

UNIVERSITY OF KENTUCKY  
SENATE COUNCIL MEETING

\* \* \* \*

\* \* \* \*

OCTOBER 2021

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AARON CRAMER, CHAIR  
DESHANA COLLETT, VICE CHAIR  
SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR  
KATIE SILVER, STAFF ASSISTANT

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1 \* \* \* \* \*

2 CRAMER: Good afternoon, everyone. I have a 3:00, so  
3 we'll go ahead and get started with the  
4 October University Senate Meeting.

5 University Senate members, please type your  
6 name and affiliation into the chat box for  
7 attendance purposes.

8  
9 The chat's only used for attendance, it's not  
10 actively monitored during the meeting. So,  
11 for example, it's a pretty ineffective way to  
12 get my attention if you have something you  
13 want me to see during the meeting.

14  
15 I'll also note that the chat text would be  
16 subject to open records request. If someone  
17 wanted to make such a request to the  
18 university, and that anyone in attendance,  
19 for example, a member of the media who is  
20 present, would be able to report on the  
21 contents of the chat messages. So, please  
22 consider that as you participate in this  
23 meeting. Mute yourself when you're not  
24 speaking, although Katie is empowered to help  
25 mute if you forget, or if you're-- you leave

1 yourself unmuted or something to that effect.  
2 The meeting is being recorded for note-taking  
3 purposes. If any member of the Senate is  
4 disconnected and cannot reconnect at all,  
5 please send an email to Sheila Brothers,  
6 sbrothers@uky.edu, so we're aware of the  
7 situation.

8  
9 In terms of practicalities, senate meetings  
10 are open meetings. We follow Robert's Rules  
11 of Order newly revised, to the best of my  
12 ability. There's no voting by proxy. If  
13 you're not the member, you cannot vote. Be  
14 civil. If we're having some debater on an  
15 item, please direct comments to the chair, to  
16 me, rather than to each other to maintain  
17 some civility. Be a good citizen. Here,  
18 that means, most particularly, to make sure  
19 that your colleagues are aware of the  
20 activities of the Senate and that you're able  
21 to represent their views when you're here in  
22 this place. And participate. If you don't  
23 understand what's going on, raise your hand  
24 and ask, that's not a problem. If you don't  
25 know what's going on, that's the problem. So

1 make sure you participate, and that if you  
2 have something that you need to say, raise  
3 your hand, seek the floor, and we'll add that  
4 to the conversation.

5  
6 As we've done throughout, we've divided the  
7 participants in the meeting into two  
8 categories: Panelists and attendees. Both can  
9 participate in the meeting, both can seek the  
10 floor by using Zoom's "raise-hand" feature.  
11 The voting senators are panelists. The  
12 panelists will receive a unique link,  
13 probably about an hour ago from Katie Silver,  
14 with the Zoom information and are eligible to  
15 vote.

16  
17 Non-voting senators and guests are attendees,  
18 they get the general Zoom link from the  
19 senate site, but do not vote. If you find  
20 yourself, you're a voting senator, and  
21 you're set up as an attendee, rather than a  
22 panelist, maybe send a chat message to Katie  
23 Silver, and she can switch you from one to  
24 the other.

1 To speak, for any reason, or otherwise be  
2 recognized, including making motions or  
3 seconding motions or voting, you're going to  
4 use the "raise hand" button at the bottom of  
5 the screen. If you can't see this, it might  
6 be, under the button with three dots that  
7 says "more." It might be in there. I think  
8 -- there it is, under "more," "raise hand."

9  
10 When we vote, I will state the motion and ask  
11 voting members, the panelists in the Zoom  
12 webinar wishing to vote in favor of the  
13 motion to click on the Zoom feature, "raise-  
14 hand" and to leave your hand up, don't just  
15 click it and leave it up for a second and  
16 take it down. Leave your hand up, we'll  
17 record the vote count, and the hands will be  
18 cleared by us. We'll clear the hands, you  
19 don't have to clear your hand after you vote.

20  
21 Then I will ask for voting members wishing to  
22 vote "opposed" to the motions to raise their  
23 hands. And again, you're going to leave the  
24 hands up, we'll record the vote and the hands  
25 will be cleared. And then finally, if there

1 are members present -- voting members  
2 present, who wish to abstain formally, you'll  
3 be given an opportunity, again, to use the  
4 "raise-hand" feature. Again, leave the hands  
5 up, and we'll clear them after we've recorded the vote

6  
7 It's difficult to know individual names  
8 through Zoom like this, when there's, for  
9 example, up to hundred-plus senators voting.  
10 So we typically document the minority and  
11 those abstaining, these are smaller numbers.  
12 If you're present and are not recorded in the  
13 minority or are abstaining, you'll be  
14 understood to have voted with the majority.  
15 If the vote's perceived to be close, Katie's  
16 prepared to assist me with a roll-call vote  
17 if we need to do that.

18  
19 Recall that you should -- before speaking,  
20 remember to state your name and college  
21 affiliation. I know your name's probably  
22 listed on your Zoom window, some of us won't  
23 know which college you're from, or you might  
24 have your Zoom set up without your name. It  
25 might say somebody's iPhone or something like

1 that instead of your name. And so, you want  
2 to make sure that you're -- when you speak,  
3 that we know who you are. This is important  
4 in Zoom; it's going to be more important if  
5 we are able to resume in-person Senate  
6 meetings. And so please make sure to state  
7 your name and college affiliation before  
8 speaking.

9  
10 The first item on the agenda are the minutes  
11 from the September 13th meeting and  
12 announcements. This slide is incorrect,  
13 actually, we did receive a couple of small  
14 clerical edits to the minutes. I think we  
15 had somebody that wasn't recorded as present  
16 and we've updated those. So unless  
17 objections are heard now, the minutes from  
18 September 13th will stand approved as amended  
19 by unanimous consent. Okay. Those minutes  
20 are approved.

21  
22 All right. On to announcements. So Joanie  
23 Ett-Mims left the Senate Council Office and  
24 accepted a position in the Rosenberg College  
25 of Law. We wish her the best and thank her

1 for her long service to the Senate. Position  
2 for her replacement was posted for a couple  
3 of weeks, and we're now reviewing  
4 applications, so we look forward to being  
5 able to fill that role, soon.

6  
7 Other announcements: The president met with  
8 members of Senate Council on October 7th,  
9 last week. And we talked about COVID  
10 compliance and some issues with the strategic  
11 plan and the process going forward on that.

12  
13 The Student Government Association passed a  
14 resolution calling for a vaccine mandate at  
15 the University of Kentucky in late September,  
16 so that was actioned by one of our fellow  
17 representative bodies on campus. We're also  
18 going to see, perhaps you've already seen an  
19 email today from Roger Brown. Activities  
20 related to Senate Council elections are  
21 beginning. So you should look for  
22 communication, from Roger Brown, I think  
23 today, the email was asking for nominations  
24 for people to serve as Senate Council  
25 members. Senators submit nominations and then



1 vote for the Senate Council members. Only  
2 elected faculty members are eligible to be  
3 nominated in vote. The email from Roger  
4 today had a list of all the elected faculty  
5 senators, and their eligibility status to  
6 serve in Senate Council.

7  
8 Senate Council members in turn will elect the  
9 Senate Council Chair, the role that I  
10 currently fill from among the Senate  
11 Council's composition. So I think it's very  
12 important for you to think carefully about  
13 who you want to represent you on Senate  
14 Council, Senate Council is responsible for  
15 ensuring that the activities of the Senate  
16 are minded week in week out between the  
17 Senate meetings and -- so it's important for  
18 you to have strong representation in the  
19 Senate Council.

20  
21 But I think it's also very important for you  
22 to think of the pool of nominees as being  
23 potential Senate Council Chairs, that's a  
24 relatively small group of people from whom  
25 the Senate Council Chair will be selected.

1 So I think it's important for you to consider  
2 that when you consider your nominations when  
3 you consider agreeing to run for election, if  
4 you're asked to, or if you self-nominate, and  
5 when you're voting. Roger, do you want to  
6 say a word or two about this?

7 BROWN: Yep. I just sent out an email to everyone  
8 who was eligible to nominate. I'll send out  
9 another one here shortly because I left off  
10 the Excel attachment that has email addresses  
11 for you to use, to communicate with other  
12 fellow nominators. The only thing I wanted  
13 to add, or emphasize actually that, Aaron  
14 just said-- Oh, sorry. Roger Brown, College  
15 of Agriculture, I meant to say that.

16  
17 The only thing I wanted to add is that  
18 there's a lot of things that Senate Council  
19 and the Senate Council Chair do that  
20 sometimes just get reported here at the  
21 beginning of the meetings by the Senate  
22 Council Chair, and those are some really  
23 important things, again, that if we don't  
24 have the right people on Senate council, from  
25 whom the Senate Council Chair is elected

1 from, then we don't have the -- we may not  
2 have the strongest person to be able to do  
3 some of the things that are a little bit less  
4 clear to everyone.

5  
6 Everybody knows that the Senate Council Chair  
7 runs the Senate meetings. In the Senate  
8 Rules, you see that the Senate Councilors,  
9 they advise the President, they advise the  
10 provost, in the COVID times, there's lots of  
11 examples where they acted on behalf of the  
12 Senate, so they have those powers.

13  
14 The Senate Council Chair actually has the  
15 power, in certain cases, to act on behalf of  
16 not only Senate Council, but therefore, all  
17 of Senate, as well. And then the Senate  
18 Council Chair, if you talk to any of the past  
19 ones or current Senate Council Chairs, they  
20 will tell you that a lot of the time that  
21 they spend is on these ad hoc meetings with  
22 the President, one-on-one, with the provost  
23 one-on-one, and it's in those meetings where  
24 advocacy occurs. And it's very important, I  
25 think that the Senate Council Chair is a

1 strong person to be able to represent not  
2 only Senate Council, not only Senate, but all  
3 of the faculty. That's all I have. Thank  
4 you very much, Aaron.

5 CRAMER: Thank you, Roger. What Roger said, right? I  
6 thought that the role was pretty significant  
7 before, but having done it during the  
8 pandemic -- that's right. You need to make  
9 sure that you have as good a representation  
10 as you can on Senate Council, and then to  
11 serve you as the Senate Council Chair. Hollie  
12 Swanson, do you have a question or comment?

13 SWANSON: Yes, please. Hollie Swanson, College of  
14 Medicine. Could you remind us who's rotating  
15 off and then also whether or not people can  
16 self-nominate?

17 BROWN: Yes, people can self-nominate. And I will--  
18 I'm getting ready to send out a reminder  
19 email with the Excel attachment, and I will  
20 add the note of the three people that are  
21 rolling off, there.

22 SWANSON: Thanks.

23 CRAMER: Thank you, Roger. The next announcements I  
24 have are some items that are going to Senate  
25 committees. We received a question about lack of

1 uniform services policy, it was a query from a  
2 student. Specifically, the Senate Rules have two  
3 sections on military service, but nothing on  
4 uniform services. And so, there's some uniform--  
5 military services or a subset of National Uniform  
6 Service, but this would also include the Coast  
7 Guard, Public Health Commission Corps, and the  
8 NOAA Officer Corps. So we've asked or we'll ask  
9 soon, the admissions and Academic Standards  
10 Committee to take a look at whether or not that  
11 language in our policies should expand not just  
12 to the military services, but also to the other  
13 uniform services. So that's an item that they  
14 will take a look at.

15  
16 There's also been a persistent lack of clarity  
17 around multiple related topics. Dual degree  
18 programs, university scholar's programs,  
19 so-called plus programs, double-counting of  
20 credits in different degree programs or different  
21 academic programs, and concurrent enrollment in  
22 graduate programs. So this is an item that we've  
23 asked the Academic Programs Committee to review  
24 these overlapping issues and make some  
25 recommendations to the Senate Council and Senate

1 on some way to at least make sure that we're  
2 categorizing these correctly, and we have a  
3 functional definition that we can use when we  
4 consider these different topics.

5  
6 We've also seen some concerns expressed about how  
7 Wethington Awards treat different types of  
8 research funding, specifically related to funding  
9 for educational research in certain colleges.

