

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

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MAY 2, 2022

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AARON CRAMER, CHAIR

DESHANA COLLETT, VICE CHAIR

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

KATIE SILVER, STAFF ASSISTANT

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

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2 CRAMER: Good afternoon, everyone. Welcome to the May
3 2nd University Senate Meeting.

4 To prepare yourself for voting, make sure if
5 you're voting via text, text yousenate789 to
6 22333 to join the session. If you're voting
7 by text, you won't see the motion language,
8 but your text vote will automatically apply
9 to the current question or vote. I think
10 right now there's a motion up that you could
11 test to make sure your voting is working.
12 And you text one, two, or three as needed to
13 vote on the motions.

14 If you're voting via the app, make sure
15 you've opened it, and if you're not already
16 logged in, go ahead and log in, and then join
17 the meeting by clicking the home icon. Join
18 the presentation by entering yousenate789 and
19 responding to the questions or votes as they
20 appear on your screen.

21 If you're voting via the web, navigate to the
22 URL shown here at pollev.com/yousenate789.
23 Again, if you're not already logged in, log
24 into your Poll Everywhere account, click the
25 home icon and join presentation by entering

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1 youseenate789.

2 All right. In terms of attendance,
3 attendance is captured via Zoom report for
4 the meeting. Chats will be received by
5 office personnel. Office staff can also help
6 put motion language into the chat when
7 appropriate or helpful.

8 Remember to mute yourself when not speaking,
9 although Katie is empowered to mute others as
10 needed during the meeting.

11 There's a friendly reminder that Senate
12 Council suggested asking senators to turn on
13 cameras if possible especially while
14 speaking. There's a recent revision of the
15 state's open meetings laws that will actually
16 require that from members of the deliberative
17 bodies, so start to get in the habit of that
18 in such meetings

19 If you're attending via phone and using the
20 speakerphone to talk, it can be quite
21 difficult for others to hear you. So please
22 make sure to hold the phone to your ear or
23 use ear buds or a headset as appropriate to
24 make sure that we're able to hear you, if
25 you're joining the meeting via phone.

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1 The meeting is being recorded for note taking
2 purposes. If any member of the Senate is
3 disconnected and cannot reconnect at all,
4 please send an email to Sheila, so we're
5 aware.

6 Senate meetings are open meetings. We follow
7 Robert's Rules of Order Newly Revised. No
8 voting by proxy. If you're not the member,
9 you cannot vote. Be civil, direct debate to
10 the chair, not to each other. Be a good
11 citizen, which means communicating about the
12 activities of the Senate with your
13 constituents and also taking the concerns
14 that your constituents, so that you could
15 reflect them in the Senate. And participate.
16 If you don't know what we're voting on,
17 please ask. If you -- make sure you
18 understand what the body is doing.

19 Currently Zoom participants are divided into
20 two categories: Panelists and attendees.
21 Both can participate in the meeting. Voting
22 senators and certain invited guests or
23 panelists. Panelists will receive a unique
24 link via email with Zoom information.
25 Non-voting senators and guests are attendees.

1 Attendees get the Zoom link from the Senate
2 site and typically aren't voting members of
3 the body.

4 To speak for any reason or otherwise be
5 recognized including to make motions or
6 seconds use the "raise hand" feature of Zoom.
7 This slide's a little bit extra today.

8 Before speaking of course, please remember to
9 state your name and college affiliation.

10 There are a lot of agenda items today and
11 it's a three hour meeting and we still are
12 going to have to move efficiently to get
13 through them in our last scheduled meeting
14 for the year.

15 Brevity in your comments or questions or any
16 responses you make to questions will be
17 highly appreciated. Please try to keep your
18 remarks to a minute or two at most. I'm also
19 going to be going a little stricter
20 parliamentarily in terms of -- ensuring that
21 we're debating motions in an effective order,
22 that people are limiting their remarks, and
23 they're not speaking more than twice and that
24 people that haven't had a chance to speak
25 will be able to speak before people that

1 have.

2 The first item on the agenda are the minutes
3 from April 11th, no edits were received to
4 these minutes. So unless objections are
5 heard now, the minutes from April 11th will
6 stand approved as distributed by a unanimous
7 consent. All right. Those minutes are
8 approved.

9 In terms of announcements, Ombud Turkington's
10 reappointment for a second one-year term has
11 been finalized, so we're grateful for Alice
12 Turkington's hard work in that role and her
13 willingness to perform it for another year.
14 Expect an email this week about course purge.
15 Recall that there was a start at this, but
16 then there were some problems in the data
17 that was provided, and so we'll be sending an
18 email out to senators and department chair
19 soon about a course purge. Department chairs
20 are being asked to email Sheila to indicate
21 which courses should be retained or all the
22 ones in the purge list should -- can be
23 purged upon notification by the Senate
24 Council office, or the central -- the
25 registrar will end -- date the course in UK

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1 systems.

2 There'll be a very brief window to make any
3 changes to the purge list after submitting to
4 the Senate Council's office. So please make
5 sure that these are checked carefully or make
6 sure they're check carefully in your units
7 before submitting to the Senate Council
8 office. Look for an email about that this
9 week.

10 First -- I think first time that we're
11 notifying you of the deadlines for Senate
12 proposals for next year, if you're seeking a
13 fall 2023. Effective date proposals for
14 these various items are due in the Senate
15 Council office by December 1st, March 1st, or
16 April 12th to have a reasonable opportunity
17 for those items to be considered in time for
18 a fall effective date.

19 Roger, are you on, are you able to make a
20 quick report about the Faculty Trustee
21 election?

22 BROWN: Yep. Thank you. This is Roger, College of
23 Agriculture and Chair of the Senate Rules and
24 Elections -- Election Subcommittee. The
25 Faculty Trustee election concluded last week.

1 I want to thank all of the five candidates
2 who were willing to participate and run as
3 candidates in that election.

4 Last week, Aaron Cramer was identified as the
5 winner of the election and there was
6 meaningfully increase in the number -- in the
7 voter participation, 66% turnout, and I think
8 there's another slide that might be there
9 with some data on individual voter
10 participation in the colleges. And you can
11 see historically going back to the past 10
12 Faculty Trustee elections on the right, and
13 see that with 66% voter turnout, that's a
14 meaningful increase in voter participation.
15 Thank you.

16 CRAMER: All right, Roger. Thank you.

17 I do see a question. It's the College of
18 Communication and Information not listed on
19 the slide we'll have to -- oh, no, it's
20 listed under the wrong name as the third item
21 in the list.

22 BROWN: My mistake.

23 CRAMER: Nope, no problem. But there's CNI there on
24 the third item. All right. Thank you, Roger
25 for this. All right, moving onto the next

1 item in our agenda. The Chair of the
2 University Senate President Eli Capilouto.
3 Dr. Capilouto, are you ready?

4 CAPILOUTO: Oh, yes, sir. Dr. Cramer. Well, Aaron,
5 thank you. Congratulations on your election
6 to the Board of Trustees and thank you for
7 your service over the last two years. I want
8 to thank all the members of the Senate
9 because in a very difficult time, you all
10 represented your constituents quite well, and
11 you made it possible for us to ensure that
12 our mission remained vital and possible.
13 In reflecting back to earlier in the year, I
14 recognize that the shadow of COVID was
15 hanging over us when we opened in the fall.
16 At that time, I shared my hopes that number
17 one, we would be able to reestablish and
18 strengthen our residential experience. I
19 think we all know that being alone during
20 something like this for extended periods of
21 times, certainly wasn't healthy for us and
22 our students that we would not simply endure
23 this period, but that we would position
24 ourselves to thrive.
25 And lastly, I hope that when history look

1 back at us, and ask the question of us that,
2 "Did we care that the answer would be
3 unquestionably clear?" And that answer would
4 be, "Yes." So the numbers I'm about to share
5 with you are just a few, but I think they
6 tell a compelling story. That number one, we
7 -- and I want to emphasize "we", we care
8 during the difficult time. And I think too
9 that we not only endured, we prepared
10 ourselves to thrive.

11 So remember, while the positivity rates and
12 case counts were soaring in our community, in
13 our Commonwealth, they remained just a
14 fraction of those on this campus, and within
15 this campus community. Our higher
16 vaccination rates of over 90%, protected our
17 community in making it perhaps as I like to
18 say, the safest 770 acres in Kentucky. But
19 it took the comprehensive testing, tracing,
20 screening, isolation, orienting protocols
21 through the infrastructure we built and
22 executed by health in the cooperation of all
23 of us to keep this community safe, and keep
24 those case counts and positivity rates quite
25 low. So what did all that mean?

1 To me the most positive outcome one can have
2 in an educational enterprise is the students
3 that complete. And last Friday, our Board of
4 Trustees based upon your recommendation,
5 conferred more than 5,000 -- are exactly
6 5,346 degrees, upon our students. That's up
7 a couple of hundred from last May, and it's
8 very close to our pre COVID measures of 2019.
9 Our early data from the class that will be
10 entering in the fall, indicates that it is
11 quite strong, both in numbers, quality,
12 diversity, and the commitment that
13 Kentuckians are making to make our university
14 the first choice when it comes to their
15 college education.

16 A retention in graduation rates continue
17 their ascent. And our efforts to eradicate
18 debt and decrease that unmet financial need,
19 you've heard about our LEADS program, is
20 attracting more and more, in fact millions of
21 dollars, in philanthropy and is garnering
22 much national attention as the ideal way to
23 reduce that debt and increase student
24 success.

25 The quality enhancement plan that we have

1 floated across our campus and based on lots
2 of feedback, I think is going to permit us to
3 imaginatively extend what we already do quite
4 well in research in picking vans and taking
5 advantage of our multiple disciplines at the
6 University of Kentucky, but advance this
7 transdisciplinary approach in teaching
8 education in our pedagogy. That too has an
9 enormous flipside.

10 Some more numbers, a research award and
11 contracts are running ahead of our record
12 number of \$470 million last year. I know
13 this is only one way to measure scholarship
14 and it lends itself to these kinds of
15 tracking over time. But more important than
16 the numbers are where we put our dollars and
17 where we decide to address what we think are
18 our research priority areas.

19 I'll mention just one. Project UNITE. This
20 was birthed in the summer of 2020, around the
21 deaths of Breonna Taylor, George Floyd, and
22 Ahmaud Arbery. At that time, our campus had
23 about \$8 million of research. Our extramural
24 support in these areas of health disparities
25 and social justice.

1 Dr. Danelle Stevens-Watkins who was leading
2 this effort, our Project UNITE RPA reported
3 to our Board of Trustees on Friday. That
4 that research this year is already total some
5 \$32 million. And we've established recurring
6 financial commitment to our Commonwealth
7 Institute of Black Studies. Our DEI efforts
8 continue under the leadership of Dr. Albert,
9 we have numerous projects. One of the first
10 ones where we dedicated much attention, and
11 it takes the entire campus to kind of move
12 these numbers, was that our supplier
13 diversity, how we can make it easier for the
14 campus when they choose amongst suppliers to
15 make purchases on that respect the diversity
16 that we hope to see out there in the supply
17 chain.

18 We were recently recognized nationally for
19 our success in those areas, in our UK
20 healthcare system. Keep in mind at the last
21 peak of these COVID cases, some 15% of our
22 hospital beds were occupied people battling
23 this virus. That is a tremendous number.
24 The very sickest turned to the University of
25 Kentucky for care. And so many of us

1 participated in those 250,000 shots of
2 healing and hope that were administered at
3 Kroger Field. The volunteers that stepped
4 forward from nearly all of our colleges to me
5 was a strong, strong indication of how much
6 we care.

7 Last week in our board meeting, Dr. Mark
8 Evers made a short presentation about our
9 cancer center, which is going for
10 comprehensive cancer center. It would be one
11 of only 50 such in the country, it would
12 provide more options for care to Kentuckians
13 than ever before. He shared that now over
14 50% of all new cases of cancer are diagnosed
15 or treated at the Markey Cancer Center or at
16 one of our affiliates.

17 So if you ask that question, "Did we thrive?"
18 Or you asked that question, "Did we care?" I
19 think all of us could provide a resounding
20 "yes". And I am so grateful and so proud of
21 all of you and this entire campus for
22 stepping forward in what I think is the most
23 challenging time in nearly a century. And to
24 be sure you can tell from what I've just
25 shared, our appreciate data.

1 But more important to me, and what moved me
2 equally are the stories that I got to witness
3 those that you tell me from across our campus
4 that I think represent and reveal how and why
5 we care. So I could go on and on. This is
6 what I talked to donors about. This is what
7 I've talked to potential new students and
8 their family, but I'm going to share just a
9 few.

10 So a couple of months ago, I had the honor
11 and privilege of attending a production. It
12 was Herman Farrell's, Black Lives Matter:
13 1619 to Now. It was a powerful documentary
14 drama where students who are terrific actors
15 by the way, talked about this movement and
16 taught lessons in imaginative ways, which is
17 what we must do to advance our efforts in
18 social justice.

19 That was booked in just last week, by a
20 powerful presentation of a writer and
21 thinker, Heather McGee, her recent book, The
22 Sum of Us, I think vividly, vividly details
23 the profound cost of racism in our country.
24 You know, she uses the metaphor of a pool
25 draining, in a community in the South that

1 chose to do that and close its recreational
2 field facilities rather than de-segregate.
3 The consequence, not only were blacks denied
4 those facilities, but more and more white
5 soar. This is an example of the cost and she
6 reminded us today that there are modern pool
7 drainers.

8 I was deeply moved by a UKNow story last
9 week, it featured Dr. Janet Law, an
10 electrical engineer in our college. She
11 focuses on getting students across the finish
12 line. When I communicated to her via email,
13 and she said she was really inspired by her
14 parents who were first-generation students,
15 and that she and her siblings are halfway
16 through educating that next generation. She
17 says she likes to meet students where they
18 are, and she especially focuses on female
19 engineers where our couch remained too low.
20 And just a week or two ago when I was walking
21 home from my office to our residents at
22 Maxwell place, I was approached by a student
23 whose behavior was alarmingly odd and in some
24 ways frightening. I called Dr. Kirsten
25 Turner our Vice-President for Student

1 Success, and as I know that she has a group
2 that's set up for support and intervention,
3 that I hope monitored situations like this.
4 And thanks to all of you early alerts
5 provided by faculty and advisors, we had
6 assembled the support around that student,
7 and we're able to take even further steps to
8 ensure his safety and well-being.

9 A couple of weeks ago, I attended the RX
10 Summit in Atlanta, Georgia. Our own
11 Congressman Hal Rogers started this event
12 probably a decade ago. People at that event,
13 senators from all over the country, refer to
14 him as the Paul Revere of the Opioid Crisis.
15 That he alerted the entire country, and we
16 should have been listening more closely.
17 That first year -- first meeting attracted
18 100, 200 attendees. Now it is in the
19 thousands. And I was most proud when I
20 attended one of the sessions that was led by
21 Sharon Walsh, the Principal Investigator on
22 our HEALing Communities grant, that proposal
23 took 20 faculty and dozens of staff from
24 non-different colleges. The first wave of
25 that intervention was just completed. We're

1 trying to develop a playbook for communities
2 to use, to combat this scourge. And every
3 community is a little different, and they
4 hear her panelist, our faculty, their
5 partners in community who are creatively
6 devising ways to turn this scourge around was
7 heartwarming and moving.

