secondly, a national
15 group called UnKoch My Campus has
16 been working assiduously to derail
17 such institutes at other
18 universities, and they continue to
19 do so.

20 I would hope that Jennifer
21 would give you the opportunity to
22 send these to the present Senate
23 Council members. It seems clear to
24 me, given the fact that the Senate
25 Council has unanimously recommended

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1 acceptance of the ad hoc committee
2 report, given the fact that I bear
3 not umbrage to any of the committee
4 members, least of all, my former
5 vice chair in Senate Council, and
6 the fact that I think that Dean
7 Blackwell ends negotiation with the
8 Schnatter Foundation and the Koch
9 Foundation, and made it clear that
10 there were certain things that were
11 taken off the negotiating table.

12 And this institute is better for

13 it, so that is my request.

14 BIRD-POLLAN: So we'll share Dr. Yanarella's

15 written comments to the Senate

16 Council. Is there any other debate

17 on the motion to accept the ad hoc

18 committee's report? Yes?

19 BAGH: Adib Bagh from Gatton School

20 of Business and Economics. I am

21 in economics, but I'm not

22 affiliated with the institution in

23 any way. Never received any

24 fundings, summer or otherwise, and

25 my type of research that I do will

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1 probably never get any funding.

2 However, I have to say that despite

3 my initial skepticism about the

4 institute when it first came up for

5 a vote and so on, at this point, I

6 completely agree with what the

7 committee has found. It's my

8 experience that some of the most

9 important decisions that are made

10 by the institute, specifically,

11 hiring faculty members funded by

12 money coming from the institute,

13 those decisions are completely

14 dedicated to the units for which

15 the position is open.

16 So economics is hiring

17 somebody in economics using funding

18 coming from the institute. For all

19 practical purposes, the institute

20 is absent. People on the search

21 committee are elected -- or put

22 together by the department and

23 working on the candidates, who's

24 getting invited and who's not. It

25 is done by the department. Every

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1 once in a while in a meeting they
2 ask the people in the institute
3 what they think about a particular
4 candidate. The decision whether to
5 hire somebody or not for a position
6 that is funded by the institute is
7 completely left to the unit. And
8 that's whether it's the economics
9 unit, for the finance unit or what
10 have you.
11 And that in that sense I think

12 the most critical aspect of the
13 institute and where the funding is
14 coming from, I believe it's
15 completely in line with what the
16 committee has found.

17 Perhaps the events, the
18 speakers, the outside speakers that
19 are getting invited and so on,
20 maybe those are all ideologically
21 within the same group of economic
22 thinking. But I think that's a
23 very minor point compared to the
24 services that all these positions
25 are created on campus.

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1 BIRD-POLLAN: Quick response.

2 COURTEMANCHE: I just wanted to dispute that

3 last point for my colleague,

4 because I am not sure if he's

5 coming today. But I'd say all our

6 events are all recorded. They're

7 all on the website, so you can

8 judge for yourself what you think

9 about them, but they -- I mean, I

10 don't know the tally marks, but

11 it's a pretty nice group. I mean,

12 as an example, we have our next
13 event, it's going to be a promo
14 opportunity, actually. March 30th,
15 our next event, is someone who is
16 going to come in and talk about
17 some unintended consequences of
18 economic freedom in terms of racial
19 equality, and that's just as an
20 example. With respect to the last
21 event, an expert from the Brookings
22 Institution who was, you know, not
23 a politician or anything, but
24 arguing in terms of economic
25 policies that would sound a lot

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1 more like you might hear from the
2 political left and the political
3 right, I would say.

4 So don't take my word. I mean,
5 the events are all on video.
6 They're all there for people to look
7 at. You know, there's a mix. I
8 mean, we aim to have free exchange
9 of ideas. You know, we aim to
10 balance -- you know, if we have an
11 opportunity to bring in some high

12 profile at a discounted price in

13 some cases, we're looking to do

14 that. You know, it's not based on

15 one particular thing or another. So

16 that is all there for public

17 consumption. And I would -- but

18 with that said, I do agree that

19 here's something where some

20 procedures would really help. What

21 has happened, I think, is there's --

22 if you're in this constant state of

23 uncertainty with who the director is

24 and if there's donors or not, you

25 tend to be a little bit reactive and

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1 more -- you know, this is my
2 observation from before when I was
3 director. But to be able to get out
4 in front in a more stable situation
5 and to have formal procedures I
6 think will help us there.

