

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

MAY 1, 2023

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1 MS. COLLETT: I'm calling this meeting to  
2 order. So, if you are here in  
3 person please make sure that you  
4 use the sign-in sheet at the back  
5 of the room. Next, I'm going to  
6 ask Senators to just make sure,  
7 again like always, you are logged  
8 into Poll Everywhere. We have  
9 several things to vote on today,  
10 and so, I want to make sure that  
11 your voice is heard and your vote  
12 is taken correctly. As always,  
13 again, make sure you're into Poll  
14 Everywhere. You received an  
15 email as you do every Senate  
16 Meeting, right before every  
17 Senate Meeting, about directions  
18 and instructions on how to get  
19 into Poll Everywhere. Hopefully,  
20 you do not have any problems  
21 today as we've been going through  
22 Poll Everywhere for this entire  
23 academic year, however, it is a  
24 technology and I have no idea how  
25 well it will work on any given

1 day. So, the office recommends  
2 using your web browser, if you  
3 have that it tends to stay more  
4 up date and more reliable,  
5 however, you can still use the  
6 App or you can use the text  
7 message option. So, here are the  
8 options that you have, if you're  
9 voting by text use Senate789,  
10 voting by App or the web. So,  
11 welcome. Housekeeping things  
12 just to go over before the first  
13 agenda item. So, to make sure  
14 that your Poll Everywhere is  
15 working nicely, today is May 1<sup>st</sup>,  
16 the University Senate Meeting.  
17 You can ensure your voting is  
18 working properly by indicating,  
19 "Your favorite pet is?" One, a  
20 snake, two, a spider, three,  
21 literally any other animal. So,  
22 it looks unanimously, literally  
23 any other animal, besides a snake  
24 or a spider. Thank you.  
25 Practicalities. As always, this

1 meeting is subject to Open  
2 Records Laws, it's recorded only  
3 for note taking purposes on this  
4 end. We do have a Court Reporter  
5 that does transcribe the entire  
6 meeting after the meeting is  
7 completed. We do follow  
8 Robert's Rules of Order Newly  
9 Revised. Remember that this is a  
10 hybrid meeting, so it's in person  
11 and Zoom and we want this to be  
12 an inclusive experience as we  
13 have all year long. No voting by  
14 proxies, so you cannot run away  
15 to dinner or do something else  
16 and have someone else vote for  
17 you. You have to vote for  
18 yourself and enter your own vote.  
19 Make sure that when you're  
20 speaking that you state your name  
21 and affiliation and saying your  
22 name, again, helps everyone know  
23 who you are, it identifies you as  
24 the speaker and it's easy to help  
25 us remember names, but

1 additionally the Court Reporter  
2 will also need those names since  
3 that person is not in person with  
4 us or doesn't see the recording.  
5 Remember to speak loudly, so that  
6 you can be heard as well. I'm  
7 just going to remind everyone,  
8 individuals are called upon at  
9 the Chair's discretion and  
10 usually in this order, because it  
11 seems like we forget during  
12 discussions that if you're not a  
13 Senator chances are I'm not going  
14 to call on you very much next,  
15 until all the Senators have  
16 spoken, because that is the  
17 priority. And so, the Senators  
18 are voting, so you have to be a  
19 member. So, Senate Members  
20 always have first priority.  
21 Senators who have not spoken yet  
22 about an issue, those who can  
23 offer information to assist the  
24 Senate discussion, so that's any  
25 proposer or guests, but I just

1 named two people in front of  
2 that. So, that's Senators have  
3 first priority to speak, and so,  
4 I just want everyone to know  
5 because I don't want people to  
6 get upset when I haven't called  
7 on you yet if I have five more  
8 Senator's hands up. I have to go  
9 to those Senators first and then  
10 non-members if time or  
11 circumstances permit. Civility.  
12 Yes, debate is about expressing  
13 opinion. As always, we want  
14 everybody to participate and make  
15 sure that you're reporting back  
16 to your faculty constituents  
17 within your college about what's  
18 happening in the Senate.  
19 Attendance is captured via Zoom  
20 report and also the in-person  
21 sign-in sheets that we have. The  
22 chat function is disabled as it  
23 always is, because not everyone  
24 is on Zoom, so people who are in  
25 person cannot see the chat, and

1 so, we don't want any  
2 distractions from official  
3 proceedings to happen. If you  
4 want to say something or you want  
5 the Chair to recognize you,  
6 please raise your hand to be  
7 called upon. Occasionally, it  
8 becomes apparent that some  
9 Senators attending via Zoom are  
10 not giving this meeting their  
11 full attention, so I ask that you  
12 make sure that your video is on  
13 and your present, because we have  
14 to do that by Open Records Laws  
15 as well. If for some reason or  
16 another you drop and you cannot  
17 get reconnected you need to email  
18 Sheila Brothers and let her know  
19 that you were dropped out of the  
20 meeting and could not attend.  
21 Other technicalities. If you're  
22 attending by Zoom, we say this  
23 each time, you know, it's the  
24 same as you're teaching by Zoom,  
25 use a good quality headset with a

1 microphone. Again, you'll email  
2 Sheila if you cannot reconnect.  
3 Remember to mute yourselves when  
4 you are not speaking. Katie will  
5 mute you if you're on Zoom and  
6 you just happen we hear you  
7 fussing at your dog we'll mute on  
8 this end and that has literally  
9 happened to me. So, red -- if  
10 you're in person now, the red  
11 light means your mic is off and  
12 no light means your mic is on.  
13 So, when your mic is on the  
14 lights off, the room camera will  
15 focus on you and the microphone  
16 and everyone on Zoom will be able  
17 to see who exactly is speaking.  
18 Again, I just said this, so just  
19 raise your hand if you -- use the  
20 raise hand function button on  
21 Zoom, if you're Zoom. In person  
22 raise your hand so I can see you.  
23 Again, you must seek permission  
24 from the Chair to speak. Reasons  
25 a Senator would like to speak



1 always include point of order or  
2 point of information, not clear  
3 on what maybe is being discussed  
4 or why, making or seconding a  
5 motion, questions of fact and/or  
6 debate or calling a question.  
7 Again, we'll try to call on  
8 people in order in which their  
9 hand was raised regardless of the  
10 modality. All right. Right into  
11 the agenda. We've got some  
12 announcements. Fair well to  
13 those departing Senators, whose  
14 terms will end August the 15<sup>th</sup>.  
15 We appreciate your service and  
16 everything that you have done.  
17 We thank you so, so much for all  
18 that you've done for the Senate  
19 and we do hope that you return  
20 back to us in some form or  
21 fashion. Remember that not all  
22 Senate Committees have to have  
23 100 percent Senators. We have  
24 several committees that have  
25 folks that are from outside the

1 Senate who can serve, so please  
2 don't be a stranger to us.  
3 Encourage your colleagues about  
4 participating in Senate elections  
5 and Senate as well as serving on  
6 one of Senate Academic Councils.  
7 Tell them how much fun you have  
8 had in Senate and how great it  
9 was and hopefully we can start  
10 convincing more and more people  
11 to be part of the Senate. I'm  
12 giving a special thanks to my  
13 Vice Chair Leslie Vincent, she is  
14 a Senior Lecturer in the Gatton  
15 College of Business in Economics.  
16 I appreciate everything that  
17 Leslie has done for me and in  
18 particularly the Senate Council.  
19 We appreciate all the roles that  
20 she has served in the Senate.  
21 She's been -- her Vice Chair role  
22 ends on May 30<sup>th</sup> along with her  
23 Senate Council term, she's a  
24 Senator, Senate Council Member,  
25 Vice Chair, as I said, she's also

1                   been Chair of the Senate Academic  
2                   Programs Committee, which I will  
3                   argue is one of the hardest  
4                   committees that we have. She's  
5                   also chaired the Ad Hoc Committee  
6                   on Educational Programs and this  
7                   year she served as Chair of the  
8                   Senate Admissions Academic  
9                   Standards Committee, so SAASC.  
10                  She's work tirelessly on  
11                  countless weighted topics  
12                  including Badges, Undergrad  
13                  Admissions, Test Optional Pilot  
14                  and Extension. She does return  
15                  to us serving as a Senator, but I  
16                  just want to thank her because I  
17                  think I would be lost without  
18                  her. So, thank you so much,  
19                  Leslie. Next, I sent an email  
20                  out on Monday, April 24<sup>th</sup> about  
21                  information participating in the  
22                  survey sponsored by the Senate's  
23                  Ad Hoc Committee on Teaching  
24                  Evaluation. We got some  
25                  responses from folks or clarity,

1 and so, those have been going to  
2 our chair of that TCE Ad Hoc  
3 Committee Dr. Elizabeth Salt. If  
4 you still have questions or need  
5 some sort of clarification she's  
6 your person to email. Just  
7 remember the Committee's approach  
8 is to determine if there are  
9 colleges, course level or  
10 instructional demographic  
11 variables that predict our  
12 teaching course evaluation  
13 scores, which is our current  
14 primary metric of student  
15 evaluation of teaching and the  
16 second charge is to evaluate the  
17 instructor's perceived value of  
18 TCE. This committee will use  
19 these findings and inform their  
20 recommendations along with  
21 consideration of the work of  
22 Benchmark University's and  
23 Literature broadly to help inform  
24 us as we move forward. I have  
25 gotten some information today,

1                   which we will work a little bit  
2                   -- have some more discussions on  
3                   and figure out which way we need  
4                   to go, but I understand there was  
5                   some issues with TCEs where they  
6                   close early April 30<sup>th</sup>, I guess  
7                   in the morning instead of at  
8                   close to midnight when they're  
9                   usually closed. And so, some of  
10                  the TCEs have been extended  
11                  within the finals week, which is  
12                  usually a no-no on our end,  
13                  because it's kind of at the point  
14                  where we are actually assigning  
15                  grades, and so, TCEs are done  
16                  during the week prior to finals,  
17                  not the week of finals. And so,  
18                  we will move forward on how we  
19                  need to approach this, you know,  
20                  we definitely want the feedback  
21                  and we want to hear from our  
22                  students, but at some point the  
23                  Teacher Course Evaluation  
24                  feedback that come after the 30<sup>th</sup>  
25                  and into the week of finals week

1 is really invalid when we discuss  
2 it at this point of evaluating  
3 teachers. So, I will get with  
4 the Provost Office and we'll have  
5 some discussions around how to  
6 remedy this situation as we move  
7 forward. Consent Agenda. So,  
8 today's Consent Agenda consists  
9 of Senate minutes from March,  
10 some non-controversial -- I'm  
11 sorry, from April, not March,  
12 from April 10, some non-  
13 controversial curricular  
14 proposals and activity reports  
15 and minutes from Academic  
16 Councils and Committees. So,  
17 again, items on the Consent  
18 Agenda are considered adopted  
19 unless a member asks to remove an  
20 item for discussion later within  
21 the meeting, they can be removed  
22 well before the meeting if you  
23 send me an email or such or reach  
24 out to me or just before the  
25 Consent Agenda is adopted. So,

1 no requests have been made prior  
2 to this to remove anything from  
3 today's Consent Agenda. Again,  
4 these are the minutes from April  
5 10, 2023, it was -- actually, I  
6 won't say clerical, there were  
7 edits that we had. The minutes,  
8 Activity Reports from Academic  
9 Councils and Committees and you  
10 had some curricular proposals.  
11 We had one suspension and  
12 closure, one new USP Program and  
13 nine program changes. If there  
14 are no objections now -- any  
15 objections to this Consent  
16 Agenda? Seeing none, hearing no  
17 objections the Consent Agenda for  
18 May the 1<sup>st</sup> is adopted. Thank  
19 you very much. Next, we have  
20 officer reports. So, remember  
21 the Senate rules give the Senate  
22 Council the authority to take  
23 some action on behalf Senate as  
24 long as they are reported at the  
25 Senate Meeting. We approved the

1 proposed Non-Standard Calendar  
2 for AESPLS320 for the foreseeable  
3 future, so this change was just  
4 to the start and the end dates, a  
5 2-week timeframe that is ideal  
6 for agriculture field based  
7 courses as they are -- let's see,  
8 as they are in their field work  
9 and extension activities, so we  
10 adjusted the time for students to  
11 be able to attend that 2-week  
12 course interval. And then we  
13 approved the proposed changes to  
14 the 2023-24 MD calendar really  
15 related to tuition refund dates,  
16 so during their web publication  
17 it was noticed by the Registrar  
18 that there were some dates that  
19 were incorrectly listed on the  
20 University Senate approved  
21 calendar documents and this  
22 appears to be a result of the  
23 College of Medicine using an  
24 older version of their calendar  
25 document that did not include the