10 We've-- I'm intending to ask the Senate's  
11 Research and Graduate Education Committee to  
12 gather some information, just to understand. I  
13 think this is an issue that was raised to us that  
14 was a specific college policy, but it-- to have a  
15 better picture of what's going on across the  
16 colleges, in terms of how these different  
17 research funding types are being treated with  
18 respect to Wethington Awards.

19  
20 There was an announcement to the campus last week  
21 about Associate Provost for Faculty Advancement,  
22 GT Lineberry. Senate council has been asked to  
23 provide nominees to serve on the search committee  
24 for this position, so we'll be doing that at our  
25 next meeting. I've also recently met with

1 Associate Provost, Katherine McCormick, related  
2 to the SACSCOC reaffirmation activities, we're  
3 approaching our 10-year reaffirmation for our  
4 university-wide accreditation. In that meeting,  
5 she described a process- an open process for  
6 determining the institution's QEP or Quality  
7 Enhancement Plan. The QEP is a, I would say, a  
8 cornerstone element of university -- all  
9 universities' reaffirmation efforts when they go  
10 through SACSCOC reaffirmation. It's a very  
11 important opportunity to enhance the quality of  
12 what we're doing academically at our institution.

13  
14 In the president's meeting with Senate Council  
15 members last week, there was confirmation that  
16 the QEP process would indeed be an open process  
17 that involved the campus broadly. We also have  
18 the first Executive Leadership Committee meeting  
19 in several months for the SACSCOC reaffirmation  
20 scheduled for later in October, so I look forward  
21 to hearing more there. Provost DiPaola, do you  
22 have something you want to say on this topic?

23 DIPAOLA: Just to add on, in terms of the QEP, everybody's  
24 going to hear some messaging regarding how to  
25 give input or where there'll be opportunities for

1 that, right? Following the strategic plan, being  
2 presented to the Board of Trustees, because the  
3 QEP needs to arise out of the strategic plan.  
4

5 So you should hear something about a week or so  
6 after the Board of Trustees meeting this week as  
7 Aaron pointed out. Just wanted to give you an  
8 idea of the timing. So you should hear something  
9 soon.

10 CRAMER: Thank you. The next, one's an old, faithful  
11 slide that we put up here, every meeting, just to  
12 make sure you're aware of. These are proposal  
13 deadlines for curricular proposals that are to  
14 become effective in the '21-'22 academic year.

15  
16 If you're seeking a Fall '22 effective date,  
17 these curricular proposals must be reviewed by  
18 the appropriate academic councils, for example,  
19 the Grad Council, H triple C, or the  
20 Undergraduate Council, and received in the Senate  
21 Council Office by these deadlines, to have a  
22 reasonable chance of becoming approved in time  
23 for a Fall 2022 effective date. These go out in  
24 every one of my newsletters. I present them to  
25 the Senate every year, but it's just important to



1 keep these in mind and make sure that we have the  
2 opportunity to move some of these forward. If  
3 there are activities in our departments and  
4 colleges that we're interested in moving forward.

5  
6 These deadlines are largely in place due to some  
7 external kinds of timelines associated with the  
8 state's council for postsecondary education, and  
9 activities like that. But you have to get these  
10 things moving along if they're there to be  
11 reviewed in time for a Fall 2022 effective date.

12  
13 The next item on the agenda are officer and other  
14 reports. So for my report, the Senate Rules, as  
15 Roger Brown just mentioned, gave the Senate  
16 Council authority to take some actions on behalf  
17 of the Senate, as long as they're reported to the  
18 Senate. So Senate Council approved a change to  
19 the Spring '22 commencement dates. Originally,  
20 there were two ceremonies to be on the Friday and  
21 two ceremonies on Sunday at the end of the Spring  
22 '22 semester. This has been changed to three  
23 ceremonies on the Friday and one on Saturday  
24 morning at -- in May. So Senate Council approved  
25 those changes.

1 Also, Senate Council discussed Senate meeting  
2 materials. This is a question that comes up from  
3 time to time. Specifically, we're talking about  
4 recordings, audio, or video recordings, and  
5 presentation materials from University Senate  
6 Meetings. We occasionally get requests to share  
7 these materials with others. It's been a  
8 longstanding practice not to share this  
9 information. There are concerns that the  
10 information can be taken out of context for some  
11 Senate activities, for example, honorary degrees,  
12 like we'll consider today, are not to be shared.  
13 And it would be difficult to ensure that we are  
14 removing such discussions from the audio or  
15 video, or effectively scrubbing the presentation  
16 materials. So Senate Council, at this point, has  
17 not recommended any change to this policy.

18  
19 If you ever, of course, have questions about  
20 what's happened in the Senate meeting or  
21 something like that, you can always reach out to  
22 me or someone in the Senate Council Office and  
23 we'd be happy to clarify that with you, but  
24 Senate Council is at this point content with  
25 sticking with the longstanding practice here.

1 Senate Council also appointed a committee to look  
2 at an issue of courses that don't currently have  
3 a formal faculty oversight structure like UK 101  
4 or 201. Some educational broad courses, courses  
5 like this, that don't have like a clear  
6 department in which they live, for example. So,  
7 the members there are noted. This committee is  
8 going to propose a structure or process to ensure  
9 faculty oversight of these courses by the  
10 beginning of November for Senate Council and  
11 Senate's consideration, so we'll look forward to  
12 the work from that committee.

13  
14 This is, as we've talked about, SACSCOC. And  
15 moving forwards we just want to make sure that  
16 we're, very clearly within our own policies,  
17 because that's something that SACSCOC requires  
18 from an institution, for its institutional  
19 integrity, is that it's compliant with its own  
20 internal policy on topics such as this.

21  
22 We've also heard reports of senators not being  
23 allowed, for example, to use college list serves  
24 or other means to communicate smoothly with the  
25 college faculty that they represent. This is an

1 issue I've talked with the provost about. The  
2 Provost and I are planning to discuss this and  
3 related issues, with the Deans of the colleges  
4 very soon, so I'm grateful to the provost for  
5 that opportunity. I hope it's a very substantive  
6 discussion and look forward to having that  
7 conversation soon. Provost DiPaola, do you  
8 have --

9 DIPAOLA: Just to say, it's on the agenda for next week.

10 So --

11 CRAMER: I think, Tuesday next week, I think?

12 DIPAOLA: Yeah.

13 CRAMER: Senate Council also received some opinions from  
14 the general counsel's office about the Senate's  
15 requirements with respect to the Open Meetings  
16 Act. The meetings of the University Senate are  
17 open meetings, and so we're governed by the -- by  
18 Kentucky's Open Meetings Act. We've received  
19 some opinions from the general counsel's office  
20 about what the sentence requirements are, for  
21 example, for maintaining like the voting records  
22 of senators and so forth. There's an item on our  
23 agenda later in the meeting where, this would  
24 be-- if you have questions or thoughts about this  
25 topic, it would be an appropriate time to discuss

1 it then. Senate Council also deliberated on and  
2 sent forward nominees for the Vice-President for  
3 philanthropy search. Vice-President Richey is  
4 retiring soon, so we've sent some nominees to  
5 the-- for that search committee.

6  
7 Senate Council also approved a university  
8 calendar for, the 2022-2023 academic year and the  
9 tentative calendar for the 2024-2025 year. There  
10 were some errors noted by Senate Council at--  
11 when these were received. We just received them,  
12 actually, in our office, probably within the last  
13 hour, and so these will get posted soon. They  
14 get posted as a transmittal to the Senate for  
15 final approval.

16  
17 Calendars for professional programs in the  
18 professional colleges are scheduled to be on the  
19 Senate Council agenda later in October. So those  
20 will also get posted for final Senate approval  
21 once Senate Council sees those.

22  
23 There've been a question about GRE waivers for  
24 graduate programs. This is within a national  
25 conversation that people talk about Grexit,

1           whether the GRE is an effective means of  
2           measuring preparation for graduate programs, it's  
3           part of a nationwide conversation. The Senate  
4           Rules indicate that the Graduate Council approves  
5           these at a program level, but it's unclear if  
6           that needs to be reported the Senate, or if the  
7           Senate's supposed to take note of that or confirm  
8           the decision at the Graduate Council, in any way.

9  
10          It became obvious that the Senate didn't actually  
11          know which ones of these the Grad Council had  
12          looked at yet, and so we were having some trouble  
13          figuring this out. When I spoke with Graduate  
14          Council about it, I think we outlined a real  
15          quick back-of-the-envelope process by which  
16          they'll start to send these to us in the Senate  
17          Council Office, and those will just go on a web  
18          transmittal for final Senate approval so that we  
19          have a sort of clear change when admissions to  
20          programs change.

21  
22          I've also been meeting regularly with the Student  
23          Government President Michael Hawse, and the Staff  
24          Senate Chair, Olivia Ellis. Those have been  
25          interesting conversations. I think that seeing

1           how the different governance bodies and the  
2           different representative bodies on campus are  
3           seeing similar issues, and from their  
4           perspective, and how we can support each other has been, I  
5           think. So far, an interesting conversation, I look  
6           forward to more conversations between them and  
7           potential opportunities for collaboration going  
8           forward.

9  
10          The Senate Council met on September 29th. This  
11          is the second time we've met specifically to  
12          discuss the draft strategic plan. Provost  
13          DiPaola was able to join us for both of those  
14          meetings. I think that the meetings were  
15          productive. We've sent feedback to the President  
16          and Provost on the most recent one. And I can  
17          even see, the President sent some response to  
18          Senate Council, I think, expressing his thanks  
19          and discussing some of the feedback with Senate  
20          Council.

21  
22          I've also seen in the draft that's going to the  
23          Board of Trustees later this week that it does  
24          appear that a lot of the discussion and feedback  
25          made it into the document that is going to be

1 considered by the Board of Trustees later this  
2 week, so that seems to have gone fairly  
3 positively.

4  
5 Another item, the Senate Council has previously  
6 delegated curricular decisions about Distance  
7 Learning approvals for the Fall '21 semester, the  
8 current semester, to department chairs on behalf  
9 of department faculty. If you read my  
10 newsletter, I had some discussion there about the  
11 difference between the academic and  
12 administrative approval. Here, we're talking  
13 about the academic approval. That it's good  
14 pedagogy to teach in that way, under the current  
15 situation.

16  
17 Senate Council has extended that delegation,  
18 which is a temporary delegation through the  
19 Winter and Spring semesters, that's on the  
20 academic side. It's noted that the Provost  
21 Office is still requiring Provost-level  
22 administrative approval for listing courses in  
23 fully-online modalities for the -- those  
24 semesters. The next item is the Vice-Chairs  
25 report. I haven't had a chance to check and



1 see...

2 COLLETT: I'm here.

3 CRAMER: Oh, she's here. Okay, DeShana. I knew you may  
4 or may not be. DeShana, do you have a report  
5 today?

6 COLLETT: I do not.

7 CRAMER: Okay.

8 COLLETT: Thank you.

9 CRAMER: Clayton, I did see you. Do you have a report  
10 today?

11 THYNE: Nope. You already said what I was going to say.  
12 Just be sure to speak up if you're not sure  
13 what's going on.

14 CRAMER: Very good. Cagle, do you have something here to  
15 say?

16 CAGLE: Yeah, I had --- sorry, it took me a second to get  
17 to the raise-hand button. I had a follow-up  
18 question about the DL approval. Could the  
19 Provost clarify what criteria are being  
20 considered and what the process is going to look  
21 like now that the academic approval process has  
22 been extended?

23 DIPOLA: Sure. I can say a few words. And we also have  
24 Dr. Cardarelli on as well to talk about the  
25 process. And one thing we did do learn is we did

1 put together a while ago, I guess we call them  
2 talking points, but some guidelines in terms of  
3 the process from before. Obviously, we're still  
4 looking at data to see where we are in the world  
5 in terms of COVID. Fortunately, things seem to  
6 be, I mean, we're not out of this and we won't be  
7 for, I think, a while - we're going to be living  
8 with COVID, so we do want to see how that goes  
9 over the next little while, and now that we  
10 hopefully passed the peak.

