

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

NOVEMBER 13, 2023

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1 MS. COLLETT: Okay. Everyone, it is 3:00
2 o'clock and I'm calling the
3 meeting to order. Today is
4 November the 13th, 2023. If
5 you're here in person please make
6 sure you use the sign-in sheet at
7 the back of the room. Next, I'm
8 going to ask Senators to make
9 sure that they are logged into
10 their Poll Everywhere Software.
11 You would have received that
12 email this morning as always from
13 Sheila with those instructions
14 just in case you forget. We are
15 going to go right into that.
16 Remember that the best way to
17 vote usually is through the
18 website, instead of the App,
19 because the web tends to be
20 updated more frequently and
21 causes less issues. Hopefully,
22 you are fine to log in and have
23 no issues with your account or
24 passwords. We're going to make
25 sure that this is working. So,

1 if everybody could take your time
2 now to go ahead and log in, you
3 have three ways, website, App or
4 you can use the text message
5 feature, which is the USenate789
6 texting to the 22333 to join the
7 session. Just remember that
8 texting 1 is approved, 2 is
9 opposed and 3 is abstain as
10 you'll see in the motions on the
11 Power Point. So, first thing
12 that we have up is our test vote.
13 Please select 1 if you pretend to
14 vote in favor, 2 if you oppose
15 and 3 if you pretend to abstain.
16 A couple more seconds. It looks
17 like people are getting in the
18 system. I know we're still
19 working at it, but I'm going to
20 go ahead and move on for time
21 sake here. It looks like we've
22 got some votes in there and
23 people are able to use it just
24 fine, so that was 53. These are
25 all pretend votes. We're voting

1 on nothing, so I won't have to
2 announce all the votes there.
3 General practicalities we go over
4 at every meeting and I'll just
5 touch on them again. Just
6 remember that the meeting is
7 subject to Open Meetings Laws, it
8 is only recorded for note taking
9 purposes. We do follow Robert's
10 Rules of Newly Revised, as we
11 have always. This is a hybrid
12 meeting so there are in-person
13 members and also members that are
14 on Zoom. We want to make this
15 inclusive for everyone, so that's
16 the reason why we do this. There
17 is no voting by proxy. If you
18 are not a member you cannot and
19 will not vote and you won't have
20 access to vote. Make sure you
21 state your name and affiliation
22 prior to speaking, I may have to
23 stop you in between if you
24 forget, it's really easy as we
25 get into discussions just to

1 forget to announce who you are,
2 but while we would all like to
3 know each and everyone of us we
4 do forget and also for the Court
5 Reporter when they are
6 transcribing we need to have
7 everyone's name and affiliation,
8 all they hear are voices and I
9 say after a while everybody
10 sounds the same. And so, we'd
11 like for you to state your name
12 and affiliation each time that
13 you're recognized to speak on the
14 floor. Make sure that you speak
15 loudly so that you are heard,
16 you're heard in person and you're
17 also heard on Zoom. Individuals
18 will be called upon at the
19 Chair's discretion, priority is
20 in this order, Senate Members
21 have the first priority always,
22 Senators who have not spoken yet
23 about an issue will then go next,
24 so if there are two you of you
25 and someone has already spoken

1 we'll call on -- I'll call on the
2 person who has not had a chance
3 to speak, those who may offer
4 information to assist the Senate
5 in discussion, so you'll see
6 proposers or someone that can add
7 to our discussion and then non-
8 members if time permits.

9 Sometimes again, this tends to
10 get forgotten, so we -- you know,
11 if I see your hand raised and I
12 go to someone else it's because
13 we are continually following this
14 rule and enforcing this rule so
15 that we can stay on time, because
16 the membership here has business
17 to conduct and while we all like
18 to talk and give feedback we do
19 have to get through the business
20 items of the day, of the meeting.

