

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

\* \* \* \* \*

MAY 3, 2021

\* \* \* \* \*

AARON CRAMER, CHAIR

DESHANA COLLETT, VICE CHAIR

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

STEPHANIE WOOLERY, STAFF ASSISTANT

TRISHA B. MORLEY, STENOGRAPHER

\* \* \* \* \*

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1                   \*\*\*\*\*

2       CRAMER:       Hello everyone. Welcome to the April

3                   12th University Senate Meeting. Senate

4                   members, please type your name and

5                   affiliation in the chat box for attendance

6                   purposes.

7                   The chat function is not generally

8                   actively used during the meeting. It's not

9                   monitored during the meeting, so don't use it

10                  actively, for example, to get my attention.

11                  I don't monitor it during the meeting. Use

12 the "raise-hand" feature if you need to get  
13 my attention during the meeting.

14 Mute yourself when not speaking,  
15 otherwise Stephanie will help mute people if  
16 they accidentally leave themselves unmuted.

17 This meeting is being recorded for note-  
18 taking purposes. If during the course of the  
19 meeting a member of the senate is  
20 disconnected and cannot reconnect at all,  
21 please send an email to Sheila Brothers at  
22 that email address so that we are aware of  
23 the situation.

24 Recall that senate meetings are open  
25 meetings are open meetings. We generally

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1 follow Roberts Rules of Order. There is no  
2 voting by proxy as we engage in the  
3 discussion. Be a good citizen. Here, that  
4 specifically means communicating about the  
5 senate's activities and its deliberations  
6 within your departments and colleges. And  
7 participate, please. Feel free if you have  
8 something to add to raise your hand at the  
9 appropriate moments during our meeting.

10 Most of you will recall this, but just  
11 refresh ourselves, the Zoom participants are

12 divided into two categories. We have the  
13 panelists and the attendees. Both can  
14 participate in the meetings. Both can raise  
15 their hand. We can see when both raise their  
16 hand. Voting senators are panelists. So  
17 panelists received a specific email from  
18 Stephanie Woolery last week with the Zoom  
19 information that they're to use to log in to  
20 the meeting and are eligible to vote on  
21 questions before the senate.

22 Nonvoting senators and guests or  
23 attendees don't get a separate Zoom link.  
24 They can use the Zoom link at the senate's  
25 site. And do not vote. They can raise their

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1 hand and be recognized and speak and so  
2 forth, but this just helps partition the  
3 participants between the voting members and  
4 the nonvoting members.

5 To speak for any reason or otherwise be  
6 recognized, including to make motions or  
7 seconds or vote, use the “raise-hand” button  
8 at the bottom of the screen. If you cannot  
9 see it, click on the three dots with more  
10 beneath it and then click the “raise-hand”  
11 button. This has changed over certain Zoom

12 iterations. Previously, this feature was  
13 located in the participants window. If you  
14 haven't updated your Zoom version, I believe  
15 it's under "reactions," or maybe it's just at  
16 the bottom.

17 When we vote, I will call for votes in  
18 favor, and then separately I'll call for  
19 votes opposed. And then an abstention, when  
20 you vote -- as a panelist, when you vote,  
21 you'll vote by clicking on the Zoom button  
22 "raise-hand." Leave your hand up. When you  
23 leave your hand up, then Stephanie will  
24 record the votes, and Stephanie will clear  
25 the hands. You don't have to clear the hands

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1 if you're voting. Leave your hand up so we

2 can ensure that we count your vote.

3 We'll document the numbers voting in the

4 minority, the individuals voting the minority

5 and those specifically abstaining. These are

6 smaller numbers and easier to record. If the

7 vote's perceived to be close, then

8 Stephanie's prepared to assist with a roll-

9 call vote.

10 This slide's in lieu of a more

11 concentrated effort to remind you to state

12 your name and college affiliation during the  
13 meeting, but before you speak, please  
14 remember to state your name and college  
15 affiliation. This will be -- this is  
16 important now as we have the transcript  
17 prepared now. It'll become even more  
18 important at the moment when we might have an  
19 in-person meeting again. So I don't want to  
20 lose that discipline of remembering to state  
21 your name and college affiliation before  
22 speaking in these meetings.

23 The first item on the Agenda are the  
24 minutes from the March 8th meeting and  
25 announcements. The minutes from March 8th

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1           were distributed last week. No changes were  
2           received in the Senate Council Office. So  
3           unless objections are heard now, the minutes  
4           from March 8th will stand approved by  
5           unanimous consent. Are there any objections?

6           Seeing none, the minutes are approved.

7           A number of announcements: ITS had  
8           previously announced that they were going to  
9           end support for Scantron on campus. You  
10          know, there were some questions how were  
11          faculty that are using Scantron to, for

12 example, teach large courses consulted with

13 to make this decision and so forth.

14 Recently, ITS has reconsidered and

15 they're going to continue support for

16 Scantron, at least going forward for a while.

17 I've offered, also, to ITS to help facilitate

18 conversations at the time when it may be

19 necessary to permanently end support for

20 Scantron to have conversations with the

21 faculty that this would impact the most. And

22 so we'll see how that proceeds going forward.

23 The University Senate Hearing Panel has

24 a current case that it's going to hear.

25 They'll hold a formal hearing. That'll begin



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1 April 22nd, but the sessions are scheduled  
2 over four days. There will be a link to the  
3 live stream for this hearing. It's an open  
4 hearing that will be provided on the senate  
5 website as soon as we get it.

6 Also, they emailed notices to senators  
7 of new web transmittals that you get  
8 sometimes now include a list of the items on  
9 the transmittal to facilitate the senators'  
10 review of these transmittals. This is a part  
11 of being a senator and representing your

12 colleagues is seeing what items are being  
13 approved in that way by the senate and making  
14 sure that your colleagues' concerns about  
15 these items would be addressed. So make sure  
16 you're aware of what's being approved through  
17 this process of web transmittal in case it  
18 has effects on your units or colleges.

19 There's been discussion on the list  
20 served for the Coalition of Senate and  
21 Faculty Leadership. This is the Kentucky  
22 organizations that includes, like, senate  
23 chairs, faculty trustees and so forth for the  
24 public universities in Kentucky. There have  
25 been active discussion about this Gray

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1 Associates activity that the Council on  
2 Postsecondary Education was undertaking. A  
3 lot of concerns about how that date is being  
4 used and what the nature of the report is.  
5 The CP has decided no longer to send a  
6 representative to meet with COSFL on the  
7 topic. They said talk to your academic  
8 leadership on your campus.

9 Generally, there just seems to be a lot  
10 of uncertainty about what the point of the  
11 exercise was and how that's going to be used

12 going forward. These concerns don't seem  
13 particularly, at least to my reading, to  
14 impact UK in a very meaningful way, but this  
15 is just something if I hear more, I'll let  
16 you know about it.

17 The last deadline here -- is this today?  
18 April 12th, right? Today is the last day for  
19 courses and all other program changes in  
20 minors to be received by the Senate Council  
21 Office. If you're seeking a Fall '21  
22 effective date, you know, we continue to try  
23 to move through what we can move through.  
24 But, realistically, if the proposals aren't  
25 in the Senate Council Office by today, then

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1           they're not likely to be approved in time for  
2           Fall '21. There will be new deadlines for  
3           next academic year, which we'll probably  
4           start discussing in May at our May meeting.

5           The next item on the agenda are officer  
6           and other reports. So, for the chairs'  
7           report, recall that the senate rules give the  
8           chair and the Senate Council authority to  
9           take some actions on behalf of senate if  
10          they're reported to the senate. Senate  
11          Council approved a course calendar for AT640.



12 This is a short course prior to the start of  
13 fall sports, and then also for GE300. Again,  
14 a short course in August 2021 to provide a  
15 field work opportunity before the start of  
16 the normal fall semester.

17 Another item that was reviewed by the  
18 chair was a temporary modality change for  
19 EAP599 for Summer '21. This is an education  
20 abroad course, but the current situation  
21 doesn't permit them to go abroad, and so the  
22 chair -- I determined that that modality  
23 change is consistent with the Senate  
24 Council's provision for alternative delivery  
25 modes for courses due to the pandemic through

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1 Summer '21.

2 Vice Chair DeShana Collett will mention

3 both of these next two items, hopefully,

4 during her report as well, but these are

5 items are worth hearing more than one time.

6 You would've received a communication from

7 DeShana last week regarding the Outstanding

8 Senator Award. Please nominate your

9 colleagues in the senate. This is an

10 opportunity for us to recognize people that

11 are contributing in meaningful ways to the

12 senate and set good examples of what we

13 consider to be strong service in this area.

14 Also, you should've received an email

15 about the 2020-2021 Faculty Evaluation of the

16 President. We can tell if a survey's

17 submitted, but we can't tie any data to the

18 respondents, so it is an anonymous survey,

19 assuming you don't provide any identifiable

20 information in the comment fields.

21 Really, I would like you to fill these

22 out and encourage your colleagues to submit

23 them as well. One of the things, when I

24 present these votes to the Board of Trustees,

25 that they look at is the response rate from

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1 faculty. They want to know whether faculty  
2 are engaged and actually paying attention to  
3 how the president is doing in the  
4 institution. So a really strong turnout from  
5 the faculty. Puts me in a better position to  
6 have that conversation with the Board of  
7 Trustees. So, please, for me, fill it out  
8 yourself, and also really encourage your  
9 colleagues to submit. This activity is one  
10 of the activities organized by the vice  
11 chair, and I expect DeShana will mention this

12 hear in her report as well.

