

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

DECEMBER 11, 2023

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1 MS. COLLETT: Welcome, everybody. It is 3:00
2 o'clock, so we're going to call
3 this meeting to order. If you're
4 in person please make sure that
5 you go to the back of the room
6 and sign in. All those who are
7 all on Zoom we will catch your
8 attendance via Zoom. I've
9 already said this, but at this
10 moment I would like for you to at
11 least make sure that you are
12 starting to log into your Poll
13 Everywhere. We do have a number
14 of items that we will be voting
15 on today. Common housekeeping
16 items, that I go over at every
17 Senate Meeting just in case we've
18 forgotten, it's just a reminder.
19 You should have received an email
20 already last week from Sheila
21 with your Poll Everywhere
22 instructions, instructions about
23 how to get to the Zoom and your
24 agenda items for today. As
25 always we're going to do a test

1 vote to make sure everybody's
2 Zoom Everywhere is -- or not Zoom
3 Everywhere, but their Poll
4 Everywhere is working
5 efficiently. Remember there are
6 three ways that you can vote.
7 You can use the App, you can vote
8 via the website or the text
9 feature, which is USenate789, the
10 number is 223333 to join the
11 session. If you're voting via
12 text it's a little different as
13 far as the approve, oppose and
14 abstention. You're going to text
15 1 for approve, 2 for oppose, 3
16 for abstention, because you won't
17 see those numbers on the text
18 message, you'll only see that in
19 the App or if you're using the
20 web browser. All right. So, we
21 have our poll open. This is a
22 test vote. Select 1 if you
23 pretend to vote in favor, 2
24 pretend to be opposed and 3 if
25 you pretend to abstain. I still

1 see a lot of people connecting,
2 so I know it's taking people a
3 moment to log in. I'm going to
4 give it like one more minute,
5 because I at least have 45 on
6 Zoom and I have -- or 46 or 7 and
7 I have about the same amount
8 voting, but I'm sure some of
9 those are folks who are in person
10 here, at least I counted 30 some
11 odd in person. A couple more.
12 We've got people coming on, so
13 we'll go ahead and move forward.
14 Alrighty. We've got at least 56
15 and I see people still joining,
16 so we're going to move forward
17 and give you some time to kind of
18 get your Poll Everywhere up and
19 running before we get to the
20 actual votes that we need. Just
21 a reminder the meeting is subject
22 to Open Meetings Laws, it's
23 recorded for note taking
24 purposes. We actually have a
25 Court Reporter that will do the

1 transcript. Just remember this
2 is a hybrid meeting, and so, it's
3 in person and on Zoom, because we
4 want this to be an inclusive
5 experience, as we've said all
6 year and last year as well.
7 There's no voting by proxy, so
8 you need to be here, be present
9 in order to vote. Remember to
10 state your name and affiliation,
11 so what college you're with and
12 try to be very clear when you say
13 this it helps the -- with the
14 transcription and it also helps
15 with folks who are in the room or
16 on Zoom to know who you are and
17 recognize you. So, please make
18 sure you do that and make sure
19 that you speak loudly enough and
20 clearly enough for folks to hear
21 you. Practicalities around
22 priority of the Chair's
23 discretion of who gets the floor
24 or can request the floor. Anyone
25 can request the floor, but

1 Senators get first priority.
2 Senators who have not spoken yet
3 about an issue will follow, so if
4 you've already spoken and you
5 have your hand up, but someone
6 else has not, we're going to --
7 I'm going to call on the person
8 who has not. We want to make
9 sure that all of the Senators
10 have a chance to speak and a
11 voice to be heard. Those who can
12 offer information will be next
13 up, so any proposers or any
14 valuable individuals who are a
15 resource for the Senate who can
16 help offer any additional
17 information and then non-members
18 if time or circumstances permit
19 that to happen. Civility.
20 Remember debate is about
21 expressing an opinion. As always
22 please participate, make sure you
23 are also reporting back to those
24 faculty constituents who elected
25 you to be here, we want them to

1 know what's going on, we want
2 them to provide you with feedback
3 and input, address any concerns
4 with you and so that you can
5 bring that back to the Senate and
6 be their voice. So, we want to
7 make sure that you are keeping
8 them informed, as always we
9 provide Distribution Lists if you
10 should need them. We do have
11 several colleges that are
12 utilizing those, so we thank
13 those Senators for doing such.
14 Technicality. I've said this
15 already a little bit, attendance
16 is captured via Zoom and also at
17 the sign-in sheet at the back of
18 the room. The chat function
19 should be disabled. I do see two
20 things up there, so please do not
21 use the chat function, it
22 distracts from the official
23 proceedings and instead if you
24 have something to say everybody
25 wants to hear it. So, we ask

1 that you raise your hand and ask
2 for the floor. Again, if you're
3 attending by Zoom please keep
4 your camera on as much as
5 possible, because of Open Meeting
6 Laws we are conducting business
7 and therefore you need your
8 cameras on. I know this
9 sometimes can be difficult for
10 folks, because of internet
11 instability, but if you are
12 speaking and we are voting we
13 need to have your face recorded.
14 Let me see here -- okay. If you
15 are in the Zoom room make sure
16 you have your quality headset on,
17 microphone, again, you're just
18 going to be speaking loud and
19 clearly and sometimes this is
20 difficult, so I may have to stop
21 you and just ask you to speak
22 louder. If you're disconnected
23 and you cannot get reconnected,
24 please email Sheila Brothers or
25 Dori Grady as well, just to let

1 us know that -- so that we have a
2 record that you were
3 disconnected. If you are not
4 speaking, please, please, please
5 mute yourself, if you forget we
6 will on this end mute you if we
7 see that. If you're in person
8 remember that the red light that
9 comes on means your mic is muted.
10 If there is no light you are open
11 and you've got a hot mic and
12 you're ready to talk. So, just
13 make sure that we remember that.
14 And in this room the cameras will
15 focus on you as your mic is
16 turned on, so that folks on the
17 Zoom can see who is talking and
18 who they are engaging with. I've
19 already spoke to this, for
20 permission to speak you see that
21 from the Chair. Reasons why
22 would do that, point of order and
23 point of information, some things
24 not clear that's being discussed,
25 make or second a motion, we'll

1 have several today that -- or
2 we'll at least have one, I know
3 that's a seconded motion,
4 question of fact and/or debate as
5 well as to call a question and we
6 will use our Roberts Rules Newly
7 Revised Order and Parliamentary
8 Procedures to follow this sort of
9 flow. So, next to our Senate
10 Agenda. Because we had several
11 things that were added to the
12 agenda after you all received it,
13 so the Senate Rules require all
14 recommendations for Senate action
15 to be available at least six days
16 prior to the regular Senate
17 Meetings not all items were
18 available, there was the Senate
19 retroactive withdrawals. Appeals
20 Committee had a report, the
21 Ombuds report and the President
22 speaking today, as the Chair of
23 the Senate, was not on the
24 original agenda, and so -- or
25 what was sent to you initially,

1 so actually have to waive this
2 rule. So, I need a motion and a
3 second to waive this aspect of
4 the rule today to allow
5 consideration of today's agenda
6 items. Okay. Quickly, I have
7 Leslie and Molly. So, we have a
8 proposed motion to waive the
9 requirement in SR 1.2.3.3 for all
10 items to be available six days in
11 advance for the December 11th
12 Senate Meeting, which is today.
13 This has to actually be voted on,
14 so your Poll Everywhere is open
15 and ready for votes. A couple
16 more seconds. Okay. We have 72
17 approve and 1 abstention, so that
18 passes and we will consider all
19 the agenda items today. Next,
20 our first thing up on our agenda
21 today is President Eli Capilouto,
22 University Senate Chair, he will
23 be addressing the Senate today.
24 MR. CAPILOUTO: Thank you, Chair Collett and
25 thank all of you. I know you

1 have a busy agenda, but I wanted
2 to come by today to first express
3 my appreciation for lots of
4 reasons, which I hope you'll
5 notice and to mention some other
6 matters that are certainly
7 relevant on college campuses
8 today. So, this Friday more than
9 1300 students will participate in
10 the graduation ceremonies at Rupp
11 Arena, some 2,000 have earned
12 their degrees this semester and
13 it's certainly a testament of
14 their hard work, but I think it's
15 a testament to you as well. A
16 college education, we all know is
17 life changing. One of the more
18 powerful moments at graduation
19 ceremonies, I've been doing now
20 for 13 years, is when I ask, "If
21 you are the first in your family
22 to receive a degree please
23 stand." So, you recognize then
24 it's transformational for an
25 entire family, for generations to

1 come. So, we offer those
2 students the competencies we talk
3 about in terms of their job
4 skills, but we also provide them
5 the context in this diverse and
6 intellectually challenging
7 environment to develop that moral
8 and ethical compass, that's to me
9 the soul of a meaning and purpose
10 that I hope our students are
11 going to know and be able to find
12 after they leave here. So,
13 against that backdrop, I'm going
14 to ask you a big favor. If
15 you're not already, I hope you'll
16 attend one of those ceremonies at
17 10:00 o'clock or 3:00 o'clock.
18 So, I'll give you something that
19 may entice you, I'm not speaking;
20 okay. I usually give a little
21 short, you know, commencement
22 remark, but I've asked a student
23 to deliver the commencement
24 address, it's Deidra White.
25 Anybody know Deidra? Okay.