11  
12 But we're going to update those guidelines as  
13 well. It was something that was sent out to all  
14 of the Deans and we'll get that out there soon.  
15 And I could ask Dr. Cardarelli, in a moment to  
16 mention that, or to talk about that.

17  
18 One of the things, though, just in general, and  
19 you may have seen it before that we tried to do  
20 is any of the requests. And Dr. Cardarelli  
21 actually was kind of spearheading that for us out  
22 of the -- for the university and the Provost  
23 Office in terms of being a point of contact.  
24 She's still the point of contact, but we might  
25 have to look at that again, now, with her new

1           role. I think now she took on a new role as of  
2           today. We've already loaded her up with a bunch  
3           of things, as well.

4  
5           We're looking at any of the requests and  
6           considering them very carefully. We go over  
7           everything, we want to make sure that we're fair,  
8           we want to make sure that we're responsive.

9           There is always the same process if something  
10          should go to the ADA. And one thing we set up -  
11          and I think we still probably need it for a  
12          while, is there was a COVID Advisory Committee  
13          that was set up. And that -- those -- that was  
14          there to have experts for questions, where we  
15          could have an opportunity to change something, to  
16          create the environment, to be more, you know, a  
17          more safe environment. Whether it was looking at  
18          a classroom, whether it was considering, can you  
19          use shields? Do you need a mask? What about  
20          plexiglass? All those types of things, where  
21          there could be an opportunity for a particular  
22          individual.

23  
24          These things are always working with the chair,  
25          and the Dean, with the faculty that might be

1 requesting. And we didn't get any concerns over  
2 response time or any of the other issues that you  
3 might imagine. If there are concerns or  
4 thoughts, we're always receptive to it. Please  
5 let Dr. Cardarelli or myself know.

6  
7 But in answer to your question, in general, more  
8 specifically, without getting into exact details  
9 beyond what I just mentioned, we will get  
10 something out again. And we typically give it to  
11 the Deans to give out to the faculty. We'd also  
12 be happy - and I don't know Dr. Cardarelli you  
13 could chime in, of getting it out here, or maybe  
14 to Aaron to distribute through you all as well.

15 I really-- I do value all of your work, and always did in  
16 the College of Medicine and do across the campus. In  
17 fact, that's one of the reasons that I asked Aaron if he  
18 would present with me at the next Dean's meeting to talk  
19 about the senators throughout all the colleges. And it  
20 may be that we need to kind of think about lists serves or  
21 we may need to think about getting things out to  
22 you to get them out to the faculty as well.

23 Dr. Cardarelli?

24 CARDARELLI: Yeah. I just wanted to add that Aaron  
25 and I have been talking quite a bit over the last

1 week about this particular matter. We never want  
2 it to be the case that a faculty member doesn't  
3 know that these processes are available to them.  
4 And so, as Provost DiPaola just said, Aaron and I  
5 are working on editing these talking points to  
6 update them for Winter and for Spring, and  
7 certainly opened up mechanisms -- ideas for  
8 mechanisms that you all have about how we get  
9 this out to the faculty. I appreciated Aaron  
10 putting this in the last Senate newsletter, and I  
11 specifically suggested putting my name and email  
12 in there as a contact, if people have process  
13 questions or they want to know how to go about  
14 this.

15 DIPAOLA: And I think -- I'm sorry, Aaron. You need to  
16 -- I apologize.

17 CRAMER: Gail.

18 BRION: Okay. I think people are a little confused  
19 because I've been getting questions, so I'd like  
20 to ask for some clarification here. So if you're  
21 -- if you have academic approval, that's been  
22 given from the Senate to your department, chair,  
23 and faculty, and you've been approved for the  
24 reasons that you gave to them for Distance  
25 Learning, what would happen if you got -- if you

1           didn't get approval from the administrative  
2           process? Who trumps? What --? I don't  
3           understand how that works.

4 CRAMER: Gail, this is a both-and situation, right? The  
5           Senate can give approval, but I don't think we  
6           can like force somebody to list a course in a  
7           given semester, right? We can't -- like there  
8           are plenty of courses that are approved for DL  
9           that aren't offered in DL in any given semester,  
10          right? Somebody has to actually put the course  
11          on the books.

12 BRION: But I'm just saying, if my-- I'll use me. If my  
13          chair approved that, say I'm taking care of  
14          someone who is-- has immunological issues, is  
15          immune suppressed. And they agreed that this  
16          semester, even though my course isn't normally  
17          approved for Distance Learning, that they think  
18          with me, that it's a good idea that I do Distance  
19          Learning, how does, then, the administrative  
20          approval come in? Does it override that decision?

21 CARDARELLI: Would you like me to take a stab at this  
22          Aaron?

23  
24 DIPAOLA: Yeah, go ahead Dr. Cardarelli. And I'm happy to  
25          speak as well.

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CARDARELLI: Sure. Let me give Aaron the first shot. I think he was going to say something.

CRAMER: Well, no, I think that that's exactly right. How the administrative approval is established in this time, right? It's a both-and thing. So I think the question is you have an administrator, the department chair, that has conceivably agreed that it's a good idea, but how the rest of that process would work is I think we'll let Dr. Cardarelli address.

CARDARELLI: Yeah. So the concern here is about courses that have been listed, for example, for Spring, as face to face. And now the faculty member wants to move that modality to online. I don't want to get too in the weeds, but you know, Cagle was asking some of these questions too. I mean, we look at a variety of factors, including are there other classroom locations that would allow people to space out? Are there environmental health and safety concerns that we can address with certain mitigation efforts? Is there somebody else that can teach that class? But

1 we're only going through this review process for  
2 a course of which the switch is being requested  
3 after students are -- have signed up for  
4 something that they believe will be offered face  
5 to face.

6 DIPAOLA: And yeah, we -- you know, the reason we even  
7 set up for behalf -- in the behalf of the  
8 faculty, this COVID advisory group is to really  
9 pay attention to, and obviously we have the ADA,  
10 as well, to really pay attention to the faculty  
11 needs, should there be a situation where as  
12 Dr. Cardarelli found -- pointed out, we couldn't  
13 figure out in another way or another venue. So  
14 we would consider any of that.

15  
16 You'd like to be sure that we're all working  
17 together, the Chair, the Dean, the Dean should be  
18 involved as well, in our office, obviously,  
19 looking at it in the context of what we're trying  
20 to do here as a university, it seemed to be  
21 going, for the most part, better than at the  
22 beginning of the semester. I remember at the  
23 beginning of the semester, when I first came into  
24 this, I mean, I haven't been doing this that  
25 long, even at this point, as you all know you



1 know, we were facing the Delta variant, not  
2 knowing where that was going to go. It was a  
3 really, really tense time for all of you, all of  
4 us, all of the faculty. We do take that  
5 responsibility very seriously. I mean, you've  
6 got to remember Dr. Cardarelli and I as well as  
7 you all represent the faculty in different ways.  
8 I mean, they all report up to the, to the chairs,  
9 to the deans, to us. We really do take that  
10 responsibility very seriously. And so, we tried  
11 to set up something where there was a lot of  
12 consideration of all different options while  
13 still maintaining what we do here in the campus.

14  
15 Like I said, it's a little better now than it was  
16 at the beginning of the semester. And we got to  
17 take a look at the data and see where we're at,  
18 you know, between now and the end of the semester  
19 as well. But if it's something specific to you,  
20 Gail, we'd be happy to talk, you know, with you,  
21 if you're asking about a specific situation, and  
22 we would address it very carefully as well.

23 BRION: If I may, it's not a specific situation, it's  
24 just something that I've been asked, and I've  
25 kind of -- I'm just providing this as feedback.

1           Actually, from several department chairs and  
2           senior faculty in the department who feel like  
3           this is second-guessing, what the departments  
4           have decided is best for them. And I just give  
5           that as an observation, some feedback back to  
6           you.

7   DIPAOLA: It'd be good to hear from some of them even more  
8           directly. And I know Dr. Cardarelli and I would  
9           love to hear some of the details. Because  
10          sometimes you don't hear all of the details in  
11          terms of what's actually going on in a particular  
12          classroom. So we'd be happy to follow up in any  
13          way, we really do take all of these things very  
14          seriously.

15   CRAMER: And just as a point of clarification. I think  
16          Katie, you mentioned just when they're students  
17          already in the course, but I don't think that  
18          that's what you meant, right? There's no  
19          students in any of the courses for spring yet,  
20          right?

21  
22   CARDARELLI: Right. But I have to also be clear that the  
23          COVID Advisory Committee has not recently been  
24          receiving requests like we did right before the  
25          Fall semester. So as those come in, we'll take a

1 look at them. As I said, try to leverage the  
2 expertise of the members of that committee, many  
3 of whom are on the START Committee, as well, to  
4 try to make a determination. Then that committee  
5 advises the provost, and the provost in turn  
6 makes a decision.

7 DIPAOLA: And this would be a change from what was expected  
8 in the past year, Aaron, to your point. Meaning  
9 if there was going to be a change from what  
10 existed in the past, we should look at it. And I  
11 think to Aaron's point too, the approval should  
12 be by both areas as well. And Lee, it looks like  
13 you have a -- Aaron, I'll leave it to you

14 CRAMER: Lee? Lee?

15 BLONDER: Lee Blonder, Faculty Trustee. Just to follow up  
16 on what Gail said, I'm still not sure what the  
17 rationale is for having this hierarchical  
18 structure. I mean, if the chair and the faculty  
19 member both feel that the course could be offered  
20 fully online, they know the program the best.  
21 Why do we need to have this hierarchical  
22 structure where it has to go higher up? I don't  
23 understand what the rationale is for that. Thank  
24 you.

25 DIPAOLA: Yeah. Well, Lee, I can speak to that a little

1 bit. I mean, I think that originally, and you've  
2 got to remember, back a few months ago when we  
3 were dealing with getting into this semester, and  
4 then thinking back last year, as well, we were  
5 all trying to figure out how to deal with  
6 something that was really unprecedented. And  
7 that is, you know, COVID, and then, now, with the  
8 Delta variant and having to make decisions at the  
9 -- whether it was the faculty level, the chair  
10 level, or the Dean level at that point was pretty  
11 complex. Meaning how do you set up a classroom?  
12 What's safe, what's not safe? We were even just  
13 trying to figure out vaccination, much less  
14 boosters at that point.

15  
16 And so, we tried to set up and bring in as much  
17 expertise as possible to help create a campus  
18 that was safe. Also paying attention to what we  
19 all do, is a very residential campus. Meaning  
20 what the University of Kentucky really  
21 represents. So all of those students that applied  
22 here and came here and enrolled here in terms of,  
23 their expectations here versus some campuses and  
24 universities that are much more online or massive  
25 online programs, for instance. We're-- we have a

1 different niche and it's been very special in  
2 that regard, so in balancing all that out, that  
3 was created to make sure we drew upon the  
4 expertise we have here in the campus, to give  
5 access to the chair, the Dean in a rapid manner,  
6 turnaround time, to look at how we have, as much  
7 as possible, an in-person campus that's safe.

8  
9 And we had to balance it out. I mean, there were  
10 approvals for Distance Learning, we just approved  
11 another one, that just needed to be from the  
12 standpoint of carrying out a particular course in  
13 a safe manner. At the same time, it's -- we're  
14 always happy to get more input, but we're trying  
15 to do what we do here. I've heard from many of  
16 you, and I've heard from many of the faculty,  
17 that are instructing how much better it has been  
18 for the students to be in-person. At the same  
19 time, I've also heard you know questions about  
20 how you could do it in the most safe manner. And  
21 in some cases, it did need to be Distance  
22 Learning. But in some cases, in many cases,  
23 there was an opportunity to, you know, create a  
24 safe environment and still do what we tend to do  
25 here, and do it well.