13 But my own personal plug, please, put me

14 in a stronger position standing in front of

15 the Board of Trustees describing these

16 results by helping generate a stronger

17 turnout.

18 Senate Council is having a retreat in

19 the summer. This is something we tend to do

20 every summer. We did not last summer because

21 of the pandemic. Instead, we had a sequence

22 of meetings that were sort of abnormally

23 scheduled during the summer. It looks like

24 we're going to have an in-person meeting with

25 the option for some of the members to attend,

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1 but we're going to have a retreat this summer

2 to discuss some bigger issues.

3 In the March meeting, last meeting, we

4 had a robust discussion on the pilot of the

5 three test-optional admissions. And we

6 discussed briefly in that meeting the

7 requirement that faculty approved college-

8 wide test-elective admissions. The prior

9 action on this was approval for non-test-

10 elective admission, but some of the colleges

11 have their own criteria that were test-based

12 selective admissions.

13 The list of colleges on the admissions

14 site that were listed as having selective

15 admissions programs including colleges that

16 simply were not APP-accepting. They didn't

17 accept students that didn't meet the state

18 college-readiness indicators.

19 After some emails back and forth with

20 Associate Vice President Harper, it appeared

21 that engineering and nursing were the primary

22 colleges with test-score-based selective

23 admissions. So I appreciate Vice President

24 Harper's assistance with this.

25 It appears that nursing has had some

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1 faculty vote on their test score options, but  
2 the Provost indicated that he's going to  
3 follow up with nursing to ensure that that  
4 happened.

5 Engineering had a vote last week, a  
6 faculty vote on this, and they unanimously  
7 passed the change in test-optional admission  
8 in the College of Engineering, so that was a  
9 good outcome.

10 That three-year pilot and, actually, the  
11 earlier pilot prompted some discussion

12 between me and the SAASC Chair, Jennifer  
13 Bird-Pollan. SAASC is still looking and  
14 discussing broadly, as well as the senate's  
15 authority over admissions rules and looking  
16 at the current processes and seeing areas  
17 where senate oversight and current practices  
18 conflict. And so this is an opportunity to  
19 draw our attention places where the senate  
20 needs to play a more active role here in  
21 ensure that it's providing properly for the  
22 admissions policies of the institution.

23 Senate Council also discussed campus-  
24 wide committee nominees in March. One of the  
25 committees is the senate's Advisory Committee

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1 on the faculty code. This is in Section 7 of  
2 the Senate Rules. There's s three panels  
3 that are appointed by the President that are  
4 part of this. Senate Council opted not to  
5 provide nominees at this time for that  
6 committee. There were questions about what's  
7 the nature of the faculty code; what effect  
8 does it have; what authority does the senate  
9 have to enforce a faculty code.

10 And so Senate Council voted to ask,  
11 ultimately, the senate what it wants to do to

12 deal with Section 7. Does it want to  
13 establish an ad hoc committee to look at this  
14 to consider deleting or advising or  
15 addressing in some other way. We're not  
16 going to do that today, but I wanted to put  
17 this on your -- in your mind so you have a  
18 chance to think about, hey, what's in Section  
19 7, in case you haven't had a chance to flip  
20 back to Section 7 of the Senate Rules. It's  
21 currently unclear if the Governing  
22 Regulations delegate oversight of faculty to  
23 the senate in this way. It describes a  
24 process to raise complaints against faculty  
25 who violate the code in Senate Rule 7.3.



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1           There's a provision of possible  
2           sanctions, including warnings and reprimands  
3           and forfeiture of pay, recommendation for  
4           dismissal and so forth. You know, whether  
5           the senate actually has authority to  
6           construction these sanctions or maintain  
7           these types of sanctions is what's at issue  
8           here. I'm continuing to look into the issue.  
9           I've got a meeting scheduled, I think, this  
10          week with the General Counsel's Office to  
11          discuss a little bit of their interpretation

12 of the situation there.

13 And Senate Council will discuss it some

14 more and will bring it back to the Senate in

15 May, but I wanted to at least put the issue

16 in front of you so you have a chance to think

17 about it over the next few weeks.

18 Also, there's been a general preference

19 expressed through the administration for Fall

20 '21 teaching modalities to be as normal as

21 possible. It is recognized that there could

22 be instances that some kind of accommodation

23 might be required, and I've been working with

24 the Provost Office on a compromised framework

25 for how that might look.

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1           As we get closer to something that might  
2           be agreeable to everyone, more information  
3           will be shared about it. The senate has a  
4           role in that because the senate has a role in  
5           the approval of courses to be delivered and  
6           certain types of modes and so forth, so look  
7           for more information on that as we get closer  
8           to the May meeting.

9           The next item on our agenda is the  
10          Provost's Report. Provost Blackwell, ready?

11       BLACKWELL:     All present and accounted for, Aaron.

12 CRAMER: Whenever you're ready...

13 BLACKWELL: Well, thank you very much for the time.

14 And I also want to thank all of you for what

15 has really been a superb performance by our

16 faculty this spring in creating a robust

17 educational experience and, certainly, a

18 campus that has come much more alive since the

19 fall. And I want to continue to recognize

20 your efforts and your sacrifices as faculty

21 members to help the university largely

22 successfully navigate this pandemic. It

23 continues to be a concern. We continue to

24 look forward, and we wouldn't be here today --

25 which I think is 39 days left in the semester

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1 -- without your efforts and your hard work.

2 And, as always, I want to recognize your

3 service as senators and as being an important

4 part of shared governance. Not just because

5 it's in the rules, but because our faculty

6 consists of a lot of really smart, dedicated

7 people with good ideas, and we certainly want

8 to hear those ideas and share with you how to

9 best get things done.

10 Also, before I get into things that I

11 really wanted to address, I though I would



12 mentioned a new, relatively new summer effort  
13 that has been in planning stages for several  
14 weeks now. This is targeted at approximately  
15 500 students for the second part of the  
16 summer, the second six weeks, if you will.

17 The idea behind this is that our first-  
18 time freshman coming in have had something  
19 much less than a robust, normal senior year in  
20 high school. And, further, last year's first-  
21 time freshman had something far less than the  
22 normal, robust freshman year in college.

23 And so the idea was to offer a early  
24 opportunity to come to campus, to have a  
25 residential experience with full wrap-around

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1 services, extracurricular activities and  
2 academic support, along with a set of courses  
3 that would enable strong academic progression  
4 and allow these students to get a head start,  
5 if you will, and perhaps recapture some of the  
6 lost experience that they may have had.

7 We have, I think, about 25 courses that  
8 would be offered and students would be allowed  
9 to take two courses, six hours, in addition to  
10 participating in a compliment of  
11 extracurricular activities and support

12 activities.

13 I want to applaud the colleges and the

14 faculty for bringing these courses to us. I

15 want to emphasize that we never wanted any

16 pressure on anyone to deliver these courses.

17 We really wanted the coalition of the willing,

18 those that were going to offer something in

19 person. And so we've had a great response to

20 that. We're implementing as we speak, and I

21 just wanted to say thank you for that effort.

22 Next, a few updates: And I'll perhaps

23 start with the Arts & Sciences Interim Dean

24 situation. Since the fall, UK's Office of

25 Internal Audit had been taking a look, a deep

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1           dive into the college finances, as well as the  
2           Provost's Budget Office. It took some time to  
3           get there, but we compiled a brief report that  
4           was presented by Joe Reed and myself -- I  
5           think it would be two weeks ago today -- to  
6           different groups within the College of Arts &  
7           Sciences, including an open forum for the  
8           entire college.

9           We made those presentations, and then  
10          later in the week I conferred with the College  
11          of Arts & Sciences Executive Committee on next

12 steps on the interim dean search, listen to  
13 their input on Interim Dean Brady's  
14 performance, and also heard their input on the  
15 process going forward.

16 And I then told that group that my intent  
17 was to also contact a sample of department  
18 chairs, associate deans and staff members that  
19 report directly to the interim dean. And I  
20 made those individual phone calls, all of this  
21 in confidence to ask for an evaluation of  
22 strengths of Interim Dean Brady and any  
23 concerns about Interim Dean Brady. I  
24 completed those calls on Friday, and I also  
25 received a number of emails from associate

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1 deans, department chairs, some individual

2 faculty members on Dean Brady and the next

3 step in that process.

4 I'm digesting all of that information and

5 will hope to make an announcement later this

6 week about the next steps for the interim dean

7 of Arts & Sciences. Of course, kind of

8 aligned with that would be the next steps for

9 the interim or acting dean of the Lewis Honors

10 College. And to that end, I believe it's

11 tomorrow I'm meeting with the Executive

12 Committee of the Lewis Honors College on next  
13 steps with respect Acting Dean Bryan. So  
14 that's underway and I think if everything goes  
15 well I should have an announcement by the end  
16 of the week.

17 Next: On the Graduate School and  
18 Associate Provost for -- excuse me -- Dean of  
19 the Graduate School and Associate Provost for  
20 Graduate and Professional Education Search.  
21 The search was paused early in the semester.  
22 After we had already interviewed seven  
23 semifinalists, we paused because of the  
24 announcement of my transition. And given my  
25 transition, the President asked for a little

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1 more involvement than he would normally have.