7 BIRD-POLLAN: Any final comments at 4:44?

8 Let's call for a vote, then to
9 accept the ad hoc committee's
10 report.

11 Any remaining votes regarding

12 the report? Motion passes.

13 Thanks very much to Ernie

14 Bailey and the committee for taking

15 on this work. I think it was well

16 done.

17 So this I'm going to present to

18 you quickly. And just a quick

19 reminder that I let you out early

20 the last couple meetings.

21 So this is a proposal that

22 comes to us from Patrick Lee Lucas,

23 the chair of the UK Core Committee,

24 who unfortunately couldn't be here

25 today, but this actually comes from

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1 their committee.

2 This is a specific request to

3 change the Senate Rule that relates

4 to membership on the Core Committee.

5 Under the current rules, the current

6 rules say that faculty members shall

7 serve for staggered three-year terms

8 and may not succeed themselves.

9 You might remember hearing me

10 come around last year or early this

11 year, sort of begging for additional

12 volunteers to serve on the Core
13 Committee. We got some of those
14 people, but one of the problems is a
15 lot of them were completing vacant
16 terms, and under the rule, the way
17 it's written right now, they would
18 not be eligible to be reappointed to
19 succeed themselves going forward.
20 And even having said that, the
21 committee is doing some deep-dive
22 work related to reassessing what the
23 core might look like and what the
24 Senate Council heard from Patrick a
25 week or so ago. And one of the

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1 things he mentioned is that the
2 committee is very interested in
3 having a little bit more continuity
4 from one term to the next in these
5 members.

6 So the request from the Core
7 Committee is to change the current
8 rule to say this, what you seen in
9 blue there: Each faculty member
10 shall be eligible for reappointment
11 for a second consecutive term, but

12 ineligible for further
13 reappointments until one year has
14 lapsed. And then if a faculty
15 member vacates a seat and the Senate
16 Council finds a new member, the
17 partial term would not count towards
18 that two-term limit.

19 So this is sort of modeled on
20 the rule we have for current
21 senators. You can serve two terms
22 on the Senate, and then you have to
23 step away for a year before you
24 could be reelected. And so that was
25 sort of the model here, and we had

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1 concerns in the Senate Council about
2 not wanting to allow indefinite
3 reappointments.

4 By the way, just to remind you
5 all, it's the Senate Council that
6 appoints membership to the UK Core,
7 so the Senate Council will retain
8 some control over the membership of
9 this committee. This extends the
10 pot of people who would be eligible
11 to serve. We've already got them in

12 their seat. I feel there's some

13 value in allowing them to serve

14 again.

15 So that's the current proposal.

16 Are there questions of fact related

17 to this proposal? Bob?

18 GROSSMAN: Bob Grossman, Trustee. What is

19 the effective date of this proposal?

20 BIRD-POLLAN: Oh, thank you very much for

21 clarifying. I think we said it on

22 the slide itself, but the request

23 from the Core Committee is for this

24 rule to be effective immediately,

25 and part of the reason for that is

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1 we have not yet set the Core
2 Committee for next year, and partly
3 because of this to change the rule.
4 So this would be a rule that would
5 change effectively immediately.
6 Are there questions of fact?
7 So we have a motion from the Senate
8 Council to change the Senate Rule,
9 effectively immediately. Any debate
10 on that motion? Any debate? Then I
11 will open that for voting.

12 Any final votes regarding this

13 Senate Rule change? Motion passes.

14 Thank you very much.

15 Chris Pool, I'm going to speak

16 for you, Chris. How do you feel

17 about that?

18 POOL: Okay. Thank you.

19 BIRD-POLLAN: So Chris, you might remember,

20 was here last meeting or maybe the

21 meeting before to ask for the Senate

22 Rule change related to the Academic

23 Facilities Committee. The committee

24 has also come up with a draft

25 survey, which they are going to send

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1 around to senators. And this is to
2 ask specifically for your feedback
3 about what kinds of academic
4 facilities on campus need attention.

5 And the committee decided that
6 they needed more feedback from a
7 wider group of people in order to
8 make decisions about where to spend
9 their time and energy and efforts
10 over the next year.

11 So you're going to get this, we

12 think, after spring break?

13 POOL: You're going to get it very

14 soon and they're going to ask for

15 your responses by the Monday after

16 spring break.