1 But like I said, always happy to have input.  
2 We're just trying to do the best we can to  
3 balance and make sure, number one, we're safe,  
4 but then also give the students the experience  
5 that they're looking for when they come here to  
6 the University of Kentucky. I don't know. Give  
7 me feedback on that. I mean, I -- any other  
8 thoughts on that? I mean, I heard a lot of good  
9 feedback, and this is just the past few months  
10 from the students' end and the parents' end as  
11 well on, on how much they felt their students  
12 were-- their children, their kids, and the stu --  
13 even from the students how much they felt  
14 isolated this past year. There is all that whole  
15 end of things, in terms of everybody talking  
16 about a pandemic related to the mental health of  
17 our students.

18  
19 But we've got also look at the mental and  
20 physical health of our faculty and our staff.  
21 And so, it's, it is a balance. There's no doubt,  
22 it's a complex balance. And I do think we need  
23 to have more discussion over this, but an answer  
24 to your question -- and Lee, you, and I we talk  
25 pretty regularly, and I'm happy to talk some more

1 about it was set up to just be the most  
2 thoughtful we could be in terms of balancing,  
3 creating a safe campus that's as in-person as  
4 possible and appropriately for the students, and  
5 having access to that expertise for the chair,  
6 for the deans. When I was meeting with the deans  
7 back a few months ago, when I first started over  
8 in this office, I can tell you, there was a lot  
9 of concern over how to make those decisions and  
10 how to look at it in a rapidly changing set of  
11 dynamics.

12  
13 I mean that -- we just didn't know where it was  
14 going to go. At that point, we didn't even know  
15 in terms of transmission of vaccinated and  
16 unvaccinated, etcetera. We do know a lot more,  
17 we still don't know a lot to come, we hope it's  
18 going to get better over time. I don't mean to  
19 go on and on, but I'm happy to have a smaller  
20 session with some of you to talk about it some  
21 more if that would help.

22 CRAMER: We're going to move on from here in the agenda.  
23 If senators have other questions or want to  
24 discuss the matter further, we can do it from  
25 "Items from the floor" later in the meeting. All

1 right, trustees report. Trustee Blonder, Trustee  
2 Swanson. Do you have a report to make today?

3 SWANSON: I'll be very brief. The Board of Trustees will  
4 be headed into our retreat on Thursday, and we're  
5 going to be focusing on a new strategic plan.  
6 We'd like to thank all of you who have given  
7 substantial feedback to the plan. And for those  
8 who are showing up to join us on Thursday, to  
9 represent the faculty. So we've been going  
10 through quite a bit of reading, I think it was  
11 around 200 pages of reading that we've been  
12 assigned, and much of it focuses on our changing  
13 demographics, workforce trends, and the need for  
14 greater equity. Thanks.

15 CRAMER: So the Board of Trustees meetings in Thursday and  
16 Friday this week. The next item on the agenda is  
17 old business from last time. Specifically, it's  
18 a report from the past chair of the Senate  
19 Academic Facilities Committee, the annual report  
20 for last academic year. Kevin, are you ready?

21 DONOHUE: Yeah. Can you all hear me?

22 CRAMER: Yes.

23 DONOHUE: Yeah, thank you, Aaron. Yes. The committee met  
24 a couple of times last year to discuss the  
25 previous survey that Chris Pool had done the year



1 before, May 2020, we had wrapped it up. And we  
2 surveyed the faculty in terms of academic  
3 facilities, what they felt were critical needs,  
4 and so forth. And in that survey, there were  
5 several things that faculty identified as  
6 priorities. First of all, was upgrades and  
7 modernization of the current classroom spaces,  
8 additional parking, renovations to ensure safety  
9 and health in the workspace, renovations to  
10 ensure compliance with Americans with  
11 Disabilities Act, and additional classroom space.

12  
13 The critical needs that were identified in terms  
14 of buildings were White Hall, Castle Hall, Bowman  
15 Quadrangle, Chem-Physics, Blazer Hall -- Blazer  
16 Dining Hall, and the Public Health, the CPH  
17 Research Facility. These were identified by  
18 several senators, in each case, as well as some  
19 strong words, in terms of some major problems  
20 that were somewhat alarming about what was going  
21 on with problems with these buildings and the  
22 spaces that we're expected to teach in.

23  
24 So we sent the survey to the Facilities  
25 Management Group, Mary Vosevich, who's the VP of

1 Facilities Management and Chief Facilities  
2 Officer, and Gus Miller, Resource Management  
3 Director, and we met with them in the Zoom  
4 meeting last November. And we sent the report,  
5 and they read it, they told us that that really  
6 nothing in the report surprised them. They were  
7 really aware of all the -- already aware of the  
8 problems the faculty identified. Some of the  
9 committee's concerns was, at that time, the  
10 pandemic response, what was happening with that,  
11 and Mary indicated that their priorities were,  
12 indeed, the pandemic response. And that most of  
13 their time was spent providing protection for  
14 classrooms, removal of seats to ensure social  
15 distancing, and also the HVAC systems included,  
16 adding additional filters in response to  
17 pandemic.

18  
19 We also asked them about their priorities and how  
20 they set it in light of some of the issues that  
21 some of our faculty were dealing with for some of  
22 these old buildings and outdated classrooms. And  
23 she said they do studies, in this case, and they  
24 use criteria such as college growth, historical  
25 preservation, and energy. They usually have

1 broad-based discussions, and carry them out with deans and  
2 university leadership. And the final decision  
3 rests with the provost and the president and all  
4 that.

5  
6 And so right now, if you look at their website,  
7 the Capitol Project Management website, there are  
8 several things in construction that resonate with  
9 our faculty, renew and modernization of  
10 facilities, Chem-Phys, that's currently in  
11 construction, and White Hall classroom building,  
12 those are currently going on.

13  
14 She also indicated that they are projecting a  
15 need for an additional 200,000 square feet of  
16 classroom space in anticipation of growing  
17 enrollments over the next five years. So there's  
18 a need to find new space as well. In the design  
19 phase faculty mentioned additional parking.

20 Well, they are expanding the College Way West  
21 parking lot, as well as the University Avenue  
22 parking lot.

23  
24 And in the design phases, the renewal and  
25 modernization of the Reynolds building and the

1 college of design and the renew and modernization  
2 of facilities for Scovell Hall. We asked them  
3 about the concerns that were not addressed in  
4 particularly Blazer, Castle, and CPH, and of  
5 course, Facilities Management said, they're aware  
6 of this, but ultimately -- and it's on the list  
7 of recommendations, but the Dean and the provost  
8 have not authorized this yet, so they said the  
9 decision rests with them.

10  
11 Let's see here. And from that, we had a good  
12 discussion with the management group there, they  
13 seemed to be in tune with us, and one of the  
14 questions I asked were the questions that we  
15 should have asked in the survey that they would  
16 be interested in knowing and Mary indicated, yes.

17  
18 "What types of spaces do you want?" With-- which  
19 I thought was kind of insightful. Most of the  
20 things we identified were problems, but you know,  
21 more of a proactive thing in terms of looking at  
22 spaces that could be more efficient and actually  
23 being proactive about it. What sort of spaces do  
24 we need?

1 So one of the recommendations is that our  
2 committee should, or the committee that I just  
3 left should look at trends across the country,  
4 what spaces are identified as most efficient and  
5 effective? In addition to collecting information  
6 more efficiently from faculty, not just to  
7 identify problems, but to collect ideas and be  
8 more of an engine for getting information and  
9 getting it to the right places. We should  
10 continue meeting with Facilities Management  
11 representatives, that was very helpful and  
12 insightful, but ultimately, we need to get the  
13 faculty voices heard, in the decision-making  
14 process probably a little better.

15  
16 And one thing that might help is to meet with the  
17 provost to discuss faculty priorities and  
18 concerns. Right now, the mechanism is we write a  
19 report and the report goes to the university  
20 Senate and then up to the Provost and President,  
21 and they'd read the report. But an interactive  
22 discussion may be more helpful for us  
23 understanding, what's in priorities and being  
24 better able to communicate with the decision-  
25 makers, our concerns, and what needs to be done

1 in the future. Right, that's the report.

2 CRAMER: Are there any questions for Kevin Donohue?  
3 Monica?

4 UDVARDY: Yeah. Thank you for that. I'm wondering about  
5 the priority list. So this is Monica Udvardy,  
6 A&S, and I'm in the anthropology building, which  
7 is Lafferty Hall and there's only one department  
8 in there, Lafferty, and that's anthropology.

9  
10 So we have issues which we deem critical. There  
11 are mold issues there, that were causing faculty  
12 to work from home before the pandemic started.  
13 There have been critical issues there for  
14 decades. Windows that won't close completely,  
15 and so -- but we are only one department in  
16 there. So I would imagine that in the survey  
17 that was conducted of senators if the building is  
18 used by more than one department, it'll rank  
19 higher if it's got issues than a single building  
20 used by one department. So how does something  
21 like that stand up against other buildings?

22  
23 DONOHUE: Well, the chair that conducted the report was  
24 Chris Pool, who is also in that building there.  
25 But I think that that's a very good point. Many

1 of the buildings that -- one of the criteria for  
2 raising it to critical need was being identified  
3 by multiple people in multiple colleges, and that  
4 certainly is an issue. Now, one of the things  
5 that Mary Vosevich mentioned in the criteria and  
6 for deciding what gets renovated and modernized  
7 is historical preservation. So that certainly  
8 could be an argument, but I'm hoping that in the  
9 future that there would be better mechanisms to  
10 communicate so situations like yours could be  
11 made known and voiced in this process.

12 UDVARDY: I actually asked Chris about this and I'm going  
13 to read part of the, his response, which is that  
14 "The sample is only representative of the  
15 composition of the Senate, which bears some  
16 relationship to the size of colleges, but little  
17 relation to the numbers of people in specific  
18 units in those colleges, or the students who use  
19 the facilities."

20 DONOHUE: Yeah. And I think your comment's well taken, and  
21 Mark O'Bryan is the current chair of the  
22 committee, and that should be something I think  
23 considered in the next round of collecting  
24 information from faculty.

25 UDVARDY: Okay. Thanks.

1 DONOHUE: Thank you, Monica.

2 CRAMER: Gail?

3 BRION: Hi Kevin, Gail Brion, College of Engineering. I  
4 just wanted to check something that I-- and see  
5 if it has been discussed in your committee. The  
6 new parking structure that was built where the  
7 Kennedy bookstore is, as I understand it, that  
8 has not ex -- expanded staff parking. That that  
9 is for residential parking only. Do you know  
10 anything about that?

11 DONOHUE: I do not. That didn't come up in any of our  
12 discussions in the -- from the survey, at least.

13 BRION: Was more staff parking an issue that was brought  
14 forward to your committee for concern?

15 DONOHUE: Well, faculty identified that as an issue, right?  
16 That they needed more parking. That was like  
17 fourth in what they identified as a critical  
18 need, but, yeah, I'm not sure what actually  
19 happened with the facility that you're talking  
20 about. It does seem like there is additional  
21 parking there? After they finished, right?

22 BRION: But the parking is not for employees. As I  
23 understand it, it's -- please correct me if I'm  
24 wrong, but I was given information today that it  
25 was for residents, not employees.



1 DONOHUE: Okay. I'm not aware of that. I don't know if  
2 Mark O'Bryan, if you're on, if you guys, this  
3 year have discussed it.

4 CRAMER: Gail, I think you're right, but we can ask Mark  
5 to look into it.

6 O'BRYAN: Yeah. I can look into that. I mean, I park in  
7 that garage, in the older part, I'd never tried  
8 to park in the new part, but I could find out for  
9 sure. That's a good question.

10 BRION: Thank you.

11 O'BRYAN: You're welcome.

12 CRAMER: Well, I would thank Kevin for his service in the  
13 Senate over the years, and for his stewardship of  
14 this committee, and also Mark for taking it over  
15 this year.

16 DONOHUE: Thank you.

17 CRAMER: The next item of old business was the Ombuds  
18 Reports for the previous years. Passed on by --  
19 Tagavi, is now Senator Tagavi, but by previous  
20 discussion with the Senate Council office, we've  
21 arranged to have that in the November Senate  
22 meeting, so that will remain old business until  
23 next month.

