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UNIVERSITY OF KENTUCKY
SENATE COUNCIL MEETING

* * * * *

SEPTEMBER 14, 2020

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- AARON CRAMER, CHAIR
- DESHANA COLLETT, VICE CHAIR
- SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR
- STEPHANIE WOOLERY, STAFF ASSISTANT
- TRISHA B. MORLEY, STENOGRAPHER

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2 CRAMER: Okay. We'll go ahead and start the
3 first University Senate Meeting of the
4 2020-2021 academic year. This is our first
5 University Senate meeting since March, so
6 it's very good to be able to do this again,
7 even in this unusual format. Most of you
8 have already done this, but go ahead and type
9 in the chat window your name and your college
10 affiliation for attendance purposes.

11 Also, the way that we're dividing people
12 in this webinar-style meeting between the
13 panelists and attendees is if you're a voting
14 member of the University Senate you should be
15 a panelist.

16 If you're just observing the meeting or
17 if you're, say, a nonvoting, like, ex officio
18 member or something, you should be an
19 attendee. If you happen to be an attendee
20 and you should be a panelist, please send a
21 message -- or a chat message to Stephanie
22 Woolery and we'll get you moved over into the
23 panelist window, so you'll be able to vote

24 when we get to it.

25 Okay. So as we said, go ahead and type

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1 your name and your college affiliation in the
2 chat box to record your attendance.

3 We're not going to view the chat
4 function, generally, for this meeting. But
5 we will -- so we're not going to monitor it
6 during the meeting, but we will dump that for
7 attendance purposes at the end.

8 Mute yourself when not speaking. Of
9 course, there's a lot of people on this call.
10 So even if you do not mute yourself, we may
11 mute you because it would be difficult to
12 conduct the meeting otherwise.

13 Okay. This meeting is being recorded
14 for note-taking purposes. Also, if you end
15 up in a situation where you're disconnected
16 from the meeting and you cannot reconnect at
17 all, you know, I don't mean, like, you reboot
18 your router or something and then you can
19 reconnect. But if you can't get back on at
20 all, try to send an email to Sheila Brothers,
21 sbrothers@uky.edu, so we're aware.

20 more important you redouble those efforts to
21 participate in the activities of the Senate
22 through its meetings and through its
23 committees.

24 Stephanie, I cannot see -- because of
25 sharing the screen, I will not be able to see

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1 if anybody raises their hands. So just if
2 anybody raises their hands, you got to let me
3 know.

4 WOOLERY: I will.

5 CRAMER: Okay. All right. We're still working
6 out some of the mechanics, obviously, of
7 hosting one of these meetings via Zoom
8 webinar, but I think we'll be able to do okay
9 today.

10 The first item before we even get
11 started, and also to help us demonstrate the
12 voting, is that we should -- we're meeting
13 via videoconference because of the pandemic.
14 But we should actually, as a group, sort of
15 act formally to accept this recommendation of
16 meeting in this way.

17 And it'll give us a chance to practice

18 voting. So I want to explain to you how --
19 first of all, to make a motion and to have
20 that motion seconded. And then how to do the
21 actual voting. So here's the recommended
22 motion to -- that the Senate move to meeting
23 via videoconference for the foreseeable
24 future due to the unprecedented impacts of
25 the COVID-19 pandemic. If a voting senator

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1 would like to, for example, offer this
2 motion, use the "raise hand" feature in Zoom
3 under the participants window.

4 And so, for example, Gabe Dadi, now you
5 should unmute yourself and offer that motion
6 or so moved or something to that effect.

7 DADI: I will make a motion to approve that.

8 CRAMER: Okay. So we have this motion from Gabe
9 Dadi, so --

10 WOOLERY: Julia Johnson --

11 CRAMER: And Julia Johnson. Gabe Dadi's from
12 engineering. Julia Johnson, did you second
13 that motion? Is that why your hand's up?

14 JOHNSON: Yes. Julia Johnson, College of Arts and
15 Sciences, I second that motion.

14 panelists, people that are voting senators,
15 raise your hand to vote yes to this motion.
16 And we can sit and watch the count go up.
17 And so we're watching this count go up. I
18 can see.

19 Oh, that's true. I meant to take this
20 off earlier. I forgot. I'm, like, 15 or 18
21 feet away from anyone else. So now I've got
22 a few -- can you use a few attendees voting
23 to -- so we have a few people over in the
24 attendees that should be panelists. We're
25 going to move those over. Sorry. This -- be

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1 a little patient here, right? This is a
2 different way of doing this. I think we're
3 going to get it right, but we just want to
4 make sure we're going slow enough to get
5 things right here.

6 Okay. It looks like we have -- the
7 votes are all in. The motion is going to
8 pass. But now what I'll do is I'll lower all
9 the hands. And now I'll ask for anyone that
10 would to record a no vote to go ahead and
11 raise their hand at this time.

12 Okay. So now we have -- we need to
13 record them. Oh, I see. Okay. When I say
14 "raise hand" feature, I don't mean video
15 because we can't see the videos for most
16 people. I mean if your click the
17 participants button and a list of the
18 participants pops up. At the bottom of that
19 list for the panelists there should be a
20 "raise hand" button that you would push.

21 Provost Blackwell, are you voting no to
22 this motion?

23 BLACKWELL: Yes, I am.

24 CRAMER: Okay. So you've got that recorded? And
25 looks like we --

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1 BLACKWELL: That was just for purposes of --

2 CRAMER: Of testing?

3 BLACKWELL: -- testing. Yes, sir.

4 CRAMER: Okay. I was concerned that we had a
5 larger issue.

6 BLACKWELL: No. No, sir.

7 CRAMER: Okay.

8 BLACKWELL: I'll lower my hand now.

9 CRAMER: All right. So we've got those two -- do

10 you have the two no votes? Okay. So now
11 what I would say, finally, is if anyone would
12 like to record that they're not voting on
13 this motion, go ahead and raise your hand now
14 to indicate a no vote -- sorry, not a no
15 vote; that you're not voting; that you're
16 abstaining from voting. You're present, but
17 you're not voting.

18 And so the motion passes. We have to,
19 for open meeting purposes and so forth, be
20 able to reconstruct the specific outcome of
21 the vote. And so we wanted to test this
22 feature out and make sure we understood how
23 to do this. Again, we'll go a little bit
24 slow through these to make sure we're doing
25 them right. We don't have too many votes

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1 today. And we just want to make sure that
2 we're doing everything correctly.

3 Okay. So that motion passes. The
4 Senate will meet, as we said, via
5 videoconference here. So that motion passes.
6 So the first item of business is the Chair of
7 The University Senate, President Eli

8 Capilouto, is going to address the Senate.
9 So at this point -- we have seen him, right,
10 on here? There's a lot of participants.
11 President Capilouto, are you --
12 CAPILOUTO: I'm here, Aaron. Are you?
13 CRAMER: There you are. Do you have slides that
14 you want to show?
15 CAPILOUTO: No. No, sir.
16 CRAMER: Okay.
17 CAPILOUTO: Thank you. Thank you, Aaron. And thank
18 you all members of the Senate. And listening
19 to what we had to go through there to cast a
20 vote, it gives me even deeper appreciation
21 for all the adaptation that you've all had to
22 go through to continuously deliver our
23 services to our students and our patients and
24 to one another. So thank you. I know how
25 busy this fall semester is. Especially this

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1 year when, as a country and as a
2 commonwealth, we face two poisons. At least
3 they have the potential to be poison. A
4 virus that can poison our lungs and
5 injustices that can poison our minds and

6 hearts.

7 And I know all of this is on your minds
8 and hearts. This is a very unconventional
9 year. And I know this has not been easy on
10 any of you. And I know, from my
11 conversations with many of you, the
12 challenges just aren't the professional ones.
13 They're the ones in meeting your family
14 responsibilities, those who are dear to you.

15 I know many of you are juggling teaching
16 your children at home and online. And many
17 of you are the generation, like I was -- our
18 time in life in, like I was several years
19 ago, where the responsibilities for your
20 parents come at the same time as the
21 responsibilities for your children.

22 So I start and I'll end with the deepest
23 thank you for all you're facing. You have
24 been patient. You have adapted. You've
25 worked to protect our community. We are our

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1 brother's and sister's keepers. I believe
2 that even more so day after day. And I know
3 your dedication to the success, well-being,



4 and safety of our community, especially our
5 students come first. We can't pick our
6 moments. We can't pick our times, but we
7 have a responsibility to meet that moment.
8 And I believe we are.

9 There'll be other bumps in the road,
10 most certainly. But the resourcefulness and
11 wherewithal of our community astounds me
12 every day. Five minutes before I got on this
13 call, these are the kinds of e-mails I
14 receive. I wish I could go out and
15 personally thank everybody who's responsible.
16 I'll read excerpts from it. This is from a
17 parent talking about their child: "Last week
18 my child wasn't feeling well. My child
19 arranged for a COVID test on Wednesday. She
20 was informed by Friday she was positive. The
21 process of informing my child of the test
22 results and mandated move to an isolation
23 hall could have been a horrible blow to this
24 happy child. Instead, the child was treated
25 with compassion and kindness. I was relieved

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1 that no one was mad at my child. The person

2 who contacted my child was upbeat and matter
3 of fact. The person who transported my child
4 to isolation apologized for not being allowed
5 to get out and help with the bags and the
6 team that helped move into the residence
7 hall. And there was food there to eat. She
8 got settled. There were a couple of snacks
9 in the room and dinner soon arrived to the
10 door. Assurances were made that her
11 academics continued. The student said, they
12 all are being so nice to me. What a relief
13 to a worried parent. My child is doing well,
14 symptom-free, and awaiting approval from the
15 health department to move back to the dorm."

16 That's not a surprise for me to receive
17 that. And that's not new. I've been honored
18 to hold this position now going into my tenth
19 year. Many of you've heard me tell the
20 stories. The faculty member who transported
21 a student who was having emotional challenges
22 drove that student to their home to be with
23 their parents. I could go through countless
24 stories. That's why I know you all meet this
25 moment. And I thank you. Today I shared

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1 with the campus that we were, again,
2 designated as a great college to work for.
3 And that's not a surprise to me because that
4 award is about you.

5 It is the way we take care of one
6 another. This year we got recognized in
7 eight different categories. The ones that
8 make me most proud are the ones about
9 collaboration, a sense of respect, and
10 appreciation for each other as colleagues,
11 and the teaching environment among others.
12 So make no mistake about it, that recognition
13 is about you. It's a survey of our faculty
14 and staff and I thank you for creating that
15 kind of campus. It's a sense of place that
16 makes this place remarkable and special.

17 So students come here to study with you,
18 our faculty, and they're supported by our
19 staff. And I have roamed this campus in
20 recent weeks, still reside on campus. And
21 when I feel most anxious, I find myself
22 roaming. And I've been struck time and time
23 again by the dedication of so many faculty
24 and this semester. Because in the face of

23 thank you. So I have the privilege of giving
24 you some progress reports that I think
25 reflect your collective work on what has been

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1 accomplished and also know that there's much
2 more that we have to do. The first
3 university president I ever served turned to
4 me and told me, students were first. This
5 president had said to me, no students, no
6 faculty, no university. And we do put the
7 students at the center of everything we do.
8 And it takes a lot of hands, invisible and
9 visible ones, to put students at the center.
10 But I think the reflect -- what this is
11 reflected in is who chooses to make this
12 place their first choice.

13 For the first time in our history, we
14 have more than 31,000 students. For the
15 first time, we have a first-year retention
16 rate of 86.4 percent. It's gone up almost 5
17 percentage points in the last four years. I
18 imagine there are a few universities in the
19 country that have made those kind of strides.
20 And what doesn't surprise me, but dazzles me,

21 is we resisted the temptation that many
22 universities take to do it the easy way. And
23 you can shrink your enrollment, become more
24 elite and selective, and have students that
25 have a great likelihood to succeed. We did

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1 not do that. We opened our doors even wider,
2 especially to Kentuckians.