1 Deidra is now 45 years old, she's
2 far from a traditional student, a
3 single, black mother who at times
4 in her life was homeless. She
5 struggled to make ends meet. Her
6 mother was a long time patient at
7 the Markey Cancer Center before
8 she succumbed to that insidious
9 disease. At age 37 she returned
10 to school, first at a community
11 college and then at UK and this
12 May she's going to earn her
13 Master's of Fine Arts. In
14 October we had asked her to give
15 voice to her journey through her
16 art and, wow, has she perfect it,
17 it is a spoken-word poem that
18 enthralled hundreds who heard it
19 when we gathered in celebration
20 of our success in the Kentucky
21 Can \$2.1 billion capital
22 campaign. The story is
23 enormously powerful, it's
24 beautiful, it's painful, it's
25 heart rending and uplifting. As

1 a masterful conductor she puts
2 together a symphony of words that
3 paints for us the rich colors and
4 hues, complexities and
5 challenges, trials and triumphs
6 of a promising life that this
7 community helped make possible.
8 The poem also reflects her
9 incredible gratitude to this
10 place and to those individuals,
11 those faculty in particular Frank
12 X. Walker, Crystal Wilkinson and
13 DeMaris Hill who served as her
14 teachers and mentors. Her
15 remarkable journey is a tribute
16 to her innate talent and
17 certainly some undeniable gifts,
18 but while we didn't necessarily
19 plant those seeds, I think
20 together this community helped
21 her blossom. So, I encourage
22 you, treat yourself, I promise
23 you you'll go into the vocation
24 gratified by what we do together.
25 It'll be a delight. So, last

1 week I spent a few days in
2 Washington, D.C. I met with
3 almost all members of our
4 congressional delegation as well
5 as other elected and appointed
6 officials. We have some of our
7 faculty who are doing sabbaticals
8 there and I got to learn about
9 their work. And we have students
10 who participate in our Wildcats
11 in Washington Internship Program,
12 we've been doing that long enough
13 that when you go into the
14 congressional offices you see
15 that our students are significant
16 aids in those offices. So, that
17 was all good to see. We had many
18 faculty there learning about the
19 agendas of those federal agencies
20 that support our work. And so,
21 what always amazes me is when I
22 go into those congressional
23 offices for individual meetings
24 is how much they know about what
25 we're doing and the questions and

1 concerns they have, you know,
2 "How has restoration of that
3 experiment farm in West Kentucky,
4 Princeton. When are you going to
5 be back on your feet so you can
6 fully provide the research that
7 helps our farmers make a living?
8 Or, "Wow, this is the sixth year
9 in a row --," I think I'm right,
10 "-- that you've been the Number 1
11 Hospital in Kentucky," and, "Gee,
12 so and so from my county went
13 there for care that you couldn't
14 get anywhere else," and, "Wow,
15 we're now one of 60 some odd
16 comprehensive cancer centers
17 recognized by the National Cancer
18 Institute." And they also know
19 the difference we're making in
20 terms of the transformational
21 education that we can uniquely
22 provide. When I arrived in
23 Congressman Hal Rogers' office he
24 started rattling off facts and
25 figures, some of which I'd heard

1 before, he said, "Wow, 70 percent
2 graduation rate, puts you in the
3 top 20 percent of universities
4 like yours. Record enrollment of
5 34,000 students. Record freshman
6 class of 6500. 17 percent of
7 your students are of color,
8 nearly a quarter are either first
9 generation or low income. The
10 record number of graduates.
11 Record expenditures of research
12 dollars," on those matters that,
13 you know, negatively impact
14 Kentucky usually and he knows
15 about those because as the
16 longest serving congressman in
17 Kentucky's history he's certainly
18 been an advocate for those
19 agencies that support our funded
20 research and he knew about the
21 service in every corner of our
22 state. He looked at me and said,
23 "Well, how did you do that?" and
24 I quickly corrected him, I told
25 him, "We did that. It is the

1 power of we. No single unit,
2 department, individual can make
3 these remarkable things happen."
4 I did remind him of his
5 admonition to me 13 years ago
6 when we first met. I hadn't been
7 here but a few months, he leaned
8 over and looked at me straight in
9 the eye and said, "Just remember
10 this, it is not the University of
11 Lexington." So, I was able to
12 tell him, "I'm proud to say
13 because of our collective efforts
14 we are the University of, for and
15 with Kentucky." I also reminded
16 him of what I asked him 13 years
17 ago, because when you visit him
18 in his offices in Eastern
19 Kentucky and you see everything
20 that he has underway, I said,
21 "How do you do all this?" and he
22 simply said, "Plan the work and
23 work the plan," and asked me what
24 were our next plans. I told him
25 that our Board had convened in

1 October and as have they done
2 since I arrived here they
3 assessed where we are and gave us
4 directions in which they think we
5 should move to improve. I told
6 him about the five workgroups we
7 have focused around more educated
8 Kentucians, more readiness, the
9 willingness to look at general
10 education, more parternships, the
11 way we serve Kentucky and the
12 things we have to do we cannot do
13 alone, more recruitment and
14 retention of our employees with a
15 modern 21st century benefit plan
16 and then more responsiveness to
17 look at the rules and regulations
18 both internally and extenrally of
19 how we operate so that we can be
20 nimble and that group, that
21 workgroup, is already taking a
22 look at what was unanimously
23 passed by the House and Senate
24 known as Senate Joint Resolutoin
25 98, it was reported out on an

1 evening, the Counsel on Post-
2 Secondary Education approved it
3 the next day, it's several
4 hundred pages and that group will
5 be looking at that because it
6 looks at governance rules and
7 regulations under which we'll
8 operate. We reported to our
9 Board last week the co-
10 facilitators of those workgroups,
11 including Dr. Collett reported
12 and we will keep you informed as
13 we move forward. I will re-
14 institute as we sort of did in
15 Covid the meetings I have with
16 the executive groups of the
17 Senate, Staff Senate and our SGA
18 to talk about certainly what the
19 Board has asked us to do, but
20 what is brewing in our
21 legislature in Frankfort. So, I
22 don't have to tell this group I
23 certainly was walking the halls
24 of Congress while presidents were
25 testifying and, you know, that

1 the headlines and debates around
2 the globe and even close to home
3 and around the world focus on the
4 work we do and much of it is in
5 the context of contention and
6 strife. The war in the Middle
7 East has embroiled so many
8 campuses in conflict and
9 protests. Many on our campus
10 with connections to the region or
11 deep passions about what is
12 happening are certainly impacted
13 and we've reached out to provide
14 support and continue to do so.
15 And we have worked, as we always
16 do, to create space whether in
17 classrooms or a student center,
18 on sidewalks or in the broader
19 community so those who want to
20 can make their voices heard. In
21 hallways and hearing rooms, both
22 in Washington and particularly
23 recently in Frankfort there are
24 calls in many quarters that
25 universities like ours should

1 speak out as an institution on
2 the violent war raging continents
3 away. At the same time there are
4 other cultural and political wars
5 being waged on campuses like ours
6 and in those same corridors of
7 power over what's seen as a
8 rigidly progressive orthodoxy
9 becoming pervasive on college
10 campuses. Some are questioning
11 whether universities are
12 enforcing one set of ideas
13 ensuring free speech for some,
14 but not for others. Aframing
15 every argument not as a
16 discussion of divergent points of
17 view, but in fights between
18 oppressed and oppressor or the
19 privileged and the
20 disenfranchised. The result
21 these critics argue are
22 institutions that selectively
23 protect speech of their scholars,
24 unevenly determine disciplinary
25 actions and purposely chill

1 speech and the opportunity for a
2 contrarian view. So,
3 legislatures in this state for
4 example, recently decried a
5 revision of a position statement
6 by SACS, our accrediting body. I
7 think Trustee Swanson asked me at
8 lunch, "Gee, have you heard
9 anything about SACS and the
10 legislature?" I said, "No, I
11 haven't heard anything," and
12 before I sat down for the last
13 meeting I got an email from both
14 the House and Senate and a
15 handful of legislatures in
16 Frankfort who were monitoring a
17 SACS discussion on a position
18 statement on DEI. Think about
19 that. People are watching. So,
20 here's an example of the
21 statements that were made,
22 "Kentucky's public colleges and
23 universities should strive to
24 hold all students attending our
25 institutions of higher education

1 with intrinsic value in who they
2 are without discrimination. Each
3 public institution should be held
4 accountable to provide equal
5 opportunity in accordance with
6 Kentucky's constitutional
7 obligation to educate without
8 regard to the immutable
9 characteristics or qualities that
10 naturally bring about diversity
11 on our campuses." They went on
12 to say, "Unfortunately, DEI is a
13 misnomer that does not contribute
14 to the equal opportunities and
15 inclusive environments our post-
16 secondary institutions need to
17 create to have a 21st century
18 workforce. The DEI movement
19 across our colleges and campuses
20 is often not the force that
21 ensures an inclusive environment
22 or holds accountable those who
23 discriminate in higher ed, but
24 often fosters the exact opposite
25 of what it's acronym stands for.

1 Students and faculty often find
2 DEI initiatives to be thinly
3 veiled ideological standards that
4 stifle or stigmatize opposing
5 ideas. SACS COC should instead
6 remain focused on the
7 intellectual rigor and academic
8 success of the universities it
9 accredits." It is a reminder
10 that we expect to see
11 legislation, beginning next
12 month, which will seek to
13 constrain how diversity efforts
14 are managed and even taught on
15 our campuses. It may be one of
16 the several proposals that
17 question the autonomy of our
18 campus and how we do our work to
19 meet our mission to advance this
20 State. I believe all these
21 issues as divisive and as
22 discordant as they may be, how
23 fraught and contentious as they
24 may be, are connected in
25 profoundly important ways.