2 So I met with the president, went individually

3 over each of the seven finalists. After we

4 both reviewed their materials, the President

5 and I both met with the co-chairs of that

6 search committee and, again, went one by one

7 through each candidate to get a sense from the

8 co-chairs about the sentiment of the search

9 committee.

10 We digested all of that. We narrowed the

11 semifinalists down to potential finalists for

12 the role, and later this afternoon, I intend  
13 to make an announcement about the finalist for  
14 that role. It will be a sole finalist. We  
15 plan to have a full compliment of interviews  
16 as if this were a national search, and we will  
17 schedule those for next Monday and Tuesday, so  
18 next Monday and Tuesday.

19 Included in that process will be an open  
20 forum for the entire campus, as well as a  
21 forum for graduate and professional students  
22 among the other groups that would normally  
23 meet with the finalists for the dean position.

24 Next, to the budget: So I think there is  
25 optimism about the budget for a number of

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1 reasons, so let me touch on a few of those.

2 First of all, let's talk about Fiscal

3 '21, the current fiscal year. You may recall

4 in the fall and, certainly, leading up to and

5 through the legislative session -- or

6 certainly before -- actually, in the fall we

7 had concerns about a potential mid-year cut.

8 The governor, fairly early on, indicated that

9 there would not be a mid-year cut at the state

10 level. And so that was a welcomed bit of

11 news.

12                    There was still some uncertainty about  
13                    our budget situation given a significant  
14                    tuition shortfall, something that we were  
15                    projecting to be in the order of 15- to 17  
16                    million of tuition shortfall this year,  
17                    largely pandemic-related, so that remained a  
18                    concern.

19                    Another concern remaining was whether the  
20                    last stimulus bill at the federal level would  
21                    be passed and what resources would be coming  
22                    to the university as a result of that stimulus  
23                    package. So on both of those issues, the  
24                    tuition shortfall is largely covered by the  
25                    contingency that we had in place with the



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1 Fiscal '21 budget cut, so that more or less

2 balanced out.

3 With respect to our COVID expenses, which

4 have, you know, been tens of millions of

5 dollars relating to testing, to reconfiguring

6 our classrooms, to adding technology to

7 classrooms, to having quarantine facilities

8 and our Health Corps and now, you know,

9 vaccinations, many expenses related to the

10 pandemic. And those will almost exactly be

11 covered by the federal stimulus bill.

12                   So all of that being said, that enables  
13                   us to almost precisely balance the Fiscal '21  
14                   budget without any further implications. So  
15                   that's good news.

16                   Turning to Fiscal '22, there was still  
17                   some uncertainty about state funding for  
18                   Fiscal '22. So remember that normally the  
19                   legislature funds a two-year budget, but  
20                   because of the pandemic, they funded only  
21                   Fiscal '21, and so this last legislative  
22                   session involved consideration of a budget for  
23                   Fiscal '22. Because, again, normally, we  
24                   would have a two-year budget. That was not  
25                   the case, so that's why we had uncertainty

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1 with respect to Fiscal '22.

2 As it turns out, and I think it's largely

3 because of federal stimulus support, there is

4 actually an increase in resources to higher

5 education in the Fiscal '22 budget. It's a 2

6 percent increase, and that will be fed to the

7 universities through the CPE's Performance

8 Fund.

9 So recall that the Performance Fund is

10 largely tied to student success metrics, and

11 we have done very well on that in the past.

12           What's different in Fiscal '22 compared to  
13           earlier years of the Performance Fund is that  
14           the state is actually adding new money, so  
15           they're increasing the overall amount to  
16           higher ed by 2 percent. And then all of that  
17           additional 2 percent is going to be  
18           distributed through the mechanism of the  
19           performance fund.

20           In the past you'll recall that,  
21           essentially, each university had to cut their  
22           budgets by, essentially, chip in 1 percent of  
23           their state appropriation to the Performance  
24           Fund, which was then reallocated, which in  
25           essence made the Performance Fund a zero-sum

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1 game where there were winners and losers.

2 Fortunately, because of our great performance

3 on the student success indicators that largely

4 make up the Performance Fund metrics, we

5 actually did very well in the Performance Fund

6 in the past.

7 But, again, other universities largely

8 broke even or lost out. With the new money,

9 we're all competing -- all the universities

10 are competing for the new money, and still, we

11 are performing very strongly on the student



12 success metrics, and so we expect to do quite

13 well in this performance fund. And,

14 certainly, we stand to gain at least,

15 certainly, several million dollars over and

16 above our current appropriation through that

17 process.

18 As we look forward, there are a number of

19 university goals that we continue to strive to

20 meet. I think you've already seen the

21 announcement, for example, that the retirement

22 contributions will be restored to the previous

23 level of 10 percent university contribution.

24 We are also discussing whether there may be a

25 modest compensation plan, so some potential

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1           for compensation increase, although it will  
2           necessarily be modest. There are also some  
3           other moves with respect to benefits that  
4           we're seeking to minimize the impact on our  
5           employees on those benefits.

6           And then, also, we will continue the  
7           process of increasing the pay of the lowest-  
8           paid employees at the university toward that  
9           \$15 an hour. So I think we're currently at --  
10          I think we're currently moving towards 12.50  
11          an hour. And then as you think about that,

12 what happens when we make those moves to  
13 increase that minimum for the lowest-paid  
14 employees, it creates compression with those  
15 above, so we have a process of what we call  
16 “feathering in” the increases to alleviate  
17 that compression.

18 Because of the budget issues that we  
19 think we’re going to be facing, despite the  
20 good news at the state level, we may have to  
21 reduce our commitment to that feathering, if  
22 you will. I think we’re still going to do  
23 some of that, but it may not be as much as in  
24 the past.

25 A lot of this will hinge on what happens

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1 with tuition. There's still some uncertainty  
2 there about what will be permitted by CPE, but  
3 we are considering a very, very modest  
4 increase in tuition and mandatory fees to help  
5 us meet some of these needs.

6 And as you all probably remember from  
7 past budget cycles, there's a significant  
8 amount that's needed just to keep the basic  
9 services going, if you will, the utilities,  
10 the maintenance costs and things of that  
11 nature that naturally escalate each year that

12 we have to address in addition to these other  
13 goals.

14 So that's it on the budget; I think very  
15 favorable, very optimistic. Now that we know  
16 the state appropriation, leadership will start  
17 diving into specific budget development  
18 process, including the direct student impact  
19 statement, and we were already having initial  
20 discussions on all of these issues and there  
21 will be updates as we move forward.

22 A few more issues, and Aaron, you stop me  
23 when you think you're running out of time on  
24 the agenda. I just have a few more things to  
25 update on and I want to leave time for

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1            questions. One is the tuition structure, and  
2            you will recall that a couple of years ago we  
3            implemented the online tuition structure that  
4            essentially established a per credit-hour rate  
5            for fully online courses, and that would be  
6            over and above the 12 credit-hour cap. So a  
7            student would pay for online course that  
8            tuition rate for any online course above the  
9            cap, which is at 12 hours.

10           Also, in an attempt to make our fully  
11           online programs targeted and nontraditional

12 students more competitive, we put in -- it  
13 basically allowed nonresident students to have  
14 a residency blind rate, which is less than the  
15 nonresident rate. And the combination of  
16 those two things really led to some unintended  
17 consequences.

18 First of all, in the fall when we had to  
19 transition many of our courses to online, that  
20 exposed our students to this higher online  
21 education rate. And it's not the fault of our  
22 students that we had the pandemic, that we had  
23 to convert many of our courses to fully  
24 online, so we limited tuition to the normal  
25 cap that would've prevailed, absent the online

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1           tuition rate. And so that was intentional;  
2           what was an unintended consequence was that we  
3           found many of our nonresident students, and I  
4           mean many of our nonresident students,  
5           gravitating to fully online schedules because  
6           it would be significantly cheaper for them  
7           than a mix of online or traditional or hybrid.  
8           And the combination of those two things  
9           really led to the shortfall of tuition in  
10          Fiscal '21 of approximately \$16 million. And  
11          then there was a myriad of complications and

12 confusion around modality. I don't want to  
13 get into all of that, but the way that we  
14 represented modality to our students in the  
15 registration process and the way it impacted  
16 the fee bill was probably more complicated and  
17 less transparent than we would've intended.

18 And so it did create some incentives  
19 around the edges for students to choose one  
20 form or modality over another, not because of  
21 pedagogy, but because of price. And so we  
22 have been studying a revision to the tuition  
23 structure that would essentially eliminate  
24 that incentive of a student to pick one  
25 modality or another based on price, or to

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1           cause a department to choose one modality over  
2           another because of the tuition rate. Ideally,  
3           those decisions should be based on academics  
4           and appropriate pedagogy. So that is a  
5           structure that we are currently working on and  
6           we'll have more to report about that as we  
7           move through the budget process.

8           Next: With respect how resources flow to  
9           the colleges, I will say that our net tuition  
10          revenue group has been working on some  
11          modifications to the net tuition revenue

12 sharing model. These are largely technical  
13 revisions related to how the tuition structure  
14 might change. But the good news is that based  
15 on initial estimates, there will be a good  
16 flow of net tuition revenue to the colleges  
17 for Fiscal '22.

18 This is despite the shortfall in tuition  
19 because we have some colleges that increased  
20 net tuition revenue relative to their  
21 baseline, some that did not make the baseline.