8 A few weeks ago, I was in Western Kentucky
9 with Vice-President and Dean Nancy Cox
10 shortly after those devastating storms and
11 tornadoes. And so much it was underway.
12 Many of you know that beginning in 1920, we
13 have a Princeton station research firm. It
14 was nearly flattened. I saw volunteers from
15 a farm and elsewhere walking through those
16 fields. And the only way you can pick up
17 those small debris is by hand, so they could
18 clean those fields and get that research up
19 and started again. Among the many people I
20 met, are a group of soybean farmers who
21 shared with me, if it were not for the
22 research conducted at that station, their
23 families would have been bankrupt generations
24 ago. So because of our policy makers in
25 Frankfort recognizing how important that is,

1 there is money in the budget to rebuild that
2 facility. So I hope you can tell from these
3 powerful stories that we are thriving, there
4 is more that we can do, and because of what
5 we do together, the budget that was just
6 passed in Frankfort is historic in many ways.
7 So because of a state investments, the
8 operating side of those budgets come through
9 us through a performance funding model.
10 That's the metrics that are common to all the
11 public universities in Kentucky, and so they
12 focus on student success, our success in the
13 stem health fields, our success in graduating
14 underrepresented minorities in workforce
15 development. And the preliminary numbers
16 that were shared with the university
17 presidents a couple of weeks ago, these won't
18 be filed for a few weeks. Again, I was so
19 proud the 11 metrics our university scored on
20 all of these. The next closest university
21 out thing preliminary had made it on seven,
22 many were in the three to four category.
23 That again, takes all of us. So we'll see
24 what those monies represent in the next few
25 weeks.

1 We're also going to be eligible for up to \$40
2 million in Bucks for Brains, so that we can
3 recruit and retain outstanding faculty. Some
4 \$250 million was made available in bonds that
5 the state will pay. We put together a
6 proposal that turns out to be the one, of the
7 -- one across all universities that received
8 the greatest support, and we'll be able to
9 locate health education for four different
10 colleges in that new structure.

11 We got \$150 million in bonds. These are
12 referred to as asset preservation monies. We
13 would have to match these, but that's going
14 to allow us to continue to renew the existing
15 buildings on campus. I was pleased at our
16 board meeting on Friday, that proposal was
17 put forth to accept the gift of \$5.2 million
18 from the Gray Family of Lexington, that
19 includes former Mayor Jim Gray and now
20 Secretary of Transportation -- for
21 Transportation. Gray, this is going to allow
22 us to use those asset preservation funds
23 provides the match, so that we can revitalize
24 the distress Reynolds Building. We can
25 locate our College of Design there, it frees

1 up the space in their building, has a domino
2 effect so that we can capitalize on those
3 older buildings in the core of campus as some
4 of our next steps.

5 So I don't think we would have been received
6 so warmly in Frankfort, if it were not for
7 all the ways we touch this Commonwealth, then
8 work to advance it. So I also believe that
9 many of the divisive issues that you've seen
10 in states that surround us, were avoided this
11 time, not entirely, but you probably know
12 some of these that would be troublesome and
13 problematic. Intrusions into tenure review,
14 defunding of events that support our LGBTQ
15 and other diverse or marginalized
16 communities. Intrusions into the curriculum,
17 prohibitions, or mandates for masks and
18 vaccines. So it doesn't mean that we don't
19 still face some of these matters, but I think
20 over the past year, it demonstrated to me
21 that policy is not made through tree tweets,
22 or talking through newspapers, but we do have
23 policy makers through which we can have a
24 serious and thoughtful conversations about
25 these contentious issues.

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1 But I want to reiterate, I do think it's
2 because of the service we render to the
3 state, the trust they have in us to do the
4 right things, that in many ways we have
5 avoided these issues. So we took care of
6 Kentucky I like to say, and one of our
7 foundational principles in our strategic plan
8 is to take care of our people, our people,
9 our employees, and our students. And so what
10 are some of the things we're doing as we move
11 forward in this budget?

12 First, we want to hold down healthcare costs.
13 Our HMO plan for which over 40% of our
14 employees participate will not have an
15 increase in those annual premiums. In our
16 PPO plan would have modest increases \$4 a
17 month if you're individual, and \$12 a month
18 if you're a family. Thanks to the advice of
19 our staff Senate and others, we are providing
20 new benefits in fertility care ways to
21 navigate a complex system of healthcare
22 treatment, more treatments for chronic
23 diseases.

24 We're also able to double our raise pool. We
25 have provided salary adjustments for none of

1 the last ten years. On average, we're able
2 to provide in that pool \$8.6 million. We're
3 able to increase that more than \$17 million
4 this year, and provide flexibility to our
5 colleges and managers, unit directors, to use
6 those dollars in ways that address
7 outstanding performance, retention needs, and
8 compression.

9 So we have much more to do. We have
10 tremendous opportunities and challenges that
11 I think we're up too. Our responsibilities
12 that we underpaid now, and that I wanted to
13 mention. I do hope to name a Provost and
14 Chief Academic Officer in the coming days.
15 We have several critical leadership positions
16 to fill, a Vice-President for Philanthropy
17 and Alumni Engagement, we have searches
18 underway for the Deans in Arts and Sciences,
19 Nursing in the Graduate School, and Public
20 Health, and we will work to fill those with
21 the very best candidates.

22 We have a tremendous task in ensuring
23 reaccreditation with SACS that report is due
24 in September, the site visit will be March of
25 2023. Our campus transformation and

1 revitalization if I just outline, will be
2 able to continue. And I remind you all,
3 we've said and is our North star in our
4 strategic plan, but I think you all follow it
5 without our even saying it, and that is to
6 advance Kentucky. So we are being asked to
7 do more and be more. And that's because this
8 state is never needed us more, is never
9 trusted us more, and recognizes how uniquely
10 we can come together to serve Kentucky. So
11 we have a plan to guide our efforts, built
12 within it is some flexibility we've got to
13 adapt and adjust pivot when we need to.

14 In closing before I open it up for questions,
15 I want to thank you all for the honor I have
16 of telling these stories. I do it in
17 Frankfort, I do it with donors, I do it to --
18 for prospective students. It reveals
19 profoundly how much we care and how we, we
20 can only do this all again. Thank you, Dr.
21 Cramer. I'm going to let you manage the
22 questions. I'm not good at that though when
23 I have this many faces on the screen here.

24 CRAMER:

Thank you, Dr. Capilouto and also for
25 spending a few minutes with us. On

1 questions, recall as you're making your
2 questions, try to be brief, we do have a busy
3 agenda. I don't think that the President
4 Capilouto would appreciate us not getting
5 through our business this year on account of
6 our questions. Hollie?

7 SWANSON: Mr. President, could you clarify whether any
8 of those benefits or changes in salaries
9 would be applicable to graduate students?

10 CAPILOUTO: Dr. Swanson trust these ones. The stipends
11 and tuition relief for our students are
12 substantial. The stipend levels are
13 determined at the college and department
14 level. We are going to work hard this summer
15 to do benchmark studies, to make certain that
16 we are competitive, we'll say that central
17 administration has provided incentives for
18 the last two years for departments in
19 colleges to increase stipend amounts. Most
20 took advantage of those, not all, but I think
21 all of that will be more carefully assessed
22 in the next few weeks.

23 SWANSON: Thank you.

24 CRAMER: Cagle?

25 CAGLE: Cagle, Arts and Sciences. Thank you,

1 President Capilouto. I just wanted to follow
2 up on that. So that's a know about the
3 specific funding available for increases that
4 you were talking about earlier in terms of
5 their availability for grad students.

6 CAPILOUTO: No. What I'm saying is, we have provided
7 incentives. We continue to provide
8 incentives. We are going to carefully
9 benchmark by program this summer, and we're
10 going to urge these decisions that are made
11 at the college and department level to
12 consider all of these things.

13 CAGLE: And then I guess -- sorry. So I'm just not
14 -- want to make sure I understand. So those
15 incentives though are separate or related to,
16 for example, the \$1,000 raise that you had
17 emailed about a few weeks ago. Is that a
18 separate pool of money, I guess, is what I'm
19 asking.

20 CAPILOUTO: We're holistically going to look at all of
21 that departments, and we can have another
22 time to give more information about our
23 budget. We're pushing more and more money
24 out to the units. We certainly pushed out
25 money for the salary pool, but we pushed out

1 considerable other dollars, for which
2 colleges and departments have flexibility.

3 CAGLE: Okay. Thank you very much.

4 CAPILOUTO: Thank you for the question both you and
5 Trustee Swanson.

6 CRAMER: Roger?

7 BROWN: Roger Brown, College of Agriculture, Food,
8 and Environment. Thank you, President
9 Capilouto. If I wanted more information,
10 just generally speaking about the raise pool
11 of the number of eligible employees, for
12 instance, the total specific amount in the
13 pool, who would I -- who should I ask that --
14 those questions to?

15 CAPILOUTO: Well, we proportionally assign those pools.
16 We said anyone who had a -- I think a
17 favorable performance review was eligible for
18 a thousand dollars most certainly. And I
19 will turn to Dr. Monday now, because I know
20 he's working with human resources. We have
21 tried to give this information earlier Roger
22 to give units more time to consider this, but
23 Dr. Monday, do you want to add to that?

24 MONDAY: Yes, sir. Mr. President. So it's \$17
25 million Senator Brown of un-designated

1 general funds were provided to the campus and
2 the campus departments. That's eligible for
3 all employees on the non-healthcare side.
4 Healthcare operates on a different yearly
5 cycle. So at \$17 million and recurring
6 resources of un-designated general funds. If
7 you're an income fund or an auxiliary fund
8 that you would also provide funds towards
9 that. So the amount that will go into raises
10 and benefits for our people will be greater
11 than 17, because that's just un-designated
12 general funds.

13 CRAMER: Lee?

14 BLONDER: Lee Blonder, Faculty Trustee. President
15 Capilouto, what challenges are you
16 anticipating for the next academic year as
17 president?

18 CAPILOUTO: Well, fewer challenges in the last year,
19 Trustee Blonder, I think and hope that this
20 COVID cloud doesn't reappear. I do think
21 that our campus has demonstrated an ability
22 to respond to that. But I certainly would
23 not want to be facing all of that again. I'm
24 very encouraged by the preliminary numbers of
25 individuals who are making the University of

1 Kentucky their first choice for their
2 education.

3 This year, while I shared incredibly positive
4 news about what the state, and I want to
5 applaud both the legislature and the
6 governor, they had different ways that they
7 wanted to fund higher education, but I think
8 they wanted all to make an investment in
9 higher education in the University of
10 Kentucky. But still in terms of our
11 educational programs and what provides the
12 seed money for our research, and funded
13 research, and active research, 68% of that
14 budget still depends on tuition revenue.

15 So I said when I arrived here 10 years ago, I
16 thought the reality in higher educations, in
17 many ways we'd have to earn our way forward.
18 And I think that's still the case, but I'm
19 very encouraged. I am encouraged that I
20 think we will be able to uncover truth, and
21 teach truth, and speak truth of being
22 unhindered by some of the things that I've
23 seen in other states.

24 I'll certainly worry about the global unrest.

25 I mean, well, I think we've all recognized

1 how connected we are. And what happens in
2 Ukraine today or in China, quickly can make
3 it what -- make their way in, for what we do
4 in terms of education and research. So all
5 in all I'm optimistic, but there's some
6 things that are out of our control. Another
7 one you're certainly hearing about is the
8 economy and influence.

9 CRAMER: Dr. Capilouto, would you take one more
10 question?

11 CAPILOUTO: Yes, sir.

12 CRAMER: All right. Liz?

13 DEBSKI: Liz Debski, College of A&S. Yes, sir you
14 mentioned all of the upper administration
15 searches that are going on. Do you think
16 there's enough money set aside in the budget
17 to attract all of the very best candidates we
18 eventually settle on?

19 CAPILOUTO: Well, first of all, I am pleased with the
20 richness of the candidates who have shown
21 interest in the University of Kentucky. And
22 I think that reflects positively on all of
23 you in our entire campus. So yes, I think
24 that we do have resources to recruit and
25 retain top talent, not only in administrative

1 levels, I mean, they are -- there are a large
2 handful of administrators, but it's the
3 faculty and staff that are even more
4 important. So I feel like we can.

5 CRAMER: Thank you for joining us today, Dr.
6 Capilouto, do you want to end with a -- some
7 final remarks?

8 CAPILOUTO: I just want to say thank you again. Saturday
9 night I took a donor to supper and I'm trying
10 to talk about why you should invest in the
11 University of Kentucky. And a student who
12 was serving another table, came over and
13 said, "Oh, I was hoping to see you this week,
14 I couldn't be there because I was named a
15 Gatton scholar." And this student has two
16 children, is working two jobs, and wants to
17 be a physician. And she came over so grateful
18 to all our faculty, to Mr. Gatton, who, you
19 know, we lost just in the past couple of
20 weeks, and for everything we do to support
21 her in her dream. And that's what happens to
22 me almost everywhere I'd go. And I know it
23 takes everybody, so I just can't thank you
24 all enough, and I wish you the best for a
25 peaceful, reflective, calm summer. Thank

1 you.

2 CRAMER: Thank you, Dr. Capilouto. All right, moving
3 on in our agenda.

4 The next item is chair officer and other
5 reports. Under the chair's report, recall
6 that the Senate Rules give the Senate Council
7 and also the chair authority to take some
8 actions on behalf of the Senate, as long as
9 they're reported.

10 Senate Council approved on behalf of the
11 Senate three degree lists for the Board of
12 Trustees to consider last week because that
13 meeting was happening before this meeting.
14 In particular, Senate Council approved on
15 Senate's behalf. The May, 2022 Memorial
16 degree lists, also the May, 2022 degree lists
17 including two names that had to be edited at,
18 especially called Senate Council meeting on
19 April 27th, and also the August, 2022 degree
20 list.

21 Senate Council approved a change to the
22 medicine 2022-2023 calendar, incorrect dates
23 were originally submitted for that calendar
24 for Spring break, so those dates were
25 corrected.

1 Also on behalf of Senate Council and Senate,
2 the chair approved three courses for
3 temporary Distance Learning. There were three
4 courses in the mechanical engineering
5 department with course proposals to add DL
6 and curriculum -- had passed the college
7 level, but it hadn't been forwarded on yet to
8 Undergrad Council, so those are moving
9 forward, but there was an administrative
10 mishap that prevented this from going
11 forward.

12 Also probably design 540, the unit plans to
13 seek permanent DL, but they wanted to pilot
14 an offering to see whether they actually
15 believe that permanent DL was appropriate for
16 the course first so extend temporary DL
17 approval for them to run that pilot.

18 The Senate Rules and Elections Committee
19 reviewed SR 5.2.5.6, which is the language on
20 prep days and reading days in the Senate
21 Rules, and made some changes to the way that
22 the language is written in the Senate Rules.
23 This is not a different policy, but the text
24 was broken into more explicit readable
25 sections, and so more details can be found

1 there in the Senate Council agenda for April
2 18th, if you want to learn, but that's
3 considered a -- within SRs purview to make
4 clarifying edits that don't change the policy
5 in the Senate Rules.