1 corrected refund deadlines  
2 provided by the Office of  
3 University of the Registrar, so  
4 that was an update basically to  
5 that due date within their  
6 calendar. Other things that were  
7 approved, the Senate approved  
8 nine additions to the UK May and  
9 August 2023 Senate Council Degree  
10 Lists. Just so you know that  
11 this year the Board of Trustees  
12 Meeting was actually moved up  
13 closer at the end of April, so  
14 just last week instead of it  
15 actually being in May, and so, it  
16 kind of made the timeframe a  
17 little harder for us to get a  
18 tentative degree list and make  
19 any changes before the Board  
20 could actually confer those  
21 degrees. So, there obviously, as  
22 it is every year there's some  
23 folks that just an administrative  
24 error happens and someone doesn't  
25 get on a degree list that should

1 be on a degree list, but we  
2 usually catch these before they  
3 go to the Board of Trustees. So,  
4 you're going to see a couple  
5 today as well, but that's kind of  
6 what's happened there and those  
7 compressed timelines are kind of  
8 just -- causes this to happen a  
9 little bit sooner rather than  
10 later. Also, the faculty  
11 evaluation of the President has  
12 been extended, you know, we  
13 basically know that everybody is  
14 in finals and they're doing  
15 things and I think folks are  
16 tired right now. We're ready for  
17 the semester to end, some of us.  
18 And so, we extended it because we  
19 just really want to give you the  
20 opportunity to provide feedback  
21 and input and the President does  
22 look at these, he definitely  
23 takes these seriously, so I would  
24 ask that you all take some time  
25 to complete the survey and we

1 also like a great response rate.  
2 All of our survey researchers  
3 here know how important that is  
4 to have good response rates or  
5 all our researchers know, so  
6 please make sure that you  
7 participate. We've extended it  
8 up to next week or this week, May  
9 the 3<sup>rd</sup>, so just a couple more  
10 days. Vice Chair Leslie Vincent,  
11 do you have any reports?

12 MS. VINCENT: No report today.

13 MS. COLLETTE: Parliamentary Greg Rentfrow?

14 MR. RENTFROW: No.

15 MS. COLLETTE: Trustee Hollie Swanson and  
16 Trustee Kramer? So, Trustee  
17 Swanson and Trustee Kramer?

18 MR. KRAMER: Thank you, Chair Collette. The  
19 Board of Trustees met last week  
20 on Thursday and Friday. I think  
21 this degree list thing has only  
22 caused two business days of  
23 shift, normally the Board would  
24 have met on Monday and Tuesday of  
25 this week, so we would not be

1 here, instead you get the report.  
2 Thursday was spent on a refresh  
3 of the UK Healthcare Strategic  
4 Plan, the discussion was largely  
5 led by our Co-Acting EVPHA's  
6 Acting Co -- all right, Acting  
7 Co-Executive Vice President for  
8 Health Affairs. It was  
9 emphasized several times that  
10 this was a refresh meant to build  
11 on the previous plan. The Board  
12 was encouraged to consider  
13 operating margins and the  
14 national landscape in  
15 particularly to move beyond two  
16 longstanding principles, We do it  
17 Best and We Must do it All.  
18 There were three major thematic  
19 areas, Advanced Subspecialty Care  
20 for Kentucky and Beyond, Taking  
21 Care of our People, Community and  
22 Talent and Academic Health  
23 System. Ultimately, the  
24 University Healthcare Committee  
25 reaffirmed the three key themes

1 of the Strategic Plan and  
2 endorsed the five-year -- five-  
3 year Financial Plan. The Audit  
4 and Compliance Committee approved  
5 amendments to the Audit and  
6 Compliance Committee and UK  
7 internal audit charters. I think  
8 it'll be important for us to  
9 continue to monitor how the audit  
10 function continues to affect the  
11 educational mission of the  
12 University. The Academic and  
13 Student Affairs Committee  
14 approved several items previously  
15 considered by the Senate,  
16 including degree recipients,  
17 changes to educational unit names  
18 and new degree programs. The  
19 committee also heard reports from  
20 the Provost VPID, VPSS NSGA  
21 President. The Finance Committee  
22 approved numerous gift  
23 acceptances, capital projects,  
24 including several to support UK  
25 Healthcare Plans and other

1 financial items. The committee  
2 also heard reports from the  
3 EVPFA, VPR and Acting Vice  
4 President for Philanthropy and  
5 Alumni Engagement. The Board of  
6 Trustees approved the naming of  
7 the Stanley and Karen Pigman  
8 College of Engineering. It was  
9 approved -- it also approved an  
10 impressive slate of University  
11 Research Professorships, who we  
12 celebrated at a reception  
13 afterwards and appointments to  
14 the Board of Directors of the  
15 Gluck Equine Research Foundation.  
16 Commencement exercises are at the  
17 end of this week, this event is  
18 the clearest way in which we  
19 celebrate who we are as a  
20 University. You're the reason  
21 our students have been able to  
22 run the race, so it is only  
23 appropriate for you to be there  
24 to celebrate as they cross the  
25 finish line. We strongly

1 encourage faculty members to  
2 participate and hope to see as  
3 many of our colleagues there as  
4 possible. That concludes my  
5 report.

6 MS. COLLETTE: All right. So, right into degree  
7 list, we have two that we must go  
8 over, honorary degrees and some  
9 late editions to the December  
10 2022 Degree List. All right.  
11 So, Honorary Degree Recipients,  
12 Senators should have noticed that  
13 an email from Sheila had the -- a  
14 PowerPoint was attached that  
15 proposed the Honorary Degree  
16 recipient, you should have  
17 received that. I'd just like to  
18 remind everyone that's present  
19 here or on the Zoom that the  
20 information about the degree  
21 recipient, including the Honorary  
22 Degree recipient is confidential  
23 and embargoed until such time  
24 that is announced by the  
25 University. Interim Graduate

1 School Dean Associate Provost of  
2 Graduate and Professional  
3 Programs Dr. Martha Peterson is  
4 here to present one candidate for  
5 an Honorary Degree.

6 MS. PETERSON: Thank you, Chair Collette.

7 MS. COLLETTE: Thank you.

8 MS. PETERSON: So, this is a report from the  
9 University Joint Committee on  
10 Honorary Degrees who's  
11 composition is shown here for  
12 your information. If I could  
13 have the next slide, please. The  
14 principles of even having an  
15 Honorary Degree is to accomplish  
16 several purposes, to pay tribute  
17 to people whose life and work  
18 exemplify professional,  
19 intellectual or artistic  
20 achievement, recognize and  
21 appreciate those who have made  
22 significant contributions to  
23 society, the State and the  
24 University and highlight the  
25 diverse ways in which such



1 contributions can be made. It  
2 sends a message that principles,  
3 values and contributions are  
4 important. Well-chosen honorees  
5 affirm and dignify the  
6 University's own achievements and  
7 priorities. And Honorary Degrees  
8 may be confirmed upon those who  
9 have achieved distinction through  
10 outstanding intellectual or  
11 creative achievements or through  
12 outstanding leadership in  
13 education, business, public  
14 service or other appropriate  
15 sectors of society. May I have  
16 the next slide, please. The  
17 University Joint Committee on  
18 Honorary Degrees would like to  
19 recommend that John Rosenberg be  
20 considered as a nominee for a  
21 Degree of Honorary Doctor of  
22 Humane Letters. If I could have  
23 the next slide, please. So, John  
24 Rosenberg was born in Magdeburg,  
25 Germany in 1931. His family fled

1 Nazi Germany in 1938 and spent a  
2 year in a detention camp in the  
3 Netherlands, he was actually  
4 seven years old during the  
5 Kristallnacht event living next  
6 door to a Synagogue, so it was a  
7 very pivotal event in his young  
8 life. His family arrived in New  
9 York Harbor in February of 1940.  
10 He earned a Bachelor's Degree in  
11 Chemistry from Duke, he served in  
12 the Air Force and then earned his  
13 J.D. Degree from the University  
14 of North Carolina in 1962 and  
15 immediately following his  
16 graduation he joined the Civil  
17 Rights Division of the U.S.  
18 Justice Department and later  
19 successfully tried the first case  
20 under the Voting Rights Act of  
21 1965. He assisted in the  
22 prosecution of the molderers of  
23 Civil Rights Workers in  
24 Philadelphia, Mississippi in  
25 1964, which was the subject of

1 the Mississippi Burning moving  
2 from a few years back. He and  
3 his wife Jean came to Eastern  
4 Kentucky in the early 1970s in  
5 service to the war on poverty and  
6 they've stayed ever since and  
7 raised their family there. Can I  
8 have the next slide, please. He  
9 helped to build and then direct  
10 for 28 years the Appalachian  
11 Research and Defense Fund, known  
12 as AppalReD, which is a free  
13 legal service that now has six  
14 offices throughout Eastern  
15 Kentucky and has served thousands  
16 of the regions poorest residents.  
17 He served as the founding member  
18 of the Kentucky Fair Tax  
19 Coalition, now known as  
20 Kentuckians for the Commonwealth.  
21 He founded the Appalachian  
22 Citizens Law Center in  
23 Whitesburg, Kentucky. He's been  
24 a key legal advisor to citizen's  
25 groups working to abolish the

1 Broad Form Deed and a frequent  
2 guest speaker on issues related  
3 to surface mining, mineral lights  
4 and black lung benefits. And in  
5 addition, he participates  
6 regularly in the UK JHF Holocaust  
7 Education Initiative and visits  
8 classrooms throughout Kentucky  
9 sharing his personal story of the  
10 Holocaust. Can I have the next  
11 slide, please. One of his letter  
12 endorsers was Ron Eller, UK  
13 Distinguished Professor of  
14 History Emeritus and he writes,  
15 "I've always considered John  
16 Rosenberg to be the epitome of an  
17 ideal civic leader in a  
18 democracy, someone who has never  
19 been elected to office, but who  
20 has left a permanent legacy of  
21 cultural and institutional change  
22 and who has empowered others to  
23 do the same." And the next  
24 slide. We recommend that John  
25 Rosenberg be considered for the

1 Honorary Doctor of Humane Letters  
2 and the Humane Letters Doctor  
3 recognizes extraordinary  
4 contributions to philanthropy,  
5 human development, education or  
6 societal well-being. And that  
7 concludes our report.

8 MS. COLLETT: Thank you, Dean Peterson. So,  
9 the elected faculty members of  
10 the Senate Council voted to  
11 recommend the Senate approve J.R.  
12 as a recipient of the Honorary  
13 Degree of Humane of Letters for  
14 submission through the President  
15 to the Board of the Trustees.  
16 So, there is a motion now for  
17 elected Faculty Senators to  
18 approve J.R. as a recipient of  
19 Honorary Doctor of Humane Letters  
20 for submission through the  
21 President to the Board of  
22 Trustees. The motion is now on  
23 the floor and the floor is open  
24 up to members for questions of  
25 fact and/or debate. Wonderful.