22 And so the way the model works is that to some  
23 degree, the university underwrites, at least  
24 for a short period of time when there's a  
25 shortfall.



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1           And we also want to make sure that when  
2 colleges are delivering more credit hours  
3 relative to their baseline, that they're  
4 actually getting the money that was predicted  
5 under the model. It's very important that  
6 that model be predictable for the colleges so  
7 they can make adjustments as appropriate. So  
8 that is in the works.

9           Also in the works, and this is in  
10 response to things that we've heard from the  
11 deans over the last year, and also the

12 President has heard these concerns on his

13 listening tour that's been going on this

14 spring, and that relates to the college

15 productivity model.

16 But recall the college productivity model

17 was designed to allocate funds based on three

18 metrics: First is degrees for faculty members;

19 the percentage of faculty salary covered by

20 external funding, and then third, the

21 proportion of attempted credit hours delivered

22 by tenured faculty. Of course, in numerous

23 meetings and other settings, I've heard -- as

24 well as the President has heard concerns about

25 that structure of the model.

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1                   And in response to that, we have started  
2                   to build some additional metrics into that  
3                   model that will make it more generally  
4                   applicable across the colleges. These metrics  
5                   attempt to capture the impact of the entire  
6                   faculty, not just tenured faculty, on the  
7                   delivery of credit hours, so full-time faculty  
8                   in particular. So that we expect will be a  
9                   component, as well as faculty diversity. That  
10                  we expect to be a component.  
11                  And then overall climate, climate of

12 belonging, and so we are looking at  
13 potentially tying some money in the college  
14 productivity model to improvements in climate  
15 as based on the Work-Life Survey that occurs  
16 every two years.

17 This is currently in development. We've  
18 gotten some initial exposure -- or gave some  
19 initial exposure to the deans, got their  
20 input. We're making revisions, and we'll  
21 continue to have conversations about that as  
22 the budget process rolls forward. That model  
23 will not be used, because notice for Fiscal  
24 '22 I have not discussed anything about  
25 potential cuts.

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1           So unlike last year, that model was used  
2           to allocate budget reductions. This year the  
3           model will be funded, and the funding is  
4           intended to escalate over the next four years  
5           so that colleges can plan around how to  
6           address the metrics in that model.

7           Chair Cramer, that ends my report. I did  
8           notice in your remarks a mention of Gray  
9           Associates. If you desire or anyone in the  
10          senate desires, I can address that briefly. I  
11          don't know much more, but I can address that



12 as well.

13 CRAMER: Yeah. If you have brief comments about

14 it -- like I said, literally, was Bell said

15 was ask your Provost.

16 BLACKWELL: Well, ask your Provost who doesn't know

17 much more. I will say that we -- I think the

18 deadline was in January, as I recall. We

19 submitted a draft report. We called it a

20 draft report based on the Gray Associates

21 market data, not on their analysis of revenue

22 and expense. We essentially refused to

23 participate in that exercise because we did

24 not believe it to be relevant to the

25 University of Kentucky.

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1           We did present an analysis of our  
2           programs based not only on the market demand  
3           with respect to student enrollment, market  
4           demand with respect to employers, both at the  
5           national and local level, but also based on  
6           strategic importance of the program, that is  
7           importance of the program to the University of  
8           Kentucky mission.

9           And I believe, Aaron, as I recall, we had  
10          some senate involvement in that process, as  
11          well as across the colleges. We've submitted

12 a matrix, if you will, based on those  
13 dimensions for each of our programs. We  
14 identified a handful that probably need some  
15 work but, generally, most were viewed as  
16 either mission-essential or with tremendous  
17 growth prospects.

18 We submitted that to CPE and there's been  
19 a long period of radio silence. The last  
20 CPE/CAO meeting that I was able to attend, I  
21 asked the vice president about what the intent  
22 was for the council to use these data, and she  
23 did not have an answer for me. And, I  
24 believe, if Vice Provost Holloway is in the  
25 panelists, he might recall more about that,

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1 but he may not be in the panelists, Aaron.

2 But that's all I know, so it's still radio

3 silence since then.

4 CRAMER: Larry can talk if he wants to --

5 HOLLOWAY: Yeah --

6 KENNEDY: Michael Kennedy --

7 CRAMER: One second, Michael. Let me allow Vice

8 Provost Holloway to reply to the Provost's

9 question.

10 HOLLOWAY: So the Gray Associates exercise was

11 important in terms of CPEs, needing to

12 demonstrate their statutory requirement for  
13 program review.

14 The CPE has come out with some general  
15 guidance with some additional feedback  
16 expected sometime in September regarding some  
17 duplication of programs across the state, but  
18 the conversations with Melissa Bell have made  
19 it very clear -- Vice President Bell of CPE  
20 have made it very, very clear that the CPE is  
21 not intending to be very adversarial regarding  
22 these reviews, and that they wanted to  
23 primarily make sure that there is a good and  
24 important process within the universities  
25 themselves, and we'll have this opportunity to

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1           respond related to some of these duplications

2           in September.

3   CRAMER:       Michael and then Herman, and then there's

4           a question in the Q&A that I'll repeat.

5           Michael.

6   KENNEDY:      Yes. Michael Kennedy, Emeriti Faculty,

7           AAUP representative to COSFL. Is that report

8           that you submitted to the CPE one that you

9           could gift COSFL?

10   BLACKWELL:    One that we could give to whom?

11   KENNEDY:      To COSFL. Is that report available to

12 faculty, for instance?

13 BLACKWELL: We haven't distributed it yet. I think

14 we've been -- it's still in draft form. As

15 far as we're concerned, we've been very,

16 again, uncertain about how CPE might use it.

17 So I've been cautious about putting it out

18 there for that reason.

19 And so it's still marked "draft." But

20 that's by way of saying I'd like to hold it

21 until we see what CPE does beyond what they've

22 done to date. I will say we also got some

23 pushback because we did not put contribution

24 margin data in there. But let me confer with

25 Vice Provost Holloway and the CPE about making

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1           that more widely available, and also with  
2           counsel, because once I take the draft mark  
3           off of it, it's open season for the press as  
4           well. I don't want the report  
5           mischaracterized, because we're very concerned  
6           about how it could be used in ways that aren't  
7           favorable to us.

8    KENNEDY:        Thank you. Aaron is also on COSFL, so

9           you could communicate directly with him.

10           Thanks.

11   CRAMER:         Herman.

12 FARRELL: Yes. Thank you, Provost Blackwell. I

13 really -- could you hear me?

14 BLACKWELL: Yes, sir.

15 FARRELL: Thank you, Provost Blackwell. I really

16 appreciated the really comprehensive coverage

17 of a variety of different issues that are

18 facing us. And I'm sure I'll hold off on the

19 valedictory comments and thank yous when we

20 see you next month.

21 But I did have a question about the

22 interims that were mentioned, including the

23 position of provost. So I'm just curious --

24 and maybe I missed this. You can correct me

25 if I'm wrong, but with regard the academic

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1 leadership of major parts of this university,  
2 the A&S dean, the honors dean and even the  
3 provost position, I'm just curious to know if  
4 next year we're going to be in a position to  
5 have searches for all of those positions. I'm  
6 not sure if you can answer the question about  
7 the provost, but the other two, are there  
8 plans to go towards those searches so that  
9 there can be much more faculty input in terms  
10 of those leadership positions?  
11 And if not, what's the rationale for

12 putting that off? Thank you.

13 BLACKWELL: And, Herman, I assume you're not

14 referring to the graduate dean search because,

15 again, we're having a full, open-campus

16 interview --

17 FARRELL; Right. No. I was not.

18 BLACKWELL: Oh, okay. Yeah. With respect to the

19 transition of the provost position, I can't

20 speak to that. I know the President has been

21 doing a lot of calling around campus and

22 listening about the future for the provost

23 role. And, certainly, just giving timing, I

24 would expect that he would have something to

25 say over the next several weeks, but I am not



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1           privy to that, so I think we just need to wait  
2           for the President to make that announcement.

3           I do believe that he will honor GR8 and,  
4           in fact, probably already has honored it by  
5           making -- what I understand, I believe it's a  
6           hundred different phone calls this semester to  
7           get input on that and other things. But,  
8           yeah, I believe he will honor, certainly, the  
9           spirit, if not -- and certainly the letter as  
10          well of GR8 with respect to that.

11          On Arts & Sciences, it's not clear -- I

12 mean, based on the financial situation that we  
13 went over with the college -- and I didn't get  
14 into specific numbers, but the shortfall for  
15 Fiscal '21 is, like, \$6.4 million. And the  
16 college has no recurring reserve and,  
17 certainly, by next year will have exhausted  
18 most if not all of its nonrecurring reserves,  
19 meaning fund balances, that are able to be  
20 used to satisfy budget requirements more  
21 broadly.

22 And so I'm predicting that it really is  
23 going to take another two years to work that  
24 through, get the college on its stable  
25 footing. And I think given the importance of

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1 the College of Arts & Sciences, I would  
2 predict a robust national search once the  
3 college is in good financial footing and ready  
4 to move ahead. There are lots of strengths in  
5 the college, has a great faculty, very  
6 creative. They've done well in supporting the  
7 university's efforts on student success and  
8 research and diversity. And, certainly, we  
9 don't want to slow down any of those to the  
10 extent that we can, given the financial  
11 constraints.