3 Keep in mind, 25 percent of our Kentucky
4 students come from families whose average
5 income is around \$20,000. And to succeed
6 with those students and as we presented in
7 our board meeting, we've had chronic
8 challenges with our first-generation
9 students, and we're starting to see that
10 group move. So thank you, thank you, thank
11 you. And what we're doing is certainly
12 recognized. Todd Brann, who has been one of
13 the key staff members that helped us put
14 together our leads program to close that gap
15 in unmet need was asked to participate in a
16 Department of Education webinar last week
17 where some 4,000 were in attendance. And he
18 spoke about our leads program. So all of you

19 have never, ever lost belief in the ability
20 of our students to reach their potential and
21 succeed. So we know we have to equipped with
22 the right tools, especially in a rapidly
23 changing world that we all recognize.

24 Another priority for this university,
25 not new, but time to redouble our efforts, is

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1 in the area of diversity. We celebrated last
2 year the 70th anniversary of Lamont T.
3 Johnson forcing the doors open through the
4 courts to education for those of color at the
5 University of Kentucky. This is the most
6 diverse our campus has ever been. There are
7 more students of color today than ever
8 before. And our early data on the new
9 faculty we welcomed to our campus, I think,
10 indicates that that's the case, too.

11 We have to recognize that we have much
12 more to do. There's much more change that is
13 necessary, especially for those who have been
14 historically marginalized. Everyone must
15 feel safe and celebrated on this campus. So
16 to address what we know as systemic and

17 systematic racism, it's not something we can
18 assign to a task force or a committee or work
19 on over a semester or even a year. We have
20 to embed into our culture activities, and
21 those who, in a large number of people, who
22 deeply understand the issues and help us come
23 up with our best ideas.

24 So we did use the model we used in our
25 response to COVID in creating a big tent and

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1 a big table. Over 800 nominations were
2 received and we've started that work using
3 different work streams. We've seen the
4 announcement about work streams looking on
5 free-speech tensions on our campus. And we
6 want to ensure a more diverse pipeline for
7 faculty, staff and students. And we will
8 start with leadership working on anti-racism
9 training for faculty, staff, and students.
10 But there's some steps we want to take
11 immediately, and those are: first, our Unite
12 Program; this is a \$10 million effort over
13 the next five years. I want to thank Lisa
14 Cassis, our Vice President for Research, and

15 Danielle Stevens-Watkins, who's leading this
16 activity. They had town hall meetings last
17 week, and those went quite well. This
18 research tackles racial disparities and
19 inequity across broad areas that only a
20 university like ours can tackle from health
21 to the historical foundations of racism.

22 We also seeded with initial funds the
23 Commonwealth Institute for Black Studies. We
24 have an incredibly evolving, talented group
25 of historians. And to address African

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1 history and African American history is a
2 responsibility. In many ways, our country
3 has different views about what our history
4 is. And our historians on this campus are
5 looking objectively and dispassionately at
6 our history are going to be important to
7 helping us reconcile and sharing more deeply
8 a history.

9 And Dr. Candice Hargons, a nationally-
10 recognized figure at our College of
11 Education, we consulted with her about our
12 anti-racism training. We will start that in

13 the next few weeks starting with academic
14 leadership based on the advice she gave us.

15 George Wright continues as the interim
16 Vice President for the Office of
17 Institutional Diversity, but in the next few
18 weeks we will launch a search someone to fill
19 that position permanently. He will continue
20 as a senior advisor to me. You also heard
21 about some of the reorganization we had on
22 campus. And what were the principles here?
23 Students and their success at the center of
24 what we do, constructing a bigger table with
25 people and resources to get the job done.

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1 They're perspectives that are helpful for me
2 to hear on a routine basis. And then
3 creating more accountability around the plans
4 we make, but more importantly, how we measure
5 our success.

6 We believe that these units need to have
7 resources. I mentioned Dr. Wright. We've
8 moved the budget in that area from 3.1
9 million to \$19 million. Initiatives that
10 include our recruitment of students and

11 faculty and staff are now totally under those
12 auspices. Every responsibility here is
13 shared.

14 Student success: There's nothing more
15 important to the future of this commonwealth
16 than an educated next generation. And so
17 we're going to be -- the state will be much
18 better off tomorrow. And I've named
19 Dr. Kirsten Turner, who has more than 15
20 years of experience in that role. Over the
21 last several months, certainly, the way we've
22 had to operate, and the connections we have
23 had to make with our students, and maintain
24 those, and having to meet frequently and all,
25 in many ways, Dr. Turner has functioned as a

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1 vice president. This position originally
2 reported to me when I arrived on campus. And
3 I thought it was important, especially as we
4 face this future, that I had more routine
5 contact.

6 The Office of Student and Academic Life,
7 or SAL, that was part of the Provost's
8 Office, much of that is moving. It doesn't

9 change with the vice president. Also, the
10 Office of Enrolment Management and support
11 units that were in other parts of our campus.
12 And I've been hearing this for years, Center
13 for Academic Resources and Enrichment
14 Services and Student Support Services of the
15 Office of the LGBTQ Resources to be put that
16 under one aegis where there's more
17 interconnection, coordination, and coherence
18 in student support.

19 Many of these positions are staff
20 positions across our university and they're
21 vital to what they do. At the same time, the
22 critical academic units, Undergraduate
23 Education, the Office of the Registrar, the
24 Gaines Center for Humanities, and the
25 Children's Center for Undergraduate

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1 Excellence remain in the Office of the
2 Provost.

3 The provost has one of the most
4 difficult jobs on this campus. And now I
5 think, he has an opportunity to work with you
6 on a responsibility we share. But it's a

7 primary one of our faculty. It's a renewed
8 focus on our academic core curriculum. These
9 essential competencies that the faculty
10 identify, that we need to ensure that all of
11 our students in that first year, two years of
12 education achieve are essential in so many
13 ways. It's essential in those next two
14 years of their education. And these
15 competencies are one that I would argue you
16 take with you to be successful in life. And
17 all that work happens in the departments and
18 in the colleges. And the provost will be
19 focusing on that. That is coincident because
20 that is an important standard that is part of
21 our SACS reaccreditation. That will be led
22 by the provost, as well. And that work is
23 starting as we speak. That too will engage
24 faculty at the college and department level.
25 In the area of engagement, you all know the

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1 history of this university. It was created
2 to serve Kentucky. And I've asked -- it's in
3 our DNA. You can see it in some of the
4 curricula that were promoted 50 years ago

5 when we birthed the medical center. That's
6 service to the commonwealth.

7 I've asked Nancy Cox, our Dean of the
8 College of Agriculture, Food, and
9 Environment, to take on additional position
10 of Vice President for Land-Grant Management.
11 My new direct reports, who I met with last
12 week for the first time on my one-on-one,
13 Dean Cox and I have talked about what she
14 hears in community. After all, that college
15 is in all 120 counties. Extension has taken
16 a look at itself over the last few years,
17 recognizing that the demands and needs of
18 communities are changing.

19 One of the things that Dean Cox shared
20 with me was a community-based survey of over
21 some 30,000 people. It certainly involved
22 those who had been traditionally and
23 connected to extension, which is linked often
24 to agriculture. But it included others in
25 the community. And I was struck by the list

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1 of priorities in community. The first one
2 was a job -- a good job for me, for my family



3 members, a stable job. That's what she saw
4 across the community. And then in those next
5 ten priority areas, four of those were in the
6 area of health from access to good health
7 care to affordable insurance. You know, just
8 recognition of what -- how our citizens are
9 now expecting of us. And I think working
10 with Nancy Cox and further accelerating the
11 ethos of extension and collaboration across
12 our university to meet this responsibility is
13 better served through this type of
14 organization.

15 In terms of accountability and
16 transparency, our Board of Trustees made this
17 a priority a few years ago when they
18 established an audit committee. That
19 committee discusses the complex and
20 complicated matters related to overseeing a
21 \$4.4 billion enterprise. Joe Reed, our chief
22 auditor is moving into this new role of chief
23 accountability officer and audit executive.
24 People oftentimes think of audit as some
25 watchdog. It is certainly much more than



1 that. It gives us an opportunity to
2 understand the complexities across all of our
3 units. And it helps us all meet with our
4 growing set of responsibilities in areas of
5 compliance. From the Department of Education
6 to Health and Human Services to Medicaid and
7 Medicare Services, they grow and grow and
8 grow. And we need the structures to make
9 certain that it's easier for all of us to
10 meet those responsibilities.

11 I want to also address with you our
12 budget. And I do so with a sense of
13 confidence that we had new challenges, but
14 that we can get through them. As we shared
15 with you, the Governor has instructed all
16 state agencies and universities to prepare
17 for an eight percent mid-year budget cut.
18 That could mean as much as a \$21 million
19 reduction in our budget this year alone. I
20 think since I arrived at Kentucky, on an
21 annual basis, if this were to take place we'd
22 be down by some 70, 80, \$90 million annually.
23 It's substantial, but through all of that we
24 have found a way to succeed.

25 This is based on the assumption that the

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1 state is going to have a \$240 to \$500 million
2 shortfall. So our expectations, we hope, are
3 another round of federal relief. If you look
4 at the relief plans, I think, out of the
5 house of the Senate, the disagreements are
6 not necessarily over-supporting our
7 education. There is strong support --
8 financial support in there to offset many of
9 the expenses we've encountered in responding
10 to COVID. So I'm going to remain confident
11 about that. There's also money available at
12 the state level. Still we cannot diminish
13 what kind of challenge that could mean. So
14 there's certain things I believe on which we
15 must remain steadfast.

16 Our commitment to our diversity, equity,
17 and inclusion from our Unite Program to our
18 Commonwealth Institute to our recruitment of
19 a more diverse faculty staff and students.

20 We made a commitment this past year when
21 we looked at the challenges our graduate
22 students face that we would increase support
23 and make certain that they had certainty that

24 they could complete their degrees. And we're
25 not going to abandon that. And then as I

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1 walk this campus every day, especially those
2 people who, you know, can't work remotely,
3 but show up here every day to maintain this
4 campus. And the ones I can't see who, in
5 many magnificent ways, support everything we
6 do. Those individuals, we started a few
7 years ago in that minimum wage was 7 or 7.50,
8 we made a commitment to raise to \$12.50 and
9 we're not going to abandon that.

10 In moments like this, you can't help but
11 reflect on the history of this university.
12 Where we live on campus, Maxwell Place, was
13 first occupied by Dr. Frank McVey. He served
14 from 1917 to 1940. So he had that pandemic.
15 He had a world war. He had the Great
16 Depression. So I often turn to his
17 biography, things that I learned when I read
18 several years ago, for inspiration. And he
19 said this at the end of the first world war:
20 "As the years go, on the state university
21 will become more and more important to the

22 people of Kentucky because the people will
23 need interpretations of social movements,
24 knowledge, and understanding of scientific
25 investigation and discoveries, and the

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1 benefit of trained personnel to carry the
2 purposes of the state." In his words, he
3 concluded: "What will save this nation after
4 the war are the universities."

5 I believe what he said then holds true
6 today because of all of you. As an
7 institution, we're about two things, people
8 and ideas. And your contributions at this
9 time and at this moment are invaluable and
10 immeasurable. And I believe a hundred years
11 from now when somebody looks back at our time
12 and our moment, they will speak with strong
13 affirmation that that was a group of people
14 who cared; who cared about those they served,
15 their students, those who turned to them for
16 healing, those who turned to us for discovery
17 and answers to the most perplexing problems,
18 and most of all, how we cared for each other.

19 So I thank you, Aaron. And I'm happy to

20 take questions.

21 CRAMER: Okay. So if you have questions for the
22 president, go ahead and use the "raise hand"
23 feature. Either if you're a panelist or an
24 attendee, you can use the "raise hand"
25 feature and we'll see -- your name will shoot

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1 up the list. Deshana?

2 COLLETT: Good afternoon. Thank you, President
3 Capilouto. I do have a question concerning
4 just the reorganization: Since we've had a
5 reorganization, the administrative
6 reorganization, do you anticipate any
7 academic reorganizations at the college or
8 department levels in the near future?