1                   Seeing none it is time to vote.  
2                   And remember this is elected  
3                   Faculty Senators. And just  
4                   remember this is embargoed until  
5                   its announced by the University.  
6                   All right. We have 76 approve  
7                   and one abstain. So, that motion  
8                   carries forward. Thank you. All  
9                   right. Next, we have late  
10                  editions to the December 2022  
11                  Degree List per Senate Rule  
12                  5.5.1.1.14 Late Editions to the  
13                  Degree List, we have three  
14                  students MA90, SMA38 and SZ80.  
15                  So, this was just an  
16                  administrative error where the  
17                  students were actually just -- or  
18                  the students -- not just, the  
19                  students were added to the  
20                  incorrect degree list and were  
21                  supposed to be on the December  
22                  2022 Degree List. So, there is a  
23                  motion for elected Faculty  
24                  Senators to amend the December  
25                  2022 Degree List by adding the

1 three students in question and  
2 recommend through the Board or  
3 through the President to the  
4 Board of Trustees that the  
5 degrees be awarded effective  
6 December 2022. The motion is on  
7 the floor and the floor is open  
8 up for members for questions of  
9 fact and/or debate. Seeing none,  
10 it is time to vote. Again, the  
11 recommended motion is that  
12 elected Faculty Senators amend  
13 the December 2022 Degree List by  
14 adding the three students in  
15 question and recommend through  
16 the President to the Board of  
17 Trustees that the degree be  
18 awarded effective December 2022.  
19 Poll Everywhere is now open for  
20 votes. Seventy-eight approve and  
21 one abstain, again, for Faculty  
22 Senators to amend the December  
23 2022 Degree List by adding the  
24 three students in question and  
25 recommend through the President

1 to the Board of Trustees the  
2 degree be awarded effective  
3 December 2022. Thank you. So,  
4 we have our first annual update  
5 on courses homed in the Office of  
6 the Provost. We have our Senior  
7 Associate Provost for Admission  
8 and Academic Affairs Dr. Katie  
9 Cardarelli is here. So, some  
10 Senators may remember that the  
11 Senate approved a proposal last  
12 May that created a faculty body  
13 oversight for a series of courses  
14 that were homed outside of a  
15 college. This approved proposal  
16 also provided guidance on the  
17 composition of faculty bodies and  
18 those all get approved through  
19 the Senate. The most logical  
20 places for courses that are  
21 outside of a college or to home  
22 them in the Chief Academic  
23 Officer's Office, so the Office  
24 of the Provost and that's where  
25 these courses are homed today.



1 So, today's report is the first  
2 opportunity to hear from our  
3 Senior Associate Provost  
4 Cardarelli about an update on the  
5 work that these faculty bodies  
6 have been doing and any  
7 information about the courses.

8 MS. CARDARELLI: Thank you. It's a great  
9 opportunity to talk with you all  
10 today about these courses. As  
11 Chair Collette indicated, this is  
12 my first annual presentation on  
13 this, and so, any feedback or  
14 suggestions that you all have  
15 about the kind of information  
16 that you would like to see would  
17 be helpful to me in future  
18 iterations. So, I presented a  
19 version of these slides to Senate  
20 Council and following that I've  
21 added quite a bit of additional  
22 information. So, this was  
23 originally presented to Senate  
24 Council at the end of March and I  
25 know you have a full agenda and I

1 will say that there is a lot of  
2 content on the slides I'm going  
3 to share with you all today, it's  
4 posted, so you can go through it.  
5 I'm not going to read everything  
6 on these slides to you, but I'll  
7 try to provide a highlight of  
8 what I think are some of the more  
9 notable pieces here. So, these  
10 are the courses that are homed in  
11 the Office of the Provost and  
12 I'll go through each one of these  
13 and provide you with the update  
14 that I was asked to provide from  
15 Senate Council. I will also be  
16 sharing with you all that I've  
17 had the pleasure of meeting with  
18 most of these faculty bodies at  
19 this point over the course of the  
20 Spring Semester. So, I've  
21 learned a lot about the courses.  
22 I know I also have the Registrar  
23 here and Keiko and Katherine and  
24 others, so there might be some  
25 questions that you all have that

1 I'll call on others to help  
2 answer. So, the first -- and I'm  
3 sorry, I know that's small, but  
4 the first course prefix is EXP,  
5 which is a course prefix for  
6 Experiential Education courses  
7 that are offered in the form of  
8 internships and field work from  
9 the Stuckert Career Center. So,  
10 this includes all of these  
11 different courses that are listed  
12 here. I will note that that  
13 first one there, the UK150 is  
14 actually going to be used for an  
15 education abroad first-gen career  
16 program this summer that a number  
17 of folks have been working on. I  
18 was specifically asked to present  
19 to you all information about each  
20 of the faculty bodies for these  
21 courses, and so, again, there's a  
22 great amount of detail on these  
23 slides that I will not read  
24 through. But the EXP Faculty  
25 Advisory Group I met with on

1 January 27<sup>th</sup> and they have a  
2 pretty rigorous set of  
3 expectations and structure for  
4 that group. These are the  
5 individuals who currently sit on  
6 that Faculty Advisory Group,  
7 including faculty staff, a DEI  
8 representative and student  
9 representative. And I was also  
10 asked to present any changes in  
11 that group that were recent, so  
12 that information is also here in  
13 terms of who was added or who may  
14 have been switched out. The  
15 second group or course prefix is  
16 EAP and this is for our Education  
17 Abroad Program and this includes  
18 field work and study abroad  
19 through the International Center,  
20 they have several different  
21 courses that are offered with  
22 that prefix. The EAP course  
23 faculty is convened regularly by  
24 Sue Roberts, this is actually a  
25 subcommittee of the University's

1 International Advisory Council  
2 and they meet three times a  
3 semester. They do not have any  
4 changes planned for this year.  
5 Of course, most of our UK core  
6 classes are homed in the  
7 colleges, but for those that have  
8 this prefix here, you know, this  
9 is available for our Gen Ed  
10 curriculum. This group actually  
11 is meeting tomorrow for our  
12 retreat, the faculty body for the  
13 UK course. I'm looking forward  
14 to being a party to that. Dr.  
15 Tanaka chairs that group and we  
16 will, as I said, have a half-day  
17 retreat, I think tomorrow, to  
18 start taking a look at the UK  
19 core and identify potential  
20 opportunities for improvement.  
21 UK101, this group -- the faculty  
22 body actually met recently on  
23 April the 25<sup>th</sup> and explored some  
24 opportunities for improvement,  
25 which I think are on the next

1 slide, but of course UK101 is an  
2 Academic Orientation and 201 is  
3 the opportunity for that  
4 orientation for our transfer  
5 students. This is the course  
6 faculty and it says at the very  
7 bottom, this group that met last  
8 week actually approved a syllabus  
9 for Summer of 2023. The APP  
10 prefix stands for Academic  
11 Preparation and Placement Program  
12 and it's offered under UK110 and  
13 125. UK110 most recently has  
14 been used under the title of  
15 College Readiness for Math. This  
16 group met April the 24<sup>th</sup> and I  
17 got to be a part of that faculty  
18 meeting. Here's a little bit of  
19 information about how they  
20 structure their faculty body and  
21 their respective faculty meetings  
22 and this is the group that  
23 currently represents their  
24 faculty body, as I said, they met  
25 April the 24<sup>th</sup>. UK300 is the

1 course that our Chellgren Student  
2 Fellows take and I actually have  
3 had the pleasure of lecturing in  
4 the fall semester of this for two  
5 years now, very bright students.  
6 These are the course faculty,  
7 they are convened by Dr. Isabel  
8 Escobar who is the current  
9 Chellgren Chair and the Director  
10 of the Chellgren Center and the  
11 faculty, you see below her there,  
12 that says will be confirmed at  
13 the April meeting, but they'll  
14 actually be confirmed at the June  
15 meeting. This represents our  
16 next group of Chellgren faculty  
17 and they are appointed for three-  
18 year terms and meet on a regular  
19 basis. Only two more, as I go  
20 through. The HMN courses are  
21 humanities classes and seminars  
22 that are offered through the  
23 Gaines Center, so there are  
24 several different courses here  
25 that are offered to the Gaines

1 Student Fellows. Here is the  
2 course faculty, they are convened  
3 by Melinda Price, who is  
4 currently the Gaines Center  
5 Director, they do meet monthly  
6 with the director, the second  
7 Monday of each month. I'm going  
8 to meet with this group later  
9 this week. This provides a  
10 little bit of additional  
11 information about how they  
12 structure their faculty body, how  
13 often they meet. And then the  
14 last one is TEK, which I'm sure  
15 everybody knows stands for  
16 Transdisciplinary Educational  
17 Approaches to Advance Kentucky.  
18 The two initial courses to be  
19 proposed under the TEK prefix are  
20 200 and 300. This is the current  
21 faculty body, they are convened  
22 by Dr. Susan Cantrel and I had  
23 the pleasure of meeting with this  
24 group on April the 12<sup>th</sup>. As I  
25 said, they have a couple of



1 courses that will be coming  
2 through with that prefix.  
3 Additional information about  
4 their faculty body. And I know I  
5 presented a lot in a short amount  
6 of time. I'm happy to answer any  
7 questions or punt the questions  
8 to the people that can answer  
9 them.

10 MS. COLLETT: So, if anyone has any questions.  
11 I have a hand raised. Dr.  
12 (Zanos) (Sp?) I can't hear if  
13 you're speaking. Hand raised?  
14 Okay. Maybe not. Anybody else  
15 have any questions? Okay.  
16 Perfect. Thank you. Well, thank  
17 you, Dr. Cardarelli for giving us  
18 an update and you have the  
19 information there if you have any  
20 feedback or questions that you  
21 may have for her please email  
22 them to her and we will get right  
23 on it. Next, Committee Reports.  
24 We have the Senate Academic  
25 Organizational Structure

1 Committee -- we have several  
2 Committee Reports, but they are  
3 first up. So, the first thing we  
4 have is the proposed name change  
5 for the Department of Engineering  
6 and Technology to the Fujio Cho  
7 Department of Engineering and  
8 Technology in the College of  
9 Engineering. Proposer is Dean  
10 Buchheit who is here today. Greg  
11 Rentfrow is the chair of this  
12 committee. Greg?

13 MR. RENTFROW: Thank you. So, as was said this  
14 is from the College of  
15 Engineering to change the name of  
16 the Department of Engineering and  
17 Technology to the Fujio Cho  
18 Department of Engineering and  
19 Technology. Mr. Cho is the  
20 inaugural Executive Director of  
21 Toyota Manufacturing here in  
22 Kentucky. Since 1988 Toyota has  
23 provided approximately \$14.4  
24 million in support for  
25 engineering programs at UK. This

1 name change will honor Mr. Cho  
2 and what he has done for the  
3 College of Engineering.  
4 According to VC2 and AR8 a  
5 financial gift is required for  
6 this name change, however, this  
7 was waived by President  
8 Capilouto. The department  
9 actually voted on this, all five  
10 faculty members voted in favor.  
11 The college also had a vote as  
12 well, quorum was met, there was  
13 59 in favor, eight opposed and  
14 three abstentions on that voting.  
15 This is a simple honorary name  
16 change. There is no changes to  
17 the faculty or curriculum or  
18 structure of the department.  
19 MS. COLLETT: So, this is a recommendation from  
20 the committee for the Senate to  
21 endorse a proposed name change  
22 from Department of Engineering  
23 Technology to the Fujio Chu  
24 Department of Engineering and  
25 Technology. Because the motion

1 comes from committee no second is  
2 required. The motion is now on  
3 the floor and the floor is open  
4 up to members for questions of  
5 fact and/or debate. Wonderful.  
6 Seeing no hands raised, it's time  
7 to vote. A reminder, Senate is  
8 voting to endorse the proposed  
9 name change from the Department  
10 of Engineering and Technology to  
11 the Fujio Cho Department of  
12 Engineering and Technology in the  
13 College of Engineering. The Poll  
14 Everywhere is now open. All  
15 right. That is 74 approved, two  
16 oppose, four abstain. That  
17 motion carries. Thank you very  
18 much. Next, we still have the  
19 Senate Academic Organization and  
20 Structure Committee. Greg  
21 Rentfrow is the chair, however,  
22 Committee Member Elizabeth Salt  
23 will be standing in for Greg  
24 since this is Greg's college that  
25 we are reporting on. There's a

1 proposed name change of the  
2 College of Agriculture, Food and  
3 Environment to the Edith Martin  
4 and Harry W. Gatton, Sr. College  
5 of Agriculture, Food and  
6 Environment. The dean of the  
7 college, Dean Nancy Cox is the  
8 proposer. Elizabeth?

9 MS. SALT: Yes. So, as described the  
10 proposed change is a change from  
11 the name from the College of  
12 Agriculture, Food and Environment  
13 to the Edith Martin and Harry W.  
14 Gatton, Sr. College of  
15 Agriculture, Food and  
16 Environment. The college would  
17 be referred to as the Martin-  
18 Gatton College of Agriculture,  
19 Food and Environment. This name  
20 change is a recognition of the  
21 gift from the Gatton -- the Bill  
22 Gatton Foundation and is in honor  
23 of Mr. Gatton's parents and the  
24 gift would fund the four pillars  
25 of the college, which include

1 student success, faculty  
2 research, faculty infrastructure  
3 and service through extension.  
4 We did -- the SAOSC did meet with  
5 Dean Cox and we did review the  
6 agreement, there's not -- the  
7 donor will not be involved or  
8 advise on any student  
9 scholarships, faculty  
10 beneficiaries or research agenda  
11 and there was a meeting amongst  
12 the faculty to approve the name  
13 change. All 188 faculty voted on  
14 approval and the vote was  
15 unanimous. Let's see here -- and  
16 there were no negative comments  
17 offered by the faculty. With the  
18 gift there is the intention to  
19 start an Animal Companion  
20 Program. The faculty body will  
21 be determined and they will  
22 determine the curriculum, so  
23 there weren't any issues  
24 identified by the SAOSC regarding  
25 that. So, the SAOSC voted

1                   unanimously to approve the name  
2                   change.