21 So, I'm just letting everyone
22 know. Vice Chair Bastin and also
23 Parliamentarian Great Rentfrow
24 will help me keep up with the
25 hands as they are raised and

1 hopefully we -- I'm able to call
2 on you in the order that your
3 hand is raised pending those
4 practicalities that I've raised
5 up, but if for some reason I do
6 not, forgive me and I apologize
7 and draw it to my attention.
8 Next thing is civility. So,
9 remember debate is about
10 expressing an opinion. We talk
11 about this each time. We want
12 each of you to be heard and we
13 want this to be a safe space for
14 you to have those conversations
15 and discuss things that need to
16 be discussed that have been
17 discussed with you or brought to
18 your attention by your
19 constituents. Remember that part
20 of your job as a Senator is to
21 make sure that you are
22 communicating with those faculty
23 in your colleges. We do have
24 Distribution Lists that everyone
25 can use for your particular

1 college, so that you have a way
2 to easily communicate, it's a
3 one-way sort of communication
4 stream. We have guidelines that
5 we put towards those that is only
6 used for discussing Senate
7 business and those things that
8 you need to discuss prior to you
9 coming to the Senate Meeting.
10 So, if you do not have a way to
11 talk with your faculty
12 constituents within your college
13 please remember that we do have
14 these Distribution Lists
15 available for you and we've made
16 them so we can provide those for
17 Senators. Next thing is
18 attendance is captured on the
19 Zoom as well as the in-person
20 sign-in sheets that's why we ask
21 you to do that. Chat function
22 should be disabled and hopefully
23 it is, we do this because we want
24 everybody to be involved. We
25 don't want side conversations to

1 occur because we're not going to
2 the chat as an official record
3 and we're not having those
4 conversations. If you have
5 something to say we want the
6 entire body to be able to hear
7 what you have to say regardless
8 of what location they're in or
9 what hybrid -- or what modality
10 they are using. If you're
11 attending by Zoom please make
12 sure that you remain engaged,
13 keep your video up and stay
14 engaged with the discussion.
15 Again, this is also a part of our
16 Open Meetings Laws where you need
17 to keep -- members need to be
18 visible on camera while there is
19 any business that is being
20 discussed. Again, we've kind of
21 gone over the whole Zoom
22 practicalities. By now we should
23 be at a good space. We've been
24 using Zoom since the pandemic
25 started. Remember you should

1 have a good quality headset and
2 some sort of microphone so we can
3 hear you and you can conversate
4 across. Use your customary mute
5 button. If you're not muted here
6 I will mute you myself or Sheila
7 will do such. In person,
8 remember that the red light means
9 the mic is off and the -- no
10 light means your mic is on. The
11 video should pan directly to you
12 so that members who are on Zoom
13 can know who is speaking and we
14 can give them our attention.
15 When your mic -- like I said, the
16 camera will focus on you. All
17 right. Again, this is just
18 permissions to speak, so after a
19 Senator has raised their hand I
20 will call on you in that order.
21 Senate Agenda, the first things
22 that we have on the agenda today
23 is a request to waive the Senate
24 Rule 1.2.3.3, which is Agenda and
25 Action Items. This requires

1 Senate Agenda and all
2 recommendations for Senate action
3 to be available six days prior to
4 the regular scheduled Senate
5 Meeting. There were a couple of
6 items that were available -- that
7 were not available six days in
8 advance so we added the Chair of
9 the Senate, the President to
10 speak so that was not on the
11 initial agenda, and so, we've
12 updated some things. You all
13 have the updated agenda, but
14 because this is outside of that
15 six-day window we actually must
16 waive the Senate Rules. So, I
17 need a motion and a second to
18 waive that aspect of the rule
19 today to allow us to consider
20 today's agenda.

21 MR. GROSSMAN: Bob Grossman, A and S.

22 MS. COLLETT: Bob?

23 MR. GROSSMAN: A and S.

24 Ms. COLLETT: Thank you. Second, Elizabeth.

25 All right. Thank you. So, the

1 motion that we have right now is
2 to waive the requirement for SR
3 1.2.3.3 for all items to be
4 available six days in advance for
5 the November 13th Senate Meeting.
6 You have a Poll Everywhere for
7 this since we have to vote on
8 this. So, your poll is open, it
9 should be ready for voting.

10 MR. ???: It's locked.

11 MS. COLLETT: Okay. We'll I'll have it
12 unlocked. All right. I'm going
13 to try and unlock it again.
14 There we go. Perfect. So, we
15 have 77 approve and 1 abstain, so
16 that motion passes and carries
17 forward. Next on the agenda item
18 we have President Eli Capilouto,
19 who is the University Senate
20 Chair, we welcome him today to
21 address the Senate.