6 All right. Is there a Vice Chairs report
7 today?

8 DEBSKI: Sorry. Can you hear me? I was on mute. No,
9 there is no question or report today.

10 CRAMER: You guys might not know, but DeShana's
11 sitting next to me here in the room, so it's
12 a little awkward.

13 All right. Clayton, do you have a
14 Parliamentarian's report today?

15 THYNE: No, sir.

16 CRAMER: All right. Trustees Lee Blonder and Hollie
17 Swanson, do you have a report for us today?

18 SWANSON: Just a few words. First I think the
19 president shared with you most of what we
20 approved last week. Just a couple of things
21 that I would like to add though. One thing I
22 was really pleased that the board did as we
23 joined the group with Heather McGee's talk
24 last Thursday, we sat in the second row, and
25 for me it made such a terrific statement and

1 she actually acknowledged that this is the
2 first time she had been to a university where
3 the board had attended her talk. So that was
4 -- that was -- to me, it was just a wonderful
5 event.

6 And then the other thing I wanted to share
7 with you is I wanted to share my appreciation
8 of my work with Lee Blonder, Trustee Blonder.
9 She's just been an invaluable colleague. She
10 has so much wisdom and I will certainly miss
11 her.

12 BLONDER: Thank you so much, Hollie. And I want to
13 thank all of you who supported me for the
14 last six years in being your Faculty Trustee,
15 it's really been an honor and a privilege,
16 and I couldn't be happier that Aaron was
17 elected as our new Faculty Trustee, so thank
18 you.

19 CRAMER: Thank you, Hollie and Lee, you've left big
20 shoes to fill Lee, so I'll certainly do my
21 best.

22 All right. The next item on the agenda is an
23 honorary degree recipient. Recall that when
24 the Senate votes on degree list or degree
25 recipients per Kentucky Law, and also the

1 Senate Rules only elected faculty senators
2 vote on such items. Martha, are you ready?

3 PETERSON: I am. So, thank you. This comes to you from
4 the University Joint Committee on Honorary
5 Degrees, which met April 8th to consider the
6 nominee that I'll be presenting today. And
7 you can see here the makeup of this
8 committee, broad-based representing both
9 university and Senate nominees. So can I
10 have the next slide, please?

11 And in honorary degrees, university
12 accomplishes several purposes. It pays
13 tribute to those whose life and work
14 exemplify professional, intellectual, or
15 artistic achievement. It recognizes and
16 appreciates those who have made significant
17 contributions to society, the state, and the
18 university, and that highlights the diverse
19 ways in which such contributions can be made.
20 It sends a message that principles, values,
21 and contributions are important, and
22 well-chosen honorees affirm and dignify the
23 university's own achievements and priorities.
24 So if I can have the next slide, please. I
25 hope you agree that the nominee that I will

1 present today certainly fills this bill. The
2 committee recommends Virginia Bell as a
3 nominee for Honorary Doctor of Humane
4 Letters. The next slide, please.

5 So Virginia Bell was born in Harrison County,
6 Kentucky in 1922, the second of seven
7 children. She earned a bachelor's degree in
8 math and biology at Transylvania University
9 in 1944, and a master's of social work at UK
10 in 1982. So at the age of 60, she began her
11 second career at UK Sanders-Brown Center on
12 Aging. She's the creator of the Best Friends
13 Approach to Dementia Care, a model that has
14 been adopted by care facilities, nursing
15 homes, and day treatment centers around the
16 world.

17 She co-authored with David Troxel six
18 influential books on dementia care. The
19 first book is considered seminal in the
20 field, and has been translated widely. She's
21 been honored by the Robert Wood Johnson
22 Foundation, the National Council on Aging,
23 and the American Society on Aging. And
24 locally, she has been inducted into the UK
25 College of Social Work's Hall of Fame. She's

1 received the UK Distinguished Alumni Award.
2 The UK Algernon Sydney Sullivan Award, and an
3 honorary degree from Transylvania University.
4 And I will add here, if you notice her
5 birthday does 1922. Ms. Bell will be turning
6 100 this summer, and at the Alzheimer's
7 disease international meeting that will be
8 held in London later this year, they will be
9 including a symposium honoring her work and
10 legacy at age 100. If I can have the next
11 slide, please.

12 We had a number of very strong letters
13 supporting this nomination and we just
14 excerpted this one from her co-author. "The
15 Virginia has become a worldwide figure and a
16 thought leader. She was one of the first
17 people to really say, there's a person
18 beneath this cloak of dementia, a person of
19 value and dignity, and she's taken her
20 mission all over the world." Now the next
21 slide, please.

22 So the University Joint Committee and
23 Honorary Degrees recommends that Virginia
24 Bell be awarded the Honorary Doctor of Humane
25 Letters, which recognizes extraordinary

1 contributions to philanthropy, human
2 development, education, or societal
3 wellbeing. And Dr. Cramer, that's my report
4 here.

5 And a reminder that anybody can submit
6 honorary degrees and we have -- we'll have a
7 new cycle opening soon, and you can check the
8 website for that.

9 CRAMER: All right. Thank you, Martha. So we have a
10 motion from the committee that the elected
11 faculty senators approve Virginia Bell as the
12 recipient of an Honorary Degree -- Doctor of
13 Humane Letters for submission through the
14 president, to the Board of Trustees. Is
15 there any debate on that motion?

16 All right. Seeing none, reminder per
17 Kentucky Law and Senate Rules only the
18 elected faculty senators should vote on this
19 item.

20 All right. So voting is open on this item.
21 And closing voting now, that motion passes.

22 So Virginia Bell's name will be forwarded
23 through the president to the Board of
24 Trustees. Thank you, Martha.

25 Reminder, before we proceed that the names of

1 honorary degree recipients are embargoed
2 until the honorary degree has been approved
3 by the Board of Trustees. So you've seen
4 this here, an open meeting, but the president
5 will contact the honorary degree nominee, and
6 also the -- it's not final until the Board of
7 Trustees approves the awarding of the degree.
8 So please keep that name to yourself until
9 you see that this is announced otherwise.
10 All right. The next item on our agenda is a
11 report from the Senate Academic Programs
12 Committee. Obviously Vincent's the Chair.
13 Leslie, are you ready?

14 VINCENT: Sure. So this is a recommendation that the
15 University Senate approve the establishment
16 of a new graduate certificate, Deaf Blind, in
17 the Department of Early Childhood Special
18 Education and Rehab Counseling within the
19 College of Education. And a recommendation
20 by the Senate Committee, Distance Learning
21 and e-learning that the University Senate
22 approve this program for online delivery.
23 The Deaf-Blind Certificate Program is a 12
24 credit hour program that focuses on providing
25 advanced training and working with children

1 and youth with deaf blindness. Deaf
2 blindness is the lowest incidence disability,
3 and there are a few training programs
4 nationwide for how to provide effective
5 services.

6 The target audience for this certificate
7 include early intervention providers,
8 preschool teachers, special education
9 teachers, teachers of the visually impaired,
10 teachers of the deaf, and rehabilitation
11 counselors. This certificate will be offered
12 fully online with both synchronous and
13 asynchronous instruction so that it is
14 accessible to professionals in other states.
15 This certificate is a grant funded activity
16 and the need for additional funding to
17 administer the certificate program is not
18 anticipated. Expected enrollment is 20
19 students in the first year growing to 40
20 students. This proposal has also been
21 reviewed and approved by the Senate Committee
22 of Distance Learning and e-learning for
23 online delivery.

24 CRAMER: All right. So we have a proposed program and
25 it's also been recommended that we approve

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

1 for online delivery. Are there any questions
2 of fact about this program for either Leslie
3 or for Jennifer Grisham who's the proposer on
4 behalf of the proposal? Deb?

5 DEB: Thank you. I just wanted to bring to
6 attention that the name of the department has
7 changed and we should change that now to
8 reflect that. It is Early Childhood, Special
9 Education, and Counselor Education.

10 CRAMER: That's right. I remember that now. So we'll
11 take that as a friendly change to the motion
12 language. I think that we've probably had it
13 right since the council last week, but that's
14 a good observation.

15 Any other questions of fact about the
16 proposal?

17 All right. Is there any debate on this
18 motion from the committee to approve the
19 establishment of the program and to approve
20 it for online delivery?

21 Seeing none, voting will start.

22 Closing the voting now. And that motion
23 passes. Leslie?

24 VINCENT: Okay. This is a recommendation that the
25 University Senate approve the establishment

1 of a new Graduate Certificate, Integrated
2 Strategic Communication, in the Department of
3 Integrated Strategic Communication within the
4 College of Communication and Information, and
5 the recommendation by the Senate Committee,
6 Distance Learning and e-learning, that the
7 University Senate approve this program for
8 online delivery.

9 This graduate certificate is designed to
10 provide students with essential skills in the
11 use of data for designing, implementing, and
12 managing brand communication programs for
13 organizations with an emphasis on digital
14 communication. This certificate was
15 developed in response to the growth and
16 employment of media and communication
17 occupations.

18 This fully online graduate certificate
19 consists of 12 credit hours, and is
20 affiliated with the current undergraduate
21 degree in integrated strategic communication.
22 The target audience for this certificate
23 includes graduate students in other programs,
24 and post-baccalaureate students that desire a
25 credential focused on integrated strategic

1 communication. Inspected in -- expected
2 enrollment for this certificate is 10
3 students in year one, growing to 30 students.
4 This proposal has also been reviewed and
5 approved by the Senate Committee of Distance
6 Learning and e-learning for online delivery.

7 CRAMER:

8 All right. So we have a proposal for a new
9 graduate certificate and also to approve that
10 certificate for online delivery. Are there
11 any questions of fact for either Leslie or
12 for the proposer she can handle all of them?

13 All right. Seeing no questions of fact, we
14 have a motion from the committee to approve
15 the establishment of the new grad certificate
16 and also to approve it for online delivery.

17 Is there any debate on this motion?

18 Seeing none, voting is open.

19 Closing voting now, that motion passes.

20 Leslie?

21 VINCENT:

22 This is a recommendation that the University
23 Senate approve the establishment of a new 4 +
24 1 program, BHS Clinical Leadership and
25 Management, and Master of Health
Administration. This program provides a
pathway for students in the BHS in Clinical

1 Leadership Management that are interested in
2 pursuing an MHA to complete both degrees in
3 five years, as opposed to six years. This 4 +
4 1 program includes 17 credit hours that will
5 be counted towards both degrees where
6 students will fulfill the elective
7 requirements in the CLM degree and required
8 courses in the MHA degree with these shared
9 credit hours.

10 The Master of Health Administration is a 50
11 credit hour competency-based program, built
12 on a model that layers competencies across
13 all courses within the curriculum. Therefore
14 all courses are required and assessed with an
15 integrated final exam, in the last semester
16 of the program.

17 Furthermore, the design of the 4 + 1 program
18 aligns with the accreditation requirements
19 for this degree, supporting the need for
20 additional courses to count towards both
21 degrees. This proposal was developed in
22 response to the emergence of undergraduate
23 health administration programs, where
24 graduates also desire additional graduate
25 training to prepare for careers, managing

1 complex healthcare organizations. This
2 accelerated program provides a benefit to
3 students, and that they can complete both
4 degrees in less time with cost savings, and
5 provides a benefit to the University of
6 Kentucky in retaining top students to pursue
7 their graduate studies.

8 CRAMER: All right. So we have a proposal for a 4 + 1
9 program, are there questions of fact for
10 either Leslie --? I think Sarah Kerksmar is
11 having some internet problems, she just wrote
12 that in the chat or Karen Badger, Sarah
13 Wackerbarth can be able to answer some of
14 those questions in a pinch. Martha? Martha
15 you're muted.

16 Martha, do you have a question or? Oh, okay.
17 All right. Kaveh?

18 TAGAVI: Kaveh Tagavi, College of Engineering. The
19 question of fact; is this essentially a
20 university scholars program?

21 BADGER: Hi, this is Karen Badger from College of
22 Health Sciences. Since it exceeds the 12
23 credits that aligns with the University of
24 Scholars Program, it's something different.
25 It does fulfill credits that are -- that need

1 to be achieved by the undergraduate students
2 in CLM for electives, and those are the
3 credits that are counted back, but it's more
4 than the 12 credits that are part of the
5 university scholars.

6 CRAMER: And Leslie, perhaps you could comment on the
7 committee's reasoning for accepting that.

8 VINCENT: Sure. The committee felt like giving the
9 requirements of the MHA degree, the fact that
10 it's a 50 credit hour master's degree, that
11 the accounting of more than the 12 credit
12 hours made sense. In addition, there are
13 some accreditation implications as well that
14 come into this master's degree, and so that
15 was something that was also discussed as --
16 in terms of the rationale behind why the
17 extra hours, you know, were supported.

18 CRAMER: Are there further questions of fact?

19 Okay. We have a motion from the committee to
20 approve the proposed 4 + 1 program. Is there
21 debate on this motion?

22 All right. Seeing none, voting is open.

23 And closing voting now, that motion passes.

24 Leslie I think you've got one more.

25 VINCENT: Yes. This is a recommendation that the

1 University Senate approve the significant
2 change to the MPH Public Health, in the
3 Department of Health Management and Policy
4 within the College of Public Health, and a
5 recommendation by the Senate Committee,
6 Distance Learning and e-learning that the
7 University Senate approve this program for
8 online delivery.

9 The significant program change includes
10 adding a new concentration to the existing
11 MPH degree. The new concentration will be
12 offered 100% online and hybrid. This new
13 concentration, health management and policy,
14 train students and the management functions
15 of planning, organizing, leading, and
16 controlling. Students have the ability to
17 tailor their training through their choice of
18 electives, to include training and how to
19 develop, implement, and evaluate policy.

20 This combination of management and policy is
21 a critical component to a successful career
22 in public health management. Students must
23 complete 12 credits of required coursework,
24 and also six credits of guided electives for
25 this concentration. This proposal has also

1 been reviewed and approved by the Senate
2 Committee of Distance Learning and e-learning
3 for online delivery.

4 CRAMER: All right. So we have a proposed significant
5 change. Are there any questions of fact for
6 either Leslie or for Sarah Wackerbarth, or
7 Jessica.

8 Seeing none, we have a motion from the
9 committee to approve the significant change.
10 Is there debate on this motion?

11 Seeing none, voting is open.

12 And closing voting now, that motion passes.
13 Leslie, thank you and your committee for all
14 the hard work this year. The SAPC is one of
15 the say it honestly, one of the hardest
16 working committees in the Senate as a long
17 reputation mind ever.

18 All right. The next item on the agenda is a
19 report from the Senate Academic Organization
20 and Structure Committee. Greg Hall is the
21 Chair. Greg, are you ready?