3   MS. COLLETT:       So, this is a recommendation from  
4                   the committee for the Senate to  
5                   endorse a proposed name change  
6                   from the College of Agriculture,  
7                   Food and Environment to the Edith  
8                   Martin and Harry W. Gatton, Sr.  
9                   College of Agriculture, Food and  
10                  Environment. Because the motion  
11                  comes from committee no second is  
12                  required. The motion is now on  
13                  the floor and the floor open up  
14                  to members for questions of fact  
15                  and/or debate. Bob?

16   MR. GROSSMAN:     Bob Grossman, A and S. I support  
17                      this change, but I just wanted to  
18                      make sure that we're -- no Oxford  
19                      comma is required after the word  
20                      food here. I mean either way is  
21                      fine, just there needs to be  
22                      clarity about which it was,  
23                      because otherwise we'd have to go  
24                      back to the Board if the wrong  
25                      one passed and they wanted to

1 redo it.

2 MS. COLLETT: Dr. Dean Cox, I'll ask if there's  
3 an Oxford comma or not.

4 MS. COX: There was much debate over this  
5 topic. When the college changed  
6 it's name and right or wrong,  
7 there's no Oxford comma in the  
8 official name.

9 MS. COLLETT: Thank you. Any other questions  
10 of fact and/or debate. Okay.  
11 Seeing none, it is time to vote.  
12 So, as a reminder Senate is  
13 voting to endorse the proposed  
14 name change from the College of  
15 Agriculture, Food and Environment  
16 to the Edith Martin and Harry W.  
17 Gatton, Sr. College of  
18 Agriculture, Food and  
19 Environment. All right. You  
20 have 78 approve, four oppose and  
21 five abstain. That motion  
22 passes. Thank you very much.  
23 Next, we have the Senate Academic  
24 Programs Committee, SAPC. Sandra  
25 Bastin is Chair. First, we have



1 the proposed new BS in Statistics  
2 and Data Sciences. Proposer  
3 Professor Bill Raynes is from the  
4 Department of Statistics, is  
5 here. Sandra?

6 MS. BASTIN: Thank you. This is a  
7 recommendation that the Senate  
8 approve the establishment of a  
9 new BS Program, BS Statistics and  
10 Data Science in the College of  
11 Arts and Sciences in the  
12 Department of Statistics. The  
13 ability to reason and communicate  
14 with data, skills that fall under  
15 the umbrella of data literacy is  
16 a key competency for those  
17 seeking employment in almost all  
18 professional sectors of the job  
19 market. Beyond this competency  
20 requirement, however, there is a  
21 sizeable and growing demand from  
22 employers for individuals with  
23 specialized training in  
24 statistics and data science.  
25 Employers are looking to hire

1                    statisticians and data scientist  
2                    who are able to collect and  
3                    curate large volumes of data  
4                    bringing statistical and machine  
5                    learning methods to bear on new  
6                    questions and create data  
7                    pipelines and work flows that  
8                    transform digital information  
9                    into actionable insights.  
10                   Perhaps most importantly,  
11                   employers are looking for  
12                   individuals who are equipped with  
13                   the foundational training needed  
14                   to ensure that young  
15                   professionals they hire into  
16                   these roles are readily able to  
17                   learn and critically assess new  
18                   tools as they become available.  
19                   All details for the program were  
20                   in line with what's expected in  
21                   Curriculog and as far as we know  
22                   all people who are involved in  
23                   the BS have been -- have had a  
24                   chance to say something.  
25                   MS. COLLETT:                   Thank you.    So, there's a

1 recommendation from the committee  
2 for the Senate to approve the  
3 proposed new BS in Statistics and  
4 Data Science in the Department of  
5 Statistics in the College of Arts  
6 and Sciences. Because the motion  
7 comes from committee no second is  
8 required. There's a motion on  
9 the floor and the floor is now  
10 open up to members for questions  
11 of fact and/or debate. Seeing no  
12 hands raised, it is time to vote.  
13 So, again as a reminder, you're  
14 voting to approve the proposed  
15 new BS Statistics and Data  
16 Science in the Department of  
17 Statistics in the College of Arts  
18 and Science. All right. We have  
19 81 approve, one oppose and three  
20 abstain. That motion carries.  
21 Next, we have the proposed new  
22 Graduate Certificate in  
23 Accounting and Analytics.  
24 Proposer is Professor Hong Xie  
25 from the Von Allmen School of

1 Accountancy. Please let me know  
2 if I did not pronounce your name  
3 right, Dr. Xie, because I'm big  
4 on pronouncing people's names  
5 right. So, please correct me.  
6 So, Sandra?

7 MS. BASTIN: Thank you. This is a  
8 recommendation that Senate  
9 approve the establishment of a  
10 new Graduate Certificate  
11 Accounting Analytics in the  
12 College of Business and Economics  
13 in the Department of Accountancy.  
14 The Graduate Certificate in  
15 Accounting Analytics will enable  
16 accounting and non-accounting  
17 professionals to master the  
18 analytical skills needed to  
19 analyze and solve accounting and  
20 auditing problems. The program  
21 also provides a practical path  
22 for students who need a 150 hours  
23 of academic credit to enable CPA  
24 eligibility. The program  
25 includes three courses, Data

1 Visualization, Data Management  
2 and Predictive Modeling, these  
3 classes are approved for online  
4 delivery, but an online  
5 certificate is not being sought  
6 at this time. The certificate  
7 focus is on accounting and  
8 finance relevant problems  
9 including fraud and forensics,  
10 compliance, complex accounting  
11 estimates, healthcare and  
12 internal and external auditing  
13 and attestations, accounting  
14 systems and taxation. The  
15 certificate responds to a demand  
16 in the job market employees with  
17 data and analytical skills, it  
18 also can boost student's  
19 employability both inside  
20 Kentucky and out.

21 MS. COLLETT: Perfect. Thank you very much.  
22 So, there's a recommendation from  
23 the committee for the Senate to  
24 approve the proposed new Graduate  
25 Certificate in Accounting

1 Analytics in the Von Allmen  
2 School of Accountancy and the  
3 Gatton College of Business and  
4 Economics. Because the motion  
5 comes from committee no second is  
6 required. The motion is now on  
7 the floor and the floor is open  
8 up to members for questions of  
9 fact and/or debate. Seeing no  
10 hands raised, it is time to vote.  
11 So, again as a reminder, you're  
12 voting to approve the proposed  
13 new Graduate Certificate in  
14 Accounting and Analytics in the  
15 Von Allmen School of Accountancy  
16 in the Gatton College of Business  
17 and Economics. The voting poll  
18 is now open. All right. Eighty-  
19 two have approved and two  
20 abstain. That motion carries and  
21 that's approved. Thank you.  
22 Next, we have Senate Admissions  
23 Academic Standards Committee,  
24 SAASC, Leslie Vincent is Chair.  
25 First up we have a report on

1 homework during finals week.

2 MS. VINCENT: Okay. So, this matter was

3 brought up to Senate Council

4 regarding homework during finals

5 week. The Senate Rules are

6 currently silent on homework as

7 it relates to when it can be

8 assigned or not assigned and

9 there was a lot of discussion at

10 Senate Council so this was sent

11 to SAASC to review and our

12 recommendation is that no

13 homework assignments should be

14 due during finals week. Part of

15 the proposal is a change to the

16 Senate Rules in Section 5.2.5.7.2

17 as proposed that it explicitly

18 states that assignments during

19 finals week and that instructors

20 are not permitted to assign

21 homework during finals week nor

22 are they permitted to make any

23 homework assignments due during

24 finals week. However,

25 instructors may collect make-up

1 work during the finals week if  
2 the student agrees to it.

3 MS. COLLETT: So, there's a recommendation from  
4 the committee for the Senate to  
5 approve the proposed changes  
6 within SR 5.2.5.7 as well as  
7 insert in the glossary. Because  
8 the motion comes from committee  
9 no second is required. This  
10 motion is now on the floor and  
11 the floor is open up to members  
12 for questions of fact and/or  
13 debate. Richard?

14 MR. CHARNIGO: Richard Charnigo from Public  
15 Health. I generally agree with  
16 the principle here, but there's  
17 one issue that I want to know if  
18 the committee considered it or if  
19 other senators consider the issue  
20 possibly sufficiently likely to  
21 arise to be of concern, which is  
22 what if there are occasionally  
23 some courses where there is not a  
24 final examination or not a  
25 project that essentially serves



1 as a final examination, would  
2 there be any reason to write an  
3 exception into the Senate Rules  
4 to allow for a final homework to  
5 be due in that last week if in  
6 fact there is no final  
7 examination or similar item with  
8 which it would compete. Thank  
9 you.

10 MS. VINCENT: Yeah, great question. Our  
11 committee did discuss that in  
12 particular this applied primarily  
13 for courses that do have a final  
14 exam or a final project that  
15 serve as a final exam in the  
16 class. I think our thought was,  
17 you know, that you could assign  
18 an assignment to act as the final  
19 exam, but you could not do both  
20 have a final exam and homework  
21 assignments due during the final  
22 exam week.

23 MS. COLLETT: Allison?

24 MS. SOULT: Allison Soult, A and S. Is there  
25 a definition of what homework is,

1                   because I can imagine somebody  
2                   saying, "Oh, we're not going to  
3                   call it homework. I'm going to  
4                   call it this," in a way to kind  
5                   of skirt around the rules. I  
6                   mean we assume that's common  
7                   sense, but -- well, you know what  
8                   happens then.

9   MS. VINCENT:       We also discussed this at Senate  
10                   Council a little bit. And so, my  
11                   understanding is in the Senate  
12                   Rules these other things are  
13                   explicitly already stated and  
14                   discussed, the one area that is  
15                   not is homework, and so, this is  
16                   making sure that is clearly  
17                   articulated, yes.

18   MS. WISE:           Kirsten Wise, Student Center for  
19                   the College of Health Sciences.  
20                   Was it discussed whether or not  
21                   if you have a lab for your final,  
22                   so let's say like a practical, if  
23                   you have a worksheet or whatever  
24                   for that practical if that would  
25                   be considered homework or is that

1 the final?

2 MS. VINCENT: We did not discuss like the  
3 specific elements associated with  
4 that in our discussion.

5 MS. COLLETT: But that is detailed a little bit  
6 more in the Senate Rules if you  
7 have a lab practicum, that's  
8 already in there. Bob Grossman?

9 MR. GROSSMAN: Bob Grossman, A and S. Just for  
10 clarity, the weekends, Saturday  
11 and Sunday between the reading  
12 days before finals start, do  
13 those count as part of the finals  
14 period?

15 MS. VINCENT: Yes.

16 MS. COLLETT: I think it's -- is it Monday  
17 through -- what's the glossary  
18 say?

19 MS. ? : The glossary says Monday through  
20 Thursday.

21 MS. VINCENT: So, no.

22 MR. GROSSMAN: So, no what?

23 MS. COLLETT: So, no, those two days from  
24 Saturday and Sunday are not  
25 included, it's Monday through

1 Thursday, because Friday is a  
2 make-up day of finals week;  
3 right? Yes, please.

4 MR. GROSSMAN: This is Bob Grossman, A and S,  
5 again. So, if they're not part  
6 of finals week that means you can  
7 assign them to be due on that  
8 Saturday or Sunday between the  
9 reading period and the final  
10 exam?

11 MS. VINCENT: Our discussion in the committee  
12 thought all assignments should be  
13 due by the Wednesday, the last  
14 day of classes. It goes against  
15 the spirit of reading days and  
16 finals week to have extra  
17 homework due during that  
18 timeframe. That was our  
19 discussion in our committee.