24

25 The next item on the agenda is an honorary degree

1 recipient nominee. It's very important for the  
2 university Senate that we do not share the names  
3 of the honorees. These' are embargoed until  
4 announced officially by the university. So what  
5 you see here about the presented honorary degree  
6 recipient is to be kept in confidence until it's  
7 publicly announced. So the honorary degree  
8 recipient will be presented by Graduate School,  
9 Assistant Dean Morris Grubbs because Acting Dean  
10 Peterson had a scheduling conflict. Morris, are  
11 you ready? I think we need to probably make you  
12 a co-host so you can share some slides.

13 GRUBBS: I'm ready, otherwise. It says "Host disabled  
14 participants screen-sharing."

15 CRAMER: Hang on one second. All right, Morris, you're  
16 good to go.

17 GRUBBS: Thanks, Aaron. Can you see my screen?

18 CRAMER: Yes.

19 GRUBBS: All right. Morris Grubbs, the Assistant Dean in  
20 the Grad School. As Aaron said, thank you for  
21 giving us this opportunity on behalf of the  
22 UJCHD, the University Joint Committee on Honorary  
23 Degrees. I thought I would preface this brief  
24 presentation just by restating the mission of  
25 honorary degrees, because you probably do not

1 read AR 5.4.2.4 very often. So this will put it  
2 in the forefront of your mind. In awarding  
3 honorary degrees, the university accomplishes several  
4 purposes. It pays tribute to those whose life and work  
5 exemplify professional, intellectual, or artistic  
6 achievement. It recognizes and appreciates those who have  
7 made significant contributions to society, the state, and  
8 the university. It highlights the diverse ways in which  
9 such contributions can be made. And it sends a message  
10 that principles, values, and contributions are important.  
11 Well-chosen honorary-- honorees, affirm and dignify the  
12 university's own achievements and priorities. So the  
13 University Joint Committee on Honorary Degrees  
14 advances, Dr. James W. Holsinger as a nominee for  
15 Honorary Doctorate Humane Letters.

16  
17 I'll start on that. This is a-- it was hard, as  
18 you might imagine, if you know Dr. Holsinger, to  
19 condense his CV to one slide. We did the best we  
20 could. We'll start down here in the bottom right  
21 just with the academic degrees, just pointing out  
22 that he holds several beginning with the MD from  
23 Duke in 1964. Later the Ph.D. in physiology in  
24 '68, and his bachelor of arts degree in -- was it  
25 topical degree in Human Studies from UK in 1997.

1           And he holds several other degrees, as well,  
2           including the Doctor of Ministry from Asbury  
3           Theological Seminary.

4  
5           His military service includes Brigadier General,  
6           1986, and then Major General in Medical Corps in  
7           '89, US Army Reserves. Awards include US Public  
8           Health Service, Sergeant General's Medallion, the  
9           US Army Meritorious Service Medal, and the UK  
10          Public Health Hall of Fame.

11  
12          Among the federal committees and task forces are  
13          the White House Working Group on AIDS in the  
14          early 90s and National Cancer Advisory Board. He  
15          was Chancellor of the UK Medical Center from 1994  
16          until 2003. His service on boards and committees  
17          in the Commonwealth of Kentucky include a long  
18          list, but I'll name just a few.

19  
20          The Governor's Council on Domestic Violence and  
21          Sexual Assault, Child Support Enforcement  
22          Commission, Child Sexual Abuse and Exploitation  
23          Prevention Board, Kentucky Agency for Substance  
24          Abuse Policy Board, and the Kentucky Commission  
25          on Autism Spectrum Disorders.

1 He has served as secretary of the Kentucky  
2 Cabinet for Health and Family Services, and also  
3 served as undersecretary for health in the  
4 veteran's administration. He helped create the  
5 UK College of Public Health, and he and his wife  
6 had funded endowed professorships at UK. His  
7 lead nominator, Dr. Douglas Scutchfield boiled  
8 down his-- all of his commitments and his  
9 eligibility for the honorary degree this way, by  
10 saying that Jim has made major national and  
11 international contributions to healthcare  
12 ministry, care of veterans, and care of  
13 Kentuckians in a variety of roles.

14  
15 There's no area that he participates in that does  
16 not reflect excellence in major contributions as  
17 the result of his effort. He has committed to  
18 UK, his alma mater, and the people of Kentucky.  
19 And just by way of a little background here, the  
20 University Joint Committee on Honorary Degrees  
21 selected Dr. Holsinger as one of the nominees to  
22 advance to Senate last fall, but as the  
23 nomination moved forward toward the Senate, we discovered  
24 that Dr. Holsinger still had an active post-  
25 retirement faculty appointment, still on the

1 books.

2  
3 So in-- pursuant to rule 5.4.2.4, current faculty  
4 and staff are ineligible for an honorary  
5 doctorate. So that's-- was resolved at the end  
6 of December 2020. Just-- also a little context,  
7 Nikky Finney and Carl Pollard, whom you approved  
8 last academic year are delaying their conferrals  
9 until May 2022 commencement. This leaves this  
10 December commencement for Dr. Holsinger's  
11 conferral, pending your approval and pending his  
12 availability to receive it at that time.

13  
14 So, in conclusion, the University Joint Committee  
15 on Honorary Degrees recommends to the Senate,  
16 James W. Holsinger for conferral at the December  
17 2021 commencement of an Honorary Doctorate of  
18 Humane Letters. The HD of Humane Letters  
19 recognizes his extraordinary contributions to  
20 philanthropy, human development, education, and  
21 society-- societal wellbeing. And it's that last  
22 part that the committee thought really expresses  
23 Dr. Holsinger's contributions. So thank you.  
24 And if you have any questions, let me know and  
25 I'll try to answer. I'm going to stop sharing.

1 CRAMER: So Senate Council previously put this honoree on  
2 the Senate agenda. But again, we discovered  
3 after that, that he still had a post-retirement  
4 appointment. But this is the motion from the  
5 Senate Council that the elected faculty senators  
6 approve Jim Holsinger as their recipient of an  
7 honorary doctorate of humane letters for  
8 submission through the President, to the Board of  
9 Trustees. Is there any debate or questions on  
10 that motion? Shannon?

11 OLTMANN: Yes, on National Coming Out Day. I wanted to ask  
12 about Dr. Holsinger's views on the LGBTQ  
13 community. I did a quick search while you were  
14 discussing his record his -- and I found some  
15 views from his past that were, well, kind of  
16 could be perceived as anti-LGBTQ and I wondered  
17 if his evolve -- if his views have evolved over  
18 time. If you could speak to that, please.

19 CRAMER: Of course. I don't know anything about  
20 Dr. Holsinger's views in this area. Morris, do  
21 you have anything to add on this?

22 GRUBBS: No, that -- to my knowledge, that was not  
23 discussed in the meeting. And I haven't looked  
24 into it myself.

25 CRAMER: Any other debate or questions on the motion?

1 Cagle.

2 CAGLE: I just want to -- I don't want to use the word  
3 second, necessarily. I want to underscore  
4 Shannon's question and I think that's really  
5 important for us, as a body, to address before  
6 making any decision one way or the other.

7 CRAMER: All right. Bob?

8 CAGLE: And apologies. I should have said Lauren Cagle,  
9 A&S, I'm getting used to it.

10 GROSSMAN: Bob Grossman, A&S. Please forgive my dogs  
11 for playing tug of war. I would just note that I  
12 don't know anything about Dr. Holsinger's views  
13 in this area, but I will note that he served on  
14 White House Advisory Panel on AIDS. Dr. Grubbs,  
15 can you bring up that slide you showed us before?  
16 Anyway, I believe it was in the early 90s.

17 GRUBBS: That's correct. Yes, '90 to '93.

18 GROSSMAN: Yeah. So it's possible that his views  
19 evolved, but I think you know, on that particular  
20 issue, which you can remember in the early 90s  
21 was it -- was a tumultuous time in the AIDS  
22 epidemic at least, you could use his action,  
23 perhaps, as something to be considered next to  
24 any statements he may have made.

25 CRAMER: Is there any further debate on the motion? Then



1 if you'd like to vote in favor of the motion,  
2 please use the raise-hand feature now.

3  
4 If you'd like to vote against the motion, please  
5 use the raise-hand feature, now. Actually, hold  
6 that I got to clear the hands first hang on. All  
7 right. Now, if you'd like to vote against the  
8 motion, please use the raise-hand feature.

9  
10 If you'd like to abstain on the motion, please  
11 use the raise-hand feature now.

12  
13 That motion passed 55 to 33 with seven  
14 abstaining.

15  
16 The next item on the agenda is a committee report  
17 from the Senate's Advisory Committee on Diversity  
18 and Inclusion. Cindy Jong is the chair. Cindy,  
19 are you ready?

20 JONG: Yeah. Good afternoon, everyone. I won't repeat  
21 what is on the report for you to see there, I'll  
22 just highlight three recommendations. One of  
23 which is a little more concrete. The other two  
24 we have-- we pose a lot of kind of questions to  
25 consider. We have more information, I think, to

1 gather about these processes, but our-- the  
2 charge of our committees to attend to the  
3 diversity and increased diversity among  
4 university senators.

5  
6 And -- but we also look into kind of different  
7 issues around diversity that come up. And one  
8 topic that came up in particular that was posed,  
9 actually, by some of our student members was a  
10 suggestion to encourage modifications around  
11 testing and general, some teaching practices for  
12 non-native English speakers. So we crafted a  
13 sample language, which I could put in the chat as  
14 possible use for syllabus. And we put in some  
15 concrete kind of ideas of some, you know,  
16 modifications, accommodations that could help  
17 with the success for our not native English  
18 speakers. And we -- I just want to also be clear  
19 that we view multilingualism as an asset.

20  
21 We don't view it as a deficit in any way. And,  
22 therefore it's not -- it shouldn't be something  
23 that a non-native English speaker needs to seek  
24 out, you know, to the disability office to get  
25 some sort of support or assistance. But we want

1 to recognize that studying at a higher level on  
2 your non-dominant language, certainly takes more  
3 time. Oftentimes you're-- you need to translate  
4 text, and as it is, the various content areas  
5 have are very language heavy. So this is just  
6 proposed texts. And we did speak with Sue  
7 Robert's in the international office and a few  
8 other folks in terms of to get just different  
9 input. But-- so this is one of the first  
10 recommendations our committee would like to make.

11 CRAMER: So this recommendation was one that the Senate  
12 council didn't decide what to do with it.  
13 There's a range of options available to the  
14 Senate. They can just observe the recommendation.  
15 They can choose to try to task this  
16 recommendation to a committee for possible sort  
17 of further study. They can choose to recommend  
18 this language to our colleagues, like an optional  
19 syllabus component. But the university -- the  
20 Senate Council did not make any specific  
21 determination what to do with the recommendation  
22 deciding instead to leave it to the Senate  
23 broadly. Ken?

24 TROSKE: Yeah. This is Ken Troske from B&E. So when I  
25 have students who have obviously have an English

1 as a second language, and they ask for additional  
2 time on exams and things like that, I'm always  
3 happy to accommodate them. I guess I'm not  
4 really sure I've just done that on my own. They  
5 say, "Hey, I need the extra time." I say, "Sure,  
6 let's figure out how to make that happen." Is  
7 that -- I'm not even sure whether I'm supposed to  
8 be doing that, but I just decide that that's the  
9 appropriate thing to do to make sure everybody  
10 has an equal opportunity to ask them. So what  
11 leeway do faculty have now to do these things if  
12 they think it's important?

13 JONG: I mean, that's a great question. I think that,  
14 thankfully, a lot of us have the freedom to make  
15 modifications, combinations as we see fit to try  
16 to promote success for our students at various  
17 levels and according to what's appropriate in our  
18 disciplines.

19 TROSKE: So given that faculty have the freedom to do this  
20 now, and faculty-- I trust my faculty colleagues  
21 to be thoughtful and careful in figuring out how  
22 to do that. I think they all know what the best  
23 thing is for students in their class and whether  
24 something like this is appropriate. Does it seem  
25 necessary that we -- if we kind of think faculty

1 behaves -- are thoughtful and careful, much as  
2 everybody else's on the Senate, do we think it's  
3 important -- necessary to make some something up  
4 if we think faculty are perfectly capable of  
5 making these decisions on their own  
6 independently?