1 Despite calls to do so. I have
2 not issued a statement or signed
3 statements on behalf of the
4 university about the war in the
5 Middle East and I think it would
6 be counterproductive and for this
7 campus contrary to what we aim to
8 be as a community, a community of
9 scholars. I believe there is
10 wisdom to be gleaned and learned
11 from the experiences of others in
12 this space. In the late 60s, I'm
13 old enough to have experienced
14 all of this, in the midst of the
15 Vietnam protest on college
16 campuses, I graduated in '71, the
17 University of Chicago assembled a
18 group of faculty to examine the
19 university's role on social and
20 political action, it's referred
21 to as the Kalven Report. I'm
22 going to cite some of the things
23 of that time because I think
24 they're relevant to how we find
25 guidance today, it said, "The

1 university is the home of
2 critics, it is not itself the
3 critic. Our mission is
4 discovery, improvement and
5 dissemination of knowledge, it
6 cannot take collective action on
7 the issues of the day without
8 endangering the conditions for
9 its existence and effectiveness.
10 A collective position inhibits
11 full freedom of descent it cannot
12 insist that all members favor a
13 given social policy." So, within
14 that framework I view my
15 responsibility and I hope we can
16 do this together to make certain
17 we create space that we need on
18 this campus, space that gives you
19 the freedom to teach about war
20 and peace, about politics and
21 conflict, about ideology and
22 perspectives. Space to ensure
23 our students can learn and that
24 if all of you want to engage in
25 debate about any issue or any

1 topic vigorously, but certainly
2 safely. We all know and have
3 heard throughout our academic
4 careers that we should be a
5 community of ideas, ideas that
6 are advanced and debated,
7 perspectives that are altered and
8 vetted. That process is
9 inherently messy, we all know
10 that, it includes disagreement,
11 but it can never tolerate the
12 incitement of violence or acts of
13 discrimination and harassment.
14 We lose our capacity to create
15 that space and ensure that safety
16 when we offer an institutional
17 endorsement of one position over
18 another one. So, similarly we
19 have an obligation to listen even
20 as we seek to inform and inspire.
21 I believe we are best positioned
22 to advance this State when we are
23 as inclusive as possible in terms
24 of people and perspectives and
25 ideas. We have to accommodate

1 all of that in this community and
2 such inclusion and especially a
3 sense of belonging will help us
4 ensure that healthier, wealthier
5 and wiser Kentucky tomorrow that
6 we pledge to work on. I have
7 great confidence in you, I
8 believe in you to advance this
9 State, but I'm convinced we also
10 have to pause and listen with
11 open hearts and minds to those
12 individuals who have concerns
13 about what we do and how we do
14 it, it's only fair. So, with
15 that I want to close with a deep
16 thank you. The best times of the
17 year for me, personally, are when
18 we welcome students and then at
19 our graduation ceremonies, I know
20 that that couldn't happen without
21 your deep commitment and
22 dedication to this place. So,
23 thank you very much and I'm happy
24 to take some questions, Chair
25 Collett, if time permits.

1 MS. COLLETT: Questions? It doesn't look like
2 anybody has any questions. If I
3 don't see your hand raised then
4 I'm going to assume you don't
5 have any.

6 MR. CAPILOUTO: Have a healthy, happy holiday,
7 okay. Be safe.

8 MS. COLLETT: All right. Thank you. Next up
9 we have announcements. You
10 should receive here soon an
11 announcement for a 10-day web
12 transmittal for posted calendars,
13 and so, those would be for
14 calendars of the academic year, I
15 believe 2024-'25, '26-'27. Also,
16 calendars for the professional
17 programs, this was approved and
18 recommended by the Senate Council
19 to be approved, so those as
20 always go on the 10-day web
21 transmittal, so just be aware
22 that those are going to be coming
23 through email, so if you have any
24 issues please let us know as the
25 instructions say on those -- on

1 those emails. Consent Agenda, I
2 believe the only thing that I
3 have on the Consent Agenda today
4 are the minutes from the prior
5 meeting, the November 13, 2023
6 meeting. Just remember that
7 items on the Consent Agenda are
8 considered adopted unless a
9 member asks to remove an item for
10 discussion later in the meeting,
11 you can ask for it to be removed
12 before or even during the
13 meeting. So, what we currently
14 have are minutes from November
15 13th, some clerical edits were
16 received. I have not received
17 any other requests or requests to
18 remove an item at all, so if I
19 don't hear any now -- hearing no
20 objections the Consent Agenda for
21 December 11th is adopted.
22 Officer reports. First up,
23 myself. So, first we had new
24 officer elections that were held
25 on December the 4th at the Senate

1 Council Meeting. I'm happy to
2 say you have a new Chair Elect
3 and a Vice Chair Elect that will
4 start on June 1st of next year.
5 Doug Michael has been elected
6 chair -- Chair Elect of the
7 Senate and Elizabeth Salt is Vice
8 Chair of the Senate Council. I'd
9 also like to just thank Aaron
10 Kramer who has been a Senator,
11 has been a Senate Council Member,
12 Senate Council Chair, past Chair
13 and also an Elected Faculty
14 Trustee, we'd like to thank him
15 for all he has done in his
16 service. As you all know, you
17 received an email telling you
18 that he is taking a Chair
19 position in his department, so we
20 wish him the best of luck. I
21 don't think that we will see the
22 last of Aaron or hear -- you
23 know, not hear from Aaron
24 anymore. I told him today that
25 we're just trading one Kramer for

1 the next Kramer, so we have a new
2 Senator, Jennifer Kramer and she
3 will be joining us on Senate
4 Council as she was elected as a
5 new incoming Senate Council
6 Member. We have three members
7 who will be coming off of Senate
8 Council, they are Marilyn Duncan
9 and Bob Grossman and Sandra
10 Bastin, she will serve out her
11 Vice Chair role but she is one of
12 the three that will come off.
13 So, we want to thank them so much
14 for their service as well and
15 everything that they have done.
16 I don't think that they will go
17 away at all either, we hope to
18 continue to hear from them as
19 they are valuable members of this
20 university. And so, coming on we
21 have Jennifer Kramer, Justin
22 Nichols and Leslie Vincent, we
23 see Leslie back, we couldn't get
24 rid of her so we must be doing
25 something right. So, this will

1 -- they will start in the January
2 session, the new Senate Council
3 members and as I said the Chair
4 Elect and the Vice Chair Elect
5 will start in June leading up to
6 that time the Chair Elect will
7 actually start to meet with the
8 current Senate Council Chair and
9 attend various meetings as we
10 move along to get them started,
11 to get him started. Other things
12 that we had at the last Senate
13 Council Meeting and at the last
14 Senate Meeting we had some
15 fruitful discussion regarding the
16 prerequisite proposal, I'm sure
17 everybody remembers. And so, at
18 the last -- or at the November
19 20th Senate Council Meeting we
20 actually discussed some language,
21 some thoughts around -- brought
22 in, a lot of discussion that came
23 out of the Senate Meeting, things
24 that potentially need to be
25 changed and worked around,

1 providing some clarity and, I
2 think, better knowledge --
3 foundational knowledge around
4 some of the issues that we saw
5 with the proposal. So, during
6 that time Senate Council has
7 directed me to work on drafting
8 up something that pretty much
9 encompasses the consensus of this
10 body and present it back to
11 Senate Council and then
12 presenting it to Senate. Other
13 updates we received from Senior
14 Associate Provost of Academic
15 Affairs Katie Cardarelli on the
16 organizational structure changes
17 that will occur within the Office
18 of Strategic Planning and
19 Institutional Effectiveness.
20 Senate Council also has been
21 engaging in some meaningful
22 conversations related to trust,
23 mutual respect and transparency
24 and some issues that we have seen
25 kind of that have been countered

1 to that, but more specifically
2 around the principles of shared
3 governance and how we can work
4 towards enhancing shared
5 governance more. So, the
6 Council's goal is to continue to
7 work with administration and
8 others towards developing
9 solutions from a collaborative
10 posture. As we move forward
11 particularly cultivating a more
12 inclusive and safe environment
13 for all. Some of the really
14 important work as you have
15 already heard are priorities
16 around the campus-wide
17 initiatives, some things around
18 the AI policy, revisions of the
19 ARs and GRs and just educational
20 programming content. So, those
21 are things that have recently
22 come across from Senate Council.
23 The next thing we have is officer
24 reports from Sandra Bastin who is
25 Vice Chair. Sandra, do you have

1 any reports?

2 MS. BASTIN: I do not have anything today.

3 Thank you.

4 MS. COLLETT: Thank you. Next, is

5 Parliamentary Greg Rentfrow, do

6 you have any reports?

7 MR. RENTFROW: No report.

8 MS. COLLETT: Thank you. Officer reports.

9 Next up we have Faculty Trustee

10 Hollie Swanson and Aaron Kramer.

11 MS. SWANSON: Good afternoon. Trustee Kramer

12 is out of town today and I think

13 he might be joining us on Zoom.

14 The December 4th and 5th meetings

15 of the Board of Trustees began

16 with the Audit and Compliance

17 Committee here we received a

18 quarterly report from Chief

19 Accountability Officer and Audit

20 Executive Joe Reed. He outlined

21 the currently active and

22 completed reviews of various

23 academic and administrative

24 units. Other reports included an

25 audit of the University's 2023

1 Financial Statement, compliance
2 of the intercollegiate athletics
3 program with NCAA requirements,
4 as well as an audit of the
5 procedures performed by KMSF,
6 that's the Kentucky Medical
7 Services Foundation. The
8 Investment Committee Meeting
9 included an educational session
10 on private equity and a review of
11 UK's Investment Portfolio. A
12 gain of 3.3 percent for this year
13 to date was reported with gains
14 in public equities, public real
15 assets and diversifying
16 strategies. The EVPFA and Co-
17 EVPFA Eric Monday provided
18 updates in Workgroups 3 and 4.
19 Workgroup 3, more partnerships,
20 is headed by VPs Rod Edwards and
21 Nancy Cox, it is tasked with
22 expanding our impact through
23 partnerships, acquisitions and
24 new initiatives with schools,
25 governments, non-profits,

1 industry and corporations.
2 Justin Nichols is the faculty
3 representative on this group.
4 Workgroup 4, more employment
5 recruitment and retention, headed
6 by VPs Katrice Albert and Melissa
7 Frederick, it's tasked with
8 maximizing recruitment and
9 retention of the best and most
10 inclusive (Inaudible) based while
11 being responsive to employee
12 needs. Karen Skaff is the
13 faculty representative on this
14 group. The Finance Committee
15 approved the acceptance of a
16 number of gifts, accepted a
17 revision of the 2023/'24 budget
18 to reflect an increase in revenue
19 of nearly \$86 million, approved a
20 3.75 increase in rates for
21 undergraduate student housing and
22 university flats and a 3 percent
23 increase in dining plans for the
24 2024/'25 academic year. The
25 committee also approved

1 acquisitions of properties
2 located on Press Avenue and
3 authorized new residence housing,
4 that's 644 new beds, to be
5 located at the former site of the
6 Kirwin-Blanding Complex. The
7 research report presented by VP
8 Cassis included updates in
9 efforts to enhance industry
10 partnerships and improve grants
11 administration via Project
12 Gateway. The University
13 Healthcare Committee received a
14 report on the Graduate Medical
15 Education Program and an update
16 on plans to update outpatient
17 services in the October year-to-
18 date financial report which
19 includes a net income of \$140
20 million. The Executive Committee
21 reported on the Board's
22 evaluation of President Capilouto
23 the overall evaluation was very
24 positive with many strengths
25 outlined including record