22 MR. CAPILOUTO: Thank you, Dr. Collett. It's
23 great to be with you again today
24 and I hope your semesters have
25 continued to be rewarding and

1 you're looking forward to some
2 holiday time to spend precious
3 moments with those who are dear
4 to you. I'm pleased to report
5 today on our recent Annual
6 Retreat of the Board of Trustees.
7 The Board unanimously outlined
8 important steps they have asked
9 me to take in partnership with
10 you and our entire campus in
11 accelerating our collective
12 efforts to advance the state in
13 every way we can. There is much
14 to do. They've asked us to work
15 expeditiously and I'm confident
16 we can. I'm excited to partner
17 with you about our work because I
18 know its impact, I witness this
19 every day, it's felt across
20 Kentucky and really across the
21 globe. But this afternoon my
22 mind's eye wonders only a couple
23 miles from here into West
24 Lexington to a former housing
25 project referred to as

1 Charlotte's Court. Nearly four
2 decades ago a child began her
3 life there in a crack house, it
4 was a childhood to this day that
5 haunts her memories with drug
6 raids, a handcuffed mother,
7 sexual abuse, homeless shelters,
8 gift less holidays, hunger and
9 broken promises by a father who
10 never seemed to give support or
11 even show up for visits. As a
12 teen something seemingly
13 audacious grew in her and she
14 became certain she wanted to
15 become a writer and she wanted to
16 learn to do so at the University
17 of Kentucky. Her ACT score, she
18 wrote, "was so embarrassingly low
19 that when I saw it I balled up
20 the paper, hid it in the couch
21 and kept it a secret." In spring
22 of 2007, arriving on this campus
23 as a community college student,
24 she was allowed to live in one of
25 our residence halls, she was

1 filled with doubt and most unsure
2 that she belonged here and still
3 with courage and curiosity she
4 walked into the classroom of
5 Nikky Finney in which she would
6 later write, "Words became
7 living, breathing, scared
8 things." She had submitted a
9 poem that she was asked to recite
10 in class, she used the word,
11 "Panacea," but pronounced it
12 Panechia. Finney, as many of you
13 know, who would go on to win the
14 National Book Award stopped the
15 class immediately and admonished
16 the student, she said, "Never use
17 a word you don't know how to
18 pronounce," I think the student
19 recently recalled, "She felt that
20 I had disrespected the word," and
21 that student may have
22 disrespected the word, but
23 Professor Finney saw something in
24 this student, she saw Jenisha
25 Watts whose story, "Jenisha from

1 Kentucky," which I encourage you
2 all to read, it was featured in
3 last months' The Atlantic, this
4 is her on the cover, tells of
5 this story. Professor Finney
6 arranged for a tutor for Jenisha
7 while she was here at UK. The
8 graduate student Jenisha recently
9 wrote worked with her on
10 diagraming sentences and parts of
11 speech, she got help at our
12 writing center and focused her
13 iron will firmly on her dream.
14 Others on our campus, staff,
15 administrators, Lisa Higgins-
16 Hord, and a linguistics Professor
17 Rusty Barrett provided support
18 and mentorship. The university
19 paid for her to attend a writing
20 conference in New York including
21 her travel costs and a small
22 stipend. And by the way,
23 Professor Finney, Jenisha and
24 others appeared on a panel here
25 just a few weeks ago, I hope we

1 recorded it, it was very moving
2 to be there. So, soon that woman
3 from Lexington's Charlotte Court
4 was on a bus to New York City.
5 Today, after securing internships
6 at jobs and places like Essence
7 Magazine, People, ESPN, Jenisha
8 Watts is the Senior Editor at the
9 Atlantic Magazine. A journey
10 from public housing to some of
11 the most venerable publishing
12 houses in our country. Jenisha
13 Watts forged her own path with
14 much talent and tenacity, but
15 people at this place cleared that
16 path for her. And let's don't
17 make any mistake about it, we
18 didn't guarantee her outcome, but
19 we guaranteed her opportunity and
20 Professor Finney didn't coddle
21 her, she demanded more of her.
22 And how do you know when to do
23 that? So, first, Professor
24 Finney and many others saw her,
25 they saw her. They saw the

1 person she was, the struggles and
2 challenges that loomed in her
3 life, they saw the person she
4 could be, what Lisa Higgins-Hord
5 said, "was a beautiful spirit,
6 something powerful that emanated
7 from within." Our people took a
8 moment in the hurry of their
9 lives and careers to look at
10 someone and to walk for many
11 moments in their shoes. That's
12 not the first time I've heard a
13 story like this, I hear it often.
14 This is the power of what so many
15 of you do, to empathize and
16 imagine, to reveal promise, to
17 create hope, to renew a sense of
18 purpose with new ideas. You make
19 that possible for so many
20 students at the University of
21 Kentucky, from the west end of
22 Lexington to West Liberty,
23 Kentucky from ** or Chicago or
24 Atlanta and we're working to make
25 those -- that possible even in