20 MR. GROSSMAN: But that's not what the proposal  
21 says, is it?

22 MS. VINCENT: I guess not. We can add that.  
23 You can amend it.

24 MR. GROSSMAN: I'm not going to amend it, but  
25 someone else might want to.

1 MS. VINCENT: I mean our discussion was that we  
2 felt like students -- all  
3 homework assignments should be  
4 finished by the last day of class  
5 meetings.

6 MS. COLLETT: Well, we do already have in the  
7 Senate Rule 5.2.5.7.1 that piece  
8 about, "The examination period  
9 shall include preceded by two  
10 study days," which is your  
11 reading days, "and a weekend  
12 during which no required  
13 interaction will be scheduled  
14 other than the final  
15 examination."

16 MS. VINCENT: One extra thing. We did also  
17 discuss that if a student  
18 requests an extension to submit  
19 something during finals week or  
20 during that weekend that faculty  
21 could make the choice to give  
22 that extension and it wouldn't  
23 violate the policy. So, there  
24 are opportunities to be flexible,  
25 you know, to accommodate the

1 student.

2 MS. COLLETT: Kaveh?

3 MR. TAGAVI: Chair Collett, Kaveh Tagavi. Can  
4 you guys hear me?

5 MS. COLLETT: Yes. Uh-huh.

6 MR. TAGAVI: Kaveh Tagavi, Engineering. I'm  
7 sorry, my program doesn't allow  
8 me to raise my hand, so I  
9 physically raised my hand, thank  
10 you for noticing it. I just want  
11 to mention that time is fungible.  
12 Any time spent on homework on one  
13 course is a time that cannot be  
14 spent on preparation for final  
15 exam for other courses. It's  
16 best to leave the students -- I'm  
17 sorry?

18 MS. COLLETT: I think somebody accidentally  
19 unmuted themselves.

20 MR. TAGAVI: Okay.

21 MS. COLLETT: Go ahead, Kaveh.

22 MR. TAGAVI: It is best to leave students to  
23 have peace and quiet during the  
24 finals week and two/three days of  
25 reading I'm assuming no homework

1 would be due during reading days  
2 also. So, that's the comment I  
3 wanted to make.

4 MS. COLLETT: Additional questions? Okay.  
5 Seeing none, it's time to vote.  
6 So, there is a recommendation  
7 from the committee for the Senate  
8 to approve the proposed changes  
9 within SR 5.2.5.7 as well as the  
10 glossary. The voting is now  
11 open. All right. Seventy-one  
12 approve, nine oppose and seven  
13 abstain. That motion moves  
14 forward and is approved. Thank  
15 you. Next, we have proposed  
16 extension of the Test Option  
17 Admissions Pilot. So, Associate  
18 Vice President for Enrollment  
19 Management Christine Harper is  
20 the proposer. This proposal is  
21 to codify the Test Optional  
22 Undergraduate Admissions Pilot  
23 that is currently ongoing and set  
24 to expire with the entering class  
25 of 2024/25. It's important to

1 note that this pilot program is  
2 essentially a request from  
3 Enrollment Management to waive  
4 the portions of SR4 that pertain  
5 to undergraduate admissions  
6 decisions being tied to certain  
7 tests scores, such as ACT or SAT.  
8 So, the goal of this proposal is  
9 to propose an extension of the  
10 current Test Optional Pilot by  
11 four years, so up to 2028/29  
12 continuing to waive the  
13 components of Senate Rule 4.2.1  
14 regarding freshman admissions  
15 criteria related to test score  
16 requirements. SAASC was in favor  
17 of the Test Optional Pilot  
18 extension, you can see excerpts  
19 from the minutes that are  
20 included with the proposal. The  
21 version that went to SC did not  
22 explicitly state that faculty and  
23 the colleges and programs can  
24 decide to end participation in  
25 the pilot extension if this is





1 revised proposal to extend the  
2 Test Optional Admissions Pilot so  
3 that the pilot will now end with  
4 the entering class of 2028/29.  
5 This will allow them to get more  
6 data, data gathering, data  
7 analysis before a final permanent  
8 decision is made, hopefully,  
9 before that entering class  
10 occurs. So, the motion is now --  
11 comes from -- now on the floor  
12 and the floor is open up to  
13 members for questions of fact  
14 and/or debate. Richard?  
15 MR. CHARNIGO: Hi, DeShana. This is Richard  
16 Charnigo, College of Public  
17 Health. I wanted to seek  
18 clarification. In what you were  
19 just saying, DeShana, you  
20 mentioned that there was an  
21 amendment by Senate Council to  
22 allow for opt out based on  
23 preferences of individual  
24 colleges or programs. I am  
25 looking at the pdf that is posted

1 to the Senate Agenda website for  
2 today and it says that, "Faculty  
3 in each college may decide to end  
4 participation based on college  
5 faculty rules and the college  
6 will report the college faculty  
7 decision," it doesn't seem to  
8 refer to program level opt outs  
9 in that last part and I want to  
10 ask for clarification whether  
11 that's meant to be included here.  
12 Thank you.

13 MS. COLLETT: Yes, Richard, that is meant to be  
14 included there as well. So, this  
15 is just continuing to honor  
16 what's in GR4 and GR7 that gives  
17 those College faculty that  
18 ability to do that currently  
19 already and then going through  
20 the Senate as currently -- as we  
21 currently do with all admissions  
22 policies and procedures.  
23 Additional questions? Okay.  
24 Seeing none, it is time to vote.  
25 MR. TAGAVI: Chair Collett.

1 MS. COLLETT:

Oh, I'm sorry. Yes, Kaveh?

2 MR. TAGAVI:

3 It's my problem. I totally  
4 understand. Kaveh Tagavi,  
5 Engineering. You mentioned the  
6 proposal is somebody from  
7 admission, I forgot the name. In  
8 fairness to them the amendment  
9 kind of changed the nature of the  
10 proposal drastically and if I  
11 remember correctly the original  
12 proposal was no longer  
13 enthusiastically for this  
14 version. I just want to mention  
15 that now that it has been amended  
16 maybe this is now the proposal is  
17 the Senate Council since we  
18 amended it.

18 MS. COLLETT:

19 Okay. We did amend the original  
20 proposal from what we got from  
21 the proposer. So, what Kaveh is  
22 saying now is maybe Senate  
23 Council is the actual proposer  
24 instead of the VP for Enrollment  
25 Management.

25 MR. TAGAVI:

Correct.

1 MS. COLLETT: Any other thoughts on that or any  
2 additional questions? All right.  
3 I think it is time to vote. So  
4 as a reminder the motion on the  
5 floor is for the Senate to  
6 approve the revised proposal to  
7 extend the Test Optional  
8 Admissions Pilot, so the pilot  
9 would now end with the entering  
10 class of 2028/29. Poll  
11 Everywhere is now open. Seventy-  
12 five approve, six oppose and five  
13 abstain. That motion carries and  
14 the proposal carries. Thank you.  
15 Next, we have Senate Committee on  
16 Diversity and Inclusion, Kevin  
17 Pearson is our Chair, he's going  
18 to give us a report today. So,  
19 he's a Senator from the College  
20 of Medicine, he has chaired the  
21 Senate Committee on Diversity and  
22 Inclusion for this past year, but  
23 he's been on this Committee and I  
24 can think maybe back since like  
25 2016 or something, because we

1 started like together. So, we  
2 are appreciative of his service  
3 to the Senate and his committee  
4 highlighting these important  
5 matters.

6 MR. PEARSON: Thank you. And I forgot how much  
7 I enjoyed these Senate Meetings  
8 not being on here for a couple of  
9 years, so I hope you all get a  
10 lot of effort to be on this  
11 committee to do this important  
12 work. So, the charge of the  
13 Senate Advisory Committee for  
14 Diversity and Inclusion is to  
15 increase diversity among  
16 Senators, in particularly  
17 representation of  
18 underrepresented minorities  
19 working with senior leadership to  
20 disseminate best practices for  
21 recruiting and retaining faculty  
22 of color and other  
23 underrepresented groups and  
24 addressing other issues around  
25 diversity and inclusion as they

1                   arise. A bit of historical  
2                   perspective, it was created in  
3                   2018 actually and Dr. Beth Guiton  
4                   was the inaugural chair for two  
5                   years. I see Dr. Buchheit is  
6                   back there. Dean Buchheit was  
7                   one of the original members as  
8                   well and we worked really hard on  
9                   a bunch of different issues in  
10                  those early years. Then Dr.  
11                  Cindy Young from the College of  
12                  Education became chair for the  
13                  following two years. And our  
14                  current membership is listed at  
15                  the bottom there and we have  
16                  diverse representation from  
17                  across campus. We also have  
18                  student representatives and  
19                  representatives that are  
20                  nominated from the Office of  
21                  Institutional Diversity and we  
22                  all work together towards this  
23                  common goal of improving and  
24                  increasing diversity and  
25                  inclusivity across campus. So,

1 our first task, again, was to  
2 increase the number of  
3 underrepresented Faculty Senators  
4 over time and if you look at this  
5 graph things don't look all that  
6 impressive. There are about 100  
7 Senators overall, but if you zoom  
8 in just on the number of Faculty  
9 Senators that identify or come  
10 from underrepresented backgrounds  
11 we have actually doubled the  
12 number of Faculty Senators from  
13 underrepresented backgrounds over  
14 the past four years. So, I think  
15 this is a pretty awesome  
16 achievement for our University  
17 and I think they're -- like how  
18 did this happen? I have no idea.  
19 I think it was the tireless work  
20 of a lot of individuals,  
21 including Chair of Senate Rules  
22 and Elections Committee Roger  
23 Brown, who has worked in order to  
24 increase the distribution of  
25 effort that Senators get and make



1                   sure that, you know, deans are  
2                   aware of how much time and effort  
3                   that you all put into the  
4                   important work of the Senate.  
5                   Also, Senate Council Chair  
6                   Collett and Katie Silver and  
7                   Sheila Brothers have worked  
8                   together to improve the language  
9                   that's included for nominations  
10                  for Senators in those election  
11                  emails. And again, we don't want  
12                  to influence the deans too much  
13                  because this is a faculty driven  
14                  election, but we do want to make  
15                  sure that people are aware that  
16                  diverse perspectives are  
17                  appreciated. And I think that  
18                  that's the biggest thing, is just  
19                  the change in campus that the  
20                  appreciation of these things has  
21                  occurred naturally over time.  
22                  So, again, I think we have a lot  
23                  to be proud of in our  
24                  representation. So, what about  
25                  faculty recruitment and

1 retention? We, as a committee,  
2 invited Dr. Sue Nokes the Acting  
3 Associate Provost for Faculty  
4 Advancement, Megan Lucy who works  
5 in her office and then Dr.  
6 Vanessa Jackson the Acting  
7 Associate Vice President and  
8 Associate Provost for Diverse  
9 Faculty of Success and they  
10 attended our March meeting. They  
11 presented a lot of slides, I'm  
12 just showing you a quick  
13 snapshot, but I did recommend for  
14 Senate Council to followup with  
15 them to get more of the details  
16 about what is happening with our  
17 faculty here at the University.  
18 So, this slide, again, was  
19 produced by the Office of Faculty  
20 Advancement, it shows the number  
21 of tenured and tenure eligible  
22 faculty. The blue line at the  
23 top is the number that do not  
24 identify from underrepresented  
25 backgrounds and the orange line

1 at the bottom is those that do  
2 and that is, again, total number  
3 of tenured and tenure eligible  
4 faculty. You can see from 2018  
5 through the current fiscal year  
6 there is a small drop in the  
7 total number of faculty that  
8 don't identify as  
9 underrepresented minorities, but  
10 there is about an eight percent  
11 increase in the total number of  
12 faculty that do identify from  
13 underrepresented backgrounds. If  
14 you look at new faculty  
15 recruitment, again, this is the  
16 tenured and tenure eligible  
17 faculty lines, this is over the  
18 past decade or so and you can see  
19 that the numbers of  
20 underrepresented minority  
21 recruitments has remained  
22 relatively stable, but if you  
23 look at that compared to the  
24 total overall number of  
25 recruitment the percentages are

1 actually increased over the last  
2 few years and I think there are  
3 many reasons for this, including  
4 a commitment from the University,  
5 the Office of Institutional  
6 Diversity and also from the  
7 Provost Diversity Incentive  
8 Funds, I know that contributes a  
9 lot to our recruitment within the  
10 College of Medicine for these  
11 faculty. This shows faculty  
12 retention over time. There is a  
13 lot more movement in these lines  
14 in the orange, which again are  
15 the underrepresented background  
16 faculty to where four-year  
17 retention rates, so this is  
18 showing those folks that started  
19 in 2013 or started through 2018.  
20 There was obviously some concern  
21 in those earlier years, but  
22 recently we have really improved  
23 our retention rates in both the  
24 four-year retention and then also  
25 the seven-year retention rates