1 enrollment and improved
2 infrastructure. Opportunities
3 for improvement included making
4 progress to advance belonging and
5 inclusion, strengthening faculty
6 relationships and perceptions
7 relating to shared governance as
8 well as potential impacts on
9 healthcare leadership. The
10 Academic and Student Affairs
11 Committee approved a candidate
12 for Degree List and heard the
13 report from Workgroup 1. This
14 group lead by VP Turner, and
15 Dean (Inaudible) with faculty
16 representation by Kristine
17 Urschel is tasked with educating
18 more Kentuckians. Workgroup 2 is
19 lead by Provost DiPaola and
20 Senate Council Chair Collett with
21 faculty representation by Olivia
22 Davis, Molly Blasing and Keiko
23 Tanaka, it is tasked with
24 assessing and approving the UK
25 Core. Finally, Workgroup 5 lead

1 by VP Cassis and Treasurer Penny
2 Cox with faculty representation
3 by Roger Brown is tasked with
4 more responsiveness this includes
5 a review of Senate Joint
6 Resolution 98 and recommendations
7 and a review of our governing and
8 administration (Inaudible).
9 Completion of the work of these
10 committees is planned for June.
11 Actions taken by the entire Board
12 on Tuesday included name of the
13 Health Education Building to the
14 Michael D. Rankin Health
15 Education Building as well as a
16 resolution commending Trustee
17 Kramer for his leadership and his
18 service. Questions? Thank you.

19 MS. COLLETT: Next up we have some old
20 business. The Senate Ad-hoc
21 Committee on Generative AI,
22 Leslie Vincent and Molly Blasing
23 are co-chairs they'll give us an
24 interim report and also a
25 discussion charge on the Ad-hoc

1 committee related to Attendance
2 Policies.

3 MS. BLASING: Good afternoon. In our report
4 today we will summarize key
5 findings from an August survey of
6 faculty related to AI and
7 Academic Policies that our
8 committee conducted and we'll
9 report on our committee's
10 proposed next steps for the
11 coming semester. We conducted a
12 survey of the faculty in August
13 ahead of the start of classes in
14 which we asked questions related
15 to how Generative AI was
16 affecting teaching, course
17 design, faculty concerns and
18 support needs as well as what
19 policies respondents wish to see
20 from the University Senate
21 related to Generative AI. The
22 summary of the results is in
23 today's meeting agenda, so I'll
24 just offer a brief overview and
25 reserve time at the end for

1 questions. The response rate for
2 the survey was quite low, we had
3 just 28 respondents, but the
4 responses captured well the range
5 of sentiments that are colleagues
6 in CELT have seen from faculty
7 throughout the last year.
8 Faculty are eager for guidance,
9 best practices, workshops and
10 models of productive AI use in
11 teaching and learning and this is
12 something that CELT has been
13 doing throughout the year to good
14 affect. Instructors are updating
15 courses and assignments to
16 account for Generative AI tools
17 and in some cases to integrate
18 them into aspects of the course
19 assignments. However, a little
20 more than half of the respondents
21 expressed serious concern about
22 unauthorized use of AI by
23 students to complete assignments
24 in their classes. The faculty
25 respondents overwhelming reported

1 that the effort that is required
2 on the part of faculty to monitor
3 student use of Gen AI is moderate
4 to high. A small number of
5 respondents felt strongly that UK
6 should ban the use of AI
7 altogether because of the threat
8 it poses to academic integrity
9 and effective teaching and
10 learning at the university.
11 However, an equal number of
12 respondents are what I would call
13 AI enthusiasts and requested
14 institution wide licenses to Gen
15 AI tools and access to LLMs that
16 can be trained with custom data
17 in their field, still others have
18 requested a reliable AI detector
19 which to this point we can report
20 is still not available. Some
21 respondents were eager to see the
22 university create mechanisms that
23 make it possible for instructors
24 to forbid the use of AI in their
25 courses and that a clear system

1 of reporting violations be
2 developed. A request was made to
3 account for AI in the Senate
4 Rules that define cheating and
5 plagiarism. We saw a concern as
6 well about the use of Gen AI in
7 graduate exams and dissertations.
8 To conclude this summary I'd like
9 to emphasize that there is an
10 overarching sentiment across the
11 survey that instructors must be
12 allowed the flexibility to create
13 policies that work for their
14 individual courses and
15 disciplinary needs. Many faculty
16 are eager to integrate AI into
17 their teaching in ways that
18 preserve the integrity of the
19 learning objectives while also
20 teaching students to use these
21 tools well for their professional
22 research and workforce needs.
23 Leslie now will tell you a little
24 bit about our committee's plans
25 for the coming semester.

1 MS. VINCENT: Thanks, Molly. So, given the
2 feedback that we had from faculty
3 our committee brainstormed on
4 actions that we felt would be
5 appropriate given the charge of
6 the committee and the role that
7 the Senate plays as a policy
8 making body around these things.
9 So, from that the three
10 initiatives that we're going to
11 work towards over the next
12 semester is first to formulate a
13 proposal for a revision of the
14 current SRs, primarily those
15 focused on plagiarism and
16 cheating, to update to reflect
17 sort of the changing nature that
18 Generative AI had brought into
19 the academic setting. The second
20 activity that we will work
21 through is the revision of the
22 suggested syllabi language that
23 was put out by this committee at
24 the beginning of the fall
25 semester. We received some

1 excellent feedback in this
2 faculty survey regarding the
3 suggested language where AI is
4 permitted, and so, we will be
5 working through revisions to this
6 syllabi language to send out to
7 faculty as we're updating and
8 thinking through these policies
9 at a course level. The third
10 focus that we will have is to
11 develop a proposal to submit to
12 Senate Council to amend the
13 current syllabi requirements that
14 are outlined in the regulations
15 to include a statement regarding
16 AI as a syllabus requirement
17 moving forward. One thing that
18 we discussed in great detail in
19 the committee is that because of
20 this flexibility that is desired
21 regarding the use of AI students
22 have to know what those
23 expectations are for every
24 course, and so, we felt that one
25 way to provide that is to include

1 this as a component of the
2 syllabus or a requirement that
3 must be there. Additionally, we
4 will be working in this next
5 semester in collaboration with
6 the advanced team to collect some
7 additional feedback and data from
8 faculty through focus groups, so
9 there are multiple points where
10 we feel that having this updated
11 feedback now that we've been
12 through a semester since, you
13 know, everyone -- since we
14 solicited feedback and people
15 have been teaching in this
16 environment. It would be very
17 valuable to again check in again,
18 conduct focus groups and try to
19 capture the perspectives of both
20 groups that Molly mentioned, the
21 enthusiasts and then those that
22 want it prohibited. And so,
23 we'll be working with Trey and
24 the advanced team as well to
25 conduct those moving forward.

1 MS. COLLETT: Any questions? Okay. Thank you
2 so much for your report. Next,
3 we have discussion of the charge
4 to the AD-Hoc Committee on
5 attendance policies. As you all
6 remember this has been something
7 that was started here in the
8 Senate and has been ongoing at
9 least at Senate Council for the
10 past three meetings. We've had
11 some discussion around the Ad-hoc
12 Committee on attendance policies.
13 The Senate Council has come up
14 with a charge that we feel is
15 reflective of the sentiments we
16 got here within the committee or
17 within the Senate and feedback
18 that we've received from faculty
19 leading up to us formulating this
20 charge. We also believe that it
21 prioritizes the expectations of
22 what we would like to see in the
23 report as we move forward in a
24 reasonable timeframe, so this
25 hopefully committee will get

1 started in the new year and kind
2 of get going with a lot of these
3 issues that we have highlighted
4 in the charge. So, as you see
5 the charge on your agenda you'll
6 see at least three things we have
7 outlined providing a synopsis, a
8 timeline, a history of the
9 current Senate Rules on
10 attendance, mechanics of
11 attendance policy such as
12 excused, unexcused absences,
13 reasonable accommodation and the
14 current 20 percent threshold for
15 absences and three, a discussion
16 on why attendance matters in the
17 21st century university as it
18 relates to student's mastery of
19 course learning outcomes. And
20 so, we've added some, you know,
21 additional things in this charge
22 considering academic integrity,
23 learning outcomes, you know,
24 Title IV and other federal
25 regulations and we've asked in

1 this charge, "An interim report
2 must address attendance and
3 engagement as it relates to
4 student populations that differ
5 from a traditional residential
6 population, such as students who
7 are members of uniformed
8 services, athletic organizations
9 or student organizations as well
10 as changes brought about through
11 synchronous and asynchronous
12 distance learning." So, as you
13 all see the charge we'd just like
14 to get some feedback. Any
15 additional items or thoughts that
16 you may have or would like to see
17 in the report that comes out from
18 this committee and then the next
19 item that we'll talk about right
20 after that is just committee
21 composition. Who do you feel
22 really has to be a vital member
23 of this committee that, you know,
24 will provide that extra
25 information that we need or that

1 vital information that we need to
2 progress the committee on? So,
3 any thoughts around the charge?
4 Additional items you'd like to
5 see in the report or at least
6 like to see the committee
7 discuss? Okay. Well, that was
8 easy. Membership, this is kind
9 of like off the fly, so I'll give
10 you some time to think about
11 this, we actually have a link on
12 the Senate website, so if you go
13 to the Committees and Council
14 page, scroll all the way down to
15 the bottom and you will see it's
16 Ad-hoc Committees content title
17 and there's like three or four
18 committees there, this committee
19 is listed. You can click on that
20 link and you can actually provide
21 us with your nominee, who you
22 really feel like should be on the
23 committee and you can self
24 nominate. We want folks to be
25 ready to do the work and want