9 CAPILOUTO: No. I'm not having any of those
10 discussions. I haven't really entertained
11 them --

12 COLLETT: Okay. Great.

13 CAPILOUTO: -- is the truth.

14 COLLETT: Thank you.

15 CRAMER: Other questions for the president?
16 Before I call on you, Lee, remember to say
17 your name and your college affiliation for

18 note-taking purposes before you make your
19 remarks. Lee?

20 BLONDER: Thank you. President Capilouto, if it
21 turns out that we do have to take up to eight
22 percent cut, do you anticipate cutting
23 salaries, or you know, initiating layoffs?

24 CAPILOUTO: Trustee Blonder, I hope you'll
25 appreciate -- and thanks for asking that

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1 question. I know you ask it out of deep
2 concern for those who you share these
3 responsibilities with. We've talked about
4 that before. I've worked mightily to give
5 people the security of a job here. Those
6 people who answered that survey out in
7 community, not a surprise to me, I feel that
8 responsibility to those who are on this
9 campus. And I feel the responsibility to our
10 community of Lexington.

11 We don't exist on an island. We both
12 have to be strong. We don't recruit people
13 just to our campus. We recruit them to our
14 community. So maintaining jobs, maintaining
15 an economy is a priority for me. Some people

16 may know this, but I think 17 to 20 percent
17 of the budget of Fayette County depends on
18 the occupational tax of the University of
19 Kentucky. I don't say that grudgingly. I'm
20 glad that we support our community, it makes
21 it stronger. I think we contribute through
22 our school tax up to \$6 million a year to our
23 local schools. That I gladly pay every
24 month. I'm happy that we're able to do that.

25 So, Trustee Blonder, we're going to do

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1 everything in our power to maintain stability
2 and security and to serve those who turn to
3 us. I want to reiterate: When you have both
4 parties -- you know, the democrats control
5 the house, republicans control the senate.
6 Both parties who I think believe that
7 universities who've expended, you know, a
8 great deal of money to open safely, which,
9 you know, people expected us to do, I think
10 we can expect that kind of support. And in
11 terms of what we do on campus, when we went
12 through our planning last year, recall that
13 we went a little deeper in our planning with

14 some expectation that we would have a cut.
15 We also recognized that the State has some
16 access to CARES money, that we hope, we --
17 given our stewardship in what we're doing,
18 would be high on the priority list.

19 So am I concerned? Of course. Do our
20 employees come first? Yes, they do. Do I
21 remain optimistic, cautiously? Yes.

22 CRAMER: Jordan?

23 PHEMISTER: Hi, President Capilouto. I'm from the
24 College of Agriculture, Food, and
25 Environment. I appreciate the time to ask

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1 you a question and appreciate you giving us
2 the update. I just wanted to raise my own
3 personal feeling that I would like to see
4 more transparent and more meaningful back and
5 forth dialogue happening between the
6 university, both at the administration level,
7 as well the work streams related to COVID.
8 Kind of updating faculty and creating a venue
9 for feedback back and forth between faculty
10 and students about the COVID situation.

11 And I felt like when I saw the

12 announcement for this week for the monthly
13 senate meeting, this might be a really useful
14 venue for senators to be able to gather
15 information from their constituents, be able
16 to post questions to you all, and engage in a
17 more meaningful dialogue. Thank you.

18 CAPILOUTO: Thank you. We have tried to communicate
19 and we will work to do a better job. Some of
20 these matters move so quickly. And before we
21 make determinations as we get feedback and
22 all, I know some of that filters out. And
23 it's only natural someone would know about
24 some of the things we discussed. But I would
25 invite, Aaron, that maybe we put together a

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1 panel that periodically even talks to one of
2 your committees or to the entire senate. We
3 have several people involved who I think
4 would be excellent in giving updates. So
5 we're happy to work with you.

6 CRAMER: I think we can certainly, sort of,
7 schedule something like that that made sense
8 to provide sort of more regular updates
9 through this venue if this is the most useful

10 place to do it that's the only question.

11 Certainly.

12 BLACKWELL: Aaron, I raised my hand just to comment
13 on that, if I may.

14 CRAMER: Provost Blackwell.

15 BLACKWELL: Thank you. I -- Jordan, I just want to
16 address to your question with how we've been
17 operating a month or so, probably going back
18 six weeks, is I had scheduled, I believe
19 Friday, an academic leadership meeting. And
20 it's open to deans, various vice presidents,
21 associate deans, department chairs, program
22 directors, senate directors. And in the last
23 few meetings, we've also invited Senate
24 Council to participate. And at every at
25 every one of those meetings, we provide

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1 updates about where we are with testing
2 strategies and responses to COVID and so
3 forth. So I just wanted you to be aware of
4 that.

5 PHEMISTER: Thank you for that. And I would just --
6 I'm not sure who to follow up with to sort of
7 see how that information then gets translated

8 down to others, so we're aware of what's
9 going on. I appreciate very much.

10 CRAMER: I'll take it as an item to certainly try
11 to make sure that the -- at least some of the
12 things that Senate Council and the Senate
13 here get more broadly disseminated over time.
14 Hollie?

15 SWANSON: President Capilouto, from your
16 perspective, what can you see now that is
17 impacting the future of higher education with
18 the pandemic?

19 CAPILOUTO: So we got contacted last week or just
20 maybe the week -- the tail end of the week
21 before, that Dr. Deborah Birx, who you all
22 probably recognize, serves on the vice
23 president's COVID task force, was visiting
24 college campuses and wanted to visit ours.
25 So we put together -- she wanted to meet with

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1 students, scientists, administrative
2 leadership to sort of learn what we were
3 doing. And I think some of the most
4 promising exchanges this morning were between
5 Dr. Bob DiPaulo and Dr. Becky Dutch who were

6 there as part of the START Team. Because one
7 of the -- to me, I just have to live with the
8 expectation this is going to be around a
9 while. I think I'm encouraged by vaccines,
10 but vaccines typically aren't perfect. And
11 so we're going to have to continue to adapt
12 and respond. And what's key to this, and
13 what we've learned here, is testing.

14 And some of the encouraging
15 breakthroughs for point-of-care testing, even
16 home testing to go that far, to know that I
17 believe, in the next six to eight weeks, we
18 will have a better supply line.

19 We've secured a supply line for our
20 campus for the semester. But some of the
21 results, University of Illinois has used a
22 self-administered test. You know, you still
23 have to go -- like we have sites on campus,
24 but you don't have someone who's using the
25 swab to administer the test and all. They're

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1 able be tested weekly. I think we'll see
2 further breakthroughs in testing. We have a
3 pretty phenomenal COVID hub, where that

4 information -- just like that parent who
5 wrote me, daily attestation, testing, quickly
6 come in. We can identify where individuals
7 may live or cluster, and you have an
8 opportunity to isolate and quarantine
9 quickly. Days matter. Hours matter. So see
10 further breakthroughs on those fronts that
11 give me encouragement. And I think, you know,
12 equally pernicious at this time is, as a
13 society, we must address these issues of
14 racial inequalities. That too is a front
15 that we cannot abandon. I believe how higher
16 education answers those two calls can serve
17 as a beacon to our commonwealth and to our
18 country.

19 CRAMER: Gail?

20 BRION: Thank you, President Capilouto, for
21 sharing time with us today. We've all heard
22 what we've done to make sure students can
23 come here on campus and be as safe as
24 possible during the pandemic. And, you know,
25 there's a lot of work that went into that.

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1 But there's a hole that I see that I was

2 wondering if you could share some advanced
3 thoughts on.

4 We're going to send these students, who
5 now make up 50 percent of the new cases every
6 day in Fayette County, home. What will we do
7 to make sure they can return home safely?

8 CAPILOUTO: That's a great question, Gail. It's one
9 we discussed this morning. And, you know,
10 one of the things to entertain -- and I'm not
11 saying we're going to do this -- our START
12 Team representatives were there. They --
13 there were four or five ideas that were
14 tossed out in that discussion, but one that
15 came up was the possibility of testing
16 students before they go home. I'll tell you
17 a fascinating discussion, and I'll leave it
18 up to the START Team. So you know the
19 initial studies that decide -- that determine
20 this 14-day quarantine were based on a
21 limited number of individuals and who they
22 infected and all.

23 So with our database of quarantined
24 individuals, Dr. Birx talked about, well,
25 gee, rather than just using a time period to

1 "test" what could you do about testing, you
2 know, every three days, five days, seven
3 days, ten days to see people in quarantine
4 who have been exposed what that looks like.
5 If you could get tighter confidence
6 intervals, you'd have information about how
7 long to quarantine and how to do it
8 effectively.

9 Here's what we know, not just, you know,
10 from our anecdotal experience, but from other
11 campuses we speak with: Being quarantined for
12 14 days is not easy, you know? It's --
13 imagine, all right, so it also starts
14 something that could be -- I don't want to
15 say intentional, but you may have a
16 reluctance to share if you were positive who
17 you were with if you think, gee, 14 days and
18 so forth. Thus far, what's been helpful for
19 us is the testing that people choose to do
20 with us because that information in 1.2 days
21 can make it into our Health Corps database
22 and we can start our contact tracing,
23 isolation, and so forth.

24 You go two counties over to your local

25 drugstore, that can be in a national database

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1 or a state database that doesn't get to us as
2 quickly. But the more we can learn and
3 having a talented group of curious faculty
4 who can recommend things for us to do and
5 evolve ways that we can further keep a lid on
6 this, that's got to give me optimism too.
7 But thanks for that. That's a good question.
8 It was discussed this morning.

9 CRAMER: Lee?

10 BLONDER: Lee Blonder, Faculty Trustee. President
11 Capilouto, you've mentioned that Dr. Birx was
12 interested in speaking with leadership. So
13 my question is: might that leadership include
14 faculty leader like those of us on Senate
15 Council? I think we would love to speak with
16 her.

17 CAPILOUTO: Sure. You know, we had short notice on
18 this. They wanted to know the specifics
19 about our response. She wanted to speak with
20 students. She wanted to speak with the mayor
21 and people from government. So we had two
22 county commissioners there. And we -- she

23 wanted to visit Health Corps. So I will tell
24 you what she did do. This is how curious she
25 is. She's traveling quite light, it looks

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1 like to me. She only has one person with
2 her, her chief epidemiologist. But she
3 shared she took yesterday to drive around our
4 campus.

5 She took a peak at popular bakeries.
6 She wanted to see what mask compliance was
7 like and distancing. But I certainly feel
8 like we represented what our response is,
9 Trustee Blonder.

10 BLONDER: But that has not included the faculty
11 leadership?

12 CAPILOUTO: Trustee Blonder, I assure you that the
13 perspectives of our staff, faculty, and
14 students and what we're facing here and the
15 concerns and what we're doing to serve were
16 represented well at that meeting.

17 CRAMER: Okay. One last opportunity for any
18 final question of the president today? Well,
19 thank you, Dr. Capilouto, for joining us
20 today.

21 CAPILOUTO: Let me close with this, Aaron. Thank
22 you, thank you, thank you, and be safe and
23 well. And if you have better ideas on the
24 ways we can do things, you've never been
25 hesitant before and I encourage you,

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1 especially, with these challenges, to let us
2 know. So thank you all very much.

3 CRAMER: So we'll continue through our agenda
4 now. The next section is on minutes and
5 announcements. Let me minimize this so I can
6 read.

7 So recall we haven't had a senate
8 meeting since March, but we've had some
9 specially called Senate Council meetings that
10 sort of stood as senate meetings. And what
11 we're going to do for the last one of those
12 -- the specially called meeting on May 4th
13 is, we'll ask the Senators to review the
14 minutes from that Senate Council meeting and
15 then have the Senate Council approve the
16 minutes. So that hasn't gone out yet, right?
17 But it'll go out soon -- should go out soon.

18 I'd like to express -- I've done this a

19 few times, but I want to do it again -- my
20 many, many thanks to past Chair Bird-Pollan.
21 She's continued to provide guidance and
22 assistance over this time. She's sort of
23 walked us through the end of the last
24 academic year and has worked tirelessly for
25 faculty and for senators during her two

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1 terms. She's always been a strong advocate
2 for shared governance and the role of
3 faculty. And really grateful for all that
4 she's done, including her willingness to
5 remain engaged with the Senate Council and
6 with the Senate going forward. So I wanted
7 to express that once again in this venue.