17 BIRD-POLLAN: Oh, responses by the Monday

18 after spring break. Excellent. So

19 please read that. It's going out

20 only to senators. So just like you

21 did with the Phase Retirement

22 Survey, you might ask your

23 colleagues for their feedback. You

24 can provide representative responses

25 on the survey. Give your own

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1 feedback, but also that of your
2 colleagues. There's some boxes
3 where you can put text entries, and
4 then some that's just a ranking of
5 sort of where the facility's
6 attention needs to be done.

7 So, please, look out for that
8 survey and please take the time to
9 complete it. You know, the
10 committee will really appreciate
11 that.

12 Next is Bill Smith, Admissions

13 and Academic Standards. So we're

14 going to go through these quickly.

15 SMITH: The first proposal for

16 recommendation is suspension of the

17 MS, PhD and Graduate Certificate

18 Programs. It's actually suspension

19 closure. So this is a

20 recommendation that the University

21 Senate approve the College of Health

22 Sciences' request to suspend and the

23 MS, PhD and Graduate Certificate

24 Programs in Reproductive Biology.

25 As of now, there have been no

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1 student admissions in any of the
2 PhD, MS or Graduate Certificates for
3 over five years. The College of
4 Health Sciences is no longer
5 offering the program. This
6 recommendation is to update the list
7 of offerings -- Department of
8 Clinical Sciences and College of
9 Health Sciences, Clinical Sciences.
10 Faculty vote was made and there's no
11 records in the Senate Rules.

12 BIRD-POLLAN: So those of you who've been

13 around the Senate for a while, do

14 you remember? This is not our first

15 rodeo. So there is a rule in the

16 Senate Rules that a lot of -- that

17 we're not interested in eliminating

18 that requires there be open hearings

19 and disclosures for the closure of

20 academic programs. This is --

21 remind me when was the last time

22 people were enrolled in this

23 program?

24 SMITH: Over five years.

25 BIRD-POLLAN: It's been more than five years

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1 since students have been enrolled,
2 so the Senate Council recommended
3 waiving Senate Rule 3.4.2.2.2 with
4 regard to this particular program.

5 Are there any questions of fact
6 regarding the waiver motion first?

7 Any debate on the motion to
8 waive the Senate Rule with regard to
9 the reproductive biology proposals?

10 Yes, Roger?

11 BROWN: Roger Brown, College of Ag. Is

12 there a resolution that is going to

13 avoid this kind of waiver? Is there

14 something being discussed?

15 BIRD-POLLAN: There is. We've asked the

16 Senate Rules Committee to consider

17 the possibility that the Senate

18 meetings themselves would be open

19 hearings with regard to these, or

20 potentially the meetings that are

21 admissions and academic standards

22 meetings. Whether, in their

23 interpretation, either of these two

24 meetings, which are themselves open

25 meetings, would count for purposes

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1 of these open hearings. And that,
2 therefore, we would not eliminate
3 the rule itself. And in situations
4 where we expected a potentially more
5 contentious set of objections to the
6 closing of meetings we would have
7 independent open hearings regarding
8 that stuff.

9 So stay tuned for a ruling from
10 the Senate Rules Committee, which
11 you might hear about given that

12 you're on the committee.

13 Any other debate on that

14 motion? We will vote on -- this is

15 on the waiver specifically regarding

16 the reproductive biology proposals.

17 Any last votes regarding this

18 proposal? Any final votes?

19 That motion passes. And so now

20 for the suspension and closure of

21 the MS, PhD and Graduate Certificate

22 Programs in Reproductive Biology.

23 You heard the rationale from Bill.

24 Any questions of fact regarding that

25 proposal? Then we have a motion

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1 from the committee to approve the
2 request to suspend and close these
3 programs. Any debate on that
4 motion? Any debate? We'll open
5 that motion for voting, then. Any
6 remaining votes on the substantive
7 motion regarding reproductive
8 biology? That motion passes.

9 This is with regard to the
10 Doctor of Public Health, College of
11 Public Health. Again, same thing.

12 We're doing a waiver here with
13 regard to the hearing. This is a
14 suspension of admission of the
15 Doctor of Public Health. We're not
16 closing the program yet. There are
17 current students enrolled in this
18 program, so this would be merely
19 suspending admissions going forward.
20 The Senate Council, again,
21 recommended that the Senate waive
22 the rule here, waive the rule
23 related to the open hearing and
24 disclosure requirements.
25 Any questions of fact? Any

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1 debate on the motion to waive the
2 Senate Rule? Any debate? I'll open
3 voting on -- this is on the waiver,
4 again, remember.