1 that work to be meaningful. We
2 really are looking for faculty
3 members who are actively engaging
4 in teaching courses because this
5 relates to what they have to deal
6 with on a daily basis. So, we do
7 want, you know, folks to be able
8 to participate meaningfully
9 during that. So, that link is
10 open. We would like to have all
11 your nominations submitted by
12 January the 3rd, so you have now
13 and until after we come back from
14 the holiday break to submit some
15 of those names and then Senate
16 Council will meet and review
17 those names and add additional
18 people as we need to make sure we
19 have a well put together
20 composition of a committee. All
21 right. Next, on our agenda we
22 have request to waive Senate Rule
23 1.3.2.1.1.4 which is General
24 Policies for Academic Council
25 Terms. So, in your agenda you

1 should actually have a little bit
2 of a detailed email that comes as
3 a request from Bob Grossman who
4 is asking to waive Senate Rule
5 1.3.2.1.1.4 terms for the College
6 of Arts and Sciences for their
7 Graduate Council Elections to
8 permit them to elect two
9 representatives to a two-year
10 staggering term starting in the
11 Spring of 2024 and the purpose is
12 for that staggering term, so
13 there is some continuity within
14 the council and because it's
15 setup a little different we have
16 to ask for a waiver. And so,
17 this motion actually came from --
18 after this was approved by Senate
19 Council came out of Council with
20 no problems at all, everyone
21 approved it at the Council. So,
22 the motion comes from Bob
23 Grossman. Can I get a second to
24 put this motion on the floor?
25 Elizabeth Salt. So, the motion

1 is now on the floor and the floor
2 is open up to members of
3 questions of fact and/or debate.
4 Remember it's asking the Senate
5 to waive Senate Rule 1.3.2.1.1.4
6 for the College of Arts and
7 Science for their Graduate
8 Council Election to permit them
9 to elect two representatives to
10 two-year terms in Spring 2024 for
11 the purpose of staggering the
12 terms. That was a mouth full.
13 Questions of fact and/or debate?
14 Seeing none, the Poll Everywhere
15 is now open. As a reminder, as I
16 just said, the Senate is voting
17 to approve a waiver for Senate
18 Rule 1.3.2.1.1.4 for College of
19 Arts and Sciences for their
20 Graduate Council Election to
21 permit them to elect two
22 representatives to a two-year
23 term in Spring of 2024 for the
24 purposes of staggering the terms.
25 A couple more seconds. Okay. We

1 have 74 approve, 1 abstain and no
2 oppose. So, that motion carries.
3 Next, we have committee reports,
4 the Senate Academic Programs
5 Committee, Sandra Bastin is
6 Chair. We'll have Senate
7 Admissions Academic Standards
8 Committee, SAASC Leslie Vincent
9 is Chair and also Senate
10 Retroactive Withdrawals Appeals
11 Committee, SRWAC Amy Spriggs is
12 the Chair. So, first on our list
13 is our Senate Academics Program
14 Committee, SAPC, Sandra Bastin.
15 We have a proposed new
16 Undergraduate Certificate in
17 Design Build. We have Jill
18 Lechner and Bruce Swetnum from
19 design who are the proposers.
20 Sandra?

21 MS. BASTIN: Thank you, DeShana. This is a
22 recommendation that the
23 University Senate approve the
24 establishment of a new
25 Undergraduate Certificate Design

1 Build in the School of
2 Architecture in the College of
3 Design. Design and construction
4 of buildings are a team effort
5 combining architecture,
6 engineering, construction
7 marketing and other specialities.
8 The School of Architecture has a
9 long history of incorporating
10 hands-on learning opportunities
11 for students. This 15-hour
12 certificate intends to strengthen
13 existing faculty efforts and
14 broaden student knowledge through
15 transdisciplinary partnerships
16 with allied units on campus,
17 including civil engineering and
18 business and economics. Courses
19 will provide students with unique
20 experiential learning opportunity
21 that strengthens their value as
22 they enter the profession. All
23 appropriate courses and
24 endorsements have been documented
25 and approved and a decision to

1 approve by SAPC members was
2 unanimous.

3 MS. COLLETT: All right. So, there's a
4 recommendation from the committee
5 for the Senate to approve the new
6 Undergraduate Certificate in
7 Design Build, because the motion
8 comes from committee no second is
9 required. The motion is now on
10 the floor and the floor is open
11 up to members for questions of
12 fact and/or debate.

13 MS. GRADY: Martha Grady, College of
14 engineering. So, to clarify, any
15 of these engineering courses they
16 are going to require engineering
17 standing in order to take any of
18 the civil engineering courses,
19 including the lowest number 303,
20 so any student in design has to
21 have engineering standing, it's
22 just -- it's going to affect the
23 numbers.

24 MS. COLLETT: Do you want to -- is that
25 question or are you just stating

1 a fact?

2 MS. GRADY: That is a statement of fact.

3 MS. COLLETT: Okay. Next?

4 MR. ARTHUR: Steven Arthur, Arts and Sciences.

5 For the Graduate Certificate I

6 was noticing something, this is

7 just like probably a small thing,

8 but looking at the required

9 courses versus sort of assessing

10 the learning objectives there

11 seems to be a course that's in

12 the major courses, BNE650, that

13 doesn't seem to be on the --

14 MS. COLLETT: Let me ask you, are you talking

15 graduate or undergraduate?

16 MR. ARTHUR: Undergraduate. I'm talking about

17 undergraduate. I'm talking about

18 graduate.

19 MS. COLLETT: Okay. Well, that's not up just

20 yet.

21 MR. ARTHUR: Oh, I'm sorry.

22 MS. COLLETT: No, problem. No, problem.

23 MR. ARTHUR: Okay.

24 MS. COLLETT: Other questions of fact and/or

25 debate?

1 MS. GRADY: Are the proposers here?

2 MS. COLLETT: Hold on. Who are you?

3 MS. GRADY: Martha Grady.

4 MS. COLLETT: Martha. Okay.

5 MS. GRADY: College of Engineering.

6 MS. COLLETT: Perfect.

7 MS. GRADY: Are the proposers here? Were
8 there numbers, estimated numbers
9 of students that would be
10 interested in dual majoring
11 between engineering and design?

12 MS. COLLETT: And I'll let the proposers
13 respond to that. Is the mic on?

14 MR. SWETNUM: I'm Bruce Swetnum with the School
15 of Architecture, College of
16 Design and I'm here with my
17 friend and colleague Jill
18 Lechner. And your question again
19 is -- is dual standing?

20 MS. GRADY: Well, I'm -- I'm guessing for a
21 student who is going to have
22 engineering standing and do the
23 certificate that they're going to
24 want to dual major or they're in
25 engineering as well. They

1 possibility that it can be
2 expanded in the future, but right
3 now it's -- it's centered on
4 those three.

5 MS. COLLETT: Any other questions of fact
6 and/or debate? Okay. Seeing
7 none. As a reminder Senate is
8 voting to approve the proposed
9 new Undergraduate Certificate in
10 Design Build. Just a couple
11 more. Okay. We're closing.
12 Sixty-seven approve, 4 oppose and
13 3 abstain. That passes. Thank
14 you. Next, we have a proposed
15 new Graduate Certificate in
16 Design Build, the same proposers
17 are here. Sandra?

18 MS. BASTIN: Thank you. This is a
19 recommendation that the
20 University Senate approve the
21 establishment of a new Graduate
22 Certificate Design Build in the
23 School of Architecture in the
24 College of Design. The Design
25 Build Graduate Certificate

1 Program at the University of
2 Kentucky offers students an
3 experiential learning opportunity
4 that emphasizes research through
5 fabrication and construction.
6 The collaborative educational
7 framework prepares students to
8 critically address the complexity
9 of building design while working
10 across disciplines. Centered on
11 a studio learning environment
12 students will work in
13 transdisciplinary teams on
14 applied learning opportunities
15 which range from building science
16 and digital fabrication to
17 community engaged design and
18 construction challenges across
19 the Commonwealth. The
20 collaborative educational
21 framework prepares students to
22 critically address the complexity
23 of building design while working
24 across disciplines as the 15-hour
25 certificate serves architectural

1 engineering and business graduate
2 students who have an interest in
3 advanced building science. All
4 appropriate courses and
5 endorsements have been documented
6 and approved and the decision to
7 approve by SAPC members was
8 unanimous.

9 MS. COLLETT: So, there's a recommendation from
10 the committee for the Senate to
11 approve the proposed new Graduate
12 Certificate in Design Build,
13 because the motion comes from
14 committee no second is required.
15 The motion is now on the floor
16 and the floor is open up to
17 members for questions of fact
18 and/or debate.

19 MR. ARTHUR: So --

20 MS. COLLETT: What's your name and --

21 MR. ARTHUR: Steven Arthur, Arts and Sciences,
22 sorry.

23 MS. COLLETT: Okay.

24 MR. ARTHUR: So, this is just a small thing
25 again, there seems to be a

1 discrepancy for the major courses
2 that was submitted and then where
3 that is on the assessment plan on
4 the learning objectives, I think
5 it's just probably an oversight,
6 but the -- your BNE650, the
7 Entrepreneurship Bootcamp Course
8 it's pretty clear from this like
9 which learning objective that
10 would actually correspond to,
11 it's just not on the form. So, I
12 just wanted to make sure that
13 someone knew that before it
14 turned into a thing basically.

15 MS. COLLETT: Sandra, do you want to speak to
16 that at all?

17 MS. BASTIN: No.

18 MS. COLLETT: Okay. Proposers?

19 MS. LECHNER: Hi. Jill Lechner. I think that
20 we did not include that because
21 we thought that the course would
22 be assessed through the School of
23 Business or through the Business
24 School, so we didn't include it
25 because we thought we wouldn't be

1 able to assess that course. I'm
2 not sure -- yeah, possibly it
3 needs to be done a different way,
4 but --

5 MR. ARTHUR: Yeah, I have no idea if that's
6 true or not.

7 MS. LECHNER: -- you know what I mean.

8 MR. ARTHUR: I'll be totally honest with you.

9 MS. LECHNER: Like I thought like we could only
10 assess it if it's an
11 architectural course.

12 MR. ARTHUR: Got it.

13 MS. COLLETT: Okay. And Leslie was going to
14 say something.

15 MS. VINCENT: Leslie Vincent, Gatton College of
16 Business and Economics. I think
17 that can be updated working with
18 OSPI to make sure the assessment
19 plan accurately captures the
20 learning objectives.