8 I'd also like to express my appreciation
9 for the return of Doug Michael from the
10 College of Law and our parliamentarian. He
11 served under Jennifer Bird-Pollan and agreed
12 to continue in this role. And his assistance
13 has already been valuable to me in, at least,
14 a few ways. And so I'd like to express my
15 appreciation for that.

16 Our Vice Chair, DeShana Collett from the

17 College of Health Sciences is -- she was
18 already the vice chair at the end of the last
19 academic year. And she's continued in this
20 role. Again, someone else who always
21 provides very good advice and good ideas and
22 so forth going through. I also want to
23 remind those of you that are existing
24 senators or previous senators, we'll say, and
25 then those of you that are new senators of

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1 the Senate Council office staff, these are
2 probably the -- you know, I can't think of
3 three -better people to work with on campus.
4 But they're listed here along with their
5 responsibilities in the office.

6 And so, certainly, if you have issues
7 that come up with any of those issues, reach
8 out to them, talk to them. They've -- I
9 don't think I've ever posed a question to
10 them that they haven't had a good answer to.
11 Even if they didn't know it off the top of
12 their head, they were able to find it and
13 provide a well-reasoned response. So,
14 certainly, as you have issues with any of

15 these types of issues, feel free to reach out
16 to the Senate Council office staff. A
17 reminder about the academic councils of the
18 Senate: the Undergraduate Councils, chaired
19 by Corrine Williams of the College of Public
20 Health; the Senate Council liaison to that
21 council is Alberto Corso from the College of
22 Arts and Sciences; the Health Care Colleges
23 Council, or HCCC, is chaired by Sheila
24 Melander from the College of Nursing, and
25 Senate Council liaison HCCC is on HCCC is

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1 Leslie Scott from the College of Nursing. And
2 then the Graduate Council is chaired by
3 Graduate School Interim Dean Brian Jackson.
4 And Senate Council liaison to that council is
5 Richard Charnigo from the College of Public
6 Health.

7 So recall that these academic councils
8 are responsible for the, sort of, first
9 review of curricula proposals arising from
10 the colleges. And so that's that role that
11 they serve within the senate apparatus.

12 I'd like to welcome the new senators. I

13 met a number of you at least, sort of,
14 virtually, but without much interaction, just
15 now in our new senator orientation that we
16 had immediately before this meeting.
17 Typically, we would ask you to stand and be
18 recognized. Obviously, that's less effective
19 here, but we absolutely appreciate your
20 commitment to the senate and to supporting
21 shared government activities at the
22 University. I would really encourage you to
23 ask questions. If you don't understand
24 something or if a motion is not clear or
25 something that we're doing here in the senate

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1 is not clear to you, use that "raise hand"
2 feature. When I'm presenting slides, I can't
3 see the "raise hand" feature, but I'm
4 presenting in the same room as some of the
5 Senate Council office staff members. And if
6 they see your hand go up, they'll wave and
7 let me know that your hand's up, so that I
8 can stop and acknowledge you. But certainly,
9 that's part of it, right? What we do here --
10 we should understand what we're doing here.

11 And if there's something you don't understand
12 or something you don't understand about a
13 proposal or something, feel free to ask.

14 A couple of other announcements: The
15 University of Kentucky partnered with the
16 YMCA of Central Kentucky to open the Y
17 Academy of UK to help with employees that
18 have a child care issues associated with this
19 pandemic situation with the schools not being
20 in session and so forth or not being sort of
21 in person in session.

22 There's space currently available for
23 school-aged children and it's open from
24 6:45 a.m. to 6:00 p.m. on Mondays through
25 Fridays. And there's also ways to arrange

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1 for partial weeks of care. It's located at
2 the corner of Nicholasville Road and Alumni
3 Drive. And they said that they'll make every
4 effort to support students with NTI
5 instruction, so make sure you know about
6 that. They're apparently hiring students
7 that are in the College of Education or
8 studying to become teachers to work with

9 these students and gain valuable field
10 experiences, and child care assistance
11 program funds can be used there. Also,
12 financial assistance is available if you
13 contact the Y. There's a UKNow article from
14 August 25th that has the registration links.
15 So if this is something that would be helpful
16 to you or your colleagues make sure that
17 they're paying attention to that.

18 Another announcement: There's a
19 committee reviewing Administrative Regulation
20 1:5, which is our Substantive Change Policy.
21 This is a policy that, essentially, ensures
22 that the university won't make what our
23 accrediting body calls a substantive change
24 without letting them know. And so Senate
25 Council has asked to provide a representative

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1 to this committee, which we did. Proposed
2 changes were presented to Senate Council at
3 the end of last month. Senate Council
4 offered some comments and the Committee's
5 continuing its work, but we should expect to
6 see more from that committee before too long.

7 There's a work group established by
8 Senate Council to review the Charge of the
9 Senate Admissions and Academic Standards
10 Committee. This is a committee -- it's one
11 of the workhorse committees of the senate.
12 Does a lot of work on curricula proposals,
13 but recently has been inundated with what are
14 relatively simple program proposals, as well
15 as sort of more weighty university-level
16 policy proposals. And the question is to
17 examine the charge and make sure that
18 proposals are filtered the right way, so that
19 the committee has enough bandwidth to do its
20 work effectively. And so that's -- that
21 committee continues its work.

22 Another announcement is that there's a
23 development of official -- like an official
24 Senate form for units to use when they want
25 to establish a fully online program. So if

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1 you have a program and you want to take all
2 the courses online and make the program
3 itself online without changing much to it,
4 this form would be used. And so this

5 committee would just comprise of
6 representatives from the Office of
7 strategic Planning and Institutional
8 Effectiveness, UK Online, the Senate Council
9 office, as well as Roger Brown, who's chair
10 of the Senate Distance Learning and
11 e-Learning Committee, have been sitting here
12 working on this form. The next step is the
13 form's been now sent to the Distance Learning
14 and e-Learning Committee for further vetting,
15 so that -- that's coming towards us, too.

16 The Department of Education -- U.S.
17 Department of Education issued new Title IX
18 regulations that had to be responded to by
19 August. There have previously been a joint-
20 president Senate Council working group on
21 sexual assault and sexual harassment
22 policies. This committee has now drafted a
23 report detailing what policies at UK would
24 need to change or may need to change in order
25 to respond to this.

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1 The co-chairs of this committee will be
2 presenting to the senate in October or

3 November to present their -- this report and
4 also to solicit feedback on it. But this is
5 -- the Title IX regulations have to do with
6 this: the sexual assault and sexual
7 harassment policies on campus.

8 Another announcement over the summer.
9 The Senate's UK Core Education Committee
10 voted to accept pass/fail grading on transfer
11 credit from other institutions for work done
12 in spring 2020 to fulfill UK core
13 requirements. So, you know, we'll mention it
14 shortly, but Senate Council voted to allow
15 pass/fail grading for degree requirements for
16 undergraduates in the spring. And the UK
17 Core Committee had also made a determination
18 like that in the spring.

19 Then the question came up: Okay, what if
20 somebody did pass/fail work at another
21 university in the spring? And so this
22 committee has decided that that should be
23 accepted at UK to fulfill the UK Core
24 requirements.

25 Another item, an announcement: There's



1 so many announcement because we haven't had
2 senate meetings since March. And it's been
3 2020. There's a work group starting soon to
4 review the degree list processes. We've
5 talked about those at different times. But
6 looking at the processes and procedures for
7 this right now, it's somewhat complex and it
8 doesn't always -- it's not always student
9 friendly. And so we're looking at that
10 process and trying to make sure that
11 everything is working in a way that supports
12 students and what we need to do from the
13 Senate side as well. So you'll hear more
14 about that going forward. A draft diversity
15 and inclusion statement, like, an academic
16 policy statement for inclusion and diversity,
17 was sent to the Senate Advisory Committee on
18 Diversity and Inclusion for vetting. I
19 expect we'll see that more again.

20 We had a syllabus initiative that we
21 started to talk about in the spring, but that
22 sort of got tabled because of the pandemic.
23 But I expect we'll see that come around the
24 time that we discuss the syllabus initiative
25 again. So that's to pay attention to. The

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1 facilities survey that you'll hear about the
2 results here later on in the agenda today,
3 but that report was sent to the president,
4 Provost Executive Vice President Monday, and
5 Vice President Vosevich. That was sent to
6 them. You'll hear about this report shortly
7 from the previous chair of that committee.

8 Finally -- well, not finally. The Rules
9 and Elections Committee is finalizing the
10 current year's version of the senate rules.
11 And so that's happening and I think that work
12 is nearly complete.

13 UK Libraries is seeking input from
14 faculty and students about their
15 perceptions/exceptions of UK Libraries. You
16 can participate in this survey. The
17 responses are confidential. A links going to
18 be sent to the faculty on September 22. The
19 survey is administered by the Association of
20 Research Libraries and the results will allow
21 UK Libraries to benchmark against peers and
22 identify best practices. And if you have
23 questions, you can talk to Julene Jones in

24 Libraries.

25 Another announcement: This -- we have

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1 this announcement every year. The process
2 for curricular approval that we follow is
3 rigorous. It allows faculty to participate
4 in a principled way in the -- in governing
5 the curriculum of the university. But
6 because of that, you can't have a curricular
7 proposal at the very last minute and imagine
8 that it'll get through the -- that approval
9 process in time for the next academic year.

10 And so if you want to have a fall 2021
11 effective date for some new program or new --
12 primarily new program or changes to programs
13 or such, these need to be reviewed by the
14 appropriate academic councils that either the
15 Graduate Council, the Health Care Colleges
16 Council, or the Undergraduate Council, and
17 received in the Senate Council office by
18 February 1st if it's a new degree program and
19 March 15th for other program or other
20 proposals that require Senate Committee
21 review. That would be like new certificates,

22 transfers of a degree from one unit to
23 another, new departments, change to the
24 number of credit hours required for
25 graduation, significant program changes,

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1 anything like that that is to be reviewed by
2 a senate committee. And by April 12th for
3 courses or other program changes and minor
4 things that don't require Senate Committee
5 review.

6 So I know it's like September 2020, but
7 it's not too early to keep these dates in
8 mind. There's always a big rush at the end
9 of the academic year to try to get these
10 things through. But the committees can only
11 do what they can with the time that they
12 have. And if you wait too late it's possible
13 that the proposal won't make it through the
14 process in time for a fall 2021 launch.

15 So those were minutes and announcements.
16 Now I'm going to give the chair's report. So
17 these are officer notary reports. I would
18 indicate here how much I appreciate Senate
19 Council's work over the summer. Ordinarily,

20 Senate Council doesn't really meet during the
21 summer. We did not hold our usual day-long
22 retreat. It wasn't viewed as being
23 necessarily very productive to do in this
24 environment, but instead held, like, five
25 regular meetings scattered throughout the

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1 month -- or the month's of May, June and
2 July. So Senate Council's been really engage
3 all summer long, provided me very solid
4 guidance. And really worked hard during the
5 summer to maintain some of the business of
6 the Senate as we approached the semester.

7 So one of the things that we have to do
8 is when Senate Council takes actions on
9 behalf of the Senate, we have to report those
10 to the Senate. We can't just take those
11 actions and -- on our own. We have to report
12 those to the senate to be accountable. And
13 so -- sorry. We've reported them in some
14 form earlier through- these Senate -- like
15 Senate Council meetings at the end of spring.
16 But just to be very clear, we've prepared a
17 PDF that lists all these items. And you can

18 find those on the agenda page. There was an
19 item that was changed since you received this
20 in the e-mail. It was noted that we omitted,
21 like, probably one of the larger changes that
22 we made, which is Senate Council did vote to
23 require all programs to accept pass/fail for
24 graduation requirements for spring 2020.

25 So that's now -- the version online

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1 includes that as well. These were all
2 reported in the specially called Senate
3 Council meetings in April and May, but we're
4 sharing them again here as a formality.

5 Here are new Senate Council actions that
6 were taken over the summer that haven't been
7 previously reported to the Senate: The Senate
8 Rules give the chair, me, and Senate Council
9 authority to take some actions on behalf of
10 the senators as long as they're reported.