1 for underrepresented faculty.  
2 So, at our next faculty meeting  
3 or (Inaudible) meeting on May  
4 17<sup>th</sup> we actually have Dr. Albert  
5 who is going to come and meet  
6 with us and we asked her to  
7 present her swat analyses at the  
8 University level perspective on  
9 strengths, weaknesses,  
10 opportunities and threats that we  
11 face and also establishing  
12 association versus affinity  
13 groups at the University level.  
14 Issues moving forward, we have  
15 made a lot of progress on the  
16 Diversity of Senate, but can we  
17 improve inclusiveness of how all  
18 Senator ideas are heard,  
19 appreciated and what the  
20 receptiveness is to those ideas?  
21 How do we increase Senate  
22 participation and leadership for  
23 Faculty Senators from diverse  
24 backgrounds? And I think you  
25 probably noticed from that slide

1                   that we have relatively stable  
2                   faculty hiring even with  
3                   increased student enrollment.  
4                   It's better for our  
5                   underrepresented faculty, we have  
6                   a higher percent of total faculty  
7                   hiring in those areas and I think  
8                   it is again because of highly  
9                   useful programs like the  
10                  Diversity Incentive Funds from  
11                  the Provost Office. Also, the  
12                  retention of our underrepresented  
13                  faculty is highly variable, but  
14                  it seems to be improving, this  
15                  could be due to programs, again,  
16                  that are supported by Vice  
17                  President for Research and the  
18                  Provost Office, such as the  
19                  Research Scholars Program and  
20                  also, I think the Unite Research  
21                  Priority Area has improved that  
22                  sense of belonging across campus.  
23                  And unfortunately this year,  
24                  while in the past we have had  
25                  students that have participated

1 wholly across the entire year,  
2 this year we didn't quite have  
3 that, so we're hoping that next  
4 year that we get student nominees  
5 for the committee that engage and  
6 participate throughout the year  
7 because we do really appreciate  
8 the student perspective and they  
9 have driven a lot of our past  
10 success on the committee.

11 MS. COLLETT: Thank you so much. Do we have  
12 any questions for Chair Pearson?  
13 Molly and then Bob.

14 MS. BLASING: Molly Blasing, College of Arts  
15 and Sciences. I noticed in one  
16 of the early slides that the  
17 number of Asian and Asian  
18 American represented on the  
19 Senate has been stagnant it  
20 looked like from your chart and I  
21 was wondering what strategies the  
22 committee has discussed to  
23 increase the number of Asian and  
24 Asian American Senators at the  
25 University?

1 MR. PEARSON: Yeah. We --

2 MS. BLASING: Back a little further.

3 MR. PEARSON: So, are you talking for the  
4 Faculty Senate representation?

5 MS. BLASING: Yeah, that one.

6 MR. PEARSON: So, these numbers can be broken  
7 out at the overall University  
8 level as well and that question  
9 did come up in Senate Council. I  
10 think that's, again, a reason  
11 that those data should be looked  
12 at by Senate Council and within  
13 that office. Of course that --  
14 there are things that we can do.  
15 We are trying to really increase,  
16 I guess, the inclusiveness of  
17 thinking diversely, which is a  
18 bunch of key buzz words, but I  
19 think we just -- we are trying to  
20 really open up everything within  
21 the Faculty Senate like who  
22 should be representing the  
23 colleges and then also within  
24 faculty recruitment itself. I  
25 think it's important to really



1 take an approach that's going to  
2 hire the best faculty members  
3 that are also from diverse  
4 backgrounds that are contributing  
5 again to that learning  
6 environment; right, because we  
7 know student learners learn  
8 better from individuals that are  
9 similar to themselves, so.  
10 Again, we have lots to do. We  
11 haven't kicked up our feet and  
12 toasted in celebration just yet,  
13 so we are going to hopefully work  
14 along with -- I guess when the  
15 new Associate Provost for Faculty  
16 Advancement is named, that  
17 recruitment, I guess, is taking  
18 place now or at least the  
19 interviews and things are taking  
20 place now, so we'll work together  
21 with that group.

22 MS. COLLETT: Bob?

23 MR. GROSSMAN: Bob Grossman, A and S. In your  
24 second to last slide you said  
25 something about associations

1                   versus affinity groups and I  
2                   didn't understand, first of all,  
3                   what's the difference in this  
4                   context and second of all, is  
5                   there a versus here? Why would  
6                   it have to be versus one another?

7   MR. PEARSON:       Yeah, I don't -- I don't think  
8                   they're competing against each  
9                   other. I think it just has to do  
10                  with the levels of commitment  
11                  from the University for that  
12                  area. We have an individual on  
13                  the committee that's very  
14                  interested in this, this isn't  
15                  something that I've taken on  
16                  personally, but I'm sure I can  
17                  get you more information after  
18                  the meeting.

19   MR. GROSSMAN:     Sorry. But what do you mean by  
20                      associations and affinity groups?  
21                      What are they?

22   MS. COLLETT:       So, they're a few different  
23                      things. So, the associations are  
24                      at a totally different level in  
25                      their involvement, so at other

1                   universities, even our benchmark  
2                   universities such as the  
3                   University of Louisville and some  
4                   of those, they have associations  
5                   and not affinity groups, and so,  
6                   those associations aren't just,  
7                   you know, employed -- they are  
8                   employed, but they're employees,  
9                   students, and it's actually a  
10                  little bit more farther reaching,  
11                  so I believe the VP of Diversity  
12                  has thought about affinity groups  
13                  and that's where we initially  
14                  began was doing affinity groups,  
15                  but there are individuals and  
16                  pockets of folks that kind of  
17                  want to move us even higher a  
18                  level and not just affinity  
19                  groups, but having representation  
20                  at some of these national  
21                  conferences where they actually  
22                  -- the universities have  
23                  associations. So, that  
24                  association comes with a lot of,  
25                  you know, financial help as well

1 to get these associations off  
2 their feet.

3 MR. GROSSMAN: Thank you. I phoned a friend.

4 MS. COLLETT: Roger Brown?

5 MR. BROWN: Hi, Roger Brown, College of  
6 Agriculture, Food and  
7 Environment. I just wondered,  
8 Kevin, did your group -- or has  
9 it had any discussions or  
10 acknowledgments about this past  
11 year? All of the Senate meetings  
12 have been available remotely for  
13 people. I know in my college I  
14 have at least one Senate  
15 colleague who is -- lives out in  
16 Princeton, Kentucky, so about  
17 four hours away, and so, I know  
18 it's very convenient for that  
19 person to be able to interact and  
20 participate in the Senate to do  
21 it that way. And I'm also aware  
22 that previously the Senate  
23 Council Meetings were available  
24 to at least observe and/or  
25 participate, but that's no longer

1 available. I just wondered, is  
2 there any comments or reflections  
3 that the committees had about the  
4 accessibility of the Senate  
5 Meetings?

6 MS. COLLETT: I'll let you answer.

7 MR. PEARSON: That -- that has come up, I  
8 wouldn't say in a formal way to  
9 where we've created any kind of  
10 action, but I think it's  
11 certainly appreciated when there  
12 are hybrid formats especially  
13 when it's run -- I mean  
14 especially in a way like this one  
15 where you can actually hear and  
16 see individuals and everyone can  
17 interact because I mean there are  
18 lots of -- whether it's  
19 transportation or whether it's  
20 childcare needs or whether it's  
21 work/life balance and those types  
22 of things that offering these  
23 types of meetings. I know for  
24 our (Inaudible) meetings, for  
25 example, we've had them all via

1 Zoom and it's unfortunate we  
2 don't have that personal  
3 interaction where we sit together  
4 in a big room, but it's certainly  
5 opened up the ability of some  
6 important people to make it to  
7 meetings that maybe they wouldn't  
8 have been otherwise. So, I think  
9 we just need to think about how  
10 we can continue to do those  
11 things, but they need to be done  
12 well, where if there's poor audio  
13 or poor video and, you know, poor  
14 connections it makes it difficult  
15 to really have anything take  
16 place.

17 MR. BROWN: Thank you.

18 MS. COLLETT: Richard Charnigo?

19 MR. CHARNIGO: Hi, Kevin. This is Richard  
20 Charnigo from the College of  
21 Public Health. In regards to the  
22 active participation and the  
23 Senate activities  
24 underrepresented minorities or  
25 really everyone, I think one

1 factor that ought to be  
2 considered is the allocation of  
3 distribution of effort. If a  
4 faculty member has a token  
5 distribution of effort, two  
6 percent for the Senate or one  
7 percent for this or that service  
8 opportunity the faculty member is  
9 really not being credited with  
10 what he or she may deserve for  
11 participating in Senate or  
12 service activities and that may  
13 disincentivize participation in  
14 Senate or service activities.  
15 So, I think one way to encourage  
16 underrepresented minorities, but  
17 people in general, to be able to  
18 fulfill their Senate and service  
19 roles it is to advocate for a  
20 proper allocation of distribution  
21 of effort. So, if that's  
22 something that your committee has  
23 considered or wants to consider I  
24 just point that out. Thank you.  
25 MR. PEARSON: Yeah, thank you, Rich. And I

1 agree and I think, you know,  
2 Chair Brown has been working to  
3 get that language put into the  
4 emails for the dean for the  
5 Senate. I know it came through  
6 the College of Medicine's emails  
7 this year about something around  
8 the five percent number for  
9 Senate and I mean I think that  
10 that's part of it. I think we  
11 lean on the same individuals a  
12 lot, especially when we're  
13 talking about maybe 10 to 12  
14 percent of our faculty being  
15 underrepresented here at the  
16 University and we want those  
17 individuals to do service in so  
18 many different areas. We do  
19 need to make sure that everyone  
20 gets their fair share of  
21 distribution of effort. I think  
22 that's one part of it, but I mean  
23 this is the first time I've ever  
24 opened my mouth in Senate and I  
25 was a Senator for three years.



1                   So, I mean I think part of it is  
2                   just how welcome do you feel to  
3                   provide those ideas in a setting  
4                   where there's what, 95 people  
5                   online and another 30 in here.  
6                   And, Rich, you know me very well  
7                   and you know I'm not afraid to  
8                   ever open my mouth, but I think  
9                   it's just that level of  
10                  intimidation and you come in and  
11                  you really just don't feel like  
12                  your equal to some of the ideas  
13                  of others, but I don't know how  
14                  we address that, other than just  
15                  continuing that culture change.  
16   MS. COLLETT:   Richard, I will say I have been  
17                   looking at the data around DOEs  
18                   and service assignment and it's  
19                   something that the Provost and I  
20                   have on our agenda, we've had a  
21                   short meeting about it, but we  
22                   will definitely be having a more  
23                   detailed meeting concerning those  
24                   service requirements around the  
25                   DOE.

1 MR. PEARSON: Can I just pop in there one more  
2 time too? I know the Provost was  
3 formally the Dean of the College  
4 of Medicine and under his watch  
5 we actually went through and  
6 realigned our distribution of  
7 effort for service and for  
8 education to try to make that  
9 more equitable across the  
10 college. And when I did my  
11 service DOE I was at 33 percent  
12 after the numbers that we had  
13 come up with, so I think I needed  
14 to realign my perspectives on  
15 what was important to me at UK.  
16 So, I don't know if you'll have  
17 some of those same discussions  
18 with the Provost, but I think  
19 it's -- it's been a great way for  
20 our college to go.

21 MS. COLLETT: Aaron Garvey?

22 MR. GARVEY: Hey, Aaron Garvey, Gatton College  
23 of Business. I just had a  
24 higher-level question about the  
25 population that's being used to

1 kind of determine adequate  
2 representation for  
3 underrepresented minorities. So,  
4 I just was curious, is it the --  
5 essentially for the Senate are we  
6 looking at the faculty body as  
7 the population, just overall U.S.  
8 demographics, Kentucky State  
9 demographics, just for  
10 determining kind of what our  
11 representation targets are?