7 CRAMER: Cindy, do you have any thoughts on that?  
8 Specifically?

9 JONG: I mean, I think that, like, while I like to think  
10 the best of my colleagues, it's just not on the  
11 radar, a lot of folks. And a lot of non-native  
12 English speakers, conversationally and  
13 academically as well are very fluent and clearly  
14 quite capable. But it can-- it would show, I  
15 think, a sign of support to have this in place.  
16 It would also, I know that -- I hear a lot of  
17 faculty members encourage, of course, the use of  
18 varying resources on campus to students,  
19 including not just mental health resources, but  
20 of course, the disability office making it clear  
21 that it's very easy to get an accommodation on  
22 file, but having some language like this might  
23 also ease the burden off the DRC as well. So do  
24 we have other folks who have questions or  
25 comments?

1 CRAMER: Liz? Liz Debski?

2 DEBSKI: Yeah, I'm sorry. I'm not sure that faculty  
3 actually have the ability to do this. I'm not  
4 allowed to give students extra time on my exams  
5 without a letter from the Disability Resource  
6 Center. And I can't treat students differently  
7 from one another, or give a student an  
8 opportunity that I don't give another student.  
9 So although I very much appreciate the sentiment  
10 behind this, I'm wondering if you can remove it  
11 from the instructor. I don't think the  
12 instructor level is the proper place to determine  
13 whether a student has a language problem that  
14 interferes with their ability to learn and should  
15 be given extra time.

16 CRAMER: Shannon?

17 OLTMANN: Thank you. Shannon Oltmann, College of  
18 Communication and Information. To Ken's point  
19 earlier, I think of it as an equity issue,  
20 students may not know they can ask their faculty.  
21 Students may not know what to ask their faculty  
22 for, so making a statement on a syllabus makes it  
23 a more equitable classroom, and that all people  
24 who need possible accommodations are aware of  
25 what the possible accommodations are. That's

1 all.

2 CRAMER: Cagle?

3 CAGLE: I wanted to ask Cindy about the impetus behind  
4 this to speak to those of the concerns raised  
5 thus far about whether we actually need it, and  
6 whether instructors are, in fact, well suited to  
7 address the question. So is this based on  
8 concerns that have been brought to the committee?  
9 Like, do we have evidence that students are  
10 experiencing disparate treatment by faculty on  
11 this issue? This is Cagle, Arts, and Sciences,  
12 I'm going to get used to that eventually. Thank  
13 you.

14 JONG: Yes, it was brought up by some of our student  
15 members, and it was also again supported by folks  
16 in the international office, and just by some of  
17 our anecdotal experiences. Even, for example, a  
18 practice such as posting slides on Canvas not  
19 everyone does that, but it could be, certainly, a  
20 benefit to a lot of students, so I've had some  
21 international students and other folks ask if I  
22 could post slides, something like that, that can  
23 make a big difference and just students' learning  
24 experience. I don't know if I answered that  
25 question, but it's been brought up as, certainly,

1           yeah, a concern, by students.

2 CRAMER: Molly?

3 BLASING: Molly Blasing, A&S. Cindy, I support this  
4           measure for many of the reasons that you and  
5           others have stated. I wonder though if your  
6           committee might consider changing the language of  
7           the policy to substitute something like "students  
8           whose first language is not English" or use the  
9           term L1. In multi-lingual studies, we've moved  
10          away from using the sort of binary of native-  
11          nonnative speaker, because that's a-- non-native  
12          speaker is sort of associated with the history of  
13          exclusionary practices and racist practices. And  
14          so, you may find, if you look into this, that a  
15          term like "students whose first language is not  
16          English" or "whose L1 is not English" could be  
17          better language for that. Just something to  
18          consider.

19 JONG: Thank you for the suggestion. Appreciate it.

20 CRAMER: Alison

21 GUSTAFSON: Alison Gustafson, Arts and Sciences. I think  
22           the idea is about the resources making  
23           available to all students, such as slides and  
24           things like that, or for captions on video,  
25           which we should have anyway, that's all fine



1           and great, and I support that, but I have to  
2           agree with Liz about the exam issues, that I  
3           don't have the ability to determine is it 50  
4           percent, extra time, 100 percent, we have  
5           many, many students from lots of different  
6           reasons that ask for accommodations. Some of  
7           whom -- the ones who've gone to the  
8           Disability Resource Center is one thing, but  
9           we have other people that ask us for other  
10          reasons. How am I supposed to tell them no,  
11          but tell someone else yes? We have 2000  
12          students in Gen Chem, at least every  
13          semester. So we're talking about-- even a  
14          few percentage would be a lot of students,  
15          and I don't have the experience or the  
16          knowledge to know what is appropriate for  
17          each individual student, which is why we rely  
18          heavily on the DRC for those students. But  
19          we have others that also ask. So resources,  
20          yes, that's fine, that's something that's  
21          available to all students, but not for exams.  
22          Someone else needs to-- if somebody else  
23          makes that decision, then that's fine, but we  
24          can't be the one making that.

25 CRAMER: Sean?

1 SEAN: I want to basically agree with Liz and Alison  
2 there. I would like to know from the ombud, if I  
3 give one student 50 percent more time than  
4 another student, I-- am I going to get in trouble  
5 if it's not, basically, legislated by the DRC or  
6 by somebody else? Because I can, right now, I  
7 can look at the student say, "While you're having  
8 a tough time, you're not scoring as high, I'll  
9 give you 50 percent more time." I don't think  
10 that's going to go, I think I'm going to get in a  
11 ton of trouble as an instructor. So somebody  
12 else making that decision, I'm comfortable with.  
13 Myself making that decision as -- on an ad hoc  
14 basis, that is not something that I think is  
15 either a comfort or defensible, in any way,  
16 shape, or form. I do not have the expertise as  
17 an accounting instructor to decide whether or not  
18 this student has a good reason to have 50 percent  
19 more time on the exam. So I'm kind of piling on.

20 CRAMER: Ken.

21 CALVERT: Ken Calvert, College of Engineering. I'm  
22 agreeing with the previous two or three comments.  
23 I believe -- and another wrinkle on that is, I  
24 think, the whole point of having the DRC and the  
25 accommodation letters is to avoid having the

1 student having to be in the position of  
2 negotiating for themselves, with the faculty  
3 member, and the power disparity is that is there.  
4 And that's the reason, I think, we have the DRC  
5 is to be that adjudicator. And so, I think this  
6 would be problematic.

7 CRAMER: Gail?

8 BRION: I want to add to thinking that this is something  
9 that needs some type of official approval if a  
10 student needs this extra time. Otherwise, it's  
11 not fair to the other students. And I have two  
12 additional points.

13  
14 Number one, if a student does need accommodation,  
15 then there are resources available to the faculty  
16 member to have the student test somewhere else.  
17 I've had students who were deaf, I've had  
18 students who for many different reasons required  
19 extra time, and that allowed me to know that I  
20 wasn't going to have to try to find additional  
21 resources or make resources myself. So I think  
22 that that's important.

23  
24 I also think that there's a point, we have an  
25 underlying current in here in the university that

1           our graduates should be fluent and able to  
2           communicate in English. And I think that I know  
3           it's very hard when you -- when that is not your  
4           first language, but I think it is imperative upon  
5           us to require the same thing of people who it's  
6           not their first language as we do of the people  
7           who it is, their first language. We need to  
8           require the same competency, so the degree from  
9           UK says, "I can communicate."

10 CRAMER: Bob.

11 GROSSMAN: Bob Grossman, A&S. In addition to the  
12 sentiments expressed, I want to add two things.  
13 First of all, there was already a framework in  
14 place at UK to help students whose native  
15 language is not English to become more competent  
16 in English. There are courses offered out of the  
17 College of A&S, or, at least, there used to be.  
18 If there aren't, those could easily be revived,  
19 if we thought this was a significant problem in  
20 UK. But that's the kind of help, and I think is  
21 appropriate, to offer to people who are having  
22 trouble with English.

23  
24           The other thing I would like to say is, I  
25           believe, it's university policy that we do not

1 discriminate on the basis of national origin or  
2 like the ability to speak and read English. And  
3 so, I think this is just a non-starter from the  
4 beginning, that it's just not -- it's not allowed  
5 to make that discrimination.

6  
7 There's a little bit of flexibility in terms of  
8 the time and exam is offered. You might say,  
9 "Okay, you know, you can take the exam at 4:00  
10 instead of 2:00 when most of the students are  
11 taking the exam." But to give extra time to  
12 people who say that "My native language is not  
13 English," "My English is not good enough" to be  
14 able to do the exam, and need a lot of time, I  
15 just don't think that's allowed by university  
16 policy.

17 CRAMER: Yuha?

18 UNG: Yuha Jung, College of Fine Arts. While I can  
19 speak from someone who got all my -- all of her  
20 graduate degrees in second language, right? I  
21 grew up in Korea and I lived in the US for about  
22 18 years, but I still struggle from time to time.  
23 And I'm fluent, I write books in English,  
24 articles, published, whatever, all of those  
25 things, but when I do that on my own time, I can

1 do that, no problem, but if it's timed, that's a  
2 different issue. I am fluent, but I can never, I  
3 mean, not never, but I can't be as fluent as  
4 native English learner's speakers.

5  
6 So I struggle, and I still struggle, and I think  
7 there got to be a people policy on the university  
8 level that can help students who struggle. And  
9 it's a real struggle and I feel like it's  
10 dismissed. And I also as a -- so I'm a US  
11 citizen, so if you are a US citizen who speak  
12 English as a second language, there is less  
13 support, right? Because you can't really get a  
14 DRC letter, and you can't really go to the  
15 International Student Office, because you're not  
16 an international student. So there are layered  
17 issues that we should think about.

18 JONG: Yeah. I just want to also point out, there are  
19 other schools who have these policies. Even  
20 College Board allows 50 percent more times on an  
21 exam, along with other schools, which, you know,  
22 I could share some of the language that they use  
23 to just support their students' success.

24 CRAMER: Roger then Jan, then we probably ought to wrap up  
25 this item. We'll figure out what some next steps

1 for where this recommendation could go next.

2 Roger?

3 BROWN: Sorry. I really appreciate -- Roger Brown, CAFE.  
4 I really appreciate being made aware of this; I  
5 think this is a good issue to promote a broader  
6 awareness. I agree with those who have concerns  
7 about this as an equity issue and whether it  
8 would be permitted, for instance, what the ombud  
9 might say about this. I'll just mention that I  
10 think there are other solutions that fall within  
11 the basket of fairness.

12  
13 So, just as an example, in my classes I offer  
14 students an opportunity to take the exam at a  
15 different time, where they have more time if they  
16 want, like Friday afternoon at 3:00. But the  
17 idea is that everyone who might want that can  
18 have it, not everyone wants it or needs it. And  
19 so they don't take advantage of it. So I'm in  
20 favor of promoting this as something to be --  
21 people to be more aware of as a potential need,  
22 but not to include it as proposed here for  
23 syllabus language. Thank you.

24 CRAMER: Jan?

25 FORREN: Jan Forren, College of Nursing. I agree with

1           what -- I was going to say, basically what Roger  
2           just said. I see this as more of an equity issue  
3           than an equality issue. So, you know, if we go  
4           with equality, we would say, "Well, everybody  
5           gets the same amount of time" but if we go with  
6           equity, which is the direction that I believe we  
7           should be going, we look at the issues and try to  
8           make sure that we're being equitable for people  
9           who need that extra time or extra effort. So  
10          yeah, I support us looking at this and doing what  
11          we can so that we're pursuing equity and not just  
12          equality. Thank you.