11 And so now I'm going to tell the ones that
12 have happened since the last specially Senate
13 Council meeting. There was a late addition
14 to a degree list from the graduate school.
15 Was that from -- is that right from the --

16 WOOLERY: Public Health.

17 CRAMER: -- from Public Health to the graduate
18 school. This was approved by Senate Council.
19 There's a one-time waiver of the
20 interpretation of Senate Rule 5.4.2.2. It
21 had to do with the conditions of merit and
22 circumstance for degree honors for the
23 College of Law.

24 The College of Law ended up mandating
25 pass/fail grading in spring 2020. And so it

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1 was necessary to interpret 5.4.2.2
2 differently for those students that were
3 affected by that.

4 The fall of 2020 academic calendar,
5 right, you've noticed that the dates shifted
6 over the summer. I approved the major dates
7 with Senate Council input via email. And
8 then Senate Council approved the dates more
9 broadly after that. At the request of
10 Enrollment Management, Senate Council
11 temporarily waived the requirement and Senate
12 Rule 4.1 to submit an official application if
13 a student is reapplying after one or two

14 semesters off. What we thought here was that
15 students might have to sit out of the
16 university for a semester because of the
17 pandemic, and they didn't want them to have
18 to reapply for admission to the university at
19 that time.

20 Also, in support of the test optional
21 strategy for the University Admissions,
22 Senate Council waived parts of Senate Rule
23 4.2.1 pertaining to the expectations of
24 standardized tests for admission for fall
25 2021 and spring 2022. That was approved by

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1 Senate Council. There were also late
2 additions to the August 2020 degree list,
3 DMD, that I approved. Also, some small
4 changes to the fall 2020 calendar, some
5 additional grad school dates, as well as the
6 K Week dates that I approved on your behalf.
7 There were nonstandard calendars for the
8 PharmD and JD programs that were approved by
9 Senate Council. And the nonstandard course
10 calendars for fall 2020 for specific courses
11 that were approved by Senate Council for the

12 executive MBA program, restorative dentistry,
13 physician assistance studies, physical
14 therapy, communication sciences and
15 disorders, and arts administration courses.

16 Herman, do you have a question for me at
17 this point?

18 FARRELL: Yes, I do. Let me see if I can be seen.
19 Hi, can you hear me?

20 CRAMER: I can hear you, yes.

21 FARRELL: Yeah. So I guess I still have a
22 question about the standardized test: What
23 changes were made? I've heard that, I guess,
24 we're not accepting ACTs and SATs anymore at
25 all as a requirement. Did that just happen?

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1 CRAMER: So Senate Council did that for the next
2 -- so there's a current admission cycle for
3 next -- this would be people starting in fall
4 2021. Senate Council approved it on a
5 one-year basis. There were some issues with
6 whether or not testing was available and so
7 forth. I do believe that we will see
8 proposals and have to -- you know, as the
9 Senate decide how to evaluate these proposals

10 related to a more permanent test optional
11 arrangement. But, yes, the Senate Council's
12 action was for a one-year waiver for those.

13 FARRELL: And why?

14 CRAMER: So a lot of the tests are not available
15 presently. And so these are -- I mean, these
16 students would be taking these tests now or
17 earlier for admission for fall 2021. So a
18 related item, I believe, to -- primarily to
19 testing unavailable. I do think that there's
20 a broader interest in making a test optional
21 going forward. But the reason Senate Council
22 acted on this over the summer was about
23 students not being able to take the test.

24 FARRELL: But aren't the tests offered during the
25 fall? I'm just asking. Is -- are the SATs

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1 and ACTs coming up with online plans for it
2 or are they just not giving tests for the
3 next year?

4 CRAMER: I don't know where we are now. I don't
5 know if Christine Harper happens to be on the
6 call or not, but --

7 BLACKWELL: If Christine's not on, I can address

8 that, Aaron. I'm sure --

9 CRAMER: Please.

10 BLACKWELL: Yeah. A great question, Herman. So the
11 -- when the enrolment cycle starts much
12 earlier than you would imagine, you know,
13 juniors and seniors in high school, you know,
14 will start taking the test -- the -- you
15 know, in the spring for admission, you know,
16 one and a half years later. And because of
17 COVID, there was -- the live versions, if you
18 will, of the exams were not being offered.
19 And many students from disadvantaged areas,
20 also just the logistics of online delivery of
21 those exams, really prevented a lot of
22 students from having access to those exams.

23 And that will continue until COVID
24 resolves. So this started -- this
25 conversation started back in the spring. And

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1 even though there's -- there may be -- I
2 mean, we -- there may be better availability
3 as time goes on that, but we make admissions
4 decisions starting in late November, early
5 December, January. And when those students

6 may not have had an opportunity to take the
7 exam. So that's why it's a one-year -- you
8 know, a one-year approval. And I will say
9 that particularly disadvantaged are first
10 generation students, you know, students from
11 the, you know, lower-income families.

12 And a lot of our potential under-
13 represented minority students would be
14 impacted by this disproportionately. So
15 that's why this action was taken.

16 CRAMER: Shannon.

17 OLTMANN: Yeah. I'm Shannon Oltmann from the
18 College of Communication and Information. I
19 just want to also note that, historically,
20 these tests are problematic for traditionally
21 marginalized populations. So I think a
22 broader look at the use of them in admissions
23 is a good idea.

24 CRAMER: So, yeah, like I said, I do believe that
25 a proposal for more permanent test optional

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1 is something that's probably going to be
2 brought forward this year. So pay attention
3 to that and think about that as that comes

4 forward and think about the proposal it would
5 come forward.

6 All right. Still reporting the actions
7 that either I or Senate Council took on your
8 behalf: I approved a change to the fall 2020
9 calendar to the midterm grading window to
10 allow time for advisors to work with students
11 prior to the last date of withdrawal. I also
12 approved a change to the fall 2020 calendar
13 where a reading day was mistakenly included
14 in the final exam week. And then I also
15 approved a waiver of Dead Week policies for
16 four athletic training courses that needed a
17 -- because of accreditation reasons needed
18 practical exams during -- as part of their
19 final exam. And since the students aren't to
20 come back after Thanksgiving, they need to be
21 able to do those practical exams during Dead
22 Week. So that I approved on your behalf as
23 well.

24 Okay. Senate Council approved some late
25 additions to the August 2020 degree list.

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1 College of Engineering student, where the

2 student submitted a paper degree application
3 but it didn't get entered into SAP. Three
4 B&E students, who had a new student affairs
5 officer who didn't understand, like, when the
6 deadline was for the summer degree list.
7 Also, there was a College of Education
8 student where there was some confusion about
9 how two of the final grades were going to be
10 resolved over the summer and the student was
11 eligible to graduate, but didn't show up on
12 the list. So to graduate this coming
13 December, the student would first have to
14 reapply to UK and then resubmit an
15 application. So, instead, I supported adding
16 to the August 2020 degree list. Senate
17 Council took that action. Finally, there was
18 a motion to amend a previously adopted degree
19 list. There was a student on the May 2019
20 degree list that was awarded a Master's in
21 Education and Educational Leadership. The
22 student was supposed to be enrolled in an
23 Education Specialist, Educational Leadership
24 Program. And so the student fulfilled the
25 requirements for the Education Specialist

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1 Program, but awarded the master's degree.

2 And so Senate Council moved to amend the

3 previous -- to resend and then confer the

4 correct degree for that student. So that's

5 the end of the rule waivers that were taken

6 over the summer on your behalf by either the

7 Senate Council chair or by the Senate

8 Council. There's a little bit more of a

9 report here. There was a -- there's some

10 questions that have been floating around

11 about the circumstances related to the

12 replacement of the dean of the College of

13 Arts and Sciences. I'm reporting to you that

14 Senate Council sent some formal communication

15 to the provost on September 2nd expressing

16 concerns about adherence to the specifics of

17 GR VIII on university appointments: Senate

18 Council met in an emergency session on Friday

19 to discuss the issue on both -- among it's --

20 among the Senate Council members and then

21 with the provost. And so Senate Council's

22 continuing to monitor the situation and

23 considers it an ongoing concern.

24 Other announcements: Senate Council

25 previously agreed to allow new certificates

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1 to be effective for the spring semester
2 instead of having to wait until fall. We're
3 also now planning to allow proposals for new
4 University Scholars programs also to request
5 a spring effective date. So that if you're
6 putting forward a new University Scholar's
7 program that doesn't necessarily have to
8 become live in terms of enrolling students
9 who recall the University Scholar's programs
10 are or undergraduate students who would be
11 continuing into our graduate programs. These
12 program could begin enrolling students,
13 perhaps, in a spring semester if the approval
14 process is complete at that time.

15 Another action that was taken was the
16 definition of Reading Day. So the current
17 academic calendar for this semester has a
18 Reading Day built in on the Monday before --
19 or the Monday right after Thanksgiving.

20 This term came from a well-supported
21 report from the ad hoc calendar committee
22 that was presented on May 4th,. But when we

23 approved the calendar with this date that day
24 was sort of in this report, but it hadn't
25 been adopted by the Senate. So Senate

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1 Council adopted that definition. That report
2 on, sort of, of a broader change to how we
3 form for our fall and spring calendars will
4 return to senate for final approval this
5 semester. But, in the meantime, we had to
6 define reading day for the purposes of this
7 semester. So this is the definition that was
8 used: "The current Dead Week restrictions on
9 certain instructional activities continue to
10 apply to reading days. An additional
11 restriction would apply to reading days,
12 namely that no required class meetings or
13 required interactions could happen on those
14 reading days." They are not academic
15 holidays, per se, but you can't have class,
16 you can't require somebody to come to class
17 on those days.

18 Another item: Senate Council voted to
19 clarify the Senate rules on excused absences.
20 And specifically said that for fall 2020:

21 "An absence from required in-person
22 interaction will be regarded as excused if
23 the student has been directed to self-
24 quarantine by the university, including its
25 app, a medical professional, a public health

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1 professional, or government official." And
2 so students that are required to quarantine
3 are excused from required in-person
4 interactions this semester.

5 There are also some changes to the
6 Senate's Institutional Finance and Resource
7 Allocation Committee. This is a joint
8 committee with the staff senate of the
9 University of Kentucky. Generally, it's
10 difficult to find faculty senators with the
11 university financial experience who are
12 interested in serving. It's even harder to
13 find faculty senators to chair it.
14 Previously, we would have a rotating chair
15 position between the two Senates. The staff
16 Senate starts meeting in July. These are
17 typically 12-month employees. Whereas, a lot
18 of faculty are nine-month employees. So

19 Senate Committees don't typically begin
20 meeting -- university senate committees don't
21 typically begin meeting until maybe
22 September. And so Senate Council's still
23 interested in having a couple of faculty
24 serve on the committee and having that
25 committee report to the University Senate.

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1 But between the University Senate and the
2 staff Senate, we're going to have the
3 committee chair be a staff senator for now.
4 We also recently heard from the General
5 Council throw about free speech in
6 classrooms. There was a -- sort of a
7 difference that he described between
8 unproductive speech and constitutionally
9 protected speech and where that line was. So
10 that was something Senate Council heard a few
11 weeks ago. And that is the end of my report.
12 I don't think Provost Blackwell intends to
13 offer a report today in light of the
14 president's earlier remarks, but I'll just
15 give him one second to say if he feels
16 otherwise.

17 Well, then we'll move on to the -- oh,
18 vice chair report.

19 BLACKWELL: Aaron, I don't have a full report just
20 because of the length of the agenda and --

21 CRAMER: Right.

22 BLACKWELL: -- the president's remarks. And you
23 actually -- in your report of the Senate
24 Council and your actions over the summer,
25 mentioned just about everything I was going

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1 to talk about. So I think I'm --

2 CRAMER: It was a busy summer.

3 BLACKWELL: Yes, it was. And I just -- I do want to
4 say thank you to Aaron and to Senate Council
5 especially for engaging on so many of these
6 issues that were so important to our students
7 and our faculty. And in particular, on the
8 academic calendar conversations, that
9 probably is the biggest item that we had to
10 deal with that has the most potential impact
11 on the health and safety of our campus.