22 HALL: All set. Yes, this is a proposal to move the
23 center for the Institute of Biomedical
24 Informatics (IBI) from the Provost Office to
25 the office of the VPR, or the Vice President

1 for Research. The IBI was launched in 2016,
2 was placed under the office of the provost.
3 At that time, other centers were also in the
4 office. A former provost, temporary. She
5 had a vision to develop and grow
6 interdisciplinary research centers. Since
7 IBI was launched, several changes have
8 altered the ideal organizational structure
9 and location for a research center at UK.
10 There's new leadership in the provost office
11 and a new strategic vision in the VPRs office
12 around research priority areas or RPRs.
13 Benefits to this move were related to the
14 closer coordination with RPAs and other
15 research centers and res -- and the research
16 division of the BPR.
17 Yes, the IBI has excellent potential for
18 leading and enabling extramural awards. The
19 combined focus of the coordinated
20 investigators affiliated with the IBI will
21 pursue major funding opportunities. Again,
22 this is a proposal to recommend the movement
23 of the IBI from the office of the provost, to
24 the VPR.

25 CRAMER: All right. So there's a proposal to move the

1 Institute from the provost area to the VPRs
2 area. Are there any questions about this
3 proposal for either Greg or for Jeffery
4 Talbert?

5 All right. Seeing none, we have a motion
6 from the committee for the Senate to endorse
7 the proposed move of the Institute for
8 biomedical informatics from the provost to
9 the VPR. Is there any debate on this motion?

10 All right. Seeing none, voting is open.

11 And closing voting now, that motion passes.

12 So that item will move on for Board of
13 Trustees consideration. Thank you, Greg, for
14 your committee's work as well this year.

15 HALL: Thank you. You're welcome.

16 CRAMER: All right. The next item on the agenda is a
17 proposal from Senate Admissions and Academic
18 Standards Committee. Michelle Sizemore is the
19 Chair. I think there was some question about
20 her availability today. Are we -- earlier or
21 later than she was going to be. Michelle, if
22 you're here speak up, if not, Kaveh, Michelle
23 indicated that you would speak on behalf of
24 the committee on this item if she wasn't here
25 yet.

1 TAGAVI: Agreed.

2 CRAMER: All right. Kaveh?

3 TAGAVI: Can I go ahead?

4 CRAMER: Yes, please.

5 TAGAVI: Is there any way you could show on the
6 screen, the very short proposal?

7 CRAMER: I don't know, maybe. Maybe talk for a minute
8 I'll see if I can do it.

9 TAGAVI: Okay. I will start talking. This is the
10 proposal to slightly modify the repeat option
11 rule. As of now, there is a sliver of
12 situations where students are not -- no
13 longer registered or enrolled because they
14 finished the courses, or they are waiting for
15 some events, maybe readmission.
16 And the rule requires that the student must
17 be enrolled at UK in order to exercise their
18 repeat option. And it creates hardship for
19 those sliver group of students. So it was
20 brought to our committee with the proposal to
21 drop that portion. And our committee, I
22 cannot say authoritatively the unanimously,
23 but I don't recall any objection. And we, at
24 least we definitely had the consensus of
25 approving it and now it is before the Senate

1 to approve it or not.

2 CRAMER: All right. So we have a proposal coming
3 through the committee to change the rule in
4 this way. Are there any questions of fact
5 about this change? Liz? Liz Debski?

6 DEBSKI: Sorry. I was muted. I don't quite
7 understand because if a student is doing the
8 repeat option, the student must be taking a
9 class. So can the student take a class and
10 not be enrolled? Is that the consequence of
11 this change?

12 CRAMER: Kaveh, can you repeat the question?

13 TAGAVI: May I answer? Yes.

14 CRAMER: Please.

15 TAGAVI: The rule elsewhere does not require -- repeat
16 option has to be exercised before or during
17 the repeat. A student could retake your
18 course, and a year later request for the
19 repeat option. So the situation that we
20 described does happen occasionally and the
21 proposal is to remove this limitation in
22 order to alleviate the hardship on those
23 students who want to exercise the repeat
24 option.

25 CRAMER: Sean?

1 PEFFER: I'm sorry, I'm not that bright. I didn't get
2 that that answer Elizabeth's question or at
3 least I don't understand it. And I don't
4 know if there's anybody else that didn't
5 either. How do you take a -- can you take a
6 course at UK and not be enrolled at UK?
7 That's my -- that's -- I thought that was the
8 question that was going to be my question.
9 That is the question.

10 CRAMER: So Sean, as I understand that Kaveh will
11 correct me if I miss this summarize, but the
12 student can take the course again some
13 semester where they are enrolled and decide
14 to even some semester later than that to
15 exercise the repeat option for that course at
16 that time. So they have to be enrolled to
17 take the course again, but they don't have to
18 decide until some later moment to actually
19 use the repeat option for that course.

20 TAGAVI: That's exactly correct, without my accent.
21 So I hope it would be understood better.

22 CRAMER: All right. Any further questions of fact on
23 the proposal? DeShana?

24 COLLETT: I just wanted to clarify. So a student who
25 is not enrolled still has access to an

1 advisor within the university.

2 CRAMER: Kaveh, do you have anything else?

3 TAGAVI: I am not in a position to answer that. I'm
4 not knowledgeable enough.

5 CRAMER: We have from Ruth Beatty, the associate Dean
6 who brought the proposal that yes, they can
7 contact their college that they were in
8 before they stopped enrolling in classes for
9 advising,

10 Davy, are you asking the question of fact?

11 JONES: Yeah. So again, just from a rules committee
12 perspective, I don't see that the change here
13 accomplishes the wording for the effect
14 that's needed. I mean, a person is not a
15 student unless they're enrolled. So both
16 sentences refer to a student, a student, if
17 there's somebody who is not the student at
18 the moment that they want to exercise a
19 repeat option that, you know, that of course
20 have been taken several times, you know, back
21 when, but they never used the repeat option
22 to cause something to happen. Now they're no
23 longer student, but they want to cause that
24 repeat option. Mathematically to happen, you
25 know, we need to have something in there

1 that, you know, a student comma or blah,
2 blah, blah, comma, may exercise the repeat
3 options. Right now I don't see how it refers
4 to somebody who's not a student. Bob
5 Grossman?

6 GROSSMAN: Yeah. Hi Bob Grossman, A&S. I actually
7 disagree with what Davy just asserted. I
8 mean, formally yes. A student --

9 CRAMER: Hang on Bob. I guess when we have words like
10 "disagree" we may veer into the words of
11 debate.

12 GROSSMAN: Oh.

13 CRAMER: Maybe -- yeah, I think I'll call on you first
14 when we move to debate.

15 GROSSMAN: Never mind.

16 CRAMER: Any other questions of fact before we move on
17 to debate the motion from the committee?
18 Eric?

19 BLALOCK: Hi. Eric Blalock, College of Medicine. I
20 was just wondering if anybody still remember
21 the motivation for having the language as it
22 is now. I was there. I mean, there's a
23 sliver of students that are vulnerable
24 because of this. Was there a la -- larger
25 swath of some kind of problem that this was

1 seeking to address when it was originally
2 written?

3 CRAMER: Ruth, do you have a response to that?

4 RUTH: Actually I have a response sort of in
5 general. That a student can be admitted to
6 the university without actually registering
7 for courses. So where we see this issue
8 coming up as a student had completed all
9 their degree requirements have not applied
10 for the degree, and then they come back
11 several years later and they've actually
12 completed their degree. They need to
13 exercise one repeat option, and apply for
14 their degree. So they can be admitted to and
15 apply for their degree without being enrolled
16 in classes. And so what was happening here
17 was that the students were being required to
18 be enrolled in a class, just to exercise the
19 repeat option, a class that they didn't need.
20 And so we wanted to eliminate that. The
21 student would still be a student at the
22 university because they would have been
23 admitted to the university.

24 CRAMER: Someone also pointed out to me that this may
25 come up with students who have incomplete

1 grades, who apply for graduation in a
2 semester after they resolve their incomplete
3 grade.

4 RUTH: That's correct.

5 CRAMER: Bob, do you have a question of fact?

6 GROSSMAN: I have a comment on what has being discussed
7 right now, why this language is where it is.
8 Apparently this sentence "I must be enrolled
9 at UK" was added without the approval of the
10 Senate. Many years ago, there was other
11 language in this clause that was being
12 changed, and somehow it -- the -- and must be
13 enrolled at UK was put in, even though that
14 was not language that the Senate had ever
15 voted on. This is from an historical
16 analysis by Davy Jones.

17 CRAMER: Hank? Hank, I can't hear you, you don't seem
18 to be muted in Zoom, but maybe in some other
19 way. Oh, maybe almost. Yeah. I feel like it
20 was highly, highly attenuated.

21 DIETZ: I'm sorry about that. If you could hear me,
22 I was just asking, is it made clear elsewhere
23 in this document, that the course that
24 they're exercising this option on, is a
25 course that they did take at UK as opposed to

1 somewhere else.

2 CRAMER: All right. Kaveh?

3 TAGAVI: I had a factual response to Davy Jones'
4 comment, but it would -- a little bit good
5 into debate. Will you allow me to try to
6 frame it in a factual response?

7 CRAMER: Yeah. So as you're representing the
8 committee's action, I think that it's a
9 reasonable for you to try to respond
10 factually to the question if you can.

11 TAGAVI: So Davy is brilliant argument is correct but
12 the same problem exists in the existing
13 language. It refers to a student who must be
14 enrolled, which is then redundant. So c'est
15 la vie.

16 CRAMER: All right. I think we're probably to the
17 point where we might debate this motion, so
18 I'm going to switch over to the other screen
19 here.

20 We have a motion from the committee to
21 approve the proposed change to SR 5.3.2.1
22 effective July 1. Is there debate on this
23 motion? Hank your hand still up, but maybe
24 from before. Kaveh, your hand still up also,
25 maybe from just now.

1 The motion for the committees to approve the
2 proposed change to SR 5.3.2.1. All right.

3 Seeing no debate, voting is open.

4 And closing the voting now, that motion
5 passes.

6 All right. Thank you, Kaveh for standing in
7 for Michelle.

8 The next item is a proposed change to the
9 Senate Rule 1.4.3.3 from the Senate UK Core
10 Education Committee. Keiko, are you ready?

11 Actually, I don't see Keiko here, so I'll do
12 my best ability to describe the proposal to
13 you briefly. Essentially there was a change
14 to codify the non-voting ex officio
15 membership to include a member from SELPA
16 center for the enhancement of learning and
17 teaching. They've done this sort of
18 unofficially for a year and found it very
19 valuable to their activities. So they've
20 asked for that to being coded.

21 They've also asked for two items on which the
22 UK Core Education Committee would make
23 recommendations to the Senate on the
24 procedures for handling certain items that
25 come before them to be encoded as part of

1 their charges as well.

2 Is there any questions about this proposal?

3 I can try to answer those.

4 All right. Seeing no questions, we have a
5 motion from the committee to approve the
6 proposed change to Senate Rule 1.4.3.3
7 effective immediately. Is there any debate
8 on this motion?

9 Seeing none, voting is open.

10 Closing voting now, that motion passes.

11 The next item on the agenda is the activities
12 of an Ad Hoc Committee that was appointed by
13 Senate Council to review courses without
14 faculty oversight. This was an item that
15 Senate Council found important because of our
16 upcoming SACSCOC reaffirmation, which the
17 president mentioned before, and specifically
18 SACS requires a clear faculty governance over
19 the curriculum of the university, so there
20 were some items that Senate became aware of,
21 Senate Council members became aware of, and
22 test this Ad Hoc Committee to make
23 recommendations on how to resolve these
24 items. So DeShana as Chair of the Ad Hoc
25 Committee will present briefly the

1 recommendations from the committee.

2 COLLETT: Thank you, Aaron. I will assume that
3 everyone has thoroughly reviewed --

4 CRAMER: Hang on.

5 COLLETT: Okay. Here we go. I'm going to assume that
6 everyone has thoroughly read the report and
7 I'll provide a brief summary of this -- the
8 subcommittee's findings, as well as the
9 recommendation. So our committee members are
10 listed there. And I first like to really
11 thank this committee, the subcommittee for
12 all the hard work that they have done. This
13 is a subcommittee that was formed in mid-fall
14 and has worked all year basically to provide
15 these recommendations.

16 The charge came from Senate Council to
17 appoint that subcommittee as Aaron just
18 mentioned related to the appropriate suitable
19 governance structure for courses that are
20 currently not homed in a college and require
21 Senate oversight. The subcommittee
22 diligently worked at reviewing and utilizing
23 the GRs, ARs, and the SRs to guide and inform
24 our discussions in our recommendations that
25 are presented further.

1 Okay. So summary of findings. The
2 subcommittee identified several areas that
3 needed attention. Most of them being related
4 to identifying credit bearing courses of this
5 organizational structure that was not in
6 compliance with the current regulatory
7 structure found in the University Senate
8 Rules, as well as circumstances of inventory
9 error or areas that needed update. So those
10 areas include courses without faculty body,
11 or responsible dean aspects of some of the
12 MDRCs administrative centers, updates and
13 corrections related to SAP inventory of home
14 units, as well as changes that needed to
15 occur within the Senate Rules to comply with
16 all of these findings.

17 So giving the regulatory structure that we
18 outlined in the Senate Rules in following the
19 foundational guidance that we looked at with
20 previous rules, we needed to come into
21 compliance. So there were several areas here
22 where the courses did not have faculty body
23 or responsible Dean that was identified due
24 to the recent reorganization.

25 So the subcommittee recommends that the

1 Senate approve and consent the use of a
2 faculty committee with the parameters
3 identified below and also identified in the
4 report. As the faculty body of the courses
5 that are listed in the report.

6 The Senate proposed the -- for Senate
7 purposes approval specifically for seven
8 submitted documents of academic delegation
9 for specific course groups. So in the
10 report, you will go to appendix one and two,
11 which will -- which provides you a template
12 of what all of the faculty bodies that were
13 formed, used to actually guide them,
14 informing this faculty body. And also within
15 the report there, seven submitted documents
16 of each of these faculty buyers that were
17 submitted. And the parameters that was given
18 for the formation of the faculty body include
19 the bodies had to have a majority of faculty
20 with not more than 50% of those faculty at or
21 above the title of department chair.

22 They had to include a student representative
23 or a mechanism of student input to the
24 committee on matters of the proposal --
25 proposals about course content. Also, only

1 faculty members could vote on educational
2 policy items and the -- it must be approved
3 by the Senate -- University Senate to fulfill
4 this function.

5 The copy of the report is listed on the
6 Senate webpage for the agenda, with a link
7 directly to the report. So the responsible
8 Dean need to be identified as stated, the
9 responsible -- this person will be identified
10 by the provost to act as the Dean over these
11 courses for purposes of student academic
12 offenses or/and for educational policy.

13 So again, the subcommittee recommends that
14 the Senate approve the use of the faculty
15 committee with the following parameters that
16 identified above as the faculty body for the
17 UK prefix courses and all of those listed,
18 which include EAP, HMN, UKSEE I believe at
19 UK. Our EAP UK prefix in HMN and of course
20 the template is for any additional Senate
21 number course that is homed outside of the
22 college.

23 Additionally, there were some recommendations
24 concerning aspects of NDRCs and
25 administrative centers impinging on Senate

1 educational oversight. So particularly with
2 the Gatton Center, the Senate subcommittee
3 recommends that the Senate Council advocate
4 that the provost identify appropriate
5 academic organization within the Provost
6 Office that can effectively support the
7 coordinated activities of the Gatton Center
8 and HMN courses and identify responsible Dean
9 for academic and educational purposes.