21 MS. COLLETT: Bobby Scroggins?

22 MR. SCROGGINS: Thank you. Bobby Scroggins,
23 College of Fine Arts. I have a
24 similar question to the one that
25 I had earlier. I could see where

1 someone, for example, who might
2 be a sculpture major and their
3 interested in doing public
4 sculpture might benefit from that
5 kind of course. Is there a
6 possibility again for that to
7 happen, for graduate students
8 majoring in such a field might be
9 able to participate in such a
10 course?

11 MR. SWETNUM: My sense is -- my sense is --

12 MS. COLLETT: Hold on. Who are you?

13 MR. SWETNUM: Oh, I'm sorry. Bruce Swetnum,
14 College of Design. My sense is
15 that we could certainly expand
16 this in the future and make it
17 even more cross disciplinary.
18 So, I think that's a possibility,
19 that's not where we're set up
20 right now, I don't believe.

21 MS. COLLETT: Thank you. Any other questions
22 of fact and/or debate? Seeing
23 none, it's time for a vote. As a
24 reminder, Senate is voting to
25 recommend Senate approve the

1 proposed new Graduate Certificate
2 in Design Build. A couple more
3 seconds. Okay. We have 68
4 approve, 2 oppose and 4
5 abstentions. That passes. Thank
6 you. Next, we have the Senate
7 Admissions and Academic Standards
8 Committee, SAASC. Leslie Vincent
9 is Chair. This is a proposed
10 change to the Graduate
11 Certificate in Diversity and
12 Inclusion. Christia Brown is the
13 proposer. Leslie?
14 MS. VINCENT: Thank you. This a recommendation
15 to approve the proposed changes
16 in the Graduate Certificate in
17 Diversity and Inclusion. This
18 proposal seeks to change the
19 online Graduate Certificate in
20 Diversity and Inclusion by first
21 lowering the required credit
22 hours from 12-credit hours to
23 nine and then secondly adding in
24 two new options for students to
25 take as guided electives in

1 addition to the required Core
2 course that's already a part of
3 the certificate. The proposed
4 changes do not change the
5 learning outcomes associate with
6 the certificate and the rationale
7 for the change is to provide
8 additional flexibility to
9 students so that they can
10 complete the certificate in a
11 timely manner. Currently the
12 courses that are included as
13 guided electives are offerered by
14 many other departments and
15 colleges within the university
16 and there's been some
17 unpredictability to when these
18 courses might be offered which
19 has slowed down the time to
20 completion for students that have
21 enrolled in this certificate
22 program. In some cases, students
23 have opted to stop working
24 towards the certrificate because
25 of the unavailibility of the

1 courses that were already
2 approved. So, by adding in these
3 two additional courses as
4 approved electives that will be
5 offered in a predictable way this
6 will ensure that students are
7 able to register for the courses
8 they need to complete the
9 requirements of the certification
10 in a timeley manner. And the
11 faculty of record voted in
12 support of the proposed changes.

13 MS. COLLETT: So, there's a recommendation from
14 the committee for the Senate to
15 approve the proposed changes to
16 the Graduate Certificate in
17 Diversity and Inclusion, because
18 the motion comes from committee
19 no second is required. The
20 motion is now open up to members
21 for questions of fact and/or
22 debate.

23 MR. CAPILOUTO: Why -- why --

24 MS. COLLETT: President Capilouto?

25 MR. CAPILOUTO: Why wouldn't the courses be

1 available (Inaudible)? Why
2 haven't they been available?

3 MS. VINCENT: Is Christia on?

4 MS. COLLETT: Christia, are you on? The
5 President --

6 MS. BROWN: I couldn't hear the question.

7 MR. CAPILOUTO: Why -- why haven't the courses
8 been available?

9 MS. COLLETT: He wanted to know why -- why
10 haven't the courses been
11 available?

12 MS. BROWN: So, Christia Brown, College of
13 Arts and Sciences. President
14 Capilouto, simply because of
15 resources within the college in
16 terms of faculty needs to meet
17 the teaching requirements for the
18 department, so the departmental
19 instructional needs means they're
20 having to teach those classes and
21 are not able to do these online
22 courses which have primarily been
23 really attracting students who
24 are not traditional students, but
25 are working professionals, and

1 so, they've been wanting to this
2 and our existing faculty are
3 really teaching the ones in
4 person, and so, it's really just
5 been not having enough degrees of
6 freedom for all of the courses to
7 be offered regularly.

8 MS. COLLETT: Molly Blasing?

9 MS. BLASING: Molly Blasing, Arts and Sciences.
10 I wanted to ask the proposer,
11 could you -- could you say
12 something about how the courses
13 are going to be staffed and how
14 often they'll be offered, the two
15 new guided electives?

16 MS. COLLETT: Christia?

17 MS. BROWN: Because these courses are offered
18 at the college level it means
19 anyone kind of across the college
20 would be able to teach them,
21 these could be offered by, you
22 know, some of our faculty of
23 record in terms of advanced
24 graduate students, post-teaching,
25 post-docs, it allows us a lot

1 more options to see who's
2 available to teach it. They're
3 cross cutting courses as opposed
4 to really specific within a
5 department, so again it really
6 allows us greater flexibility.
7 I'll say the first -- one of the
8 courses is going to be -- that we
9 already have set is going to be
10 offered by Rachel Farr who's in
11 the Department of Psychology, so
12 that will be the first one, but
13 once it's created it will be
14 available for others to teach as
15 well.

16 MS. COLLETT: Thank you. Monica?

17 MS. UDVARDY: Monica Udvardy, College of Arts
18 and Sciences. What is the
19 rationale for reducing the credit
20 hours from 12 to nine?

21 MS. COLLETT: Okay. Hold on, Christia, I have
22 to --

23 MS. VINCENT: According to the Senate Rules
24 around graduate credit or
25 Graduate Certificates the minimum

1 requirement is nine-credit hours.
2 My understanding from the
3 proposer, and you're welcome to
4 chime in here, is that the target
5 audience that ended up being
6 attracted to this certificate is
7 the non-traditional student,
8 these are working professionals
9 and you're able to accomplish the
10 learning objectives with the
11 three courses together, which
12 made it very attractive to this
13 -- this target audience, but if
14 I've answered -- if you want to
15 add to that feel free.

16 MS. COLLETT: Christia, proposer, do you have
17 any additional information to add
18 to that?

19 MS. BROWN: She -- Dr. Vincent summarized it
20 exactly how I would have said it.

21 MS. COLLETT: Okay. Thank you.

22 MS. UDVARDY: Thank you.

23 MS. COLLETT: Any other questions of fact
24 and/or debate? Okay. Seeing
25 none. As a reminder, Senate is

1 voting to recommend to approve
2 the proposed change to the
3 Graduate Certificate in Diversity
4 and Inclusion. Poll Everywhere
5 is now open. Okay. We're close.
6 We have 61 approved, 6 oppose and
7 6 abstentions. That passes.
8 Thank you. Next, we have Senate
9 Academic Organizational Structure
10 Committee, SAOSC. The Chair is
11 Greg Rentfrow. So, what we have
12 up first is the proposed
13 suspension and closure of the
14 Graduate Certificate in
15 Gerontology. John Watkins is the
16 proposer and should be here on
17 Zoom with us today. Greg?
18 MR. RENTFROW: Yeah. Let's see. Thank you.
19 Yeah, this is for the closure of
20 a Graduate Certificate in
21 Gerontology within the Department
22 of Gerontology and the College of
23 Public Health. The reason for
24 this closure is due to the
25 suspension and closure of the

1 Ph.D. Program in Gerontology.
2 This was spurred on by three of
3 the four Core faculty left in
4 June of 2022 and due to lack of
5 resources the faculty voted and
6 recommend that the admissions for
7 the Graduate Certificate be
8 suspended and the certificate
9 closed. The last student in this
10 program graduated last spring.
11 Although, this passed the
12 committee unanimously there was
13 one member who voiced a concern
14 of losing such a program as
15 President Capilouto has mentioned
16 before about taking care of the
17 elderly and the aging population
18 of the Commonwealth.

19 MS. COLLETT:

20 So, there is a recommendation
21 from the committee for the Senate
22 to approve the proposed
23 suspension and closure of the
24 Graduate Certificate in
25 Gerontology, because the motion
comes from committee no second is

1 required. The motion is now on
2 the floor and floor is open up to
3 members for questions of fact
4 and/or debate.

5 MS. STOWE: Ann Stowe, College of Medicine.
6 Are there any plans to hire
7 faculty for this certificate and
8 doctoral program and how hard is
9 it to reinstate these programs if
10 you remove them now?

11 MS. COLLETT: I'll let Greg respond.

12 MR. RENTFROW: John, are you out there to answer
13 that question about the hiring of
14 faculty, new faculty.

15 MR. WATKINS: Yes, I am. John Watkins, College
16 of Public Health. Can everybody
17 hear me, I guess?

18 MR. RENTFROW: Yes, we can hear you.

19 MR. WATKINS: To my knowledge, no, with a
20 departure of our Core faculty and
21 some key affiliate faculty there
22 has been no administrative
23 efforts or to my knowledge
24 interest in replacing those
25 faculty in order to provide the

1 teaching support, not just for
2 the certificate, but also for the
3 Ph.D. in Gerontology. Having --
4 having said that though, there is
5 as always given that we are in
6 Gerontology, strong support from
7 all of us to continue in some
8 form or fashion a Graduate
9 Certificate at least and perhaps
10 even an Undergraduate Certificate
11 in Aging Studies, General Aging
12 Studies.

13 MS. COLLETT: Does that answer your question?
14 Okay. Bob?

15 MR. GROSSMAN: Bob Grossman, A and S. Could
16 John Watkins explain to us the
17 difference between Gerontology
18 and Aging Studies, I would have
19 thought they were the same?