12 MR. PEARSON: Yeah, that's a fantastic question  
13 and I'll answer that from my own  
14 perspective. I've not discussed  
15 this with the committee or with  
16 any upper -- well, so if you want  
17 someone higher up there are lots  
18 of people than me. But from my  
19 perspective I would say we've --  
20 for the Faculty Senate we've  
21 tried to align very closely with  
22 what the University is at this  
23 point or what our goals would be  
24 for the further, so we're  
25 actually probably slightly over

1 represented within the Faculty  
2 Senate compared to those total  
3 numbers of faculty that you saw  
4 in the tenured or tenure eligible  
5 lines. So, I don't know what we  
6 need to pump the brakes on what  
7 we're doing, but I mean I think  
8 we are achieving within the  
9 Senate some of the representation  
10 that we were looking for over the  
11 past four or five years within  
12 the committee.

13 MS. COLLETT: Molly?

14 MS. BLASING: Molly Blasing, Arts and Sciences.  
15 I had a question about the slide  
16 where you have the data on  
17 underrepresented minority faculty  
18 retention.

19 MS. PEARSON: Yeah, so if you have a very  
20 detailed question I'll probably  
21 point you to Dr. Nokes, but, yes.

22 MS. BLASING: No -- well, I don't know if it's  
23 detailed. So, this is four year  
24 -- four-year retention and it  
25 stops at 2018. I was wondering

1 if we have the data from 2018 to  
2 2022 yet or when we might get a  
3 report on that.

4 MR. PEARSON: I would think that should be  
5 coming soon. This is the -- I  
6 mean we just got this  
7 presentation about a month ago,  
8 so this is probably the most  
9 recent -- oh, yeah, and Dr.  
10 Cardarelli who was previously in  
11 that office would like to --

12 MS. CARDARELLI: So, these are --

13 MS. COLLETT: State your name.

14 MS. CARDARELLI: Katie Cardarelli. I heard it  
15 coming. Katie Cardarelli, Office  
16 of the Provost. So, these data  
17 are cohort data, so meaning like  
18 if you look at four-year  
19 retention 2018, we just now have  
20 for faculty who entered in 2018 a  
21 four-year retention rate from --  
22 are you asking about like 2023?  
23 Does that make sense.

24 MS. BLASING: (Inaudible, microphone off).

25 MS. CARDARELLI: Correct.

1 MS. BLASING: (Inaudible, microphone off).

2 MS. CARDARELLI: Correct. Those are cohort data.

3 Yes, you are interpreting

4 correctly now. So, similarly for

5 the seven-year retention rate,

6 you know, 2013 faculty who

7 entered we have a seven-year

8 retention rate. We do a snapshot

9 every like November-ish to

10 capture these data and then we

11 can refresh the following year.

12 Does that help?

13 MS. BLASING: Yes.

14 MS. CARDARELLI: Okay.

15 MR. PEARSON: And again, you're talking

16 somewhere between eight to 15

17 faculty member per year that were

18 making up those lines, so that's

19 why there's the fluctuation.

20 MS. COLLETT: Kaveh?

21 MR. TAGAVI: Kaveh Tagavi, College of

22 Engineering. I'd like to go back

23 to allocation of DOE. For

24 Senators which are elected

25 positions, which are

1 distinguished from serving on the  
2 Search Committee which is an  
3 appointed usually position and I  
4 have to admit I have changed my  
5 mind a little bit on this and I  
6 see the administration's point of  
7 view a little bit better.  
8 However, since Senators are at  
9 the lowest level of college  
10 representing, they are not  
11 departmental representing maybe a  
12 Senate Council or the Senate  
13 Council Chair could encourage  
14 deans of colleges to establish a  
15 philosophy or a procedure of how  
16 to handle when a person gets  
17 elected to represent their  
18 college since it's a college  
19 representation. That's my  
20 suggestion that I think Senate  
21 Council or Senate Council Chair  
22 should contact the deans and  
23 encourage them to make a position  
24 on that.

25 MS. COLLETT: Okay. Thank you, Kaveh. Like I

1                   said before, this is something  
2                   I'm already in talks with the  
3                   Provost about, who meets with the  
4                   deans every Tuesday, and so,  
5                   we're coming together and trying  
6                   to come to a standard place where  
7                   we have a good understanding of  
8                   what the DOE allocations should  
9                   be as far as trying to represent  
10                  the amount of work. As you can  
11                  tell, there's some people that  
12                  serve on different committees  
13                  that may not even meet but once a  
14                  month or once every two months  
15                  where we have other committees  
16                  who are meeting literally every  
17                  two weeks and some committees and  
18                  councils -- I mean one just off  
19                  the top of my head, Undergraduate  
20                  Council it's almost like nobody  
21                  on there should have less than 10  
22                  percent the amount of work that  
23                  they do. We have had a 55  
24                  percent increase in courses that  
25                  have been reviewed by that



1 committee since last year and  
2 that's not even over this date  
3 that we had last year. So, that  
4 just kind of let's you know --  
5 and there's several people on  
6 that committee with zero percent  
7 DOE service and they're still  
8 doing it. So, this allows our  
9 programs to happen, you know, us  
10 to also, you know, get revenue  
11 from those programs. So, you  
12 know, faculty are working to get  
13 this done and to get students  
14 here, so we do have to  
15 acknowledge that the work has to  
16 be done.

17 MR. TAGAVI: Can I mention an additional  
18 comment, please?

19 MS. COLLETT: Hold on. Wait just a second.  
20 I'll have to come back to you,  
21 Kaveh, because I had another  
22 hand. Trustee Kramer and then  
23 I'll come back.

24 MR. KRAMER: I just -- I'm not going to get  
25 too many more times to say past-

1 chair, so Aaron Kramer, Past-  
2 Chair, but this is a comment, and  
3 you and I have talked about this  
4 a lot, I think we've had  
5 conversations along these lines  
6 with the Provost and the dean and  
7 DOE matters to different  
8 colleges, different amounts,  
9 people put different values on  
10 it, but I think that one of the  
11 things I tried to do too is  
12 encourage sort of a true respect  
13 for service as the Senator that  
14 these are potentially leaders  
15 within your college, these are  
16 people who can be partners in the  
17 college to help, you know, with  
18 the colleges admissions and so  
19 forth. And so, that's something  
20 I think -- DOE is nice, but  
21 respect is better and to the  
22 extent that, you know, there's  
23 opportunities to improve that'll  
24 also make service in the Senate  
25 and in the Senate's committees

1 more enticing as well.

2 MS. COLLETT: Okay. Kaveh?

3 MR. TAGAVI: Yes, Kaveh Tagavi, Engineering.  
4 And for a follow-up comment, as  
5 we all know President Capilouto  
6 is the President of the Senate,  
7 I'm sure he has an interest in a  
8 lively and participating Senate  
9 and it doesn't have to end at the  
10 level of the Provost. I think  
11 the President should facilitate  
12 elected members to be able to  
13 serve and to represent their  
14 colleges.

15 MS. COLLETT: Thank you. The Provost is here  
16 and I think he's heard that and  
17 would you like to comment Provost  
18 DiPaola?

19 MR. DIPAOLO: Yeah, I'll just say that as Chair  
20 Collett mentioned that Chair  
21 Collett and I are working through  
22 this as well and we are waiting  
23 on a permanent leader in the  
24 Office of Faculty Advancement,  
25 this will be a major charge of

1 that leader to go through this  
2 and look at this and we could  
3 just make sure that's done early  
4 in that individual's tenure.

5 MS. COLLETT: Trustee --

6 MS. SWANSON: Hollie Swanson, Faculty Trustee.  
7 I'd like to point out that there  
8 are some colleges that change how  
9 they view service, and so, for  
10 example, in the College of  
11 Medicine it's capped at 15  
12 percent, and so, if you're  
13 reaching that cap and then you're  
14 asked to do this committee, lead  
15 a departmental this, that and  
16 everything. So, things start to  
17 get kind of silly and it also can  
18 impact things like the ability  
19 for people to be recipients of  
20 teaching research awards, salary.

21 MS. COLLETT: Yup. I think that goes back to  
22 that mutual respect Trustee  
23 Kramer mentioned. (Inaudible).

24 MS. ?: College of Medicine. As Dr.  
25 Swanson and I are pointing out

1 that in the College of Medicine  
2 if you're spending time doing  
3 service you are at risk for not  
4 spending as much time doing  
5 research and teaching for which  
6 you are eligible for monetary  
7 awards. So, this is not just  
8 respect, but it's salary. So,  
9 there is in a sense a  
10 disincentive to be involved in  
11 service activities.

12 MS. SWANSON: Thanks for the clarification.

13 MS. COLLETT: I think I'll just add up and then  
14 we'll go onto the next item.  
15 That is definitely something  
16 we've talked about is that three-  
17 legged stool and everything being  
18 just as important and not -- it's  
19 not just teaching and research,  
20 but the service has to occur for  
21 this University to run, so it is  
22 changing a mind set that's kind  
23 of been there and changing the  
24 culture around, you know,  
25 respecting that service piece.

1 MS. ? : I mean this comes up with  
2 promotion and tenure committees  
3 as well.

4 MS. COLLETT : Yes, correct. That's changing  
5 the mind set and the culture.

6 MS. ? : So, again, this is more than --

7 MS. COLLETT : Yeah.

8 MS. ? : -- more than colleague respect,  
9 this is advancement and salary.

10 MS. COLLETT : Thank you. All right. Provost  
11 DiPaola wants to respond.

12 MR. DIPAOLOA : No. I was just going to add that  
13 you actually said it as I was  
14 about to add it as well for  
15 promotion, I mean we've got to  
16 value not only respect, I agree  
17 with that totally, but value,  
18 career development of all of our  
19 faculty, and so, I think we do  
20 need to address that  
21 simultaneously meaning, how does  
22 this get considered in terms of  
23 the appointments and promotions  
24 process. We have encouraged it  
25 in Statements of Evidence and so

1                   forth in colleges, but I think  
2                   that's something that should be  
3                   part of that broad discussion,  
4                   totally agree. I think you said  
5                   it well.

6   MS. COLLETT:        Yup, thank you. All right. Next  
7                   up, at 4:30 we have Agenda Item  
8                   E, Ad Hoc Committee on Non-Credit  
9                   Bearing Education inside and  
10                   outside of colleges. Let's see  
11                   here. So, this is an ad hoc  
12                   committee, again, that Leslie  
13                   Vincent -- I have thrown her own  
14                   and she is chairing -- please  
15                   mute yourself. Thank you. Okay.  
16                   So, Leslie is here to give the  
17                   final report and recommendations  
18                   from the committee.

19   MS. VINCENT:       All right. Thank you. So, I  
20                   just wanted to give you kind of a  
21                   very quick overview of the final  
22                   report that our ad hoc Committee  
23                   put together. If you remember, I  
24                   think this is my second time up  
25                   here to talk about the work of

1 this ad hoc Committee that was  
2 looking at non-credit bearing  
3 educational activities. And so,  
4 I know everyone has read this  
5 long report that was posted with  
6 the agenda, but just to remind  
7 you, our official charge that was  
8 given in October of last year was  
9 for this subcommittee to make  
10 recommendations related to the  
11 appropriate or suitable  
12 governance structures for  
13 educational activities that are  
14 not tied to a Senate approved  
15 course. Okay. So, these non-  
16 credit bearing activities beyond  
17 what we're doing and these course  
18 that Senate has approved. And  
19 so, this could include non-credit  
20 activities that are housed within  
21 a college as well as those that  
22 may occur outside of a college.  
23 And so, part of what we were  
24 tasked with is looking at what  
25 this governance structure should



1 look like for these types of  
2 things. So, the committee met  
3 quite a lot to evaluate what's  
4 going on at the University,  
5 create some definitions, do some  
6 data collection either by looking  
7 at websites and programs, the  
8 associate deans, other  
9 individuals across the University  
10 to try and create a  
11 recommendation that would fit  
12 really the very nature of a lot  
13 of the non-credit bearing  
14 educational activities that occur  
15 within our University. And so,  
16 our key recommendations are  
17 listed on the second page of the  
18 report. The first recommendation  
19 that the committee has is that  
20 individual non-credit bearing  
21 courses should continue to be  
22 delegated to the pedagogical  
23 supervision of the college  
24 faculties, so aligned with SR  
25 3.2.3.3.1. The second