13 CRAMER: Cagle?

14 CAGLE: Lauren Cagle, Arts, and Sciences. Thank you,  
15 Aaron. I agree with what Roger said, and I think  
16 that's a really great articulation that equity  
17 versus equality. I'm concerned about the equity  
18 enabled by this, the particular instantiation of  
19 this syllabus policy, not because I think it's  
20 unfair to give some students more time than  
21 others, I don't think that's unfair at all, I  
22 think that's a way to ensure equity, we already  
23 do that for students with disabilities. I think  
24 my concern about equity is that putting it on the  
25 students to ask the instructor, puts the students



1 at risk of making themselves vulnerable to an  
2 instructor who will not be supportive of them.  
3 And so, I come at it from a different direction,  
4 but I tend to agree with our colleagues Gail and  
5 Bob, and a few others, who have said, this is --  
6 I support this, but not necessarily the  
7 instructor making the call. That the instructor  
8 is not necessarily the best-positioned person to  
9 make decisions about what a student needs. And  
10 so, I think I very much support the whole policy  
11 and I question whether a syllabus statement that  
12 puts the onus on students to request something of  
13 an instructor who could decide any which way. Is  
14 it, necessarily, the best way to approach it?

15 CRAMER: Okay. So this has been a, I think a broad  
16 discussion. I think that there's not a very  
17 strong consensus, clearly, one way or the other,  
18 but I have noted a bit of comments that would  
19 benefit from further information we've been  
20 asked. Like, what would the ombuds -- how would  
21 they approach this? How does this interface --  
22 intersect with other university policies, for  
23 example, discrimination type policies that might  
24 be -- arise from the governing regulations and so  
25 forth? So I think I'm going to take down as the

1           action from this to work with Cindy, to try to  
2           make a list of what types of other discussions  
3           might help move this conversation along?

4 JONG:       I was there -- I appreciate the different  
5           perspective I was just going to make -- well,  
6           obviously it's not the same thing. We have a  
7           similar approach in terms of religious  
8           observances. A student is supposed to tell the  
9           instructor, inform the instructor, so that some  
10          sort of accommodation can be made. So while I  
11          also do not want to put it on the students have  
12          to bring it up. If there is, at least,  
13          supportive language, they might be more inclined  
14          to advocate for themselves.

15 CRAMER:    All right. Thank you, Cindy, for this report and  
16           for your work with the committee. I will-- I'm  
17           going to take it as action to work with you to  
18           try to see if we can flesh this out to something  
19           where people understand what the ombuds  
20           perspective would be or what some of the other  
21           perspectives that would be, whether or not --  
22           there's been doubt expressed, "Can I do such a  
23           thing?" We can work on solidifying some of those  
24           answers.

25 JONG:       That's great. Thank you.

1 CRAMER: Thank you. The next item on the agenda is about  
2 Senate meeting modalities moving forward. This  
3 is going to be not as parliamentary an item as  
4 some of the items that we have, it's going to be  
5 more discussion. I'm going to talk probably more  
6 than I normally would try to during a discussion  
7 like this, just to try to understand where you're  
8 coming from or what points you're making, as we  
9 discuss this.

10  
11 But frankly, we need Senate input. We Senate  
12 Council need Senate input on modalities for  
13 Senate meetings going forward to be able to make  
14 the decision, how to do that. In terms of where  
15 we are now, we purchased the Turning Technologies  
16 clickers for voting around 2014 to ensure that  
17 the meetings were in compliance with the open  
18 meetings act.

19  
20 At that time, it was understood that -- I think  
21 based on the Kentucky Attorney General's opinion,  
22 that we needed to ensure that we knew how each  
23 Senator voted in a vote, not just that we knew  
24 the counts, but that we understood each senator's  
25 vote and could produce that if asked. And legal

1           counsel opinion from 2017 indicated that that use  
2           of those clickers was in compliance with the open  
3           meetings act.

4  
5           Turning technology stopped supporting the clicker  
6           software shortly before the pandemic started, we  
7           were still using them you know, back in March of  
8           2020, our last in-person university Senate  
9           meeting I've never been the chair of a university  
10          Senate meeting in person, march, 2020 was the  
11          last one that we had.

12  
13          Voting now, of course, is being done via Zoom  
14          with this panelist attendee feature, we're not  
15          using the Zoom polling feature, we're using this  
16          panelist attendee distinction both to ensure that  
17          we have the integrity of the election that we  
18          know the only -- the eligible voters are voting,  
19          but also because it was the only way that we've  
20          yet to discover about Zoom that we could actually  
21          ensure that only the people that we knew were  
22          voting, we knew what their votes were.

23  
24          The Zoom polling feature is designed for  
25          attendees to vote, and if the attendees voted,

1 those are the people that aren't the voting  
2 members of the Senate, that would be the link  
3 that anyone that wanted to join the University  
4 Senate Meeting would be using to vote. So that's  
5 where we are now, and it's sort of certainly  
6 clunky, but that's what we have now that works.

7  
8 I mentioned the opinion of the General Counsel's  
9 Office, the advice that was given to us recently  
10 suggested that all we needed was the vote count,  
11 how many votes for and against, and if we had  
12 that, we would be in compliance with the open  
13 meetings act.

14  
15 Again, that's relatively new information. Senate  
16 Council we only heard this, I think last week,  
17 but it's different than earlier advice that we  
18 had received about the compliance with the open  
19 meetings act, coming from the State's Attorney --  
20 State Attorneys General Office.

21  
22 So questions that we need to discuss together --  
23 and you should raise your hands and stuff and  
24 we'll talk, I'll quit talking here in a second,  
25 are on two main questions. One is the possible

1 return to in-person meetings when such a thing  
2 would happen. The second big topic is on the  
3 voting methods and mechanisms to be used in these  
4 meetings. And under each of those are a number  
5 of issues that would have to be considered. For  
6 example, what conditions would have to be true  
7 for it to be reasonable, to return to in-person  
8 meetings? What would the timing of that decision  
9 have to be? How far ahead of an in-person  
10 meeting would we have to make that call for everyone to be  
11 able to prepare appropriately? And what kind of hybrid  
12 options, if we were to do such a thing would have to be  
13 available. We've previously discussed active  
14 versus passive participation, inactive  
15 participation.

16  
17 You'd somehow be able to fully participate in  
18 vote and so forth remotely passive, which was  
19 what we were anticipating doing this year before  
20 the Delta variant became intense. Would have had  
21 people viewing remotely, but not necessarily able  
22 to easily speak or vote during the meetings. So  
23 those are topics under the possible return to  
24 in-person meetings under the voting methods and  
25 mechanisms questions.

1 We have questions about anonymous voting versus  
2 attributable voting. Right now, the votes are  
3 very open to everyone. We can see who has raised  
4 their hand when in the Zoom window, the panelists  
5 can, the attendees can, but the panelists can see  
6 how each other vote.

7  
8 Previously with the clickers, it was sort of --  
9 it was not anonymous, we could still like make an  
10 open records request and find out who voted how  
11 and what, but it was attributable. If somebody  
12 asked our office, "Hey, how did such and such a  
13 vote on this motion?" We would be able to  
14 produce that information.

15  
16 Again, the recent advice from the General  
17 Counsel's Office is that the votes don't have to  
18 be attributable, but again, that advice is not  
19 consistent with earlier opinion rendered by the  
20 Attorney General's Office.

21  
22 Also, how is voting done if we're going to have  
23 in-person meetings? That might be a different  
24 question than the hybrid meeting question.  
25 Taking votes in hybrid meetings, we do in the

1 Senate Council meetings in Senate council. We've  
2 been meeting in a hybrid fashion where voting  
3 members are both in the room and remote, but it's  
4 a much smaller group, and even that it's a little  
5 bit challenging to sit in and navigate.

6  
7 And then finally, the question of resource  
8 limitations. The Senate Council Office is not  
9 staffed to be able to provide sort of any kind of  
10 real technical support for anyone in terms of how  
11 we do the voting, and so these are questions that  
12 would have to be considered.

13  
14 All right, I'm opening the floor. Raise your  
15 hand, give some thoughts on some of this, Senate  
16 Council needs to hear from you to understand the  
17 sense of the Senate on these questions as we go  
18 forward. So I'm looking for a raised hand, and  
19 I'm going to just look at you uncomfortably until  
20 one of you raises your hand. All right, Mark.

21  
22 O'BRYAN: Okay. I'm Mark. O'Bryan from the College of  
23 Design. And I'm just wondering what is the --  
24 because I've never done it face to face, I've  
25 never been to a meeting face to face. What is



1 the -- how has doing it virtually improved  
2 participation? Is it by -- do you know the  
3 answer to that?

4 CRAMER: I think other people should raise their hand and  
5 give their thoughts too. I think it's been a  
6 mixed result. I think we've had more people  
7 sometimes, we've had maybe sometimes less  
8 discussion, so that's my perspective. I think  
9 other people should raise their hand; other  
10 people are certainly going to have other views of  
11 how it's gone both ways. Eric.

12 BLALOCK: Hi. Eric Blalock, College of Medicine. I just  
13 -- I felt bad and wanted to raise my hand. No,  
14 I'm kidding. One of the things I've noted about  
15 Zoom for good and ill is how much more densely I  
16 can pack my meetings. So it is possible to have  
17 more meetings if we have some that are Zoom. So  
18 I, you know, I'm not opposed to continuing that  
19 way if we need to, although I'll go back to  
20 in-person, no problem.

21 CRAMER: Bob Grossman.

22 GROSSMAN: Bob Grossman, A&S. My department is -- not me  
23 particularly, but my department has been very  
24 innovative in terms of interaction with  
25 students through electronic devices. I

1 believe they've -- well, I would like Alison  
2 to, if she's still here, Allison Gustafson to  
3 speak up because I think she might have some  
4 good ideas about technology that would make  
5 the in-person and attributing a vote to every  
6 person possible. Possibly through the use of  
7 cell phones, means we don't have to use the  
8 clickers anymore.

9 CRAMER: Akiko?

10 TAKENAKA: Akiko Takenaka, College of Arts and Sciences.

11 And I am one of the senators who's never met in  
12 person because this is only my second year, and  
13 so I feel like it might be useful for many of us  
14 to kind of get a sense of how it was and how  
15 different, you know, in-person and online of via  
16 Zoom is for us to be able to think this through  
17 with a little more information.

18  
19 Having said that I do feel like without knowing  
20 how it is in person, I feel like, with a group  
21 this size, participation may not make a whole lot  
22 of difference because it's not like an intimate  
23 setting where you sort of interrupt each other  
24 and have a debate that way. Yeah, that's it.  
25 Thank you.

1 CRAMER: DeShana?

2 COLLETT: I was just going to say, I think -- oh, DeShana  
3 from Health Sciences. I do think we've had  
4 increased interaction and more participation  
5 while we've been on Zoom. I think it's been  
6 easier for people to get onto the meetings you  
7 know, not having to travel across campus.

8  
9 And the other thing, I think it's also a sense of  
10 security for most people not everyone on Senate  
11 currently is on campus. And so, I do have to  
12 think about those individuals who have requested  
13 those accommodations. They are still teaching  
14 from home and to ask them to come in knowing that  
15 they may be immunocompromised or for whatever  
16 reason, I think this provides a platform for all  
17 the senators to be able to interact with  
18 everybody.

19  
20 The second thing I will say about the resource  
21 limitations, I know during Senate Council meeting  
22 that we suggested that we talk with Brian Nichols  
23 in IT concerning what sort of modalities we could  
24 possibly use and can be interfaced with the  
25 current systems that we have at UK.

1 CRAMER: Alison?

2 GUSTAFSON: Alison Gustafson, A&S. So I will agree with  
3 DeShana that it does make attendance better,  
4 but I'll also admit that it's much easier to  
5 get distracted when you're on Zoom because  
6 you can get on other things.

7  
8 As far as what we would -- Bob was mentioning  
9 what we use in classes called iClicker, and  
10 so it's actually accessible through any  
11 students log in through any device, whether  
12 it be tablets or they get their app, at a  
13 computer, phone, whatever is what they use to  
14 log in and enter their responses. And it can  
15 be set up so that it's tied to each student,  
16 so you can do the same thing with senators.  
17 It's similar to TurningPoint, but it doesn't  
18 require the software that TurningPoint does.