5 You guys, I just want to
6 acknowledge how great the IT is
7 working today. It's a beautiful
8 thing.

9 Any final votes here? Motion
10 passes. Now, the substance of the
11 suspension.

12 SMITH: Suspension of the Doctor
13 of Public Health Program:
14 This is a recommendation that the
15 University Senate approve the
16 College of Public Health request to
17 suspend the Doctor of Public Health
18 Program. The rationale is -- that
19 Public Health substantially revised
20 competencies for the Dr-PH program
21 in 2016. The revised competencies
22 do not align well with faculty
23 specializations in the College of
24 Public Health. The two departments
25 offering the Dr-PH, Epidemiology and

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1 Health Management and Policy, have
2 elected to suspend the Doctor of
3 Public Health while evaluating other
4 existing programs and the direction
5 of future programs.

6 New admissions have not
7 occurred since the fall of 2017.

8 Students currently enrolled will
9 continue in the program until they
10 graduate. So we felt like they had
11 the appropriate signatures and

12 approvals, and that you should

13 consider this.

14 BIRD-POLLAN: Any questions of fact related

15 to the suspension of admission to

16 the Doctor of Public Health? Then

17 we have a motion from the committee

18 to suspend the admissions to Doctor

19 of Public Health. Any debate on

20 that motion? Any debate? Let's

21 open that one for voting. Any last

22 votes here?

23 Motion passes. Okay. This is

24 the suspension of admissions and

25 closures for the Pre-Physician

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1 Assistant Studies degree. Again,
2 the Senate Council recommended
3 waiving the open hearing disclosure
4 rules regarding this program.

5 Any questions of fact on the
6 waiver? Yeah.

7 BLONDER: Are there students in the
8 program?

9 BIRD-POLLAN: This is one --

10 SMITH: Those students have been
11 enrolled for over five years.

12 BIRD-POLLAN: More than five years. Oh, more

13 than ten years. Any other questions

14 of fact? Any debate on the

15 recommend from the committee to

16 waiver the Senate Rule in this case?

17 We'll open the waiver. This is to

18 begin voting on the waiver of the

19 Senate Rule for open hearing

20 disclosures. Final votes?

21 Motion passes.

22 SMITH: The proposal aims suspension of

23 admissions and closure of Pre-

24 Physician Assistant Studies. It is

25 a recommendation to the University

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1 Senate to approve the College of
2 Health Sciences request to suspend
3 and close the Pre-Physician
4 Assistant Studies Program. The
5 reference to Physician Assistant
6 Studies should also be removed,
7 Senate Rule 4.2.2.2.4, application
8 deadlines.

9 The rationale is the suspension
10 and closure of this Physician
11 Assistant Program and that it no

12 longer -- reflects that it is no
13 longer being offered by the College
14 of Health Sciences. Those students
15 have been enrolled for over five
16 years and we felt like had the
17 appropriate faculty for those
18 students.

19 BIRD-POLLAN: Any questions of fact regarding
20 this one? Yeah?

21 SMITH: Is suspension of admissions and
22 suspend the same thing?

23 BIRD-POLLAN: Yes.

24 SMITH: The previous one was -- the
25 wording in the previous one was

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1 questionable.

2 BIRD-POLLAN: We had more words on this

3 slide, so, yes, suspending means

4 suspending admissions. Yes. That's

5 clear in the rules, but maybe not on

6 our slides. Any other factual

7 questions? Any debate on the

8 recommendation of the committee to

9 close -- suspend admissions to and

10 close the Pre-Physician Assistant

11 Studies Program? Any debate? We'll

12 open that one for voting. Any final

13 votes?