20 MS. COLLETT: John?

21 MR. WATKINS: Yes, I'm happy to do that.
22 Gerontology and specifically the
23 way we have designed it and
24 maintained our philosophy towards
25 it is truly an intergrated

1 holistic study of aging, which
2 incorporates not just the
3 individual and individual life
4 spans, but also the aging of
5 entire populations, such as we've
6 seen in the United States since
7 World War I and then World War II
8 baby booms have entered later
9 adulthood. So, it -- it
10 encompasses many disciplines
11 from the social and behavioral
12 sciences through the biological
13 and medical sciences. Throughout
14 our curriculum in both Ph.D. and
15 the certificate we have sought to
16 provide exposure and an
17 integration across these many
18 disciplines. We can't offer any
19 kind of expertise naturally at
20 the certificate level, but what
21 we have done is to cater to any
22 number of majors and disciplinary
23 degrees across campus. Aging
24 Studies is probably the more
25 historical approach to this topic

1 and they are largely
2 disciplinary. So, we might find
3 Aging Studies in social work,
4 sociology, anatomy and
5 physiology, etcetera.

6 MS. COLLETT: Any additional questions of fact
7 and/or debate? Seeing none. As
8 a reminder, Senate is voting to
9 recommend the suspension and
10 closure of the Graduate
11 Certificate in Gerontology. The
12 awkward silence. Okay. We have
13 64 approve, 6 oppose and 4
14 abstain. That passes. Next, we
15 have again the SAOSC Greg
16 Rentfrow, so we have proposed
17 suspension and closure of Minor
18 and Technical Systems Management.
19 Joseph Dvorak is the proposer.
20 Greg?

21 MR. RENTFROW: Yes. So, like it was mentioned
22 this is a closure and suspension
23 of a Minor in Technical Systems
24 Management within the Department
25 of Biosystems and Agricultural

1 Engineering in the Martin Gatton
2 College of Agriculture Food and
3 Environment. Currently there are
4 no students enrolled in this
5 program and in the last three
6 years only one student has been
7 enrolled and graduated. There
8 was concern whether or not the
9 material covered in this
10 Technical Systems Management
11 would continue and the proposers
12 have indicated that other
13 programs will cover the same
14 material that was covered in this
15 program as well, although they
16 did mention that Introduction to
17 Technical Systems Management and
18 Farm Safety Classes will be
19 dropped as neither courses have
20 been taught in several years.
21 Although, this was passed
22 unanimously by the committee
23 there was a concern about farm
24 safety and the importance of
25 teaching farm safety and as the

1 proposers have indicated that the
2 farm safety is taught in other
3 classes as well.

4 MS. COLLETT: So, this is a recommendation from
5 the committee for the Senate to
6 approve the suspension and
7 closure and Minor in Technical
8 Systems Management, because the
9 motion comes from committee no
10 second is required and that
11 motion is on the floor and open
12 up for members for questions of
13 fact and/or debate. Seeing no
14 hands raised, it is time to vote.
15 Again, you're voting to recommend
16 that the Senate approve the
17 proposed suspension and closure
18 of the Minor in Technical Systems
19 and Management. All right. We
20 have 74 approve, zero oppose and
21 1 abstention. That passes.
22 Thank you. Next, we have Senate
23 Retroactive Withdrawals Appeals
24 Committee, RWA. So, Amy Spriggs
25 is the Chair. Amy are you on?

1 MS. SPRIGGS: I am. I'm sorry I couldn't be
2 there in person. I had another
3 meeting.

4 MS. COLLETT: That's perfectly fine. This is
5 why we have this option. Amy,
6 before we get started, she's
7 going to give an Annual Report
8 from 2022-2023, can you just
9 describe your committee's charge
10 and maybe say a little bit about
11 the work that your committee
12 does?

13 MS. SPRIGGS: So, we process retroactive
14 withdrawals, so these are for
15 students who have completed a
16 semester, so they have to have a
17 grade, it can't be incomplete, so
18 they have to have received a
19 grade and they have to have
20 suffered a serious injury or
21 illness, they have to have
22 serious personal or family
23 problems, a serious financial
24 difficulty or they can have a
25 disability that was diagnosed

1 after the semester in question
2 and they have to have some kind
3 of evidence to prove that during
4 the semester in which they're
5 asking to retroactively withdraw
6 from that one of those things
7 happened. And so, our committee
8 they work with the dean, usually
9 it's a dean that works with
10 students in their college to get
11 together an appeal, it consists
12 of a personal statement,
13 instructor verification forms,
14 evidence, transcripts and then
15 our committee looks over it and
16 considers it. If we deny their
17 appeal they have the right to
18 come to the next meeting and we
19 can ask them for more evidence,
20 we can ask them questions for
21 clarification. And that's kind
22 of it.

23 MS. COLLETT: So, is your committee final or
24 does the student have another
25 option of appeal? Maybe you can

1 clarify that.

2 MS. SPRIGGS: Our committee is final. They can
3 appeal it with the University
4 Appeals Board. They can do a
5 partial withdrawal, meaning that
6 they can ask for a withdrawal for
7 one to a few classes when they're
8 not asking for a full withdrawal
9 for the semester, those are
10 really hard to get. They have to
11 make a case that whatever the
12 reason that they're asking for
13 the withdrawal from impacted one
14 or two or three classes and not
15 the whole semester. So, an
16 example of that might be, "I have
17 a seizure disorder that was
18 diagnosed that semester and I had
19 a morning class and my seizures
20 impacted my mornings, but not my
21 afternoons," and they have a
22 doctor's note to support that we
23 would probably grant a partial
24 withdrawal. It's very hard for a
25 student to get that. If we deny

1 the partial they can apply for a
2 full. So, a partial is not a
3 final decision, they can -- if we
4 deny a partial they can apply for
5 a full. If we deny a full they
6 can't apply -- they can't come
7 back to our committee for
8 reconsideration, but they can --
9 they can appeal it with the
10 University Appeals Board.

11 MS. COLLETT: Thank you. I'll go ahead and let
12 you start your report.

13 MS. SPRIGSS: Okay. So, our appeals seem to
14 look very similar across like the
15 past four years, the biggest
16 difference this past year we had
17 a lot more serious injury or
18 illness appeals than the year
19 before. So, in 2020/2021 our
20 serious injury, illness and
21 personal family problems were
22 about even and this past year we
23 had 104 serious injury illness
24 compared to 27 personal or family
25 problems and I think that that

1 was because the two-year rule for
2 Covid was coming up, so it
3 actually wasn't that surprising.
4 We had a lot of Covid cases last
5 year where our students were
6 having Covid issues that either
7 caused them to be in their dorms
8 and not leaving and then that
9 resulted in some mental health
10 issues or they were just having
11 long-lasting effects from Covid
12 and not being able to go to
13 class. We approve more cases
14 than we deny and I really do
15 attribute that to the deans that
16 they're working with. Most of
17 our deans don't actually send
18 forward cases that aren't ready
19 to be heard, if they do they -- a
20 lot of them will write like, "I
21 don't support this. I've told the
22 student that their evidence isn't
23 sufficient, I've asked for more.
24 The student doesn't have more.
25 They want me to go ahead and

1 submit it." Sometimes the deans
2 do support it and the evidence
3 still isn't matching, but really
4 our deans are doing a fantastic
5 job at helping the students put
6 together a really thorough file.
7 And so, it seems that our job is
8 actually getting easier because
9 the deans are helping our
10 students put together really
11 solid appeals, they're doing a
12 nice job with that. We're also
13 getting a lot less -- we used to
14 get a lot of inappropriate files
15 that were really meant more for
16 the Ombud. So, like an
17 instructor refused to give an
18 excused absence so there was an
19 excuse -- a documented excuse and
20 the instructor said, "I don't
21 give excused absences," our
22 committee used to see those files
23 and before I was the Chair they
24 would vote on those. That is not
25 our charge, so I don't see those

1 files, and so, I send those to
2 the Ombud. We are actually no
3 longer getting many of those, so
4 the deans are now redirecting
5 that to the Ombud, which is a
6 appropriate. So, we aren't
7 getting as many of those files
8 either. So, we are actually
9 getting to spend more of our time
10 on things like our -- our process
11 for our students isn't very
12 student friendly, the
13 application, if any of you guys
14 have ever seen it, is very time
15 intensive. Our students write
16 pages and pages and pages of a
17 personal statement, so we're
18 trying to give them guidance on
19 what they should be writing and
20 it could be very simple, it
21 doesn't have to be pages and
22 pages. We're trying to shorten
23 the instructor feedback form,
24 actually telling the instructors
25 what the form is used for and the

1 information we actually would
2 like to see from the instructors
3 that will be helpful for us. We
4 don't need to know all of the
5 grades that they received in the
6 class, because we know they
7 failed it. So, the information
8 that would be helpful is if they
9 come to class. Did you know that
10 there was a problem? So, we're
11 spending a lot of our time trying
12 to work on the form so it can be
13 voted on by Senate to be more
14 instructor friendly and more dean
15 friendly and more student
16 friendly.

17 MS. COLLETT: Thank you. Any questions for Amy
18 concerning the annual report?
19 Okay. Amy, thank you. No
20 questions for you right now.