12 And so I wanted to say thank you, and
13 also with respect to modalities and a report
14 on this at the Board of Trustees. My

15 position as we approached the fall that was
16 that no faculty member should feel coerced or
17 forced into picking a potential modality, but
18 that we consider, first, the health and
19 safety of faculty, staff, and students as our
20 first priority. With a -- the secondary
21 priority being to find the most -- the best
22 way to meet student learning objectives. And
23 so with that I asked the deans, and through
24 the deans, the department chairs, to work
25 with faculty to optimize that across all the

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1 units. I think we had a great outcome.
2 It was a little bit rocky over the
3 summer, admittedly, because we already had a
4 spring schedule in place and we had to revamp
5 it for these modalities and to handle the
6 classroom for physical distancing
7 requirements. But just -- I wanted everybody
8 to know where we ended up in terms of
9 sections. So 45 percent of our sections are
10 face-to-face format, 36 percent in online
11 only, and then 62 percent have some face-to-
12 face component, meaning they're either fully

13 online or hybrid. I think this is a
14 testament to the environment that we've been
15 able to create in the physical space to
16 create as much safety as possible, but also a
17 testament to the willingness of our faculty
18 to put our students first.

19 Bear in mind that we continue to focus
20 on flexibility. We know that faculty may
21 have to go into quarantine and, God forbid,
22 that they actually get sick and that the
23 students are already in isolation and
24 quarantine. And so we enabled the classrooms
25 with technology, so that students and faculty

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1 could continue if that were to happen. So we
2 have to be flexible. As we get data, you
3 know, we want to remain on campus as we can.
4 That is the goal, getting to 11/25. But I
5 just wanted to say thank you to Senate
6 Council and through the Senate to thank the
7 faculties for this hard work and for the
8 willingness to accommodate the needs of our
9 students.

10 As we continue to work on the spring

11 calendar and also the possibility of a winter
12 intercession because if we had -- if we end
13 up with the spring calendar where we would
14 start later in January, we would have a
15 longer period between the end of fall and the
16 beginning of spring to offer a robust set of
17 courses online while students have that extra
18 time away.

19 With that I just wanted to end with a
20 thank you and I'll -- that'll end my report
21 for today, and I'm happy to come back later.

22 CRAMER: Okay. DeShana, are you -- do you want
23 to share your screen or do you want me to do
24 this?

25 COLLETT: You can go ahead and do it. I don't

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1 know if my screen will come up that well.

2 CRAMER: Okay.

3 COLLETT: I've got two screens over here and it's
4 showing on both, so I can't really see. So
5 I'm giving the vice chair's report. And
6 what's the priority on the report today is
7 the outstanding Senator Award. So this was
8 an award that was created back in 2011 to

9 recognize the outstanding contributions by a
10 senator.

11 More recently, in 2017, we reevaluated
12 some of the criteria, which now allow for
13 former senators, as well as current senators
14 to be nominated. It doesn't allow for
15 current Senate Council members to be eligible
16 for nomination.

17 Next slide. So back in March we sent
18 out a request for nominations and we sent out
19 the criteria for a selection. The selection
20 for the awardees is done by subcommittee of
21 Senate Council members who get together and
22 review all the nominations. So the
23 criteria's listed there. The person who's
24 nominated should have active exemplary
25 service on one or more Senate committees.

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1 They have to have made notable, substantive
2 contributions in communicating important
3 issues with the Senate, with administration,
4 and faculty at large.

5 They use -- they're consistently giving
6 a strong voice to important faculty issues in

7 multiple forms and actively advocate for
8 shared governance within the university.
9 They promote and support the broader agenda
10 of the Senate. And lastly, they have
11 provided some exemplary services that's
12 critical to the success of faculty governance
13 at the university.

14 Okay. And so our outstanding senator
15 award for 2020 goes to Dr. Debra Harley, who
16 is in the College Education, Early Childhood,
17 Special Education, and Counselor Education.

18 Dr. Harley has been a faculty member
19 since 1993. And she has been an active
20 servant leader throughout her entire career
21 here at UK. She has served four separate
22 three-year terms in the University Senate,
23 including election to the University Senate
24 Council in 2016. She currently serves on the
25 Senate Organization Academic Structure

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1 Committee, which is one of the most active
2 Senate committees on campus. And in the past
3 she has served on one of the committees that
4 share -- Aaron Cramer just mentioned,

5 Institutional Finance and Resource Allocation
6 Committee. And she's also serving the
7 University Senate Academic Programs
8 Committee.

9 So Debra -- Dr. Harley has provided
10 exemplary service that's critical to the
11 success of faculty governance at the
12 University of Kentucky. So congratulations,
13 Dr. Harley. Normally, we present this award
14 in May, but due to COVID, we wanted to push
15 it to September. We were being very naive
16 and optimistic as we thought we would be in
17 person in September. And here we are not in
18 person. So, normally, we would take a
19 picture, and we still want to get a picture
20 with Dr. Harley, and her award will be
21 presented to her. So congratulations,
22 Dr. Debra Harley, on your exemplary service
23 and being the outstanding senator for the
24 Senate 2019-2020.

25 CRAMER: I'll also just mention my

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1 congratulations as we move to the next
2 report. The next is the parliamentarian's



3 report. Doug, are you --

4 MICHAEL: I'm here.

5 CRAMER: All right.

6 MICHAEL: Welcome. I'm usually asked to speak to
7 the Senate in the first meeting. Because of
8 the lateness of the hour, I won't take very
9 long. I am a professor and associate dean in
10 the College of Law. I just want to mention
11 what's on the screen there. If you're not
12 familiar with the parliamentarian because
13 you're new or because you don't pay any
14 attention to them, I would understand that.

15 Our meetings are governed by Robert's
16 Rules. And Robert's provides that the
17 parliamentarian is the advisor to the chair.
18 So most of my work happens behind the scenes
19 or what I literally or figuratively whisper
20 in his ear. I am not an advisor to the
21 members. I'm not the person who hears -- if
22 you don't like the chair's, ruling you appeal
23 the chair's ruling to the assembly, not to
24 the parliamentarian. I will make sure our
25 rules are interpreted to facilitate orderly



1 debate and not delay it. You won't hear from
2 me during meetings unless you're about to do
3 something that you don't mean to do. In
4 which case I'll mention -- for example, you
5 don't mean to table, you mean to postpone to
6 a particular time, which is the most common
7 thing that often will come up. But
8 otherwise, I speak when I'm spoken to, which
9 is a good place to be.

10 The next slide has the rules for conduct
11 and just that's it. Wait your turn and stick
12 to one topic at a time. And if you can do
13 that, you'll have wonderful meetings.
14 Thanks.

15 CRAMER: Thank you, Doug. And again, also for
16 serving again in this role. Now is the time
17 when we would typically have a report from
18 our Faculty Trustee, Lee Blonder, and our new
19 Faculty Trustee, Hollie Swanson, was sworn in
20 actually on Friday. She swore that she'd
21 participate and no duels whatsoever. Lee and
22 Hollie, do you want to give a brief report to
23 the Senate?

24 BLONDER: Sure. I'll try to be brief. So this --
25 the Board of Trustees met this past Thursday

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1 and Friday. Some of the highlights: the
2 Executive Committee approved the final
3 questions for the president's evaluation that
4 the Board does. They'll consider the
5 evaluation that the Senate sent out last fall
6 -- last spring. And we'll -- we're also --
7 we've also nominated a Senate Council faculty
8 to be interviewed for this part of the
9 evaluation.

10 The Governor reappointed Bob Vance to
11 the Board for six years. He's the current
12 Board Chair. We're having elections soon.
13 The governor also appointed two other
14 trustees, Ray Daniels and Ron Geoghegan.
15 Their bios are on the Board of Trustee
16 websites. We approved several leases for UK
17 HealthCare for some of the clinics,
18 psychiatry, family medicine, and the
19 Barnstable Brown Diabetes Center and a
20 possible lease for Sanders-Brown where they
21 do their memory disorders clinic. We
22 approved the additions and revisions to the
23 degree list. And Courtney Wheeler, the SGA

24 President, gave an excellent talk about what
25 student government is doing. In particular,

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1 she talked about the wellness kits that
2 they're giving students in quarantine. And
3 that presentation is on the Board website.
4 We approved personnel actions. You can view
5 all that on the website. These are
6 appointments, retirements, promotions. We
7 accepted large gift to establish scholarships
8 for students that graduated from Harlan
9 County High School.

10 And we accepted the first reading of a
11 revision to GR II, which will establish an
12 annual self-evaluation that the Board does in
13 accordance with SACS. And we also had to
14 update -- have to update the conditions for
15 removal of board members consistent with KRS
16 statutes. These -- this is a first reading.
17 It will come to the Senate and the Student's
18 Senate, as required. So that's my brief
19 report. Hollie, do you want to add anything?

20 SWANSON: No. I don't want to add -- take up
21 anybody's time. I just want to express my

22 appreciation for all of the feedback that we
23 get from the faculty, and Lee and I are
24 trying to be as responsive as possible. And
25 that's all I want to say and help you move on

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1 with your meeting.

2 CRAMER: Thank you, Lee and Hollie. Also
3 remember you can always reach out to them if
4 you have concerns that you think they should
5 be aware of. So we'll proceed with our
6 agenda. Patrick, are you ready to give your
7 report? Can you see? Is he -- all right.
8 We have to promote him to be a panelist real
9 quick. Oh, do you see him? Ah, there's
10 Patrick. I see him. He's starting -- there
11 he is.

12 LUCAS: Hi, Aaron.

13 CRAMER: All right, Patrick. We're almost set.

14 LUCAS: Super. Thanks.

15 CRAMER: Is he good to -- Patrick, can you share
16 your slides now or --

17 LUCAS: No. it still says disabled.

18 CRAMER: Okay. How about now?

19 LUCAS: Yeah.

20 CRAMER: All right.

21 LUCAS: Good afternoon, everyone. I'm Patrick
22 Lee Lucas, the Chair of the UK Core Education
23 Committee. And I want to extend my thanks to
24 both Aaron Cramer and Jennifer Bird-Pollan,
25 who have guided me through that role capably

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1 since my -- taking my -- taking the
2 chairmanship in February of 2019.

3 So Aaron thought it would be helpful for
4 me to come and present the information on
5 what we've been doing this last year. You
6 have received a written annual report and
7 some of what's contained in this presentation
8 is in that report. So I'm going to skip over
9 things because I know the hour's getting
10 late, but there's a few things that I just
11 want to bring to your attention and to think
12 a little bit about what you, as senators, can
13 do to help the UK Core Education Committee.

14 So I think it's important for us to
15 remember for those of you that might not have
16 been around at the time, this is a 2011
17 program with a minimum of 30 credit hours,

18 which is the SACS minimum that we have. A
19 six-year program review that was mandated to
20 not take place for the Core, so we're lacking
21 that. And that's something of what we're
22 doing to try to catch up right now as a
23 committee. For some numbers, about 15,000
24 students, plus or minus, take a Core class
25 each semester. And about 225 to 250 courses

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1 are offered each of the following spring
2 semesters.

3 So you may remember, of course, this is
4 25 percent of the student's academic
5 experience on the undergraduate level. So
6 it's an important program, certainly, if you
7 measure it by number of students, the number
8 of courses is a pretty large one. So I think
9 the duties of the Core Education Committee
10 are really important relative to our charge
11 as a faculty to have a well-rounded education
12 for our students. Of course, we don't do
13 that job by ourselves. It's a partnership
14 with colleges and departments.
15 Interestingly, we have learned and have some

16 data to share probably in a few months by
17 instructors across rank in terms of
18 percentages. But we do have everyone from
19 grad students to instructors to lecturers,
20 tenure-track, and tenured faculty all
21 teaching in the Core across the colleges.