1 recommendation from the committee  
2 is that when these non-credit  
3 bearing courses culminate in some  
4 type of credential that could be  
5 described as a program these non-  
6 credit bearing credentials need  
7 to go through the same Senate  
8 procedures that are currently  
9 being used for our non-credit  
10 bearing badges. So, if you'll  
11 remember that was what we  
12 discussed last semester. We  
13 developed a process and policy  
14 around approval of non-credit  
15 bearing badges and our committee  
16 felt that any of these non-credit  
17 bearing courses that are put  
18 together that become a program  
19 where a certificate, a badge or  
20 some other credential like name  
21 that's given to this activity  
22 would go through those same  
23 procedures. So, there's a very  
24 long report. I'll draw your  
25 attention to Appendix B, which is

1 at the very end of the report,  
2 the last two pages, to really  
3 help clarify the last  
4 recommendation that we had, which  
5 is the process that can be used  
6 to determine, you know, what  
7 programs or non-credit bearing  
8 courses would in fact need to go  
9 through this Senate process. So,  
10 if you'll look at Appendix B, the  
11 first section identifies what  
12 makes up a course. Okay. So, we  
13 provide a definition of a course,  
14 we discuss the features  
15 associated with the course and  
16 that courses can be either credit  
17 bearing or non-credit bearing.  
18 Obviously, credit bearing courses  
19 that have a Senate approved  
20 prefix go through that Senate  
21 approval process. The key  
22 difference here between credit  
23 bearing and non-credit bearing as  
24 it relates to this is non-credit  
25 bearing courses are not recorded

1 on the academic transcript and  
2 they do not require Senate  
3 approval action when the courses  
4 are overseen by the college  
5 faculty of the responsible  
6 educational unit or some other  
7 Senate approved faculty body,  
8 which reinforces the report that  
9 we heard earlier from Dr.  
10 Cardarelli. Okay. And then the  
11 second piece of this appendix  
12 talks about programs, so again, a  
13 definition for program is  
14 provided, programs can be both  
15 credit bearing or non-credit  
16 bearing. And what I'll draw your  
17 attention to here from our  
18 perspective with this  
19 subcommittee is non-credit  
20 bearing programs. So, non-credit  
21 bearing programs are not  
22 reflected on the University's  
23 Registrar's academic transcript  
24 and they may or may not require  
25 Senate approval action. And so,

1 to determine if a non-credit  
2 bearing program requires Senate  
3 approval action there's some  
4 guidance that's been provided  
5 below. Okay. So, we have five  
6 different questions that are  
7 here. If you answer yes to any  
8 of these questions it would  
9 suggest that the activity does  
10 not need Senate review or  
11 oversight and approval. If you  
12 answer no to the five statements  
13 then the activity would need  
14 Senate review and approval. So,  
15 these activities include, is the  
16 activity required by a federal,  
17 state or local government agency?  
18 Okay. So, if there is oversight  
19 or mandate from these external  
20 entities it was the  
21 recommendation of the committee  
22 that extra governance in terms of  
23 going through the Senate approval  
24 process is not necessary. If the  
25 activity is overseen by an

1 accrediting body, which holds  
2 these programs accountable for  
3 meeting certain standards that  
4 are set by that accrediting body  
5 then it does not have to go  
6 through the Senate approval  
7 process. If the activity is a  
8 short or single event, so an  
9 afternoon workshop or training  
10 session, this would not need to  
11 go through the Senate oversight  
12 process. If the activity is  
13 directed to external community  
14 service learning, a lot of  
15 extension activities for example,  
16 those would not need to go  
17 through the Senate approval  
18 process for oversight. And if  
19 the activity is directed to  
20 someone in their capacity as a UK  
21 employee or research trainee this  
22 again, would not require Senate  
23 review oversight and approval.  
24 So, that is a very quick summary  
25 of the work and the

1 recommendations from our Ad Hoc  
2 Committee.

3 MS. COLLETT: Thank you, Vice Chair Vincent.  
4 So, this is a recommendation from  
5 a committee to approve the  
6 Recommendations and the Final  
7 Report from the Ad Hoc Committee  
8 on Non-Credit Bearing Education  
9 Inside and Outside of College --  
10 whoa, that's a long committee  
11 name. The motion comes from  
12 Committee, so there's no second.  
13 Actually, I think that one needs  
14 a motion. Don't you think that  
15 needs a motion and then a second?  
16 So, I will entertain a motion to  
17 accept or to approve the  
18 Recommendations and the Final  
19 Report. So, I'll need a motion  
20 and a second. Right. All right.  
21 Alison motions and Maryland  
22 Seconds. Okay. So, that motion  
23 is now on the floor and the floor  
24 is open up to members for  
25 questions of fact and/or debate.

1 Okay. Kaveh and -- it says two  
2 participants, who else?

3 MR. TAGAVI: Kaveh Tagavi, College of  
4 Engineering. Will you please  
5 clarify for us, if we approve  
6 these recommendations do they  
7 become Senate Rules?

8 MS. COLLETT: It doesn't look like there's a  
9 Senate Rule included in this  
10 proposal. This is more internal  
11 processes that will happen within  
12 the Senate Council Office or the  
13 Senate Office.

14 MR. TAGAVI: But are we binded to follow this  
15 if the Senate approves this or is  
16 it just a recommendation that  
17 different entities could either  
18 follow it or not follow it?

19 MS. COLLETT: From my understanding, and you  
20 want to followup on that?

21 MS. VINCENT: It was our thought that this  
22 would go into effect for any non-  
23 credit bearing program to follow  
24 the recommendations of the  
25 committee.



1 MS. COLLETT: So, very similar to the same  
2 process that we used in May of  
3 last year --

4 MS. VINCENT: Yes.

5 MS. COLLETT: -- for faculty bodies and non-  
6 credit bearing/credit bearing  
7 courses where those -- we have a  
8 faculty body formed now, it's not  
9 in the Senate Rules, but it is a  
10 process that's formally vetted  
11 and approved through Senate to  
12 use. So, it's the same process  
13 and procedure. Scott Yost and  
14 then Bob, because he had his hand  
15 up.

16 MR. YOST: Yeah, Scott -- Chair Collette,  
17 thank you. Quick question, maybe  
18 for Leslie, to clarify. And I  
19 have to admit I did not read in  
20 detail all of whatever pages on  
21 this document 15 pages, but I did  
22 skim some of them. But I'm  
23 curious specifically at the end  
24 of Appendix B where they talk  
25 about the courses and programs

1 and I get this thing where it  
2 says, "Non-credit bearing courses  
3 are not recorded on the  
4 University Registrar's academic  
5 transcript and do not require  
6 Senate approval," you know, we  
7 have zero credit or non-credit  
8 bearing courses at the University  
9 offered by programs right now,  
10 does that mean that current zero  
11 credit classes, which are non-  
12 credit bearing are they no longer  
13 going to be showing up on the  
14 student's transcripts or am I  
15 just missing a connection here?

16 MS. VINCENT: That's a good question. So, any  
17 course that has the Senate prefix  
18 would not meet the definition, I  
19 guess, of how we treated these  
20 non-credit bearing courses. So,  
21 we do have zero credit hour  
22 Senate prefix courses and that is  
23 not what we are referring to with  
24 the recommendation, yeah.

25 MR. YOST: Okay. Thanks for the

1 clarification.

2 MS. VINCENT: Sure.

3 MS. COLLETT: Bob and then Roger.

4 MR. GROSSMAN: I was actually going to point out  
5 that there are a few places in  
6 Appendix B where there's specific  
7 language recommended for the  
8 Senate Rules, the definitions,  
9 which says, "The Senate shall  
10 define program as follows," I  
11 think that's -- could easily be  
12 put into the Senate Rules and  
13 should be. Normally, after we  
14 pass anything in the Senate it  
15 goes to the SREC for codification  
16 and perhaps some wording here and  
17 there, changes that might be  
18 needed. And so, my assumption  
19 was that that's what would happen  
20 to this, it would go to the  
21 Senate Committee. We always  
22 appreciate if someone provides  
23 language of the rule that they  
24 would like to see, rather than  
25 giving us policies that we then

1 have to encode, but if we have to  
2 do it I'm sure we will.

3 MS. COLLETT: That's correct, Bob, and we said  
4 that in the Senate Council  
5 Meeting as well, this would be  
6 assigned to the appropriate  
7 committee which is SREC to  
8 codify, you're correct. Roger?

9 MR. BROWN: Roger Brown, College of Ag, SREC  
10 Chair. I was going to say the  
11 same thing. So, I think we're  
12 all on the same page that this  
13 should go to SREC for any  
14 potential codification.

15 MS. COLLETT: Thank you. We keep each other in  
16 check and I like it. All right.  
17 Any further questions?  
18 Wonderful. All right. So --  
19 okay. I'm sorry. Bob?

20 MR. GROSSMAN: I just want to make a comment --

21 MS. COLLETT: Who are you?

22 MR. GROSSMAN: Oh, who am I? Your worst  
23 nightmare. I'm Bob Grossman, A  
24 and S. I was just going to say  
25 that parts of the rules that you

1 quoted were -- I remember I was  
2 involved in that maybe six or 10  
3 years ago and it was originally  
4 prompted by the MOOC craze that  
5 we had about six to 10 years ago,  
6 I don't remember anymore, but  
7 there was a lot of concern on how  
8 to handle faculty creating MOOCs  
9 and millions of people signing  
10 on thinking they were going to  
11 get a UK degree out of those  
12 MOOCs. MOOCs are no long --  
13 they've dissipated, they're still  
14 there, but not -- it's not in  
15 anyone's consciousness, it's not  
16 like an article in the New York  
17 Times every week like it was at  
18 the time. So, anyway just a  
19 little historical thing there.

20 MS. COLLETT:

21 All right. So, we have no more  
22 questions. I believe it's time  
23 to vote. Remember this is a  
24 recommendation -- this is a  
25 motion to approve the  
Recommendations and the Final

1 Report provided to us from the AD  
2 Hoc Committee on Non-Credit  
3 Bearing Education Inside and  
4 Outside of Colleges. The poll is  
5 open and voting is now ready.  
6 All right. Seventy-four approve,  
7 seven abstain. That motion  
8 carries and is approved. Next,  
9 we have items from the floor,  
10 time permitting. So, remember  
11 that this is -- there's no  
12 further business to conduct, so  
13 this is an opportunity for  
14 Senators to ask questions or  
15 suggest a topic for discussion if  
16 you have any. I'm ignoring a  
17 hand raise -- no, I'm not doing  
18 that. Okay. Trustee Kramer?  
19 MR. KRAMER: Aaron Kramer, Engineering. From  
20 my view, your job is not an easy  
21 one and yet I think that you've  
22 handled the job very well this  
23 year, and so, I would move that  
24 the University Senate commend  
25 Senate Council Chair DeShana

1 Collette for a job well done this  
2 year, if there's a second.

3 MS. ? : There's a second.

4 MS. COLLETT: Thank you. It's been fun. I  
5 appreciate that. This is -- I  
6 appreciate all of you, honestly.  
7 This Senate, it takes -- it takes  
8 a village to keep us going and  
9 I've had so many people step up  
10 and do things even when it's been  
11 over top of their DOE because of  
12 their love for this University  
13 and the love for the students and  
14 the faculty and staff. So, I  
15 thank you all for everything that  
16 you've done for sure. It's time  
17 to move to adjournment, but I  
18 want to remind you about the date  
19 for the next Senate Meeting,  
20 okay, it is going to be September  
21 the 11, 2023. From now till, you  
22 know, the beginning of August  
23 you'll probably still going to  
24 receive some emails particularly  
25 around your committee preferences

1 and some of those things,  
2 especially our new Senators and  
3 you'll get more information.  
4 Please don't be a stranger if you  
5 need something. Otherwise, I  
6 will move to adjourn, if there  
7 are no objections. But I would  
8 ask that you all make sure that  
9 you are well rested this summer,  
10 that you use your vacation time  
11 and use it wisely, it's vacation,  
12 so that means turn off your  
13 email, turn off your phone for  
14 things that are not -- or that  
15 are employment related. Just as  
16 side note, because I just  
17 remember this today, that some of  
18 your vacation will cycle over up  
19 until December, I think 2024 is  
20 what the Human Resource benefit  
21 thing says. So, the President  
22 had extended that vacation  
23 rollover again this year. So, I  
24 just found that out. So, just a  
25 side note, so that you know that



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you do have some time if you  
can't use it all in the next week  
or two you'll still have it. So,  
have a wonderful end of the  
semester and see you all in the  
fall. We are adjourned.