12                    Again, I've gone through a process of  
13                    getting input on Interim Dean Brady. I've  
14                    also heard input on the process. I'm weighing  
15                    all of that, and we'll announce something  
16                    later this week.

17                    GR8 indicates that the interims can only  
18                    be appointed or acting can only be appointed  
19                    for one-year terms. And, certainly, I will,  
20                    you know, do my part to make sure that my  
21                    successor understands that whoever is named as  
22                    the next interim is to be -- if they're to be  
23                    renewed beyond next year, that they have to be  
24                    reviewed again through the GR8 process.

25    CRAMER:        There's a question in the Q&A about the

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1 budgets for the colleges. By “fully funded,”  
2 I think you talked about maybe the CP model as  
3 being fully funded. Do you mean the  
4 restitution of lost budgets, the cuts that  
5 happened into this last fiscal year, or just  
6 no more cutting? That was the question that  
7 was asked there.

8 BLACKWELL: Well, one, the legislature has added an  
9 additional 2 percent to the state  
10 appropriation. Our state appropriation has  
11 probably gone down, you know, somewhere



12 approaching 40 percent over the last 10, 12  
13 years. So, no, we're not going to recover all  
14 of that, but it's an increase over last year  
15 by 2 percent, and that gets pushed out via the  
16 performance funding model.

17 And, no, we have not lost money in the  
18 past on that model. We just had to put some  
19 of our appropriation at risk. So, you know,  
20 it goes into a bucket, if you will, with 1  
21 percent of the state appropriations of all the  
22 other units, and then it's redistributed via  
23 the Performance Fund.

24 So the good news is that this year  
25 everyone has potential to win. There won't

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1 just be winners and losers. And, no, we are

2 not --

3 CRAMER: Provost Blackwell, I think the question

4 was with respect to the colleges at UK, with

5 respect to what the colleges' budgets at UK

6 would --

7 BLACKWELL: Oh, yeah. So we are not anticipating any

8 further cuts in Fiscal '21. You know, the

9 budget process for Fiscal '21 allowed colleges

10 to provide at least -- or provide at most 30

11 percent 30 percent of their reduction through

12 fund balance or nonrecurring sources.

13 And so a college that did that would have

14 to honor that this fiscal year. So, yes,

15 there are still some budget reductions that

16 are being implemented, but those were planned

17 last year. It's just that we deferred the

18 permanent part of it until this year, if that

19 makes sense. And so that may be going on, but

20 not anything for Fiscal '22 and not anything

21 further for Fiscal '21 beyond what was planned

22 during the budget cycle last year.

23 CRAMER: Shannon?

24 OLTMANN: Thank you, Aaron --

25 CRAMER: We've got one more question in the chat,

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1 and then we probably need to move on after

2 Shannon and then one more question.

3 OLTMANN: This is Shannon Oltmann from the College

4 of Communication Information. Thank you, Dr.

5 Blackwell for your comprehensive review of so

6 many things.

7 I wanted to ask about the changing policy

8 plans around online courses and online

9 programs. And the tuition model, if you could

10 speak more to that, how that might change; are

11 you planning to do away with the in-state --

12 the residential, sort of, benefit of online

13 classes or what are your plans for that?

14 BLACKWELL: So, in essence, and there's, really, two

15 parts this. But, in essence, we are

16 essentially rolling back the online tuition

17 rate, which was over \$600 a credit hour, and

18 going back to the normal 12-hour cap for

19 tuition, so it's really going back to what it

20 was in fall, you know, before the online

21 tuition rate.

22 So that means there's no longer a

23 distinction in terms of tuition for a course

24 that's fully online versus one that's fully

25 traditional. I mean, what we've learned in

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1           the pandemic is there's an entire range of  
2           ways of delivering courses that may be  
3           actually more effective than we thought before  
4           more faculty started using this technology.

5           And so we ended up in these corners  
6           where, you know, a student could, you know --  
7           basically, would make a choice about the  
8           structure of their schedule based on pricing.

9           And so we've simply eliminated that. So if  
10          you're a nonresident student, you go back to  
11          paying the full, nonresident rate regardless

12 of whether your schedule is, you know, fully  
13 online, fully traditional or somewhere in  
14 between with any number of courses that could  
15 be different modalities or different mixes of  
16 face to face and online.

17 Now, in your college you have a very  
18 successful fully online program, and there are  
19 some other colleges that do as well. And  
20 those are intended, really, not for the  
21 traditional residential student, right, so in  
22 your case I'm thinking about the online master  
23 of library science. And so for those kinds of  
24 programs, we allow for a differential tuition  
25 for those programs.

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1                   And it could be that it's appropriate for  
2                   that particular program for that tuition rate  
3                   to be residency blind or not. That's going to  
4                   be judged by the leadership of the program  
5                   and, certainly, doing some appropriate  
6                   benchmarking and justifying the right tuition  
7                   rate, we can run those through individually,  
8                   as we always have, in the budget process.

9    CRAMER:       One more question from the Q&A. Why only  
10                   one finalist for the Graduate School dean  
11                   position? Have we ever had only one finalist

12 for a dean position if there have multiple

13 applicants?

14 BLACKWELL: We basically chose the finalists based on

15 experience and qualifications. There were,

16 certainly, many in the search -- you know,

17 there were seven semifinalists that had the

18 minimum qualifications. At the end of the day

19 we looked at the kind of leadership that is

20 needed in the Graduate School going forward.

21 There is some fixing to be done, if you

22 will, and it requires some deep and broad

23 experience. And there was one candidate that

24 rose to the top on that, and so that's how we

25 ended up with one finalist. I don't know the

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1 history of other dean searches in the past. I

2 can't answer the last part.

3 CRAMER: Thank you, Provost Blackwell, for your

4 report. We'll continue on in our agenda.

5 BLACKWELL: Thank you, Aaron. And thank you all for

6 the questions and, again, thank you very, very

7 much for your service.

8 CRAMER: Next on our agenda is the Vice Chair's

9 Report. DeShana, are you ready?

10 COLLETT: Sure. I think Chair Cramer actually

11 already touched on most of this, but you

12 should've received two email communications  
13 from me and Stephanie Woolery that need your  
14 attention.

15 The first one would be recognizing at  
16 least one or more senators for their  
17 outstanding contribution to the senate. So in  
18 that email you received an attachment  
19 detailing the criteria for outstanding senator  
20 award. The deadline for submitting your  
21 nomination letters or emails is April the  
22 22nd. A subcommittee of Senate Council will  
23 actually look at all the nominations and  
24 decide. Please remember when you're writing  
25 your nominations, your emails or your letters,



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1 to just provide specific evidences or examples  
2 of how the nominees meets the criteria that's  
3 outlined in the award.

4 The second email you would have received,  
5 you would've received it from Stephanie  
6 Woolery or directly through REDCap with some  
7 information from me discussing the faculty  
8 evaluation of the President.

9 This is an annual survey. It's  
10 administered through the senate. So each  
11 year, Chair Cramer -- or the chair of the

12 senate will actually present the results to  
13 the Board of Trustees. And as Chair Cramer  
14 mentioned, we do look at the rates of  
15 responses. We want quite a bit of  
16 participation, so we really urge senators to  
17 actually probably send a separate email to  
18 your college faculty reminding them of the  
19 importance of participating and encouraging  
20 them to complete the survey by the May 1st  
21 close date.

22 They will receive an email a week prior  
23 to the survey closing, but if you can really  
24 stress why it's so important for them to  
25 complete the survey, I think that will go a

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1 long way, and that's part of our duty as  
2 senators is to really express that need and  
3 push that.

4 No comments will be traced. This is an  
5 anonymous survey. Sorry. I'm answering a  
6 question. It will not be traced. So we also  
7 have a subcommittee through Senate Council,  
8 including myself, Leslie Vincent and Richard  
9 Charnigo, who actually put together the survey  
10 and the survey results. We cannot track you  
11 whatsoever. That's how it's set up in REDCap,

12 so that you can be perfectly honest in the

13 survey.

14 I did mention previously with the

15 Outstanding Senator Award, the deadline. It

16 is April 22nd. You will see that in the also

17 in the email. I will likely send an

18 additional email just as a reminder, but if

19 you all as senators can just really kind of

20 push both of these emails out to your

21 colleagues, your faculty colleagues of the

22 college and understand the importance of both.

23 CRAMER: Thank you, Vice Chair Collett.

24 COLLETT: Thank you.

25 CRAMER: The next item on our agenda is the

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1           Parliamentarian's Report. Doug said he could  
2           not be here today. He's helping in the tax  
3           clinic, so he said he had no report today.

4           Our trustees earlier indicated to me that  
5           they did not have a report either. If anyone  
6           had any quick questions for the trustees, you  
7           can ask it now or you can contact them via  
8           email.

9           We have a item of old business. Our  
10          senate meeting started to run long last month  
11          and we had an item from the Research and



12 Graduate Education Committee that we had to

13 postpone till this month. Susan, are you

14 ready to --

15 BARON: I am. Can you hear me?

16 CRAMER: Yep.

17 CANTRELL: Thanks, Aaron. In September 2020 there

18 was an administrative reorganization that

19 included the move of the Undergraduate

20 Research Division from the Office of Student

21 and Academic Life to the Office of the Vice

22 President for Research.

23 At the Senate Council meeting on Monday,

24 February 1st, Senate Council heard a

25 presentation from Vice President for Research,

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1 Lisa Cassis, and Senior Associate Vice  
2 President for Research, Martha Peterson, about  
3 upcoming changes to undergraduate research at  
4 that time.