10 The same is stated for biomedical
11 informatics, which is one of the proposals
12 that was just approved. The subcommittee
13 recommends that they send a council advocate
14 for the provost to identify an appropriate
15 organization and structure within the Provost
16 Office that can effectively support the
17 graduate and professional research activities
18 of the educational unit, or which just
19 happened in the previous recommendation was
20 transfer through a Senate board process into
21 an organizational environment that can
22 provide the effective support.

23 Also in this report and recommendations with
24 the center of interprofessional health
25 education, because its activities were

1 recently determined to no longer be those of
2 primary research center. There was a
3 separate proposal that was brought forth in
4 the end of December and endorsed already by
5 the Senate to change the center to an
6 administrative center. So we didn't have to
7 worry about that one as much.

8 Additionally, the subcommittee recommends
9 that the Senate Council -- when Senate
10 requests to the register to update the set to
11 show that courses that are home in this MBA
12 Center are actually home that the level of
13 the college, and not an MBA center, and Shell
14 Grand Center, most of the same. So the
15 subcommittee recommends that the Senate
16 Council advocate that the provost identify an
17 appropriate organizational structure within
18 the Provost Office that effectively supports
19 the activities of the Shell Grand Center, in
20 UK300 and identify responsible Dean for
21 academic and educational purposes.

22 Additional recommendations really were around
23 SAP inventory in areas that were potentially
24 identified as errors in the SAP inventory.
25 So the recommendations were presented and

1 approved by Senate Council. These are
2 outlined in the proposal section 4C page 6,
3 so you can read through those because it's
4 quite a bit where we've identified courses
5 that were listed as being homed in
6 undergraduate education, which we know is no
7 more and does not exist. So they are homed
8 in an inappropriate unit that is no longer --
9 or is actually not an educational unit. We
10 have other incidences where there's no
11 college listed at all, homed outside an
12 educational unit, or they're homed in areas
13 such as undergraduate admissions which is not
14 an educational unit.

15 The SAP inventory of home units, the
16 subcommittee recommends -- recommendations
17 were presented and endorsed already by Senate
18 Council. These are also noted in the
19 proposal section 4D, page 7, which outlines
20 that inventory issues that were noted.

21 The subcommittee additionally tasked the SRC
22 to propose appropriate language in changes to
23 the Senate Rules to effectuate the
24 recommendations that were proposed by the
25 subcommittee. The SRC recommendations can

1 also be found in appendix four of the
2 proposal.

3 And then reports. Additionally, the
4 subcommittee felt it was necessary for
5 ongoing reports to be made to the Senate and
6 Senate Council related to the status of
7 courses outside of a college unit. So the
8 subcommittee recommends that respect to
9 chair, the faculty bodies responsible for out
10 of college coursework provided and a report
11 to the Senate on the academic status and
12 operation other respective courses.

13 Additionally, during the investigation in
14 work looking at the courses that were homed
15 outside of colleges, the subcommittee became
16 concerned that there may be instructors of
17 record assigned to these courses and other
18 courses who do not have regular part-time or
19 adjunct faculty status. The subcommittee
20 included those relevant UK rules and
21 regulations relating to faculty as an
22 instructor of record, and those are located
23 in appendix five. The subcommittee
24 recommends that Senate Council assess whether
25 this warrants additional inquiry to be dealt

1 with in the near future.

2 CRAMER: All right. DeShana, thank you for the
3 committee's work on that. So the committee
4 brought forward this report with
5 recommendations. Senate Council has
6 recommended the Senate approve the
7 recommendations in the report. Are there any
8 questions of fact about the report for
9 DeShana? Bob?

10 GROSSMAN: Bob Grossman, A&S. Could you just make clear
11 what recommendations we will be voting on?
12 Because there is some of the -- a lot of the
13 information was informational, not actually
14 policy changes. So just be nice to be clear
15 about what we're approving or disapproving.

16 CRAMER: So I think that recommendations for action
17 are the ones that Senate Council, when it
18 made its motion last week was recommended to
19 the Senate approval of not purely
20 informational aspects of report.
21 Any other questions of fact about the
22 proposal or the report and its
23 recommendations?

24 All right. Liz?

25 DEBSKI: Yeah. I'm sorry, but can you actually answer

1 Bob's question for those of us who were not
2 at the Senate Council? Because I'm still
3 confused as to what we are voting on.

4 CRAMER: Liz, I think -- probably the report itself is
5 the best source of that, but I think DeShana
6 just summarized the recommendations for
7 action that were expected to be taken if
8 Senate approves this.

9 DEBSKI: But I guess my question really has to do with
10 some of those seen to be structural changes
11 that we don't actually have any authority
12 over. And so I -- usually we endorse
13 reports, and this seems to be a little
14 different from that. So I'm a little
15 confused.

16 CRAMER: DeShana, do you have a way to quickly sort of
17 articulate the categories recommendations
18 that are contemplated? I think approval to
19 operate as a faculty body for some of these
20 forces are the main --

21 COLLETT: Yeah. So the summary of findings. The
22 recommendations are on page four through
23 seven of the report with the headings of the
24 categories that were report -- that we are
25 recommending. Also voted within the report

1 is the recommendation. So it will start with
2 subcommittee recommends.

3 CRAMER: Liz --

4 DEBSKI: Yeah, I have it.

5 CRAMER: Sorry. Liz, on the question of what can the
6 Senate approve versus what can it endorse, I
7 think that that's a fair point. Some of the
8 items that are in here are sort of approval
9 to operate as a faculty body, which is within
10 the educational policy making authority of
11 the Senate. And so would be an approval
12 item. Of course there are many
13 recommendations that are recommended. Senate
14 Council, take this up with the provost,
15 things like that and so Senate's approval
16 that would essentially be asking Senate
17 Council to take up those items, which as you
18 know, are somewhat outside of the Senate's
19 authority, and so we would have to take up
20 those items with the appropriate
21 administrators. Liz, does that help?

22 DEBSKI: Yeah, it helps, but I think in the past, when
23 we've done things like this, the
24 recommendations have been put into two
25 categories; one where we do have authority,

1 and one where we just endorse kind of thing.
2 And it's a little confusing to me to have
3 them all kind of together. That's all.

4 CRAMER: Ken?

5 TROSKE: Yeah, Ken Troske from College of Business and
6 -- Gatton College of Business and Economics.
7 I was a little -- as a former administrator
8 oversaw the MBA center. I was a little
9 confused about the statement that it's owned
10 by the college, the MBA Center and the MBA
11 program has a faculty oversee -- faculty
12 board that oversees courses, the MBA courses,
13 and improves those MBA courses and that's
14 always been the faculty record in the college
15 and it's always been considered that way, and
16 that's how it was handled at the university
17 level. This -- the reports have been filed,
18 but that wasn't the case. There was no --
19 they weren't owned by the MBA Center. Some
20 of the courses are actually owned by academic
21 units, but some courses are owned by the MBA
22 Center and are -- have faculty oversight that
23 are part of them. So I was kind of -- I'm a
24 little confused about why that statement
25 we've made in that report look that way.

1 CRAMER: Ken, I can offer a brief response on that.
2 You know, the MBA center is not an academic
3 unit, it's an administrative unit within the
4 Gatton College, so the academic home for
5 those courses has to be at the college level.
6 It's true, of course, that the Gatton faculty
7 as a college can delegate the governance
8 activities of those to the body that you've
9 described, the body that has been overseeing
10 those. But I think that's the -- the
11 argument here is that you can't house
12 academic content in an administrative unit.
13 So yes, they might be functionally being run
14 through that unit, but that's through
15 delegation of the college faculty.

16 TROSKE: Okay. So I guess my question then is, "If
17 this passes, what would that imply about how
18 the organization's board is currently
19 structured in the Gatton college groups,
20 maybe that would help explain what, how
21 things would change in other levels.

22 CRAMER: DeShana will correct me if I'm wrong, but I
23 think she -- simply that the Senate Council
24 Chair, presumably me, or maybe her soon, will
25 ask the registrar just to make sure that the

1 record in SAP reflects that the college is
2 the home, the college faculty still need to
3 articulate the rules for the practice, that
4 the governance of those courses is done
5 through the body that you've described. So I
6 don't think it functionally changes anything.
7 It's a matter of making sure that the
8 database matches the academic hierarchy of
9 the university.

10 TROSKE: Okay. That helps. Thank you.

11 CRAMER: Liz, do you have another question or is your
12 hand up from before?

13 DEBSKI: Sorry, I just forgot to put my hand down.

14 CRAMER: No problems. And Ken maybe you're the same.
15 Eric?

16 BLALOCK: Hi. Eric Blalock, College of Medicine. So
17 is there an option inside of the document for
18 one of the courses that finds themselves in
19 this position to essentially get itself
20 rehomed into a college and department, rather
21 than having to go through this new set of
22 things through the provost? Is that a
23 possibility? Could they just do that
24 instead?

25 CRAMER: I think that is a -- would be good, desirable

1 outcome. I don't think that there's anything
2 proving the recommendations, the report that
3 would preclude that as an option to have sort
4 of more ordinary governance of such classes.

5 BLALOCK: Okay.

6 CRAMER: Any other questions of fact about the report?
7 All right. Seeing none, we have a motion
8 from the committee to approve the
9 recommendations in the report. Is there any
10 debate on this motion? Bob?

11 GROSSMAN: Bob Grossman, A&S. I would just like to
12 publicly thank the committee for looking
13 under the cushions of the university for
14 these random courses that never really had an
15 appropriate faculty body overseeing them.
16 You know, the fundamental principle at UK is
17 that the faculty control the educational
18 mission of the university, and this is --
19 these courses are part of that and really
20 needed to be brought under faculty oversight.
21 So thank you to the committee. I also
22 support the recommendations.

23 CRAMER: Any further debate on the motion?

24 All right. Seeing none, voting is open.

25 And closing the voting now, and that motion

1 passes.

2 I would also like to add my thank to that
3 committee's Herculean effort. It seemed like
4 every time they found all the courses that
5 were covered by this, they found some more.
6 And I think what they've also left us is a
7 pathway by which, you know, further incidents
8 to this are discovered. We have a productive
9 way to resolve that. So thank you to the
10 committee.

11 All right. The next item on the agenda is a
12 proposal from the Graduate Council. I don't
13 know if Martha's still on or not, or --

14 PETERSON: I am.

15 CRAMER: All right. Martha, would you like to briefly
16 describe the request from Grad Council?

17 PETERSON: Sure. We -- there's two requests here. One
18 is to continue for an additional two years
19 accepting the Duolingo exam for admission to
20 graduate schools for non-native English
21 speaking applicants, and to also do a trial
22 run with the TOEFL Essentials exam which is
23 new.

24 So for the last two years because of COVID,
25 the graduate school has accepted the Duolingo

1 English test scores with sub scores for
2 admissions, and have followed up with a
3 English language specialist to those -- with
4 those students who have been admitted to
5 ensure their language competency. Unlike the
6 traditional TOEFL, the Duolingo exam, as well
7 as TOEFL Accenture's new exam can be taken
8 from an applicant's home, and is less
9 expensive, thus removing multiple barriers
10 for potential students.

11 The students taking the exam must have a
12 video connection, they -- and the exams are
13 recorded, thus ensuring the integrity of the
14 exam. And so far, the experience of the
15 graduate admissions office with the Duolingo
16 has been very positive, and they would like
17 to continue to accept this exam over the next
18 two years, while continuing to monitor
19 student success.

20 And, likewise, this new TOEFL Essentials exam
21 is one that they would like to allow in a
22 temporary manner for admission to the
23 graduate school. Again, with a follow-up by
24 English language specialist. Since there
25 really isn't a track record for this new

1 exam, we don't have a minimum score, although
2 for Duolingo, we've determined that a sketch
3 -- exam score of 115 is really a minimum for
4 acceptance.

5 And we realized that this is a request for
6 temporary for two years, but that if our
7 experience continues to be positive, that we
8 would most likely come back to the Senate
9 with a change to codify the Senate Rules to
10 include these exams. But I think we're still
11 in the let's test this stage, and would like
12 to continue for two more years.

13 CRAMER: All right. So we have a motion from the
14 Graduate Council to approve the temporary use
15 of these test scores for this period of time.
16 Are there any questions of fact regarding
17 this proposal? Molly?

18 BLASING: The motion on the slide says, "With possible
19 interview by faculty from sessile". What are
20 the criteria to add the faculty interview to
21 the evaluation?

22 CRAMER: Martha?

23 PETERSON: Well, I would say for the TOEFL Essentials it
24 would be all of them. Because that is a new
25 exam and we don't yet have a track record. I

1 don't know if they're -- I don't know what
2 the possible criteria would be, I would guess
3 it would be on the scale where that Duolingo
4 score falls. If it's close to the border
5 that, you know, a follow-up with the
6 conversation with the English language
7 specialists would be there.

8 CRAMER: Any other questions of fact about the
9 proposal?

10 All right. We have a motion from the
11 committee. Is there any debate on this
12 motion?

13 Seeing none, voting is open.

14 Closing voting now, and that motion passes.
15 So that's approved through those two academic
16 years.

17 All right. The next item is a report from an
18 Ad Hoc Committee on academic policies for
19 unscheduled closings on a snow day committee.
20 Akiko, are you ready?

21 TAKENAKA: Yes. First some context. It snowed on
22 February 3rd, and the president announced the
23 following and I'm quoting the parts that's
24 relevant to classroom instruction. And I
25 quote, "University of Kentucky will be closed

1 on Thursday February 3rd, due to inclement
2 weather. In-person classes will not take
3 place on campus. If students have questions
4 about their class status, they should contact
5 their instructor."

6 Prior to the pandemic, this announcement
7 probably would have been straightforward.
8 Classes were canceled, but with the candidate
9 -- with the pandemic, the term "in-person
10 classes" took on a new meaning, because it is
11 now very easy to offer online classes.

12 And so the Senate Council voted to create an
13 Ad Hoc Committee with a very specific narrow
14 charge. The committee was made up of seven
15 faculty, three students, and three non-voting
16 members; one from the Ombuds Office, one from
17 the EVPFA, and one from the Provost Office.
18 And you can see the names on the memo
19 attached to the agenda.

20 So what the committee was charged with, was
21 to come up with a clear language on what to
22 do in these situations to make sure that
23 conditions are equitable for everyone
24 involved. The committee members agreed that
25 the instructor of record, who is in the best

1 position to decide whether or how to hold
2 each class should be granted the flexibility
3 and autonomy to decide how to respond to the
4 closing.

5 The language of the proposed SR also ensures
6 that asynchronous activities be provided if
7 asynchronous class is offered. And the
8 committee also recommends, and I think this
9 is important, a review of syllabus language,
10 or the addition of syllabus language so that
11 the students know what to expect in an event
12 of unscheduled closing. But this was outside
13 of the scope of the committee, but committee
14 does make this recommendation.

15 And the proposed SR would go in to 5.2.5.2
16 point something, and the title will be
17 "unscheduled closings" and the proposed SR
18 reads as follows.