22 The Core was the responsibility of
23 undergraduate education until the SAL merger.
24 Our legislative footprint, as I've been
25 saying, is a committee that reports directly

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1 to the Senate Council. Some highlights: when
2 I took the position, I had a great meeting
3 with Jennifer and with the president and the
4 provost and really outlined the idea that we
5 would have a year of listening, meaning 2021
6 was that year, and then a year of action.
7 That would be 2021-'22, the one that's
8 coming. So again, I'm not doing this job by
9 myself, I'm fortunate to have really great
10 people who are on the UK Core Education
11 Committee. Their names are listed in the
12 annual report.

13 This year -- this past year we approved

14 6 experimental courses, 17 revised courses,
15 and 15 new courses in the Core. We began
16 some initial communication directly with
17 instructors for Core classes because that is
18 something that had lagged since Undergraduate
19 Education had folded. And then the committee
20 members committed to looking at data by
21 category of the Core throughout the entire
22 year of listening. And we have some results
23 to share with you, both of which are
24 contained in the report and the few remarks
25 that I'll make in just a minute.

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1 We did end up a suspending assessment.
2 Our partners in the Office of Strategic
3 Planning and Institutional effectiveness
4 really felt like this on top of Corona may be
5 not the right time to be asking folks to do
6 assessment work. So we're happy with them as
7 partners in terms of moving forward, and
8 we'll -- I'll have to explain a little bit
9 about the assessment that's planned for this
10 year. We did have some small successes in
11 shifting to an online format for orientation.

12 I did put together an orientation model about
13 the UK Core since there was a question about
14 whether that information was covered by
15 colleges or by the university at large. And
16 so we just decided to have a little insurance
17 there.

18 And the good news is that that went on
19 -- that module got modified slightly in use
20 for the UK 101 classes. So trying to get
21 information out to the students about the
22 Core and how it works. So what I would say
23 is we met as members of the committee with
24 varying constituency, students, faculty,
25 staff, alumni, people working in industry,

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1 legislators, et cetera, so just kind of an
2 open-ended listening. And what we learned
3 was, of course, there's no single story of
4 what the UK Core is or how it works, many
5 permutations there. Many acknowledge that
6 there were interesting classes and
7 approaches, and certainly, we have found that
8 to be the case.

9 Assessment is -- was -- has been

10 characterized as largely spotty and
11 inconclusive. And I think that's fair. And
12 then this piece about the low level of
13 communication, which I've mentioned already
14 in terms of reaching out to instructors to be
15 sure that folks know that they're teaching in
16 the UK Core. A new wrinkle on the landscape
17 since 2011 is the increasing number with AP
18 dual credit transfer credits to the
19 university. So that -- so much so that many
20 students are completing the majority of their
21 Core, if not all of their Core, before they
22 even set foot at UK. So I think there's a
23 question there that we're going to try to
24 tackle a little bit this year in our year of
25 action in terms of a recommendation onto the

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1 Senate Council. But recognizing, of course,
2 that what we do here in UK impacts all
3 campuses in Kentucky and all of our partner
4 institutions in that way. So we have to move
5 forward cautiously relative to that. I am
6 heartened to say that many departments and
7 colleges participate in the UK Core, but that

8 sometimes there needs to be a reminder that
9 it's the ultimate responsibility of all
10 faculty, not an individual college or an
11 individual department, that as a faculty, has
12 that charge. So we collectively are
13 responsible for the UK Core.

14 The other thing that I think is worth
15 noting, particularly to the Senate, as it was
16 to the Senate Council, is that we really
17 don't have an administrative footprint that,
18 beyond Joni and the capable work of Joni
19 Mead, who keeps us on track relative to the
20 committee work, but there's no administrative
21 person dealing with the myriad of questions.
22 And so really as a volunteer committee
23 meeting once a month, there's only a limit as
24 to sort of what we can do collectively and
25 individually.

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1 In terms of the data analysis piece,
2 during our meetings, I mentioned that the --
3 each of the members of the UK Core by area
4 expert looked at data from the last five
5 years to sort of get a pattern for what

6 issues and concerns there existed within each
7 of those marker categories. Largely, what we
8 noted was that there is a good amount of
9 curricular drift from the first approval of
10 the courses under this UK Core that started
11 in 2011. And because there's really no
12 regular review of current courses and
13 programs, of course, we take a look at
14 anything that comes to us as a revision, but
15 no systematic way to look at the bigger
16 picture. I would have a nod to the College of
17 Fine Arts here. It may surprise some. I
18 think the general sense is that the College
19 of Arts and Science largely deal -- brings
20 the Core to the campus. And I think that is
21 absolutely true. Although many colleges
22 participate, it turns out though, in our
23 review of the data, that both the arts and
24 creativity category and humanities category,
25 the College of Fine Arts leads the campus

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1 with the number of sections and the number of
2 students enrolled. We had noticed in the
3 data analysis that some departments and some

4 colleges have students take nearly or all of
5 their UK Core classes in their own units. We
6 spent a long time talking a little bit about
7 the idea of breadth and what it means to have
8 breadth and the opportunity for students from
9 colleges and programs to mix with other
10 students across campus. And we're -- we'll
11 be working on that this year, let's put it
12 that way.

13 Fuzzy requirements that feel and look
14 like the UK Core: So, for example, the
15 foreign language requirement or the GCCR or
16 UK 101, but really aren't. And there's some
17 questions around that. And with all of the
18 emerging factors relative to the spring
19 semester in terms of diversity and inclusion,
20 there's a -- there was a proposal that had
21 been authored by the UK Core, but did not
22 achieve any traction relative to the Senate.

23 So there's a question there about
24 whether that should be something that's a UK
25 Core responsibility or perhaps in the

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1 colleges. So that's another question that

2 we'll be wrestling with this year.

3 We're still waiting on hard data from
4 Todd Brann and his folks in his shop
5 regarding credits on -- earned off campus and
6 transferred here, and I hope to have a
7 specific report to be able to share with you,
8 perhaps, midyear on that because that
9 requires a lot of data-crunching.

10 Speaking of data, the other thing I
11 think that we learned through the course of
12 the year of reviewing all this data is that
13 there really are different data issues in
14 each of three areas of the Core. Sort of the
15 baseline skills, that's composition and
16 communications, statistical inferential
17 reasoning, and quantitative foundations as
18 opposed to, sort of, topical kinds of things,
19 arts and creativity, humanities, natural,
20 physical, and mathematical sciences, and
21 social sciences. And finally, what I call
22 the markers, community culture and
23 citizenship in the USA and global dynamics.

24 Each of them has a different kind of
25 data understanding that comes forward when

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1 you consider each of the kinds of composition
2 of what those courses are about. At Aaron's
3 suggestion, we did take a look at benchmark
4 institutions, like, what are they doing?
5 Does everybody have the same issues that we
6 have? So not surprisingly, it's all over the
7 board. We are, as I said, at the minimum of
8 30 credit hours. That's the same as the
9 University of Michigan and University of
10 Wisconsin of our benchmarks. All others have
11 a higher minimum credit hours than that.
12 There's varied curricular structure among
13 Core or general education on each of those
14 campuses. Menu-driven is probably the most
15 normal. That's sort of like ours, like take
16 -- here's a list and on this list choose
17 something or there's some requirements with
18 no student choice, and a couple campuses have
19 that.

20 Notably, 3 of 11 benchmark are revamping
21 the program. So that's something to
22 consider. And a number of those are around
23 issues of diversity, inclusion, and equity.
24 The question was asked about this

25 administrative, you know, support for the

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1 legislative footprint that we have. And not
2 surprisingly, all campuses have various
3 organizational structures that have emerged
4 over time. Some are within a single college
5 within the university, but some, more like
6 ours, is sort of a shared responsibility with
7 a little less clarity about where those fall.
8 And the number of staff that support Core or
9 general education efforts on those
10 benchmarked institution campuses are between
11 one and five, usually, with many at the five
12 end kind of sharing duties with other things
13 that are general university.

14 So what can senators do? Share the
15 story that you heard today. We're sharpening
16 and focusing it. We hope that you will be
17 part of how we get news to the campus by
18 serving as a conduit for information to your
19 colleagues. Of course, that's working in
20 concert with associate deans and directors of
21 undergraduate studies. We have learned in the
22 Core, surprise, surprise, not all colleges

23 work the same. So trying to get the right
24 person -- to get the information to the right
25 person is sometimes something that we'll rely

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1 on senators to help give good advice about
2 that. Feel free to share the digital annual
3 report with colleagues. Now that's it's been
4 presented to you, it can go campus-wide. So
5 we're relying on you to pass that along. I
6 think it impacts with my suggestion that
7 really this is the responsibility of the
8 entire faculty. Not just people that are
9 teaching in the Core now, but maybe everybody
10 should benefit from hearing a little bit
11 about what some of the conversations are.

12 Recognize that assessment is ongoing
13 this year. So we are moving forward with
14 compositions -- communications and
15 compositions, U.S. citizenship, and global
16 courses this fall. Faculty will need to map
17 their student learning outcomes in those
18 courses by October 1st.

19 Your undergraduate studies, directors,
20 as well as your associate Deans have been

21 passed along this information. I think based
22 on the numbers of questions that I'm getting
23 by email about how to do the mapping process,
24 along with our partners, I think that we're
25 just getting out there. So be sure that

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1 you're aware of that deadline.

2 And then, finally, bring questions,
3 bring ideas, bring concerns and issues to the
4 UKCEC. We're happy to hear anything that you
5 might have to offer. And as we work on our
6 year of action, we're looking forward to lots
7 of partnerships across campus to make that
8 happen. Thanks for your time today.

9 CRAMER: Okay. Are there any, we'll say "brief"
10 questions for Patrick at this point? Ken?

11 CALVERT: Yeah, real quick. How do we do that,
12 bring questions to the committee?

13 LUCAS: You can send me an email. That's
14 probably the easiest way to do it or Joni if
15 you can't remember my name. Just to make
16 sure, it's patrickleelucas@uky.edu. That's
17 in the report, too, so you've got that.

18 CRAMER: Well, thank you, Patrick. The next item

19 on the agenda I might -- let's see. Chris,
20 are you nearby? Are you making it where
21 Chris can speak? Chris, how do you feel about
22 pushing this off until October? I think that
23 what you're presenting is important enough
24 that I think senators might want to react to
25 it. I don't want to rush through it. Does

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1 he know to speak --
2 POOL: Okay. I'm unmuted? Hello.
3 CRAMER: Hi. Hello, Chris. What do you think
4 about presenting this -- I'm afraid that if
5 we try to rush through it now, it won't get
6 the attention it deserves. What do you think
7 about presenting this next month?
8 POOL: That would be fine.
9 CRAMER: Okay.
10 POOLE: Just -- I'll just say that -- yeah. The
11 Senate does have the report itself.
12 CRAMER: That's right.
13 POOLE: And I've provided the summary PowerPoint
14 that I put together for today to Sheila
15 Brothers and so people can look at that, but
16 I'm happy to present it next month.

17 CRAMER: Okay. So what I'm going to offer now is
18 that unless I hear objections now, we will
19 remove the next item, which is the report
20 from the Facilities Committee from the
21 agenda. We will also remove the annual
22 report from the Academic Programs Committee
23 until next month. We'll keep the action on
24 the 2+4 and 3+4 programs because they need an
25 answer from us today. And then we'll also

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1 move the ZIP code presentation until the next
2 month.

3 I don't know if Senator Grossman's here
4 to -- despite your disappointment, hopefully,
5 you won't object. So unless I hear
6 objections now, we'll strike those three
7 items from the agenda and deal with those
8 next month. That'll let us get through
9 relatively quickly the next couple of items.

10 Okay. So hearing none, we'll strike
11 those three agenda items from today. So the
12 next item that we have up should be the
13 Academic Programs Committee and specifically
14 this item. Leslie, are you ready?

15 VINCENT: I'm ready. So this is a recommendation
16 that the University Senate approved the
17 establishment of a new 2+4 and 3+4 programs,
18 the BS Human Health Sciences, and the
19 Department of Health and Clinical Sciences
20 within the College of Health Sciences and
21 PharmD pharmacy in the College of Pharmacy.

22 The rationale here is that the proposed
23 2+4 and 3+4 programs will enable students
24 enrolled in the Human Health Sciences
25 pre-pharmacy track to earn a bachelor's

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1 degree and a PharmD in either six or seven
2 years. Students apply in either the fall of
3 their second or third years, beginning
4 pharmacy courses in the third or fourth year,
5 respectively. If students are not accepted
6 into the PharmD program, they will continue
7 taking HHS courses to complete their BS.