5 In addition to the structural move, the  
6 presentation included mention of a search for  
7 a new faculty director and the need to develop  
8 a new vision for undergraduate research.

9 A campus-wide communication about the  
10 reorganization was disseminated on February  
11 2nd. And on April 9th, this past Friday, the

12 Vice President for Research announced that Dr.  
13 Chad Risko has been named the new Faculty  
14 Director of the Office of Undergraduate  
15 Research.  
16 Senate Council had charged the Senate  
17 Research and Graduate Education Committee with  
18 reviewing changes to undergraduate research  
19 and offering comments and suggestions on the  
20 changes.  
21 So during the Senate Research and  
22 Graduate Education Committee meeting on  
23 February 10th, the committee voted unanimously  
24 to endorse the plans for restructuring the  
25 Office of Undergraduate Research as it was

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1 presented to the Senate Council, and then the  
2 committee made some recommendations: The  
3 committee recommended that Senate Council  
4 continue to communicate the importance of  
5 involvement of the University Senate and  
6 actions that involve structural reorganization  
7 of undergraduate educational and research  
8 opportunities.

9 The committee recommended that the  
10 program led by the new director of  
11 undergraduate research continues to refine the

12 metrics and funding formula that will be used  
13 to distribute support resources to all  
14 colleges under the reorganization.

15 And, specifically, the committee  
16 suggested that a funding framework be  
17 developed that captures a broad range of  
18 scholarly research activities that are  
19 inclusive, not just of formal research  
20 courses, but also other substantive noncredit  
21 research activities. The committee also  
22 suggested that the director partner with the  
23 College Representative Advisory Group in  
24 developing this broader framework for fund  
25 allocation.

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1           And, as the director of undergraduate  
2           research engages with college representatives  
3           to foster undergraduate research  
4           participation, it's really essential that this  
5           effort is inclusive of all the colleges with  
6           appropriate support for and acknowledgment of  
7           the entire spectrum of scholarly activity.

8           Senate Council wanted the senate to be  
9           aware of committee's efforts in this work, so  
10          on behalf of the Senate Research and Graduate  
11          Education Committee, thanks for your attention

12                   today.

13       CRAMER:        Are there any questions for Susan

14                   Cantrell on this report of the committee's

15                   activities with respect to undergraduate

16                   research?

17                   Well, thank you, Susan.

18       CANTRELL:     Thank you.

19       CRAMER:        The first item of new business is a

20                   memorial resolution for Professor Michael

21                   Goodin. Nicole, are you ready?

22       GAUTHIER:     I am ready. Can you hear me?

23       CRAMER:        Yep.

24       GAUTHIER:     Okay. So I present today this memorial

25                   resolution, April 12th, 2021, in honor of

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1 Michael Goodin, 1967 to 2020. Dr. Michael  
2 Goodin passed away unexpectedly on December  
3 12th, 2020. He was a beloved father, husband,  
4 artist, professor, scientist, teacher and  
5 friend.

6 Dr. Goodin was born in Jamaica on April  
7 8th, 1967 into a loving and diverse family,  
8 absorbing most of his love of life, family and  
9 experience from that island. In his  
10 adolescence he experienced political turmoil  
11 in Jamaica prompting the family to move to

12 Canada where he completed his high school in  
13 Hamilton, Ontario, dual undergraduate degrees  
14 in biology and chemistry at Brock University.

15 He then went on to Penn State University  
16 where he earned a PhD in Plant Pathology, and  
17 then to the University of California Berkeley  
18 for his post-op studies. It was at UC  
19 Berkeley that he met and married his wife  
20 Angelika Fath.

21 In 2002 Dr. Goodin joined the Department  
22 of Plant Pathology in the UK College of  
23 Agriculture, Food and Environment where he  
24 launched a successful academic career. He  
25 soon established the plant imaging core that

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1 supports state-of-the-art equipment and  
2 techniques. His resolution at the interface  
3 of plant and animal biology led to this  
4 appointment -- led to his appointment to the  
5 NIH VIRA studies section where he served as a  
6 sole plant virologist from 2015 until his  
7 death.

8 He was the founding editor of the Annual  
9 Review of Virology, and in 2018 he was awarded  
10 the title of the American Society for  
11 Microbiology Honorary Diversity Lecture in

12 recognition for his scholarship, research and  
13 creativity.

14 Dr. Goodin was an engaging and much-loved  
15 professor who led his students in the AG and  
16 Medical Biotech Program to embrace both  
17 academics and life. He infused his courses  
18 with varied life experiences and passions for  
19 nature, food, music, photograph and human  
20 diversity and all its various experiences,  
21 background and views.

22 His interests were vast. He had special  
23 talent in photography and culinary arts for  
24 which he was recognized by local media. He  
25 would generously entertain students, faculty



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1           and friends by leading, for example, and  
2           annual fall hike to the Kentucky Knobs where  
3           he introduced both educational enrichment and  
4           appetite for his delectable barbeque  
5           afterward.

6           UK honored Dr. Goodin with the 2012  
7           “Teacher Who Made a Difference” Award and the  
8           2014 CAFÉ Student Council Outstanding Teacher  
9           Award. Dr. Goodin provided outstanding  
10          service to his department, college and  
11          university. He was an innovative

12 instructional leader who reworked foundational  
13 classes. He most recently spearheaded and  
14 taught an interdisciplinary course that used  
15 the subject and substance of coffee to  
16 integrate plant biology and plant pathology  
17 with economics, history and social science.

18 He served most recently as a member of  
19 the Undergraduate Council and this University  
20 Senate. Dr. Goodin saw and brought out the  
21 best in everyone. He reached them through  
22 science, conversation, the arts, food, and  
23 especially coffee. He touched many friends,  
24 students and acquaintances with his passion  
25 for life and his exuberant heartfelt laughter.

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1 Dr. Goodin had an intense love of family.

2 He is survived by his wife, Angelika, his two

3 children, Sophia and Joshua, his brother,

4 David Goodin, and by three aunts, Eileen

5 Goodin, Barbara Clarke and Mary Hughes.

6 I move that this resolution be part of

7 the minutes of the University Senate and that

8 a copy be submitted to Dr. Goodin's family.

9 Thank you.

10 CRAMER: We have a motion. Is there a second for

11 this motion?

12 Luke.

13 BRADLEY: Yes. Luke Bradley, Medicine. I second

14 this motion for my friend.

15 CRAMER: Very good. Is there any debate on this

16 motion?

17 I'm guessing the people's hands who are

18 up are maybe trying to second the motion.

19 Is there debate on the motion? We're not

20 voting yet.

21 If you'd like to vote in favor of this

22 motion, please raise your hand now.

23 If you'd like to vote against the motion,

24 please raise your hand now.

25 If you'd like to abstain, please raise

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1 your hand now.

2 That motion passes.

3 Let's have a moment of silence.

4 Please take care of yourselves, take care

5 of each other. You guys are too important to

6 all of us.

7 The next item on our agenda is the report

8 from the Senate's Academic Programs Committee.

9 Leslie Vincent's the chair. Leslie, are you

10 ready?

11 VINCENT: I'm ready. First, we have a proposed new



12 Graduate Certificate in Applied Behavior

13 Analysis.

14 This is a recommendation that the

15 University Senate approve the establishment of

16 the new Graduate Certificate, Applied Behavior

17 Analysis, in the Department of Early

18 Childhood, Special Education and Counselor

19 education within the College of Education.

20 The proposed 21-credit hour graduate

21 certificate is designed to meet the coursework

22 requirements for students that wish to pursue

23 the board-certification in behavior analysis

24 and was developed in response to student

25 demand for this type of program.

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1            In order to obtain a BCBA there are four  
2            criteria that must be met, including a  
3            master's degree, coursework covering the  
4            necessary 315 content hours, 2,000 field-  
5            experience hours and passing the national  
6            board exam.

7            This certificate will meet the coursework  
8            requirement of the certification. The  
9            curriculum is a verified course sequence  
10           according to the Association for Behavior  
11           Analysis International. The target audience

12 includes students currently enrolled in other  
13 master level programs at UK or students that  
14 already hold a master's degree that need  
15 coursework to sit for the certification exam.

16 All of courses are currently offered as  
17 part of the master's in applied behavior  
18 analysis and are delivered in both face-to-  
19 face and synchronous online format. Expected  
20 enrollment is 5 students in year one, growing  
21 to 15 students by year three.

22 CRAMER: We have a motion for the committee. Are  
23 there any questions of fact related to this  
24 recommendation from SAPC?

25 Seeing none, we have a motion from the

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1 committee. Is there any debate on the motion?

2 Seeing none, if you'd like to vote in

3 favor of this motion, please use the "raise-

4 hand" feature now.

5 If you'd like to vote against the motion,

6 please use the "raise-hand" feature now.

7 If you'd like to abstain, please use the

8 "raise-hand" feature now.

9 That motion passes.

10 The next item is actually an item for

11 which our SAPC chair is the proposer. Paco

12 Andrade, who is a SAPC member, is going to  
13 present the motion from the committee on the  
14 committee's behalf. Paco, are you ready?

15 ANDRADE: Yes, sir. Very well. The Senate's  
16 Academic Programs Committee approved and  
17 recommends for approval by the University  
18 Senate a proposed new Undergraduate  
19 Certificate in Sales from the Department of  
20 Marketing and Supply Chain in the College of  
21 Business and Economics.