1 these moments when so much of our
2 world and many of our college
3 campuses seem to be rolling in
4 division and discord, spasms of
5 violence and conflict, war and
6 hate. Close to home much of the
7 debate in a presidential campaign
8 and in state legislatures,
9 including ours and those nearby
10 seems focused on whether there is
11 value in what we do in higher
12 education. Is there value in the
13 costs? Are the doors of access
14 open wide enough? And more
15 intently and with more focus this
16 question, do we teach students to
17 learn and think for themselves
18 rather than indoctrinating them
19 in a particular ideology, a
20 certain political dogma or
21 unorthodoxy. Poll after poll
22 reveals scepticism about higher
23 education. Words like diversity
24 have become bromides in political
25 attack ads and the boogeyman of

1 legislative proposals near and
2 far. As one of our own, higher
3 education historian John Thelin
4 recently said in an article in
5 the Atlantic that was entitled,
6 "An existential threat to higher
7 education," Professor Thelin
8 remarked, "We're talking about
9 the character and essence of our
10 universities for at least the
11 next generation. This is
12 redefining." I think he has said
13 it well. It is against this
14 tumultuous and turbulent backdrop
15 that our Board of Trustees is
16 challenging us to do more,
17 because despite the cacophony of
18 controversy they recognize, as I
19 think you do, that we represent
20 such an important part of how we
21 advance our state and by
22 extension the world. The track
23 record and work of progress here
24 is powerful, it is an honor for
25 me to share it day after day,

1 especially to those policy makers
2 and elected officials. There's
3 expertise and commitment that
4 fills our classrooms and
5 hospitals, labs and stages,
6 writing rooms and theaters, so
7 yes, they're asking us to do
8 more, to accelerate our efforts
9 in every facet of our mission as
10 outlined in the Strategic Plan,
11 the UK purpose adopted a year ago
12 by our Board of Trustees to
13 ensure that our state can grow
14 and be healthier, wealthier and
15 wiser. To educate more students
16 and provide them with every tool
17 and every opportunity they need
18 to be successful, certainly for
19 themselves but for their families
20 and their communities.
21 Everywhere I go, I heard it again
22 this morning, Kentucky needs a
23 larger and more skilled workforce
24 if we're going to be able to
25 compete and succeed in the

1 future. Billions of dollars in
2 economic opportunity are pouring
3 into the state now and most
4 likely in the years to come, but
5 we're not going to be able to
6 take advantage of those
7 opportunities if we don't grow a
8 workforce in a state that has
9 among the lowest labor
10 participation rates in the
11 country and we won't be able to
12 fully grasp our potential if we
13 have industries of health that
14 rank us among the worst in the
15 country. And we won't be able to
16 build upon that potential and
17 sustain it if we are only the
18 assembler of someone else's
19 creations and not the maker and
20 builders and creators of our own.
21 But because of the work you do
22 and so many of your colleagues we
23 are poised and positioned like
24 never before to push Kentucky
25 forward. We're educating and

1 graduating more students,
2 treating and healing more
3 patients and pursuing more
4 discovery directly tied to
5 Kentucky's welfare than any other
6 time in our history. It is
7 simply the fact though that our
8 state and world, even amid the
9 doubt and noise, need us to do
10 even more. And so, that Board
11 has instructed me and is pushing
12 all of us to focus intently and
13 more specifically on how we
14 accelerate our efforts directly
15 articulated in that Strategic
16 Plan to grow -- to grow, not for
17 growth sake, but to grow in
18 service to this state. Through
19 thoughtful growth of our student
20 body, along with the talent and
21 infrastructure to support it, by
22 assessing and revising our UK
23 Core, working in a shared
24 governance structure to ensure
25 our curriculum is preparing our

1 students for life after
2 graduation. Expanding
3 partnerships with public and
4 private sectors to enhance every
5 aspect of our mission and
6 examining how we do our work,
7 both internally and in
8 partnership with policy makers
9 and others in ways that make us
10 nimble and flexible so that we
11 can move quickly in response to
12 the dynamic changes around us in
13 our economy and the lives that
14 people are living and facing.
15 The Board has asked for frequent
16 updates and a report in June
17 detailing significant progress.
18 I will keep you and our campus
19 informed and we'll find other
20 ways to communicate our progress
21 as we move forward. So,
22 specifically I've appointed five
23 work groups, one for each of
24 these areas of focus and have
25 asked 10 campus leaders, two for