19 "When the campus is closed for part or all of
20 a day, all in person activities during the
21 closure time are canceled. Asynchronous
22 activities may be held, asynchronous
23 activities may replace a scheduled
24 synchronous activity, if they can be
25 completed in the same amount of time.

1 Synchronous activities may be held only
2 within the scheduled time slot, and only if
3 the instructor also provides an asynchronous
4 option that can be completed in the same
5 amount of time. Asynchronous activities
6 maybe attended or performed at a time of the
7 students choosing, subject to reasonable
8 constraints."

9 CRAMER: All right. I also -- the ombud was not able
10 to join us, but she participated in the work
11 of the committee and asked me to convey this
12 -- her judgment in the role of ombud. She
13 suggested that, "In essence, the rule allows
14 instructors the flexibility to deliver
15 content and activities, when the in-person
16 meeting has unexpectedly been canceled. This
17 is entirely optional and protects the right
18 of instructor to decide the best way to teach
19 the course.

20 The student's rights are protected by the
21 provision that any synchronous activity
22 cannot be mandatory. And if activities are
23 scheduled, there must be an option for
24 asynchronous participation. Changing the
25 mode of delivery for one or two classes due

1 to unforeseen circumstances, or instructor
2 absence has long been a normal practice and
3 does not impact the modality of the course."
4 So those were comments that she asked me to
5 convey as well.

6 So we have a proposal from the Ad Hoc
7 Committee. Are there any questions of fact
8 about the nature of the proposal? Sean?

9 PEFFER: Yeah. Do I read this -- do I read this
10 correctly? That if I'm teaching asynchronous
11 online class, so I'm teaching one that nobody
12 has to come to school. That I cannot then
13 hold that synchronous online class when
14 people are taking it from their homes and
15 stuff, unless I then make asynchronous option
16 for a class that is synchronous, not in
17 person, but synchronous.

18 TAKENAKA: Yes. And the reason is because some students
19 rely on the University for the internet, or
20 if it is a snow day, their kids might be home
21 from school. And that may also interfere
22 with the student's ability to take
23 asynchronous online class. There might be an
24 internet outdates in some areas where the
25 students are residing. So yes, we considered

1 these issues and decided that this applies to
2 all classes, including classes that are being
3 offered synchronously online.

4 CRAMER: Liz?

5 DEBSKI: Yeah, that was actually my question. And I
6 agree that it should apply to online courses.
7 But I'm wondering if you could make the
8 language a little more clear with that regard
9 because some people read this and thought it
10 only applied to online -- I'm sorry,
11 in-person classes. And, you know, by the
12 heading and by the first sentence, it does
13 not appear to me to do that, but other people
14 read it that way.

15 CRAMER: So of course SREC will be responsible for
16 codifying whatever rule that the Senate
17 approves. I think that having captured that
18 that was the effect of the rule. If the
19 Senate approves the change rule, then SREC
20 would be responsible for codifying the
21 Senate's approved policy. Roger?

22 BROWN: Roger Brown, College of Ag. I have a
23 question about all in-person activities, the
24 word "activities". So I take it that means
25 in-person class meetings, but what other

1 activities are included. So if I have
2 advising meeting scheduled with a student,
3 reading this rule, if that advising meeting
4 is characterized as a in-person activity,
5 that -- do I have to schedule as -- I can do
6 it synchronously, but I have to schedule it.
7 I mean, asynchronous option, what else is
8 contemplated by activities, athletic events,
9 and so forth. Thanks.

10 TAKENAKA: Anyone else from the committee can also add
11 to this, but what we were thinking about was
12 for example, labs, right? Which are not
13 really classroom instruction, but any sort of
14 participatory if with the lack of a better
15 word activity. And the other thing is that if
16 there's an advisory meeting scheduled, it is
17 possible for the student to reschedule,
18 right? Without any consequences. And, but
19 classes, students do need to attend for
20 attendance purposes. And that's what the
21 mandatory kinds of meetings and activities
22 were what we had in mind. And please
23 committee members feel free to chime in if
24 I'm missing something.

25 CRAMER: Although raise your hand so I can see you.

1 Kaveh?

2 TAGAVI: Kaveh Tagavi, College of Engineering. Most
3 of what has been discussed is debate. So I
4 like to ask you to let me declare that this
5 is the debate phase now, and let me then
6 debate the motion.

7 CRAMER: I will actually rule that I haven't found the
8 conversation except for maybe one word to
9 have been a debate so far, but I will move to
10 it quickly and call on you as the first
11 debater if you will.

12 Davy, do you have a question of fact?

13 JONES: Yes. Again, in terms of the SREC codifying
14 not just what's in writing here, but implied
15 intent from the discussion, is this also
16 intended to capture way offsite? Because,
17 like you know, we have a program down there
18 in Texas where social work is delivering
19 face-to-face courses at a military base in
20 Texas. Suppose this is international, of
21 course, it's in a numbers being offered in
22 Europe at the time we're having snow here.
23 Are all of those really intended to be
24 captured here, please make this real clear.

25 CRAMER: Akiko, probably you can describe your

1 committee's intent with respect to that
2 question?

3 TAKENAKA: The terminology campus is -- was meant as the
4 Lexington campus. And maybe that could be a
5 friendly amendment if that is needed.

6 CRAMER: That would actually cause a different
7 response to Sean's question earlier, right?
8 Because Sean was talking about on -- like
9 purely online classes, right?

10 TAKENAKA: True.

11 CRAMER: Okay. Guys, make sure we're still talking
12 about questions of fact. Kaveh, do you have
13 a question of fact or you're wanting to
14 debate still? I'll just make sure I've
15 exhausted the questions of fact here. Bob?

16 GROSSMAN: Bob Grossman, A&S. When the campus is closed
17 is very clear as to what's intended here.
18 And if there's a tornado in Texas, then that
19 campus is closed, then that's a different
20 issue from when the UK campus -- when the
21 Lexington campus is closed.

22 CRAMER: Hank?

23 DIETZ: Yeah. Hank Dietz, Engineering. I think the
24 committee's intent was the things that are
25 associated with the campus, or immediately

1 related to the things that are happening
2 here, which would include online things that
3 are normally scheduled from the main campus,
4 rather than scheduled from some satellite
5 institution or whatever arrangement would be
6 covered. So I think the idea of something
7 that is at a completely different campus,
8 that's not really under UKs control, was not
9 something that we really discussed in the
10 committee.

11 CRAMER: All right. I'm going to move us to debate.
12 We have a motion from the committee to
13 approve the proposed Senate Rule change
14 effective immediately. I'm going to go to
15 Kaveh first. Kaveh?

16 TAGAVI: Yes. Can you hear me?

17 CRAMER: Yes.

18 TAGAVI: So for full disclosure, I was on the Ad Hoc
19 Committee. At the surface, this proposer
20 seems reasonable and innocuous. However, at
21 the deeper level, it has some serious
22 shortcomings in my opinion. First, the word
23 "campus clothing" is not synonymous with
24 classes canceled. Often when classes are
25 canceled, the campus at the general chair is

1 actually open.

2 Second, it addresses a very narrow situation,
3 basically "snow days". And I'm using
4 quotation marks. Or let's say some emergency
5 situation in Lexington regarding crime or
6 police action. Now I hope we all agree that
7 under such narrow circumstances, very narrow
8 circumstances, what activities are a lot or
9 not a lot is actually best to be left with
10 the administration. The ability to hold
11 synchronous activities is nice, there's no
12 question about that. It's good for faculty.
13 But it could also present danger and hardship
14 for some students and liability for the
15 university.

16 Just imagine the chaos and the confusion that
17 would ensue, if the Senate Rule says you
18 could hold synchronous classes while the
19 president announcement would say otherwi --
20 would say -- is said otherwise. Meanwhile,
21 there is actually a wider, more relevant and
22 more important question. Can instructors
23 convert in-person classes to synchronous
24 classes with little notice? Say if they have
25 flu symptoms or if they decide in particular

1 lecture is best delivered synchronously
2 online without any in-person option, because
3 of all of the above, and in order to salvage
4 the work of the committee, I would like to
5 offer a substitute motion, and the motion
6 being we ask Ad Hoc Committee or Senate
7 Council, to add this the wider more important
8 and more appropriate question of modality
9 changes, and not major motion on the subject
10 that we don't have purview, and it's the
11 purview of the administration. Thanks for
12 the motion.

13 TAKENAKA: Oh, okay.

14 CRAMER: Akiko, we're in the debate phase. So I'm
15 going to handle the debate in here. We have
16 a motion from Kaveh, I see a few hands,
17 unless one of you guys want to second the
18 motion, maybe put your hands down.
19 Otherwise, is there a second for Kaveh's
20 motion? Roger?

21 BROWN: Aaron, we have a motion on the table right
22 now, and this wasn't a motion to an end. So
23 we -- right, you already put this motion on
24 the table.

25 CRAMER: Sure.

1 BROWN: So we need to deal with that one before we
2 consider a second motion.

3 CRAMER: Is the motion to substitute the action of
4 this motion for the other motion?

5 TAGAVI: Yes. And you could call it amendment, you
6 could call it substitute motion, maybe the
7 parliamentarian could help me to achieve what
8 I'm trying to achieve.

9 THYNE: Well, the way to do it would be to finish
10 debate on this motion, and if it dies, then
11 it can -- we can move to another motion, but
12 this doesn't feel like an amendment. This
13 is, I mean, your motion is to kill this
14 motion and replace it with something else.

15 TAGAVI: Is a substitute motion not allowed?

16 CRAMER: I think I understand Clayton's point. That
17 the substitute is essentially to defeat this
18 motion and to take up another question, so --

19 THYNE: Not a substitute. I mean, there's no such
20 saying as a substitute motion.

21 CRAMER: So the -- Kaveh, I'm going to rule the motion
22 out of order, but take your speeches having
23 been to speak against the motion in front of
24 the body at the moment. All right. Sean?

25 PEFFER: Sean Peffer, Business and Economics. I'll

1 make this kind of quick. By this motion, I
2 think I do agree it's not baked enough
3 because if I have a course, I am at the UK
4 campus, but I teach it from home and it's an
5 MBA course. And I have people all across the
6 country, and the campus closes. And then
7 Tuesday night comes, I teach the MBA across
8 the country, but I cannot allow to teach
9 that, that they paid for, they expect that
10 across the country. Unless, I turn around
11 and make asynchronous -- asynchronous option
12 for it. That doesn't work really well, and
13 it's taking the purview away from the
14 instructor to decide -- it's saying the
15 instructor doesn't know how to do this, so
16 it's going to take it away and legislate it.
17 And it doesn't legislate it extremely clearly
18 because of the word activities, because of
19 the -- when the campus is closed, because of
20 some of these other points that are brought
21 up. So I would speak against the motion
22 based on, one, it's not real clear. I mean,
23 I appreciate everybody doing work on it and I
24 hate to say something against, but it's not
25 real clear. And two, their cases where this

1 isn't going to work and it's going to be
2 legislated that the instructor has to follow
3 this.

4 CRAMER: All right, guys. I just want to remind you,
5 we have other business items, so please
6 debate as quickly as you can, as we move to
7 this. Jack?

8 KIRN: Jack Kirn, B&E. So I also was on this
9 committee, and I think the modality point
10 that was just brought up is I guess -- the
11 ombud spoke to that, it's not a change, it is
12 allowed what you said earlier. But we
13 consider this -- no, first of all, the safety
14 of the students, and that was number one.
15 Two was the choice, give the choice to the
16 faculty member to do this. And, you know,
17 there was a lot debate well, it's not -- it
18 was not fair to other students who had come
19 asynchronously, not join synchronously. We
20 thought what was the best for the majority of
21 the students. But I think we did take them
22 into account. And I think Sean is correct.
23 The wholeness is previously scheduled,
24 synchronous courses. And you know, the
25 closing statement usually says, "Campus

1 closed, in-person classes canceled" and we
2 were really addressing that, and maybe we
3 need to be more clear on the synchronous
4 classes.

5 CRAMER: Leslie?

6 VINCENT: Yeah, just a couple points. My
7 interpretation of this is it's still at the
8 instructor's discretion, so if you choose not
9 to hold the class, that is your decision
10 because of the cancellation.

11 Sean, for your point, it doesn't prevent you
12 from holding your synchronous session with
13 your MBA students across the country. You
14 can post the Zoom recording in your, you
15 know, in compliance with this, because that
16 is the asynchronous option that's available
17 to the students. So it doesn't prevent you
18 from having that synchronous session, but if
19 a student is not able to attend, there is the
20 recording for them to watch, so you have done
21 what you're supposed to do.

22 The other thing that I would say is if you
23 look at the committee composition
24 administration was involved in this decision,
25 and supported that as well.

1 CRAMER: Cagle?

2 CAGLE: v Cagle, Arts and Sciences. The modality
3 question is already a settled question.
4 Faculty have -- instructors have the right to
5 move individual class sessions online that's
6 been reiterated. I also just wanted to speak
7 on behalf of students. I think we do actually
8 need a consistent policy for students,
9 because even if they're taking courses
10 online, many of them are going to be in local
11 areas affected by things that lead to campus
12 closings, and that's going to be extra tough
13 for them if every instructor is doing
14 something different. Which is why I think
15 this is a good, consistent policy.

16 CRAMER: Kaveh?

17 TAGAVI: The comments are very reasonable. I just --
18 and I be shocked. What happens -- what is
19 allowed, or what is not allowed on a campus
20 clothing declared by the president is not
21 education policy. It is purview of
22 administration. And I was on that committee.
23 I don't think the administration agreed with
24 this, and I don't think the question that
25 this is not the purview of the faculty,

1 because it's not the educational policy was
2 not explicitly discuss on address. And for
3 the sake of our faculty, and our faculty
4 governance, I don't want the administration
5 to do educational policy, and we should not
6 do administration policy. And I'm going to
7 vote against this.

8 CRAMER: Bob?

9 GROSSMAN: Bob Grossman, A&S. When it snowed in January
10 or February, Faculty all over campus were
11 wondering what they could and could not do.
12 This policy was an attempt to set some
13 baselines to help the faculty decide what is
14 best for them to do, and largely for their --
15 they were concerned about their students. So
16 the case that Sean describes is not the most
17 common case by any means. I mean, his course
18 is unusual and maybe he can ask for
19 permission from Senate Council to have an
20 exception to this rule, in his particular
21 case there is that pathway. But the vast
22 majority of courses on campus involves
23 students who are living in Kentucky or in
24 Lexington, and are going to be affected by
25 these adverse weather dates.

1 Someone mentioned something about faculty
2 member applying this policy if they have the
3 flu, or they don't feel well, or maybe they
4 want to stay home and watch TV or something.
5 The rule is very clear that when the campus
6 is closed for part or all of the day, you
7 know, maybe that could be amended to be -- to
8 no longer be passive voice, but active voice.
9 For example, when the university
10 administration closes the campus. But I
11 think it's pretty clear what this is
12 addressing.

13 I would like to offer an amendment, a small
14 amendment where it says "all in person
15 activities" and change that to "all in person
16 course activities." To make it clear, this
17 is applies to course activities, not advising
18 sessions, or other such matters. So that's
19 -- I'm offering that amendment.