22 This certificate is intended for students  
23 working towards a master's degree in  
24 marketing. It has 15 credit hours, 6 credit  
25 hours at the 300-level and 9 at the 400-level.

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1           There are four required courses in marketing  
2           management, personal selling, sales management  
3           and digital marketing strategy creation.

4           The fifth course is an approved elective,  
5           either negotiations and conflict resolution,  
6           or entrepreneurship in venture creation, both  
7           from the management dept.

8           The proposal came with extensive data  
9           regarding employment potential and a support  
10          letter from the college team documenting a  
11          favorable vote by the college faculty, a

12 support letter from the chair of the  
13 management department and an assessment plan  
14 that was updated at the request of the Senate  
15 Academic Programs Committee.

16 CRAMER: So we have a proposed new program; are  
17 there any questions of fact for either Paco or  
18 for the proposer, Leslie Vincent?

19 We have a motion from the committee. Is  
20 there any debate on this motion?

21 Seeing none, senate members, if you'd  
22 like to vote in favor of the motion, please  
23 use the "raise-hand" feature now.

24 If you'd like to vote against the motion,  
25 please use the "raise-hand" feature now.

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1                   If you'd like to abstain on this motion,

2                   please use the "raise-hand" feature now.

3                   That motion passes.

4                   Back to Leslie.

5   VINCENT:       So this is a recommendation that the

6                   University Senate approve the establishment of

7                   a new University Scholars Program, BA Health,

8                   Society and Population in the College of Arts

9                   & Sciences and the Master of Public Health in

10                  the College of Public Health.

11                  The proposed USP provides a pathway for

12 students majoring in Health, Science and  
13 Population, a formal pathway to earn their  
14 MPH.

15 The MPH allows students to concentrate in  
16 one of four areas: environmental Health;  
17 epidemiology, health behavior or health system  
18 policy analytics and will be of interest to  
19 current HSP students that desire to work in  
20 careers such as public health, medicine or  
21 pharmacy.

22 The proposed USP allows for up to 12  
23 hours of credit to count toward both degree  
24 programs providing significant time savings  
25 for students as they complete the MPH.

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1 CRAMER: So we have a proposed University Scholars

2 Program. Are there any questions for either

3 Leslie or for Robyn Brown, who's here on

4 behalf of the proposal?

5 Seeing none, we have a motion from the

6 committee. Is there any debate on the motion?

7 David, are you debating? David, are you

8 raising your hand to debate?

9 Seeing no debate, then, we have a motion

10 from the committee.

11 If you'd like to vote in favor of this

12 motion, please use the “raise-hand” feature

13 now.

14 If you’d like to vote against the motion,

15 please use the “raise-hand” feature now

16 If you’d like to abstain on this motion,

17 please use the “raise-hand” feature now

18 That motion passes.

19 VINCENT: This is the recommendation that the

20 University Senate approve the establishment of

21 a new University Scholars Program, BA Public

22 Policy and Master of Public Policy in the

23 Martin School of Public Administration within

24 the graduate school.

25 The proposed USP program provides a



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1 pathway for high-achieving undergraduates in  
2 the BA Public Policy Program to start taking  
3 graduate-level courses during their senior  
4 year of study that will count towards the  
5 requirements of the Master in Public Policy.

6 This pathway will allow the Martin School  
7 of Public Administration to retain  
8 undergraduate students, as well as grow the  
9 master's program with well-prepared and  
10 motivated students.

11 The proposed curriculum would allow for

12 up to 12 hours of credit to count toward both  
13 degree programs, and students are able to  
14 complete the master's degree in less time and  
15 with a lower financial burden.

16 CRAMER: So we have a proposed new University  
17 Scholars Program. Are there any questions  
18 about the proposal for either Leslie or for  
19 Brooke Kuerzi?

20 Seeing none, we have a motion from the  
21 committee. Is there any debate on the motion?

22 Seeing none, if you'd like to vote in  
23 favor of the motion, please use the "raise-  
24 hand" feature now.

25 If you'd like to vote against the motion,

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1 please use the “raise-hand” feature now.

2 If you’d like to abstain, please use the

3 “raise-hand” feature now.

4 That motion passes.

5 VINCENT: Last one: This is a recommendation that

6 the University Senate approve the significant

7 change to the MS Data Science in the

8 Department of Computer Science within the

9 college of Engineering. This proposal seeks

10 to add a new concentration, software and

11 systems for data science to the existing MS in

12 Data Science Program.

13 This new concentration will provide

14 students with rigorous data science skills

15 that will apply to a broad spectrum of data

16 science applications.

17 Students pursuing the proposed

18 concentration will take 15 credit hours of

19 major Core requirements, 6 credit hours for

20 the concentration, 3 credit hours of guided

21 electives, and 9 credit hours of free

22 electives to make up the required 33 credit

23 hours of the MS degree.

24 The proposed concentration will target

25 students that desire advanced training and

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1 data science without restriction on particular  
2 domain applications, thus opening up the  
3 degree to a broader audience.

4 CRAMER: So we have a proposed change to the MS in  
5 Data Science. Are there any questions about  
6 the proposal for either Leslie or for Nathan  
7 Jacobs, who's here on behalf of the proposal?

8 Seeing none, we have a motion from the  
9 committee. Is there any debate on the motion?

10 Seeing none, if you'd like to vote in  
11 favor of the motion, please use the "raise-



12 hand” feature now.

13 If you’d like to vote against the motion,

14 please use the “raise-hand” feature now.

15 If you’d like to abstain on this motion,

16 please use the “raise-hand” feature now.

17 That motion passes.

18 Thank you, Leslie.

19 The next item is a request from the

20 College of Engineering for expedited review

21 and proposed deletion of Senate Rule 10.5.1.3

22 on Academic Probation, Suspension and

23 Dismissal Policies for particular programs,

24 specifically in the College of Engineering.

25 The guest is Associate Dean Kim Anderson

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1 from the College of Engineering. Kim, are you

2 ready to discuss the request briefly?

3 ANDERSON: I am. Can you hear me?

4 CRAMER: Yes.

5 ANDERSON: So this proposal is a request to

6 eliminate the probation and suspension rules

7 in the College of Engineering, and that would

8 allow us to follow the university probation

9 and suspension rules. If you compare the

10 rules, we really differ from the university by

11 one semester, so we would have some students

12           who would be suspended from the college, but  
13           on probation at the university.

14           This worked fairly well when we had  
15           undergraduate studies because we had a good  
16           relationship with them. They would take these  
17           students on in that area and would either help  
18           them get back on track for engineering or in a  
19           different discipline. When they were  
20           dissolved, it really led to confusion among  
21           the students because they didn't understand  
22           why they were suspended from the college but  
23           still with the university. It also added more  
24           stress to the student because they actually  
25           had to not only accept the fact that they were

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1           suspended from a college, but they had to  
2           quickly pick another college with another  
3           major.

4           So allowing us to follow the university  
5           rules will allow us to keep them in the  
6           college and advise them to either be  
7           successful in the College of Engineering or in  
8           another discipline. And then if not, they  
9           will be suspended from the university  
10          following their procedures.

11          We did ask for an expedited review of

12 this proposal, and the reason being is because

13 we are getting ready for our accreditation

14 visit and we would like to have it formally

15 approved and shown in the bulletin before we

16 send out our materials to the reviewers.

17 CRAMER: Are there any questions for Kim Anderson

18 about this request from the College of

19 Engineering?

20 Trace, do you have a question? Maybe

21 not.

22 Well, Senate Council has recommended

23 approval of the expedited review process and

24 recommendation to the Senate to approve this

25 deletion of the Senate Rule text.

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1 Is there any debate on this motion?

2 Seeing none, if you'd like to vote in

3 favor of this motion, please use the "raise-

4 hand" feature now.

5 If you'd like to vote against the motion,

6 please use the "raise-hand" feature now.

7 If you'd like to abstain on this motion,

8 please use the "raise-hand" feature now.

9 That motion passes.

10 The next item on the agenda is a request

11 for extension of the digital badge program

12 pilot until the end of the 2021 calendar year.

13 Associate Provost Kathi Kern will be described

14 in this request. Kathi, are you ready?

15 KERN: Yeah. Thank you so much. Thanks,

16 everybody, for giving me a chance to talk

17 about this. I just wanted to provide some

18 context of why this is coming before you.

19 Last summer we were looking, staring into

20 a pandemic. We didn't know how long it would

21 be, and we were trying to think about ways to

22 motivate students to keep learning over the

23 summer. So one of the ideas that we

24 brainstormed was a pilot for digital badging.

25 And we asked the associate deans to encourage

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1 faculty to create digital badges, and the  
2 context for this was -- or the construction of  
3 this was at least two linked courses that  
4 would be paired meaningfully over the summer  
5 of 2020 that could result in a digital badge.

6 So that's what we did last summer and we  
7 awarded about 130 of those badges. And I  
8 guess the first thing I'd like to say is,  
9 like, so why badges? We felt like this was a  
10 way to create interest in the summer  
11 curriculum, specifically to offer our students

12 something new that would award them a

13 credential that they could use on LinkedIn and

14 other social media platforms.

15 And the badges allowed us to do several

16 things. It allowed us to pull back the veil

17 on our courses and peer into the teaching and

18 learning in a given course and to talk about

19 what students were actually learning and what

20 skills they were developing. I share with you

21 an example from geography, the department of

22 geography several years ago. Asked CELT to

23 look into their majors and find out what

24 people were doing with the major.