21 MS. SPRIGGS: Thanks.

22 MS. COLLETT: Thank you so much. Next, we have
23 the Ombud Report for 2022-'23,
24 Alice Turkington.

25 MS. TURKINGTON: Thank you, Chair Collett. Thank

1 you for the opportunity to
2 present the report for the last
3 academic year. As I begin I want
4 to thank the Associate Academic
5 Ombud Laura Anshel who's up in
6 the back, for managing a large
7 workload and providing a great
8 service to faculty and students.
9 I'd like to also note that I'm a
10 member of large institutional
11 team. I really appreciate all of
12 the staff and officers across
13 campus and their willingness to
14 answer the phone when I call and
15 answer all my questions and of
16 course the Associate Deans for
17 Academic Affairs who are the real
18 problem solvers, thank you for
19 all your assistance throughout
20 the year. We have submitted a
21 summary of our statistics for the
22 year, you have that as a pdf
23 file. This is kind of the
24 summary of our work in 2023.
25 I'll start off first with

1 academic offenses, which I know
2 is always of interest. Last year
3 there were overwhelmingly --
4 first offenses, right, so we had
5 169 offenses over 90 percent of
6 those were first offenses almost
7 all received a minimum penalty.
8 So, there aren't too many repeat
9 offenders. The majority of these
10 were students copying from
11 classmates, collaborating on
12 assignments or plagiarism
13 revealed by Turnitin. Students
14 were also found to have cheated
15 on test or homework using CHEGG
16 or Course Hero or other websites
17 like that, using group chats,
18 obtaining work from online paper
19 writing services or they were
20 found to possess a cheat sheet or
21 use a phone or other prohibited
22 device in an examination. A
23 small proportion of academic
24 offenses involved the use of
25 Generative AI tools, I think the

1 number was three. A similar
2 proportion were found were
3 students who were found to have
4 self plagiarized. Of the 169
5 academic offenses 16 of those
6 students decided to proceed with
7 an appeal to the University of
8 Appeals Board and five were
9 upheld. We also resolved 464
10 larger cases that were related to
11 claims of violations of student's
12 academic rights, across a broad
13 range of educational settings.
14 These cases addressed a wide
15 range of issues and most were
16 resolved through mediation and
17 discussion with the parties and
18 other relevant offices. The very
19 substantial cases came from
20 students in the Graduate School
21 and professional colleges. Of
22 all these cases 22 appeals were
23 forwarded to the University
24 Appeals Board and 11 were upheld.
25 Okay. The sources of all the

1 academic issues we had last year
2 were from staff, students,
3 faculty and then some parents and
4 other associates of the students.
5 So, you can see the distribution
6 here. During the last academic
7 year we had a surprise visit from
8 Dr. Donald Dietrich who I've
9 included here because he was a
10 former Ombud 50 years ago, he
11 served as Ombud in 1973 and just
12 popped in for a visit on his 50
13 year anniversary to reminisce
14 about the 160 cases that he had
15 dealt with in 1973. It was a
16 very pleasant visit. I don't
17 know if any of you know him
18 personally, he was certainly a
19 pleasant guest. I hope serving
20 as Ombud has the same impact on
21 my longevity as it must have had
22 on his. So, that prompted me to
23 have a look at a little bit
24 longer term data. I thought it
25 might be of interest to share

1 with the Senate kind of the
2 difference in the role of the
3 Academic Ombud as it appears to
4 be evolving a little bit. I
5 looked back at data on our total
6 number of academic issues over
7 the last nine years. Nine years
8 ago in the office we established
9 an electronic database that has
10 detailed records, prior to that
11 data may or may not have been
12 collected, it may have been
13 collected in different forms, so
14 the data is a little bit spotty
15 before that, but over the nine
16 years we have pretty good
17 records. And you can see there's
18 been a steady increase in the
19 total number of academic issues
20 brought to the Ombud Office and
21 then in the last two years
22 there's kind of been a rather
23 rapid rise and a doubling of the
24 total number of issues. Another
25 proxy for kind of the workload

1 that comes through the office
2 just to look at scheduled
3 appointments these are not the
4 quick phone calls that we have as
5 we just ask quick questions of
6 each other or these are not
7 serendipitous meetings you might
8 have outside your office, but
9 scheduled on the calendar and you
10 can see that has shown a
11 remarkable increase over the last
12 couple of years. Just to put
13 this in perspective, the last
14 academic year this number
15 represents over the whole 12
16 months an average of about 20 per
17 week by appointments that are
18 going in that's kind of what it
19 represents. And then finally the
20 changing sources of these issues,
21 which I know will be of interest
22 to this body. There has been an
23 increase in the total number of
24 students coming through the
25 office. There has been an

1 increase in the number of cases
2 referred by other staff members,
3 advisors or other staff, but you
4 can see over the last few years
5 there has been a quadrupling of
6 the number of issues brought to
7 us by faculty. So, clearly
8 showing a slightly different role
9 of this office recently as
10 becoming a more and more
11 important resource for faculty to
12 use in all sorts of academic
13 settings. I'd be happy to take
14 your questions.

15 MS. COLLETT: Any questions or thoughts or
16 comments? Molly?

17 MS. BLASING: Molly Blasing, Arts and Sciences.
18 It's such an astounding number,
19 like the increase is astounding
20 and you are superhuman, but it
21 seems to me that additional
22 support would be warranted given
23 these numbers. What kind of
24 support would you like to see in
25 the office to help manage this

1 person?

2 MS. TURKINGTON: Differences, how so?

3 MS. ASHWOOD: I mean in academic issues. Do
4 you see any difference in
5 association with in-person or
6 online classes?

7 MS. TURKINGTON: I don't -- I don't really notice
8 that. I think there's a broad
9 range of issues brought to our
10 office and we do see students
11 from all sorts of online settings
12 as well as in person. A lot of
13 the issues overlap in the types
14 of the themes that might be
15 brought to us. I don't know if
16 there's any significant
17 differences.

18 MS. COLLETT: Doug?

19 MR. MICHAEL: Doug Michael, College of Law.
20 Thank you for this report, Dr.
21 Turkington. I wondered, in
22 addition to more resources if you
23 -- what accounts for that
24 meteoritic rise, this indicates
25 that faculty have some

1 uncertainties and since we've
2 helped write academic rules is
3 there something that you can say,
4 "Yeah, this is the problem.
5 Faculty don't understand," or
6 it's really unclear these two or
7 three or four things?

8 MS. TURKINGTON: Yeah, I totally agree. I've gone
9 through this data every which way
10 to try to figure that out and we
11 do classify each of these issues
12 coming in, I think there's like
13 10 different classifications, the
14 numbers of each one of those
15 remain the same they're just all
16 bigger. So, there hasn't been
17 one particular issue that has --
18 or one area of campus that's
19 driven -- or a question that's
20 driven this, had there been we
21 would have, you know, shared that
22 information. I guess that makes
23 sense given our (Inaudible) is to
24 look at issues where the current
25 policies and procedures can't

1 solve it or there aren't rules in
2 place to deal with it. So, there
3 hasn't really been any one
4 particular area of -- you know,
5 that's been an issue. I'd be
6 interested in the insights of
7 this body though, if anyone would
8 like to share.

9 MS. SWANSON: Hollie Swanson, College of
10 Medicine. So, one thing that's
11 popped in my head is whether or
12 not it's fear, it's not that we
13 don't know the rules, policies,
14 regulations, but we're fearful of
15 making the wrong move and an
16 adverse outcome. Any thoughts on
17 that?

18 MS. TURKINGTON: I think that's possible. I'm not
19 sure why that fear would have
20 increased quite so much recently.
21 I do think the other offices on
22 campus that serve with faculty
23 and students are seeing similar
24 rises in numbers, so in general
25 it may reflect a change in

1 culture if faculty are finding
2 themselves able to ask or being
3 more overburdened and needing
4 more help. I'm not quite sure.

5 MS. COLLETT: Molly?

6 MS. BLASING: Molly Blasing, Arts and Sciences.
7 You said that there were only
8 something like three Generative
9 AI related cases. I wonder if
10 you could characterize what it
11 looks like for someone to bring a
12 Gen AI case -- I can tell you
13 sort of -- I could give you 15
14 examples of people I know who
15 have had AI related plagiarism
16 going on in their course but
17 nothing rises to the level of
18 approaching the Ombud or bringing
19 a case. Like I was wondering if
20 you could let us know what a case
21 looks like, because I think
22 there's a lot of uncertainty
23 under the surface about how to
24 approach and how to -- since we
25 can't prove it in quite the same

1 way as traditional Turnitin. I
2 think there's a lot of sort of
3 under the surface hesitation
4 about how to proceed around
5 academic integrity and Generative
6 AI. Do you have any thoughts on
7 that?

8 MS. TURKINGTON: Yeah, sure. So, the Turnitin
9 score, the originality score that
10 indicates Generative AI may have
11 been used is obviously not
12 something we can base a
13 determination on. So, far the
14 cases we've had would include
15 evidence such as the sources
16 cited in the piece are fictional,
17 right, they're like hallucination
18 of the Generative AI, the data is
19 wrong, the text is kind of not
20 answering the question anyway,
21 and so, there are other pieces of
22 evidence that can come along and
23 then in the cases that were
24 brought to the Ombud last year in
25 the student interview with the

1 chair the student freely admitted
2 that they had used it, which was
3 good evidence in that case.

4 MS. COLLETT: Richard Charnigo?

5 MR. CHARNIGO: Hi, this is Richard Charnigo,
6 College of Public Health. This
7 is just a speculation I don't
8 think it can cause -- I don't
9 think it can account for the
10 magnitude of the rise in faculty
11 initiated cases from 2021-'22 to
12 '22 to '23, but it may be a
13 contributing factor, we've had at
14 UK in the past year or so a
15 responsible conduct of research
16 initiative where by now thousands
17 of people have participated and I
18 think one take-home message from
19 that responsible conduct of
20 research initiative with the in-
21 person or Zoom trainings has been
22 that if people do have
23 uncertainties about what is good
24 or permissible in a scholarly
25 setting they're kind of

1 encouraged to reach out to
2 resources on campus and the Ombud
3 Office might be one of those. I
4 don't think that accounts for all
5 of it, but Dr. Turkington you
6 were asking if the Senate had any
7 insights or speculations, that's
8 -- that's one possible
9 contributor on my guess. Thank
10 you.

11 MS. COLLETT: Any other questions or comments?
12 Thank you, Dr. Turkington. I
13 really appreciate it. Next, on
14 the agenda we have items from the
15 floor, as you all know this is an
16 opportunity for you all to raise
17 any issues not on the agenda, ask
18 any questions, suggest a topic
19 for discussion, anything around
20 that. Are there any items from
21 the floor that anyone would like
22 to bring to the floor?

23 MR. GROSSMAN: Bob Grossman, A and S. I just
24 want to remind everyone of the
25 Trustee election coming up very

1 soon and if you have any
2 questions about being a trustee
3 I'm sure current or former
4 trustees would be happy to answer
5 your questions, but please
6 consider whether you might want
7 to run or whether -- to encourage
8 your colleagues to run.

9 MS. COLLETT: Thank you. All right. So, if we
10 have no other items from the
11 floor, if there are no objections
12 to this meeting standing
13 adjourned. Any objections?
14 None. All right. We are
15 adjourned. Just a reminder, that
16 the next Senate Meeting will be
17 January the 22nd oh, not 2023,
18 but 2024 and I hope to see you
19 there.
20