20 CRAMER: Bob, my understanding is that that amendment
21 would be within the intention of the
22 committee, unless they're like objections. I
23 think that SREC is fine to encode it that
24 way.

25 GROSSMAN: If that is your parliamentary decision, I

1 will offer that as a friendly amendment for
2 the -- to be adopted by the committee, if
3 that -- if they feel --

4 CRAMER: I'll just streamline a little bit, if
5 possible, unless somebody objects, go ahead
6 and object out loud now to that word being
7 clarified in that way if the rule change is
8 adopted.

9 DIETZ: I think there is a minor issue there. Hank
10 Dietz, Engineering. The issue would be
11 courses don't necessarily get associated with
12 training events. So you'd have to be a
13 little bit more explicit about exactly what
14 the edge cases were there.

15 DEBSKI: I also object to that. Just in terms of the
16 advising --

17 CRAMER: All right. Hang on then. Okay. So no
18 unanimous consent on Bob's motion to amend.
19 Is there a second per Bob's motion to amend?
20 If you're going to speak --

21 THYNE: Could you put the PDF up and make sure
22 everybody knows exactly what's going on?

23 CRAMER: Yeah. Hang on, Clayton.

24 TAGAVI: Can I make an inquiry?

25 CRAMER: Kaveh?

1 TAGAVI: Kaveh Tagavi, College of Engineering. I just
2 Googled substitute motion, and Robert's Rule
3 of Order far be from me to overrule the
4 parliamentarian, but apparently it is
5 allowed, and it's -- could be amended, and it
6 should be voted on. But that ship has
7 passed, but I thought I should mention that.

8 THYNE: If I made a mistake, I'm sorry, Kaveh.

9 CRAMER: All right. So we have -- hang on one second
10 guys. And we -- guys, we have other business
11 too, so please be efficient with this. This
12 is the language in question. Bob has moved
13 to change the word, or to add the word before
14 "in person activities" to "course
15 activities"? Is there a second --

16 GROSSMAN: In-person course activities.

17 CRAMER: In-person course activities. Is there a
18 second? Marilyn is seconding that motion.
19 Marilyn Duncan is seconding that motion.
20 All right. We are debating this motion, if
21 your hands are still up, I'm assuming you're
22 debating Bob's amendment to this language.
23 Kaveh?

24 Okay. All right. Seeing no debate on this
25 motion to amend the committee's

1 recommendation to add the word "course before
2 activities" we are going to style that
3 motion. Motion from the floor number one,
4 give me one moment here. So if motion number
5 one passes, the motion from the floor number
6 one passes, then this item will be amended in
7 this -- in the way that Bob moved.

8 Hang on. All right. Motion from the floor
9 one is Bob's amendment to add the word
10 "course" in front of activities. Voting is
11 open.

12 I'm closing voting now.

13 That doesn't appear correct. There were 66
14 votes and yet I only see 13 votes recorded in
15 the Poll Everywhere slide. I am going to
16 have to reboot this because that's clearly an
17 invalid vote. One second guys.

18 I'm clearing the responses, voting is open
19 again on motion from the floor number one,
20 which is Bob's motion to add the word
21 "course" in front of activities.

22 All right. Closing the voting now, and
23 hopefully this works this time. Ah, there we
24 go. That motion passes. So the motion from
25 the committee is amended as moved by Bob.

1 We are continuing to vote on the motion now
2 as amended again, please be mindful of the
3 time it's 4:20. Akiko?

4 TAKENAKA: Akiko Takenaka, Arts and Sciences. I wanted
5 to address a couple of Kaveh's concerns. Jay
6 Blanton was at the -- was a non-voting member
7 of this committee as a representative of
8 EVPFA, and he did say that he approves, you
9 know, it's not a vote, but he did convey to
10 the committee that he approves of the
11 language. And I take that as an approval
12 from the administration.

13 And secondly, yes, the president gets to
14 decide, however, the president's messages
15 only said, "In-person classes will not take
16 place on campus." We are abiding by that.
17 What we're doing is to make things equitable
18 for students who may not have access to
19 internet, should the instructor decide to
20 offer an in-person -- no, wait. Should the
21 instructor decide to offer asynchronous
22 online course, we wanted to make it equitable
23 for the students who do not have reliable
24 access to internet during the time that the
25 class is taking place.

1 CRAMER: Clayton?

2 THYNE: So I hate to make things more complex, but
3 I've never seen a substitute motion, I was
4 wrong. It doesn't really change anything,
5 Aaron. What it -- what we -- the process we
6 should have done is what we did, which was
7 perfect the main motion. And by perfect, I
8 mean, we got the amendments, and then now we
9 would talk about the substitute motion,
10 perfect that with any amendments, and then
11 what you would do is ask whether or not the
12 substitute motion should now become the main
13 motion; does that make sense?

14 CRAMER: Yes.

15 THYNE: So if we call this main motion perfect right
16 now, now we move to Kaveh's substitute
17 motion; is that cool? Does that make sense?

18 CRAMER: Yes, it does. And to remedy this Kaveh, if
19 you'd like to offer your substitute motion, I
20 will hear it now. You're muted though.
21 You're still muted, Kaveh.

22 TAGAVI: My substitute motion was that we ask the Ad
23 Hoc Committee or Senate Council to address
24 the wider, more important, and more
25 appropriate question of modality changes by

1 instructor, which is a question mark, as far
2 as I can tell, based on all the comments that
3 I hear from my faculty colleagues.

4 CRAMER: All right. Is there a second for Kaveh's
5 motion? Roger?

6 BROWN: Roger Brown, College of Agriculture, Food,
7 and Environment. Second.

8 CRAMER: All right. Is there a debate on the
9 substitute motion that's been offered?
10 Kaveh?

11 TAGAVI: Yes. Thank you for allowing me to speak on
12 my own motion. There is no animosity towards
13 the original motion. It was good work. I
14 just really don't believe we have the purview
15 of deciding what happens on a snow day
16 because it's not educational policy. And I
17 don't want to interfere with administration,
18 and I don't want them to interfere with
19 faculty. Because of that, I'm offering this
20 substitute motion.

21 CRAMER: Akiko?

22 TAKENAKA: I don't think the substitute motion should
23 overturn the original motion, and the
24 substitute motion can be addressed as a
25 different motion. The winter's going to come

1 again, it's going to snow again, and there's
2 going to be the same thing. Why not just pass
3 this so that there's some clarity and if
4 there is a need to address the larger
5 question?

6 TAGAVI: Parliamentary inquiry --

7 CRAMER: Quickly, Kaveh.

8 TAGAVI: The debate should be on this motion, not the
9 previous motion. So I don't see --

10 CRAMER: But I think Akiko was speaking against --
11 Kaveh, Akiko was speaking against that motion
12 that you offered and Roger seconded. I think
13 that that's in order.

14 TAKENAKA: What -- if I may, what I was trying to do was
15 to separate this motion from the previous
16 motion and say that they can co-exist
17 together.

18 CRAMER: So not Parliamentary, but perhaps you're
19 speaking against the substitute motion. Bob?

20 GROSSMAN: Bob Grossman, A&S. I strongly disagree with
21 my colleague Kaveh Tagavi, that this is not a
22 question of educational policy. Of course,
23 the decision whether to close the campus is
24 not educational policy, but faculty were
25 asking us, what -- how are they permitted to

1 teach their courses in the case when the
2 campus is closed? That is clearly a
3 question, a prerogative of faculty, trying to
4 make sure that they convey the material or
5 have the students do the activities that are
6 necessary for them to learn the material,
7 especially in cases where campus might be
8 closed, not just for one day, but for several
9 days, which you might remember has happened
10 in the not too distant past.

11 So this is the -- and again, Jay Blanton was
12 at these meetings, and conveyed his approval.
13 He did not think that this policy was
14 stepping on administration prerogatives. I'm
15 sure he would have said so, if that was his
16 opinion, and he did not say so. So I don't
17 think that this argument holds any water at
18 all.

19 THYNE: Aaron, can I jump in just to make sure
20 everybody knows where we're at? I mean,
21 technically we are debating these motions
22 against each other, so you just need to say
23 that you're going to put the question in
24 front of everybody, so the substitute motion
25 becomes the main motion. And then these

1 debates make sense. That's assuming nobody
2 wants to amend Kaveh's motion. We're just
3 going to say that's perfect, now these two
4 motions up against each other.

5 CRAMER: All right. Guys, we got to be quick. Jack?
6 Oh, I lost Jack. There you go, Jack.

7 KIRN: Yes. I agree with Senator Grossman there.
8 That we spoke about modality, and we've
9 addressed that. The ombuds made a comment
10 about that, so I'm -- I support what he said.
11 I am in this change in motion.

12 CRAMER: Marilyn, then DeShana, then back to Kaveh.
13 Marilyn?

14 DUNCAN: I'm also speaking against the substitute
15 motion. I believe the main motion addresses
16 the most important and most common issue.
17 And it's not only snow days, I mean, we could
18 have a tornado or something that could happen
19 during the summer session or during the very
20 beginning of classes maybe in August.
21 I think it addresses the main motion, and I
22 think it allows faculty the ability to keep
23 their course moving forward. A lot of us
24 feel there's a very set amount of material
25 that needs to be covered in a limited time.

1 And since we all learn how to do Zoom during
2 the pandemic, why not be able to use that as
3 we can, as long as there's an option for
4 students, which will probably be the
5 minority, but for students who do not have
6 internet access, if they have an alternative
7 for an asynchronous session. So I'm in
8 support of the first motion in case we ever
9 got a chance to vote on it, and I'm opposed
10 to the substitute motion. Thank you.

11 CRAMER: DeShana?

12 COLLETT: I want to make a motion to call the question.

13 CRAMER: Is there a second for DeShana's motion to
14 call the question? I see a number of seconds
15 all over the place. All right. To call a
16 question requires a two thirds vote of the
17 voting membership here, which I have is 87.
18 If you'd like to vote in favor of DeShana's
19 motion to call the question, please use the
20 Zoom raise-hand feature right now.

21 DEBSKI: Sorry. I'm losing track of what we're voting
22 on. We're voting on opposing, calling the
23 question. Is that what we're voting on?

24 CRAMER: We're voting -- sorry. We're voting now. So
25 the question should be clear perhaps before I

1 open voting. We're voting now whether to end
2 debate on the substitute motion, and just go
3 to voting on the substitute motion.

4 So raising your hand now would mean that
5 we're going to quit debating on the
6 substitute motion and just take a vote on the
7 substitute motion.

8 DEBSKI: Fine. Thank you.

9 CRAMER: And I have a two thirds number here. So the
10 -- consider the debate is ended on the
11 substitute motion. I'm going to lower all
12 the hands. All right. So motion number two
13 then is whether to accept the substitute
14 motion from Kaveh? So voting yes means that
15 we're going to consider the substitute motion
16 instead of the original motion as amended by
17 Bob Grossman. So let me get motion number
18 two up on the screen.

19 Motion from the floor number two is to accept
20 Kaveh Tagavi's substitute motion, which is
21 not to adopt the rule change, but to refer to
22 matter either back to the committee or to
23 Senate Council, including the larger question
24 of temporary modality changes in courses.
25 So a vote yes would be to accept this

1 substitute motion, and a vote no would be to
2 retain the original motion as amended by Bob
3 Grossman with the workforce.

4 Voting is open now.

5 All right. I'm closing voting now.

6 So the substitute motion is defeated. So
7 we're considering then the motion as amended
8 by Bob Grossman, which is the motion from the
9 committee with the word course added.

10 Is there any further debate on that motion?

11 Kaveh, I think I've called on you more than
12 twice on this topic now. All right.

13 All right. Seeing no further debate, give me
14 a second to get my slideshow correct.

15 All right. So we are considering the
16 question of the -- to approve the proposed
17 rule change as modified to add the word
18 "course" through the previous amendment.

19 Voting on that question is now open.

20 And closing voting on this item, that motion
21 passes.

22 Okay. So that rule changes is approved as
23 amended.

24 All right. Obviously there's more discussion
25 we have on that item perhaps, and Senate

1 Council obviously has been following this
2 debate and seeing this. And so if further
3 action on this items warranted Senate Council
4 will consider addressing those topics.

5 The next item on the agenda is proposed
6 changes to governing regulations. Marcy
7 Deaton and Katherine McCormick, are you ready
8 to give a quick overview of the changes to
9 the GRs that are proposed?

10 DEATON: Yes, I'm here, Aaron. This is Marcy, I don't
11 know where Katherine is.

12 CRAMER: Go ahead, Marcy.

13 DEATON: Okay. Next slide. Okay. We have four
14 regulation -- governing regulations that need
15 a fairly minor updates for our SACS report.
16 This is just a slide from our SACS office
17 from Katherine's unit, showing where we need
18 to be by September 8th, and that's why we're
19 bringing these GRs now. In fact, they've
20 already been to the board last week for their
21 first reading, but the second reading will
22 not be until June for final approval. You've
23 probably seen that slide if you've worked on
24 SACS at all. Next slide.

25 Okay. So I've been working with Katherine

1 and a few other people to determine within
2 the SACS narratives, they've already been
3 drafted, which governing rigs and
4 administrative rigs. But right now we're
5 focused on the governing rigs are referred to
6 and in which standards and for what reason.
7 In doing that, we found all of -- almost all
8 of the GRs are referenced at least once,
9 some, many times, but in reviewing why
10 they're referenced and then reviewing the
11 actual GR, only these four needed some
12 updates, and then I'll go into those one by
13 one. Next slide.

14 Okay. So the first one is GR I, which is the
15 title of its university definition. It lists
16 all the colleges and when they're approved
17 and our mission -- vision, mission, values,
18 all of that. So these are all changes to
19 names of -- or adding like Lewis Honors
20 College, changing the name of College of Law,
21 there's a change in campus sales from
22 Director of Students Center to EVPFA, because
23 the responsibility has changed. We updated
24 the vision statement to be consistent with
25 the strategic vision that was approved as

1 part of the strategic plan that the GR had
2 not caught up. So that's a clarifi -- I
3 guess, a catch up.

4 And then finally there was this rather long
5 section on solicitation of funds, which no
6 one could figure out why we have, because
7 it's no longer being used. So we eliminated
8 that. So those were the changes to GR I.
9 Next slide.

10 In II, the only change is that the title of
11 the Chief Audit Executive has changed that
12 particular title, but rather than having a
13 particular person's title, we've changed it
14 to persons with responsibility for
15 accountability and compliance. And the
16 context of that is that that person or those
17 persons, you have reports to the board
18 regularly about audit and compliance
19 activities around the university. So we just
20 generalize that rather than continue to use a
21 specific person.