19 CRAMER: Roger.

20 BROWN: Roger Brown, CAFE. I'll reiterate both Sean and  
21 Alison -- both of what they said. I think that  
22 the largest Senate and Senate Council meetings  
23 we've ever had have occurred on during the time  
24 that we've done this on Zoom. And I'd also say  
25 that even when COVID has gone, and over if that

1 happens, I think we're still going to have people  
2 who think -- if you think about people that have  
3 special needs and accommodations that have  
4 trouble getting across campus in a general way, I  
5 am concerned that those people may -- that may be  
6 the marginal thing that discourages them from  
7 accepting nomination to be part of Senate. I'm  
8 not saying that we should go to all Zoom again  
9 forever, but I'm sensitive to that. I feel like  
10 Zoom allows those people to participate in a way  
11 that they probably weren't able to participate  
12 previously.

13 CRAMER: Richard?

14 CHARNIGO: I'm unmuted now I believe. Richard Charnigo,  
15 Public Health. I like the Zoom meetings. I  
16 appreciate the convenient aspect, and I think  
17 that they do offer a way to participate with  
18 considerably mitigated risk in the COVID  
19 environment.

20  
21 I do think that COVID cases are trending downward  
22 now, finally, which is good news. My own  
23 inclination, and of course we have other people's  
24 ideas and thoughts, and we have to keep watching  
25 the data, but my own inclination would be COVID

1 is not going to vanish all at once, people have  
2 their routines for the fall semester, kind of  
3 already in place. I would be inclined to keep  
4 for November and December the Zoom format, and if  
5 things look like they are improving -- continuing  
6 to improve with COVID, then maybe a hybrid format  
7 beginning in January or February would make sense  
8 that would allow people the lead time to plan out  
9 their Spring 2022 routines, the timing of the  
10 decision, then wouldn't be rushed. It wouldn't be a  
11 matter of deciding the week before, for example, and I  
12 would favor to the extent possible. And I know there are  
13 feasibility issues. I would favor the possibility of a  
14 hybrid option with active participation. I mean -- I  
15 think when COVID dissipates, I think everybody would, or  
16 almost everybody would say probably hybrid with  
17 active participation is the best of all worlds,  
18 but is it feasible? That's kind of the issue.

19  
20 But I would say, for now, the cases are still  
21 high. Although they're decreasing, people are  
22 used to doing what they're doing for fall. I  
23 would continue status quo for fall and then  
24 consider a change for January or February if  
25 COVID permits. Thank you.

1 CRAMER: Christopher?

2 CRAWFORD: Chris Crawford, A&S. I like the efficiency of  
3 Zoom. However, I'd be glad to meet in person, and  
4 I agree that probably hybrid would be kind of the  
5 best of both worlds.

6 CRAMER: Sean?

7 PEFFER: I'm an outlier. I live 60 miles away. I don't  
8 teach on Monday. I have set it up so I can work  
9 at home quite well. I'm not sure how many  
10 people, but when I'm looking through here, I'm  
11 seeing a ton of people that are at home. So it  
12 turns it into, instead of being, at least, even  
13 if I'm on campus half an hour over for getting  
14 there early and getting all set up and then  
15 having it, and then half an hour back, back to a  
16 three-hour meeting.

17  
18 So I -- what I've been listening to is I've been  
19 listening to things that are advantages of having  
20 an online, at least option. I've had  
21 convenience, I've had more access to everyone,  
22 which I think is major, whether you can get over  
23 there or not. And then I haven't heard a lot of,  
24 "Well, no, we need to meet in person because this  
25 is the advantage of meeting in person, this is

1 the advantage of meeting in person" I haven't  
2 seen that. And I've seen a lot of businesses --  
3 oh, by the way, Sean Peffer, School Accountancy  
4 Gatton. Sorry, been on this forever I should  
5 know that.

6  
7 But I'm more likely to participate online, but  
8 the concept is I haven't heard a lot of  
9 advantages being in person. A lot of companies  
10 have gone back to, "Okay, we're in person, but we  
11 have hybrid." So I can't see us not ever going  
12 back to a hundred percent in person when we've  
13 already started the hybrid and there's all those  
14 advantages, and that's the way a lot of companies  
15 are running their meetings now.

16  
17 The fact that I heard, "Well, this might not be  
18 technically feasible" I don't think it's not  
19 technically feasible given I can name a ton of  
20 accounting firms or whatever that are doing it.  
21 So my vote is hybrid, as you can tell, I mean,  
22 in-person is great for the people on campus, but  
23 hybrid works much better. And I agree with -- I  
24 forget who's speaking before me, doing anything  
25 before next semester at the earliest is extremely



1           premature given COVID still out there. Anyway,  
2           that's my thoughts. Bye.

3 CRAMER: Ken?

4 CALVERT: Ken Calvert, College of Engineering. I am on a  
5           couple of steering committees for conferences who  
6           are debating this question for future offerings  
7           of the conference. And pretty much the universal  
8           opinion is that you can go online or you can go  
9           in person, but hybrid contrary to what several  
10          people have said is -- and I agree with this is  
11          the worst of both worlds.

12  
13          I think it's difficult for people that are online  
14          and people that are in-person to actually  
15          communicate very well in the hybrid option. So  
16          my suggestion would be, and I don't have a strong  
17          opinion one way or the other about online versus  
18          in person, but pick one and don't -- I think  
19          hybrid is fine for smaller meetings like the  
20          Senate Council when you get 118 people and maybe  
21          half, you know, a significant fraction are in  
22          each camp, I think that becomes problematic.

23          Thank you.

24 CRAMER: Liz?

25 DEBSKI: Liz Debski, A&S. So as someone who has attended

1 a lot of Senate meetings in person, I actually  
2 agree with Aaron's characterization, right at the  
3 beginning that although the Zoom platform allows  
4 more participation, I really believe that  
5 discussion is better in person.

6  
7 And I think, you know, for the very same reason  
8 that we want our kids back in the classroom, I  
9 think it actually also applies to us. I think  
10 it's much easier to enter into real discussion of  
11 matters with a lot more people speaking in person  
12 than on the Zoom platform. But I definitely do  
13 agree with those who have said that now is not  
14 the time to make any conversion to an in-person  
15 meeting, we need to stay on Zoom for the  
16 foreseeable future. That's it.

17 CRAMER: Cagle?

18 CAGLE: Cagle, A&S. I appreciate that insight, Liz, as  
19 someone who's brand new, this is my very first  
20 Senate meeting as a participant and not an  
21 attendee. And people who know me know that I'm  
22 not shy to speak in general, but I -- as a brand  
23 new relatively junior, both faculty member and  
24 Senator, I will say that I think the Zoom format  
25 is -- I'm more inclined to participate because

1           it's less intimidating than being at a room with  
2           everybody potentially.

3  
4           Additionally, if there's concern about the  
5           quality or amount of discussion deteriorating on  
6           Zoom, then maybe the answer is not, we have to go  
7           back to in-person, but that we talk about ways to  
8           foment more discussion on Zoom to encourage that,  
9           whatever it may be.

10  
11          The last point I want to make about the benefits  
12          of Zoom on top of what everyone else has said  
13          about convenience and safety and I think we can't  
14          overlook inclusivity. How many people don't run  
15          for Senate Council because of the additional time  
16          or effort required to come to in-person meetings?

17  
18          On top of that, I think the "hand-raise feature"  
19          is a quietly quite powerful because it lines  
20          everybody up in order of hand raise, so I can't  
21          speak for Chair Cramer certainly, but I imagine  
22          that it makes it perhaps more straightforward to  
23          ensure that everybody who has indicated they want  
24          to speak gets a turn to speak in order.

25   CRAMER: I'll speak for chair Cramer. That's correct.

1           They come in order; I can usually see who's there  
2           with their hand up. Molly?

3 BLASING: Molly Blasing, A&S. I actually am going to echo  
4           a lot of what Cagle just said. When I think  
5           about -- and also what Ken Calvert said earlier,  
6           I'm very nervous about a hybrid situation. I can  
7           -- I attended one or two Senate Council meetings  
8           where I was remote and they were in person and it  
9           was hard to hear, we didn't get the -- we  
10          couldn't see people's faces. I worry a lot about  
11          sound. I think one reason that I really prefer  
12          the Zoom meetings is that I can hear very well  
13          what people are saying. We're not encumbered by  
14          masks, we don't have to worry about mics in the  
15          hall and that sort of thing, and so I think it's  
16          very comfortable.

17  
18          And the turn-taking is another point that I --  
19          when I think about a hybrid situation who gets  
20          called on first if someone raises their hand --  
21          in Zoom versus raises their hand in person, how  
22          do you keep track of that? It seems like a lot  
23          of extra effort that is minimized in the Zoom  
24          setting. So I am for Zoom for as long as  
25          possible. Thanks.

1 CRAMER: Sara?

2 POLICE: Hi, Sara Police, College of Medicine. I'm  
3 skipping down on your list here, Aaron to talk  
4 about -- I favor attributable to anonymous voting  
5 on issues as elected senators for our respected  
6 -- respective colleges. I think this makes the  
7 most sense. I think we should each be accountable  
8 for the votes that we cast than influence  
9 policies or decisions across the board.

10

11 For in-person versus hybrid that bullet, one way  
12 if we decide to test the in-person mode would be  
13 to go back and forth between these first  
14 semesters, one month in person, and one month  
15 Zoom, I don't know that might be messy, but that  
16 would allow us to test that in-person mode to see  
17 about attendance, how it goes, and I agree, I --  
18 there were a few colleagues that mentioned  
19 problems with hybrid meetings, and I completely  
20 agree there they're full of problems related to  
21 sound and participation.

22

23 And also, I wanted to say that virtual meetings  
24 have taught us a lot about how to use technology  
25 in person, so there are some instructional

1 technology tools that we could use and leverage  
2 those in-person to improve communication in that  
3 mode. That's all.

4 CRAMER: Jurgen?

5 ROHR: I'm unmuted, so, Jurgen Rohr, College of  
6 Pharmacy. Yeah, I think I heard good arguments  
7 on both sides and I would like to see what my  
8 Senator colleagues thinks about it by having a  
9 vote on this issue, can we do that?

10 CRAMER: So it's a discussion item. I mean, it's not  
11 really parliamentary. I suppose we could do like  
12 a straw poll or something like that, where we  
13 just, for our edification, can learn perhaps  
14 where people are on this. Is there an interest  
15 in that? I think -- Christian Brady?

16 BRADY: Yeah, I was just going to affirm, I think a straw  
17 poll might be really good. Aaron, there's been a  
18 lot of conversation and maybe that'll be a great  
19 way just to give you and the rest of the Senate  
20 Council, a sense of where folks stand, but just  
21 to be clear, I think there's a lot to be said  
22 about doing it via Zoom.

23  
24 I feel like it's a little bit more inclusive and  
25 having sat through lots of Senate meetings, both

1 here and in a prior institution, in some ways I  
2 think our conversation has been more egalitarian.  
3 So I think in some ways it's been beneficial even  
4 on the discourse of level.

5 CRAMER: All right. Looking at the time, I'm going to do  
6 the pole this way. I'm going to put together  
7 like a one-minute Qualtrics survey that I'm going  
8 to send out to you guys like tomorrow or the next  
9 day. And I will announce all the results out to  
10 everybody through the listserv so that you guys  
11 can all see how it went. But I just -- I'm also  
12 seeing that it's 5:00. So that's what I'm going  
13 to do unless somebody like says, "Absolutely not"  
14 but I don't think any of you are going to do that  
15 because it's five o'clock.

16  
17 All right. So that's where we'll leave the  
18 discussion today. I think this has probably been  
19 helpful to Senate Council. I will send that  
20 Qualtrics survey out to you guys within the next  
21 day or so, and then you guys will all see the  
22 results of it, so you'll have a sense of where  
23 the body is as a whole. Items from the floor time  
24 permitting it being 5:00, I would not generally  
25 say there's much time permitting, and I don't see

1 any hands. So I would say at this point are  
2 there any objections to adjournment?

3  
4 Seeing none then have a pleasant afternoon. I'll  
5 see you on November 8th. Look for email from me  
6 about the format of Senate meetings. Have a good  
7 afternoon.

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