25 And what we learned was: Some people were

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1 using GIS or teaching geography, but a lot of  
2 people -- everybody was using their project  
3 management skills and their research skills  
4 that they learned in geography.

5 So looking behind the veil, looking into  
6 the course to identify competencies that  
7 students emerge with, that's one of the  
8 theories behind badging.

9 Another thing on our campus very  
10 important to a lot of our programs, they work  
11 in professions where badging is a recognizable

12 credential. So, for example, in the school of  
13 nursing, our college of nursing, they have  
14 cognate areas of specialization.

15 For example, maternal child health,  
16 health equities, Appalachian health, badging  
17 will allow these students to have a visual  
18 representation of these areas of  
19 specialization. And that's important in  
20 nursing because it's a currency that's used to  
21 communicate expertise.

22 So those are just two examples of the  
23 "why" of badges. Why are we asking for an  
24 extension? Well, for several reasons: We  
25 promised the Senate Council last year that we



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1 would form a proposal, and we have a working  
2 group of faculty and staff across campus who  
3 are looking into this. We are benchmarking.  
4 We are studying. We are trying to design  
5 something that will work for the whole campus.  
6 We have another piece of the puzzle,  
7 which is Canvas Catalog, which will allow  
8 folks to take courses at UK without having  
9 Link Blue credentials. And it took us a while  
10 to get our vendors set up. So, you know,  
11 vendors often come in selling you with their

12 razzle-dazzle but, actually, setting up the  
13 system to award these badges has taken us all  
14 of the fall semester.

15 So we finally have some momentum; we've  
16 awarded badges, and we're learning about the  
17 process by awarding the badges and working  
18 with the faculty, so we'd like to continue.

19 Another factor we learned from our  
20 assessment SACS leader, Annie Weber, that two  
21 paired courses constitutes a program. So we  
22 have to have an approval process in place for  
23 our badges.

24 And, finally, we want this to be  
25 inclusive. We want to have curricular badges,

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1 co-curricular, extracurricular. We want to  
2 reach new audiences and alums, but we also  
3 want to serve our current students by allowing  
4 them a way to build credentials for the job  
5 market.

6 So we feel that we need more time to  
7 study. We'd like to continue the summer with  
8 badges that could be made available, and we  
9 appreciate the senate leadership on this.

10 Leslie Vincent has been a really important  
11 part of our committee. Leslie, what am I

12                   forgetting? Could I turn to you?

13   VINCENT:       I think that was great. The one thing I

14                   would just add from our committee's

15                   perspective is the role of faculty in

16                   developing the badges themselves in terms of

17                   the curriculum and the skill set and the

18                   competencies.

19   CRAMER:       And so the request, then, is to extend

20                   the pilot program that Senate Council gave

21                   approval for last summer through the calendar

22                   year, through the '21 calendar year, really,

23                   to provide space for them to develop a more

24                   permanent or more durable definition and

25                   process for what these types of credentials

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1           might be going forward.

2           Are there any questions for Kathi Kern or

3           Leslie Vincent about the request? Mark

4           O'Bryan.

5    O'BRYAN:       Yeah. Hi. It's Mark O'Bryan from the

6           College of Design. Just curious, really: What

7           is the typical credit hour for the badge and

8           how is it different from a certificate and

9           that type of thing? Is that a stupid

10          question?

11    KERN;           No, not at all. I mean, what we designed



12 for last summer was a two-course sequence, so  
13 six. There were a couple that came in at  
14 seven or had an additional credit hour, but it  
15 was considered less than a certificate.

16 Ultimately, what many universities are  
17 doing is building stackable badges so that  
18 students can accumulate these and they might  
19 result in a certificate or a minor, et cetera.

20 But we feel like that's like the next phase,  
21 and we want to study it more in the process.

22 So at this point our badges that are  
23 credit-based have been -- most of them are six  
24 credits.

25 O'BRYAN: Thanks.

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1 CRAMER: And, also, not transcribed like an  
2 undergraduate certificate would be on a  
3 transcript when it was awarded. These are not  
4 transcribed like our credentials. Sara.

5 POLICE: Yes. Hi. Sara Police, College of  
6 Medicine. Kathi, this is a neat idea. I just  
7 had a quick question. Will there be like a  
8 program director and will data be collected  
9 around it for program assessment? You  
10 mentioned that Annie Weber said it was its own  
11 program.

12 KERN: That's one of the questions that we are  
13 looking to our senate leadership to help us  
14 with. We sort of innocently went into this  
15 not realizing that a two-course sequence would  
16 be a program. So, yes, we do need to come up  
17 with some kind of assessment policy, as well  
18 as an approval process that the campus would  
19 participate in.

20 POLICE: Very cool. And I do have one more  
21 question, too: Is this similar to the digital  
22 badges that you would see under someone's  
23 email signature? Like, Google Classroom  
24 Certified or something like this? I can see  
25 how that would be really beneficial for a

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1 nurse, for example, the example you gave.

2 KERN: Right. Yeah. They are used -- they're

3 not on the transcript, but they are used on

4 social media platforms and in signatures. And

5 now that we have all the technology in place

6 to award the badges, the students have been

7 very quick to pick them up.

8 They've been very eager to have them. So

9 it is a currency for students to mark

10 something that they've achieved along the way,

11 and the faculty have been very creative.

12                   As a faculty member, you're asked to  
13                   supply the metadata of what kinds of skills  
14                   students are building in these courses. And,  
15                   you know, it's been great to be able to link  
16                   what we know students are getting from our  
17                   courses to some of the needs in the job  
18                   market.

19    POLICE:       Thanks.

20    CRAMER:       Davy.

21    JONES:         Kathi, maybe this bounces a little bit  
22                   off what Sara asked: How does a student gain  
23                   admission to the badge program? Is it by  
24                   contacting the department that's offering the  
25                   courses or is it an associate dean? What's

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1 the admissions step?

2 KERN: Well, I think that's a good question.

3 Last year we had it so that students could

4 earn the badges, whether they were UK students

5 or not, and most the students who earned them

6 were UK students, but maybe somebody else has

7 better information about that.

8 CRAMER: I mean, I think at this point, like, if

9 the student's able to take the courses, you

10 guys have been awarding the badge, right?

11 JONES: Who is the entity that the student

12 contacts that, "I'm in the badge," so that

13 that entity can render something official to

14 the student that the student then --

15 KERN: Yes. I better understand your question

16 now, Davy. Thank you. It's been running

17 through the associate deans of the college.

18 They provide the data on the students who have

19 successful completed the courses, and then

20 we've been awarding the badges and teaching

21 learning academic innovation.

22 JONES: Thank you.

23 CRAMER: Herman. Herman, say your name and

24 college for me.

25 FARRELL: Herman Farrell, College of Fine Arts.

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1 Hi, Kathi. So when this comes out of its  
2 pilot period, is it going to be formalized in  
3 terms of bringing it through our SAASC  
4 Committee or just creating rules for this?  
5 Maybe that's also a question for Aaron and the  
6 Senate Council that's looking at this.

7 CRAMER: Kathi, I might answer first. Yeah,  
8 that's the point, right? That's the reason  
9 why I think Senate Council was favorable  
10 towards extending the pilot, was to give them  
11 a chance to actually construct a solid

12 proposal to the senate that the senate could

13 look at and weigh in on.

14 That's why Leslie is being sort of

15 embedded in that activity, as to provide that

16 sort of senate perspective to help collaborate

17 the development of that proposal with the

18 outcome, just like you described, Herman, that

19 it would come forward as something that the

20 senate would look at carefully and approve or

21 not, according to its merit.

22 Any other questions for either Kathi or

23 Leslie on the request?

24 Well, then, Senate Council recommended

25 approving the extension through Calendar Year

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1 '21. Is there any debate on this motion?

2 Seeing none, if you'd like to vote in

3 favor of the motion, please use the "raise-

4 hand" feature now.

5 If you'd like to vote against the motion,

6 please use the "raise-hand" feature now

7 If you'd like to abstain on the motion,

8 please use the "raise-hand" feature now.

9 That motion passes. So the pilot is

10 extended through the calendar year and we'll

11 look forward to receiving a complete proposal

12 on the topic going forward.

13 The last item on the agenda is items from

14 the floor, time permitting. We actually have

15 a little bit of time, which is been unexpected

16 this year. But this is an opportunity for

17 senators to raise issues that were not on the

18 agenda at this time.

19 Are there any items that anyone would

20 like to raise from the floor today?

21 Well, seeing none, then now is the time

22 when we would adjourn.

23 Are there any objections to adjournment

24 at this time?

25



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1            Seeing none, we are adjourned.

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STATE OF KENTUCKY )

)

COUNTY OF FAYETTE )

I, TRISHA B. MORLEY, the undersigned Notary Public

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

the time and place stated, the proceedings were conducted via

teleconference;

That the proceedings were taken in stenotype, later

reduced to computer-aided transcription under my direction,

and that the foregoing is a true and accurate record of said

proceedings.

My commission expires: April 23, 2022.

IN TESTIMONY WHEREOF, I have hereunder set my hand and  
seal of office on the 20th day of May, 2021.

Trisha B. Morley, Court Reporter

Notary Public

My commission expires: 4/23/22

Trisha B. Morley, Court Reporter  
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