22 And in GR IV, which is your GR about the
23 Senate, we removed associate provost for
24 undergraduate education from Senate
25 membership because that position no longer

1 exists. We added the Dean of Lewis Honors
2 College, because it wasn't listed at all, we
3 hadn't updated this rig in a few years and
4 then changed a few titles that were also kind
5 of out of whack like College of Ag had not
6 been updated to be with food and environment.
7 And I think there was another couple of
8 those, but just title changes. Next.
9 In Student Affairs, we changed all the
10 references from Vice-President for Student
11 Affairs, to the new title of Vice President
12 for Student Success. And then we also, by
13 doing that, noticed that the -- this GR was
14 particularly old and still referred to
15 student rights and responsibilities document
16 and other documents that are now part of the
17 student code, which has become an AR since
18 this GR last got updated. So again, it's all
19 except the strategic vision in GR I changing.
20 All of it is updated titles of people, units,
21 colleges, or documents.
22 Oh, so there were -- and the reason we're
23 bringing them to you is because GR XIII,
24 which is our governing rig on rigs, says that
25 GRs have to have two readings, and that the

1 President, the University Senate, Staff
2 Senate and SGA, have to have an opportunity
3 to recommend on the revisions prior to the
4 final action of the board, which will be in
5 June. So that is why we're here seeking your
6 recommendation on these revisions.

7 CRAMER: All right. So, yeah, they're posted with the
8 agenda. As you've heard, the Senate has to
9 have been provided the opportunity to endorse
10 or not endorse the proposed changes to these
11 GRs. They're brought to you from Senate
12 Council with a recommendation to endorse the
13 changes. Are there any questions of fact for
14 Marcy about the changes? Julie?

15 JULIE: A quick question. Is a vision statement the
16 same as strategic visit -- vision statement,
17 or are you saying that the vision statement
18 has changed to this new wording?

19 CRAMER: Martha?

20 PETERSON: Yes, it's changed because the current GR I
21 that's online now still has I think that the
22 vision was going to be that we would be a top
23 20 research organization or something like
24 that. But in the last two strategic plans
25 that the board has approved, that has been

1 changed, and the GR just had not caught up.
2 So we're trying to realign it with what the
3 board has actually approved as the
4 university's vision statement.

5 JULIE: Got it. Thank you.

6 PETERSON: Thanks.

7 CRAMER: Any other, hopefully quick questions about
8 the proposed GR changes.

9 All right. If not -- Julie, I'm assuming
10 your hand is still up just from before, but
11 we'll check.

12 JULIE: Oh, yeah. I'll take it down.

13 CRAMER: We have a motion from Senate Council to --
14 that Senate endorse the proposed changes to
15 GR I, II, IV, and XI. Is there any debate on
16 this motion?

17 All right. Seeing none, this is the motion
18 for the Senate to endorse. And voting is
19 open.

20 And closing voting now, that motion passes.

21 So the Senate endorses the proposed change to
22 the GR.

23 DEATON: Thank you. I appreciate your time.

24 CRAMER: All right. Unless I hear objections now, the
25 next item is an item that Senate Council

1 recommended extending the badge pilot that we
2 consider previously through spring 2023.

3 This is an item Senate Council can handle for
4 example, this retreat next week, and we are
5 getting close on time. And so unless I hear
6 objections now, I'm going to -- yeah. Send
7 in any comments you have to, let's say Sheila
8 Brothers and we'll handle this at the Senate
9 Council retreat next week.

10 Hearing no objections, we'll move on past
11 this item. Don't vote on it, as I move past
12 the voting sites for.

13 The next item is a proposed establishment of
14 a Comprehensive Transition and Postsecondary
15 Program. Johnny Collett is the Deputy
16 Director of the Human Development Institute,
17 he's here with us. And Johnny, hopefully you
18 can give us an exceptionally brief, but a
19 clear presentation of what's being proposed.
20 They've discussed this with Senate Council a
21 couple of times, and the council outlined a
22 couple of a few items that I believe required
23 Senate approval for them to move forward, and
24 so these are passing these motions from
25 Senate Council in the slides that follow.

1 Johnny, are you ready?

2 COLLETT: I am, thank you. So I'll share just a brief
3 presentation as brief as I can, and certainly
4 be happy to respond to questions senders may
5 have about the program or the materials they
6 received last week. So next slide.

7 You'll see a little bit of information about
8 Human Development Institute here at HDI, the
9 item that you're considering today is
10 specifically about students with intellectual
11 disabilities in higher education. And
12 thinking about Kentucky very quickly, we know
13 that only 7% -- you know, 7%, just 70,
14 students with intellectual disabilities in
15 Kentucky are enrolled in college or
16 university in the year after they exit high
17 school.

18 But at the same time, as you can see on the
19 screen, we know that when they engage in
20 post-secondary education, that things get
21 better. You know, they're more likely to be
22 employed, to work more hours, to earn more
23 per hour, to have a greater range of options
24 in terms of vocations. And at HDI, we've
25 done this work of supporting institutions of

1 higher education in this space for a number
2 of years as you can see there with different
3 sort of funding support. I'll mention very
4 briefly the state budget, because I think
5 it's really important.

6 The last three state budgets have provided
7 funding to HDI, to advance the academic
8 success and social inclusion of students with
9 intellectual disabilities, in colleges across
10 the Commonwealth. In fact, HDI is working
11 this space is one of you case mandated
12 programs in the state budget. So we use
13 these funds to help current programs enhance
14 their work and to help interested colleges
15 and universities establish new programs.

16 Next slide.

17 So the comprehensive and transition -- sorry,
18 next slide. Yes. Thank you. Comprehensive
19 Transition and Postsecondary Programs, or
20 we'll just say CTP. So these are programs
21 that, you know, you don't just kind of start
22 these, right? They go through an approval
23 process at the US Department of Education,
24 and when approved, these programs -- that
25 means we can offer financial aid, federal

1 financial aid. And in Kentucky, that also
2 means students with intellectual disabilities
3 enrolled in an approved CTP, they get their
4 Kentucky Educational Excellence Scholarship,
5 or their KEES Funding. And in addition with
6 the passage of Senate bill 94, just this past
7 session, students enrolled in a CTP will also
8 now be eligible for the work ready Kentucky
9 Scholarship Program. The governor signed
10 that CV94 into law on March 29th.

11 So you see the current programs that we have
12 that are approved programs, that are active
13 programs, Northern Kentucky University, and
14 my apologies MSU in this case is Murray State
15 University, and also Bluegrass Community &
16 Technical College, University of Kentucky
17 submitted its application to US Department of
18 Education on April 12th, 2022. Next slide.

19 You'll see some high level points related to
20 the proposed CTP here at UK. I won't linger
21 here, unless we could certainly go back to
22 it, but you also have in your materials from
23 last week the full application narrative that
24 was submitted to the department. Next slide.
25 So in terms of what this means for us, what

1 this meant for UK faculty, you know, the
2 opportunities to learn about -- continue to
3 learn about and participate in inclusive
4 higher education. And we know that that's
5 certainly consistent with our mission at HDI,
6 we believe it aligns well with our
7 commitments as a university to diversity,
8 equity, and inclusion. There's some
9 descriptions there and some conversation
10 around, you know, credit versus audit, how
11 that kind of works in this program. Faculty
12 can be assured of support as you need it and
13 not need any more support than you would
14 want, we also really excited about mentoring
15 opportunities for students that we've
16 proposed as well. So with that, I'll take my
17 cue from you, Dr. Cramer.

18 CRAMER:

18 All right. So the HDI discussed this with
19 Senate Council, you know, probably several
20 months ago, we articulated three items,
21 particularly the name of the credential that
22 might be offered for students completing the
23 program, what the requirements for completing
24 the program would be, and how students might
25 be admitted into the university for the

1 purposes of this program. And so the three
2 motions that you have from Senate Council are
3 essentially motions addressing those three
4 elements, which Senate Council heard and
5 recommends approval to the university Senate
6 pending approval by the Department of
7 Education for the CTP program at the
8 University of Kentucky.

9 These are all very highly related, so I
10 think, you know, given we have the three
11 motions from Senate Council, I think we'll
12 just take questions of fact about the whole
13 program first, and then we'll debate the
14 motions and vote on the motions subsequently.
15 So are there any questions of fact about the
16 nature of the CTP program proposal that's
17 before the University Senate?

18 Seeing none, the first motion is from Senate
19 Council, which is to approve pending
20 Department of Education approval for the CTP
21 application at UK, the naming of the
22 credential college and career studies. Is
23 there debate on this motion?

24 Seeing none, the first question is before
25 you.

1 Closing voting now, that motion passes. All
2 right. The second motion was to approve
3 again, pending the Department of Education
4 approval, the CTP application. The proposed
5 program requirements for the college and
6 career studies CTP at UK. Is there any
7 debate on this motion, which comes to you
8 from Senate Council?

9 Seeing none, you have this second question on
10 this application.

11 And closing voting now, that motion passes.

12 And the third motion is a proposed change to
13 the Senate Rules to allow students
14 specifically to participate in this program
15 to be admitted by virtue of their admission
16 to this program. Is there any debate on this
17 motion?

18 Seeing none, you have the third question.

19 All right. And closing voting now on the
20 third question, and that motion passes. So
21 certainly the Senate offers its best wishes
22 with the Department of Education proposal, to
23 our HDI colleagues.

24 The next item is an opportunity for items
25 from the floor. It is 4:48, there probably

1 is room if somebody wants to raise an item
2 from the floor, but please save me a couple
3 of minutes at the end, a few minutes for me
4 and DeShana here at the end.

5 I see no items from the floor, so as noted
6 here, a few more slides remain prior to
7 adjournment. So please hang with us for a
8 few moments more.

9 I'd like to offer some closing comments.

10 This is my last Senate meeting as Chair.

11 That's hard for me to believe. In some ways,

12 I feel like my term started unofficially on

13 March 13th, 2020. Jennifer Bird-Pollan was

14 clearly still the Chair of the University

15 Senate Council at that time, but it was the

16 last Senate Council meeting in-person of that

17 semester. We actually met in this room on

18 that day. And we met for four hours to

19 hammer out the policy adjustments that were

20 needed for the remainder of the Spring 2020

21 semester.

22 I recall, I think Anna Bosch is on a call.

23 She was earlier. Anna Bosch commented at that

24 meeting that we should be thinking about

25 policies beyond spring 2020, that the

1 pandemic would keep affecting us. And I just
2 remember naively thinking that surely the
3 pandemic would pass before fall 2020.

4 In that meeting, the responsibilities of the
5 chair became real to me. Jennifer did an
6 exceptional job of steering us through the
7 rest of that semester in the beginning of the
8 pandemic. But behind the scenes, she did an
9 even better job of bringing me on board, and
10 making sure I was fully connected during this
11 first month of the pandemic.

12 She made sure I was ready to go from day one
13 and that's something I will always be
14 grateful for. Day one came on June 1st 2020,
15 Senate Council does not generally meet during
16 the summer. So I probably hold the record
17 for the Senate Council Chair who had the
18 earliest meeting within their term.

19 Senate Council met on June 1st, my first day
20 as Senate Council Chair. And it continued to
21 meet throughout that summer to ensure that we
22 were as ready as possible for the next year.
23 It was not just Senate Council, faculty
24 across the university participated widely in
25 discussions to how best to move forward.

1 With the start of the academic year there
2 came administrative reorganization, personnel
3 changes, and some governance challenges. We
4 made it through the fall semester, but
5 challenges remained while faculty were
6 initially praised for adopting and utilizing
7 the best available pedagogical approaches to
8 be able to continue teaching our students in
9 that time. Only a semester or two later, a
10 faculty were sometimes made to feel that
11 those solutions were failing our institution
12 or our students.

13 In the spring of 2021, we started to see
14 widespread vaccination of our faculty, staff,
15 and students, and a glimpse of hope emerged.
16 Yeah, we would soon be faced with even
17 greater governance challenges related to
18 academic unit budgets in the appointment of
19 Chief Academic Officers. The semester was
20 concluded with President Capilouto's strong
21 reaffirmation of the importance of shared
22 governance for our institution. And we did
23 celebrate the first in-person commencement
24 for more than a year last spring.

25 Last summer was relatively tranquil, but it

1 gave way to a new academic year where the
2 start of each semester was rocked by a new
3 variant wave, with a Delta Omicron. We
4 continued as well as we could, but you know,
5 our large vaccination numbers provided some
6 defense and it appears that we weathered the
7 disruptions as well as possible.

8 As we finish this year, I feel like our
9 university's at a transition point. The
10 faculty will need to decide how they engage
11 in the next phase. At the beginning of the
12 pandemic, there was great enthusiasm to
13 engage in the planning and other activities
14 needed to start the 2020-2021 year. This
15 enthusiasm came at great personal cost. As
16 people were without the ordinary support
17 structures in their lives. As time passed,
18 enthusiasm faded, people were tired and
19 sometimes demoralizing decisions made
20 difficult times even harder.

21 The pandemic dragged on, continuing to impose
22 a tax sometimes visible, but often not on the
23 energy of our people. There's much said in
24 the higher education press about the great
25 disengagement. There are many ways for an

1 institution to die, but chronic disengagement
2 of its faculty is surely one of them.

3 The faculty need to decide now how the next
4 phase will look. I hope everyone takes some
5 time during the summer to recharge and
6 refocus. Think about what moving forward
7 looks like for you, and ask yourself what you
8 will do to contribute to this vision. I've
9 been so grateful to serve such wonderful
10 people. The Senate Council, the University
11 Senate, the faculty largely, and our whole
12 institution. Each day, there was some
13 reminder of what I was fighting for.

14 The thing I think I'm most grateful for is to
15 be succeeded. Well, I'm so excited will be
16 represented by DeShana Collett next year. I
17 often say that she has all of my strengths
18 and none of my weaknesses. I think she would
19 probably disagree, but I know that she has a
20 heart for you and for this institution, and
21 that she will serve us to the best of her
22 ability. I also know that you'll support her
23 to the best of your ability as you have me.
24 And I look forward enthusiastically to what
25 happens next.

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

1 At this point, we typically would have a
2 ceremonial passing of the gavel. I have not
3 had the opportunity to really use this gavel
4 in the past two years and maybe DeShana will,
5 but let's see if we've got this. Hang on.
6 Maybe I have to not share my screen here.
7 All right. So I think you can see the room
8 here. Here's the gavel, here's DeShana.
9 DeShana, you're going to do fantastically.

10 COLLETT:

11 Thank you, Aaron. I want to express my
12 gratitude and appreciation for your service,
13 Aaron. Your voice, and ultimately your
14 courageous leadership over these past two
15 years. I'm honored to receive this gavel,
16 step into this role. There are challenges and
17 opportunities that we will continue to share
18 together in the coming academic year. I look
19 forward to working with everyone in
20 representing Senate Council, and Senate in
21 the meetings, and meeting these challenges
22 and opportunities. I thank you.

22 CRAMER:

23 All right. Let's see. Make sure everybody's
24 muted, I'm muted. All right. I think you
25 guys can hear me now, right? Yes. Can you
now hear me? Sure can you hear me now? Yep.

1 All right. So we've heard from DeShana.
2 We're going to hear more from DeShana, and
3 she's going to be fantastic for us, and I'm
4 really convinced our best days are ahead.
5 That being said, unless I hear objections now
6 we will adjourn. It's been just an absolute
7 pleasure working with you. Let me pull up
8 the participant window, make sure nobody's
9 objecting to adjournment. Good luck with
10 your finals. Make sure to get your grades
11 turned in on time, I hope to see as many of
12 you as possible at commencement. It's been a
13 pleasure. We are adjourned.