14 Motion passes. More from Bill.

15 No waiver necessary.

16 SMITH: So the new admissions pass into

17 the Lewis Honors Program for

18 sophomore. This is a recommendation

19 for the Senate to approve the Lewis

20 Honors College proposal for

21 sophomore admission. Details of the

22 sophomore admission would be

23 administered per the November 19th,

24 2019 memo to University Senate

25 Council. The rationale is the

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1 Honors College admission is incoming
2 freshman or rising juniors. Lewis
3 Honors College deserves to expand
4 admissions to include rising
5 sophomores. Sophomore admission
6 requirements are similar to the
7 freshman, but with removal of
8 classes students would've already
9 taken during the freshman year.
10 BIRD-POLLAN: Are there questions of fact
11 regarding this proposal to admit

12 rising sophomores to the Lewis
13 Honors College? Any debate on the
14 recommendation from the committee to
15 approve the Lewis Honors College
16 proposal to admit sophomores. Any
17 debate? Anything on that motion?
18 We'll open that one for voting. Any
19 last votes?
20 Motion passes. Let's try to do
21 this last one. We have just a
22 minute or two. Run up here, Zach,
23 please. So this is recommendations
24 coming from the Senate's Academic
25 Organization and Structure

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1 Committee.

2 BRAY: This is a recommendation to

3 move the Environmental &

4 Sustainability Studies to the

5 Interdisciplinary Program from the

6 College of Arts & Sciences,

7 Department of Geography. The votes

8 of SAOSC, I think each of the

9 faculty bodies effected were in

10 overwhelming favor. 8 in favor at

11 SAOSC with 2 abstaining. The

12 Interdisciplinary faculty
13 unanimously voted, those present, in
14 favor, 2 abstaining. The Geography
15 Department was 17, yes, 0 no and 1
16 present abstaining. The proposal,
17 would seek that approval, is
18 overwhelmingly motivated by focus on
19 students and our department. I
20 don't know if Tony's still here or
21 not, but in large part ratifies what
22 has been happening with it. And
23 that's two minutes. I'm done.

24 BIRD-POLLAN: Thank you. I appreciate that.

25 Dean Kornbluh, did you have

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1 something you wanted to say?

2 KORNBLUH: I would just say this is an

3 administrative -- it's

4 administrative. There's no change

5 to the other side of the program.

6 BIRD-POLLAN: Right. And so a notice on

7 here, the recommendation is to

8 endorse the proposal. This is a

9 move that has to happen at the Board

10 of Trustees level, but we are being

11 asked to endorse the move as the

12 University Senate. Any questions of
13 fact regarding this move? This is
14 moving it from the college level,
15 the BA and the minor into the
16 Department of Geography. Any
17 questions of fact?

18 POOL: Chris Pool, Arts & Sciences.

19 So it remains an Interdisciplinary
20 Program and you move affiliate
21 faculty?

22 KORNBLUH: Yes. It's completely
23 Interdisciplinary Program. We found
24 that these work better being
25 administrated by a department. So

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1 neuroscience is administered by

2 biology, and we're moving all others

3 to be sort of administered by a

4 department.

5 BIRD-POLLAN: Any other factual questions?

6 We have a recommendation from the

7 committee to endorse the proposed

8 move of the BA and the minor into

9 the Department of Geography. Any

10 debate on that motion? Any debate?

11 We'll open that one for voting.

12 Remaining votes? Any remaining
13 votes?
14 That motion passes. Great.
15 Thanks, everyone. Before you leave,
16 the next item on your agenda, which
17 is about the phased retirement --
18 participation by phased retirement
19 faculty in the Senate. Here's what
20 I'll ask you to do. Please review
21 the materials. In particular,
22 review the materials that has to do
23 with whether officers of the Senate
24 Council or members of the Senate
25 Council should be allowed to

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1 continue if they enter phase
2 retirement and sharing the views you
3 have with Bob Grossman or with me
4 and share them with the Senate
5 Council in advance. I think we'll
6 speed up the conversation about this
7 next month, which might be a busy
8 month. And, also, the Senate
9 Council is very interested in
10 hearing your views about that.
11 So any views you want to share,

12 please do so. Of course, we'll have
13 the opportunity to discuss it at the
14 meeting as well.

15 Is there a motion to adjourn?

16 Everyone, and also seconded by
17 everyone. Thank you, everyone.

18 Enjoy your spring break.

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STATE OF KENTUCKY)

)

COUNTY OF KENTON)

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, I personally

appeared at said proceeding to take the record in

stenotype, later reduced to computer-aided transcription

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

accurate record of said proceeding.

My commission expires: April 23, 2022.

IN TESTIMONY WHEREOF, I have hereunder set my hand

and seal of office on the 9th day of March, 2020.

Trisha B. Morley, Court Reporter

Notary Public

My commission expires: 4/23/22

Trisha B. Morley, Court Reporter
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