8 Students in either of the programs earn
9 their BS on completion of all requirements
10 for the undergraduate degree including 120
11 credit hours. Many HH students enter the
12 PharmD program early, but do not earn an

13 undergraduate degree. The proposed program
14 will provide a pathway for UK students to
15 complete both degrees.

16 CRAMER: Okay. And so now, typically, I would
17 ask if there are any questions of fact
18 related to this proposal for either the
19 Committee Chair, Leslie Vincent, also we have
20 Karen Badger and Jami Warren here from the
21 representative program that could answer any
22 question about this item. So if there are any
23 questions about this of fact, please raise
24 your hand. Sorry, in Zoom. Okay. I don't
25 see any. So now there's a motion from the

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1 committee. It doesn't require a second. Is
2 there any debate on this motion, the motion
3 from the committee to establish these 2+4 and
4 3+4 programs?

5 Okay. Seeing none, will the voting
6 senators please use the Zoom "raise hand"
7 function now if you'd like to vote yes on
8 this motion. Okay. So the motion's to --
9 well, hang on, last votes. It's not going to
10 change the outcome, but I want to make sure

11 everybody gets their votes in.

12 All right. The motion's going to pass,
13 but we'll still record no and abstention
14 votes. So I'm going to lower everyone's
15 hands. And now I would ask any voting
16 senators that would like to vote no on this
17 proposal to use the "raise hand" feature.

18 I see none. So again, lowering the
19 hands. If you'd like to abstain or
20 specifically not vote on this proposal,
21 please use the "raise hand" feature to
22 indicate that now.

23 Okay. Do you see -- yeah. We record
24 the nos and abstentions. We don't -- do you
25 see them? You got them? The motion passes.

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1 Thank you all. Thank you, Leslie. All
2 right. So the next item was -- to be from
3 Leslie was the report on the Academic
4 activities last year. We'll take that up,
5 again, in October. We'll also take up the
6 changes to the ZIP codes which were used to
7 categorize our programs. We'll take that up
8 in October as well, which will move us to the

9 presentation from Police Chief Joe Monroe.
10 Is he set up to --
11 CRAMER: All right. There's Chief Monroe. Okay.
12 Are you ready to share your screen?
13 MONROE: Yes. It's still showing disabled, but--
14 CRAMER: Just now? Okay. Let's see.
15 MONROE: I can go on without it. I don't need it.
16 CRAMER: Oh, okay.
17 MONROE: So for the sake of time, I went ahead
18 and sent Dr. Cramer and Sheila Brothers the
19 PowerPoint, so, hopefully, you had time to
20 look over it. If not, I know it's posted to
21 the University Senate website and, hopefully,
22 you had a chance to look at it. But I'm only
23 going to talk about one slide on that deck
24 and then answer any questions. And the first
25 is: you know, a police department cannot be

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1 successful unless it has transparency. And
2 transparency is something I believe very
3 firmly in and being very open in sharing
4 information with our constituents in the
5 university community.
6 And then the second piece is

7 accountability, and with accountability, I
8 think that's just as important as
9 transparency. And that is making sure that
10 we hold ourselves accountable and making sure
11 that you hold us -- the university community
12 holds us accountable. So, by doing that, we
13 have several mechanisms in place from policy
14 and procedures to internal investigations to
15 outside accreditation, just like with SACS.

16 So we do that on a regular basis. We're
17 one of the few agencies in the State that
18 have been accredited for the last 25 years.
19 So that's something that we focus very highly
20 on. We've also put mechanisms in place to
21 make sure that we can hold ourselves
22 accountable by identifying early-warning
23 situations, where some of our officers may be
24 acting out of line. So we do that through
25 various mechanisms, from open dialogue with

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1 our community to reporting to -- the police
2 department to the chief's office specifically
3 about any complaints. And then trust. Trust
4 has to be earned by your constituents. You

5 cannot have trust without the first two
6 bullet points, transparency and
7 accountability. And that trust has to be
8 earned from the community by having that
9 transparency and accountability to them.

10 And then to be a legitimate police
11 department, I don't care where you are in
12 this country, you have to have those first
13 three things before the community is going to
14 recognize you. So I'm happy to answer any
15 questions anybody may have.

16 CRAMER: Thank you, Chief Monroe. If anyone has
17 questions about either Chief's remarks just
18 now or any of the slides that he sent out
19 beforehand. Martel?

20 JOHNSON: Yes. My name is Martel Johnson. I am
21 the senator from the College of Law. I was
22 looking at the makeup of the department. I'm
23 told you have two African Americans and four
24 Hispanic officers. And I was wondering if
25 you plan on hiring anytime soon and if you

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1 guys have implemented any efforts to increase
2 recruitment for more diverse candidates to be

3 officers on the force?

4 MONROE: That's an excellent question, Martel.

5 And to give you -- the honest answer is, we
6 are trying very hard to recruit minority
7 applicants, but the problem is right now in
8 our country, nobody wants to be in law
9 enforcement.

10 So we have started going with a lot of
11 creativity and transparency on how we can try
12 to recruit more under-representative classes
13 to be part of our force. So we're doing that
14 through targeting of HBCs, as well as looking
15 at recruiting through our current minority
16 officers reaching out into the public and
17 into community to try to get that number up.

18 We realize it's a problem and we're
19 working very hard, but we ask that, you know,
20 anybody in the community that has somebody
21 that feels like they're a good applicant,
22 refer them to us, and we're more than happy
23 to sit down with them and start recruiting
24 them.

25 JOHNSON: Thank you, sir. And I have one more



1 question, also, regarding the software that
2 you all are going to be implementing: Will
3 this information about officers and reports
4 of misconduct be available to the public or
5 how will that be stored in the name of
6 transparency? Will it be available for
7 people to see or will it be kept in-house?

8 MONROE: So what we do, Martel, is we produce an
9 annual report every year, and that
10 information will be included in that annual
11 report.

12 JOHNSON: Thank you, sir.

13 CRAMER: Jennifer?

14 BIRD-POLLAN: Thanks. Chief Monroe, I was wondering
15 if you could tell us, you know, we've heard
16 from Dr. Wright about the plan to engage in
17 diversity training of the senior leadership
18 of the university. And I was wondering
19 whether you've had conversations with him
20 about diversity training for the police force
21 as well?

22 MONROE: Yes. I mean, I love Dr. Wright. I love
23 working with him. And what we have done is
24 we have already -- the State requires is --
25 after this year, everything going on, to have

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1 eight hours of training dealing with racial
2 inequality. In my opinion, that's nothing.
3 We need to be well above that. And so to do
4 that we hired an external instructor to come
5 in and do virtual training for us to a total
6 of 40 hours for all of our officers. That's
7 in addition to what the university is
8 pushing. So we are well above what most
9 agencies are doing.

10 CRAMER: Other questions for Chief Monroe?

11 JOHNSON: I just have one more question. In
12 regards to the implementation of this phrase,
13 "The duty to intervene requirement," what
14 exactly does that -- what does that mean?
15 What - is the duty to intervene when it comes
16 to an officer implementing into this policy
17 and how do you think that's going to help
18 with decreasing the tensions and
19 de-escalation?

20 MONROE: So what I like to refer that to is it's
21 based out of what we saw with the George
22 Floyd incident, where you had three or four
23 officers standing around not doing anything,

24 those officers, in my opinion, should have
25 intervened and stopped that from happening,

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1 and they did not; one being a new recruit,
2 who did not know and was afraid to for loss
3 his job. And I don't want any officer to
4 feel, regardless of rank or levels of service
5 or years of service, to feel that they cannot
6 intervene in the stopping something that is
7 wrong, morally, ethically or legally.

8 JOHNSON: So this places a certain onus on another
9 officer seeing misconduct occurring to
10 actually intervene?

11 MONROE: That is correct.

12 JOHNSON: All right. Thank you so much.

13 CRAMER: All right. Any last questions for Chief
14 Monroe? All right. Thanks, Chief. I'm sure
15 if we got other questions, that I can forward
16 them along to you and you'd be able to
17 provide some answers?

18 MONROE: Yes, sir. Thank you.

19 CRAMER: All right. Thanks so much. Okay. Let
20 me switch back the slides real quick. And we
21 will -- let's see what's still there. Yeah.

22 I'll just run the same slide deck. All
23 right.

24 Now is the time when, time permitting,
25 items can be brought from the floor. It is

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1 5:08. So I would not say time permits much.
2 So let's think about that. Jon?

3 CHAIT: Yes. Aaron, can you hear me?

4 CRAMER: Yes.

5 CHAIT: I've a question about the calendar for
6 spring '21. When and who would be
7 considering the start date for the calendar?
8 My question stems from the concern, which I'm
9 sure is obvious, is the confluence of the flu
10 season and the COVID season, and what our
11 current thought process is as a university?

12 CRAMER: Sure. I can offer at least some
13 response to that, which is there have been
14 some calendar options that have been passed
15 around for input. All the Senate Councils
16 provided input. Senate Council, typically,
17 approves the calendars each year. Senate
18 Council's provided input. I believe the
19 administration must be pretty close to what

20 it thinks should be its proposal on the
21 calendar. And Senate Council or me, on
22 behalf of Senate Council, will approve the
23 changes. There is a calendar already for
24 spring, right?

25 The spring calendar was approved when

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1 the 2020-2021 calendar was first approved.
2 But I believe the dates will change for that,
3 but the final proposal hasn't sort of been
4 presented to me yet. But I believe the start
5 date for the semester will almost certainly
6 be pushed back. And that probably, as a
7 consequence spring break, will not exist as
8 an academic holiday for students. To address
9 exactly the concerns that you indicated.

10 CHAIT: Thank you.

11 CRAMER: Shannon?

12 OLTMANN: Shannon Oltmann, College of
13 Communication and Information. I'll keep
14 this brief: I'm concerned about the
15 international center and its relationships
16 with our faculty who are of international
17 status. According to the international

18 center, we have close to 200 international
19 faculty. I've heard frequent and recurring
20 and ongoing reports that these faculty
21 struggle with visas, green cards, those sorts
22 of issues. The International Center is not
23 responsive to their needs, waits until the
24 last minute before deadlines, misses
25 deadlines, does not respond to e-mails.

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1 I suspect if you talked to other
2 senators or if senators talked to their
3 colleagues, you might -- people might hear
4 similar anecdotes. And I'm wondering if
5 there's something that we, as a Senate body,
6 can do or something that we can look into in
7 that regard for our colleagues?

8 CRAMER: I would certainly say that I've written
9 it down and can bring this up. I think
10 Senate Council would be interested in looking
11 into this further and if there's something to
12 be done to be brought to the Senate or even
13 information to be brought to the Senate that
14 we can act in that way. So I've made a point
15 for Senate Council to address this further.

16 All right. All right. So I would say
17 that puts us at the end of our agenda.
18 Typically, my absent voting slide for
19 adjournment, but we're not going to vote for
20 adjournment in this format. What I would say
21 though is we're going to adjourn.

22 We're interested in feedback on how the
23 meeting went, what could go better. Those of
24 you that are like Zoom ninjas, send us email
25 and let us know what we could do better to

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1 run this meeting. And the next Senate
2 meeting will be on October 12th. This
3 meeting's adjourned. Thanks.

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1 STATE OF KENTUCKY)
2)
3 COUNTY OF FAYETTE)

4 I, TRISHA B. MORLEY, the undersigned Notary
5 Public in and for the State of Kentucky at Large, certify
6 that at the time and place stated, via Zoom
7 teleconferencing, taken by stenotype, later reduced by
8 computer-aided transcription under my direction, and that
9 the foregoing is a true and accurate record of said
10 proceedings.

11 My commission expires: April 23, 2022.

12 IN TESTIMONY WHEREOF, I have hereunder set my
13 hand and seal of office on the 14th day of September,
14 2020.

15

16 Trisha B. Morley, Court Reporter

17 Notary Public ID#599770

18 My commission expires: 4/23/22

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