1 each group, to help me in
2 facilitating these efforts.
3 Chair Collett has graciously
4 agreed to serve as co-
5 facilitator, along with Provost
6 DiPaola of the workgroup
7 examining the UK Core. I've also
8 asked Chair Collett, Student
9 Government President Lizzy
10 Hornung and Staff Senate Chair
11 Olivia Ellis to forward me
12 multiple nominations of faculty,
13 staff and students to serve
14 respectively on each of the five
15 groups. These are critical areas
16 of focus where we share
17 responsibilities, they're going
18 to necessitate shared commitment
19 and effort. So, I know for
20 example the Core is of great
21 interest to many of you and it
22 should be, it is by definition
23 our foundational set of courses
24 where students begin to build the
25 toolkit of skills competencies

1 that they will need to compete
2 and succeed in the workplace and
3 to continue in their education
4 across the respective majors and
5 minors we have here at the
6 University of Kentucky. It is
7 time to take a look at what
8 skills our students need to
9 compete in the workforce and with
10 our faculty determine what kinds
11 of classes and experiences create
12 the toolkit necessary to do so,
13 at the same time, while technical
14 competency is certainly
15 important. A broad understanding
16 of humanity, especially in these
17 times and how to navigate the
18 world's complexity is essential
19 too. Alining ourselves to meet
20 the state's workforce needs is
21 not code for dismembering the
22 humanities or the liberal arts,
23 to me it is just the opposite.
24 It is an invitation to think
25 together about how we embed its

1 foundational importance
2 effectively into our curriculum.
3 I will not, and I don't think our
4 Board would ever, tell you what
5 to teach in a classroom or how to
6 teach it within the boundaries of
7 academic freedom. My faith in
8 that of our Board is in your
9 talent and knowledge, it is deep
10 and steadfast. Our commitment to
11 academic freedom is a key
12 ingredient and it's helping our
13 students develop probing and
14 questioning minds and sustainable
15 skills, this is unyielding, yet
16 all of us, faculty and
17 administration, staff and
18 students, have a vested interest
19 in a shared responsibility in
20 determining the skills and
21 competencies our students need to
22 succeed, but also how to do so
23 with a deep sense of humanity, to
24 be open to different ideas and
25 perspectives, to be able to adapt

1 as this world inevitably changes.
2 The last comprehensive evaluation
3 and ultimate substantive revision
4 of the UK Core, before artificial
5 intelligence, was something we
6 had even thought about, maybe it
7 was in a science fiction movie,
8 it was before the iPhone really
9 appeared on the market,
10 iterations later we can put in
11 our pocket an item that has the
12 processing power of a super
13 computer at that time and we all
14 know that sometimes it has
15 unleashed an epidemic of disinformation and
16 miss information. Artificial
17 intelligence, for good and bad,
18 is poised to impact our jobs, the
19 way we educate, healthcare
20 delivery systems and virtually
21 every aspect of our daily lives.
22 So, working together I'm
23 encouraged expeditiously and
24 thoughtfully that we can evaluate
25 and revise the foundations of how

1 we begin to help students
2 navigate a dramatically changing
3 world and hope it's a process we
4 relish and look forward to, it's
5 not going to be easy, but through
6 open dialogue I'm sure we can get
7 to an even better place. I am
8 convinced this is the work we're
9 called to do, to do more and be
10 more for our students in the
11 state we were created to serve.
12 My conversations with many of you
13 have only reinforced my deep
14 belief in this remarkable
15 community. In recent days I've
16 talked with professors in both
17 Arabic Islamic Studies and Jewish
18 Studies, teachers and students
19 who are Christian, Jewish and
20 Muslim. With those -- with
21 people who are dear to them that
22 are in harms way. We are
23 thousands of miles away and
24 multiple continents away from
25 what is happening in the Middle

1 East, but we all know it is being
2 felt right here on our campus and
3 in our homes and in our
4 communities and classrooms and in
5 political forms at the state and
6 federal level. I was struck
7 though by each of these
8 conversations of how deeply each
9 person was concerned for their
10 colleagues and for all of our
11 students with different faiths
12 and backgrounds. In many cases
13 we have different perspectives
14 about what has happened, but they
15 all hold respect for other's
16 perspectives. I see faculty
17 working together across
18 disciplines as well as different
19 histories and perspectives to
20 find ways to teach and share
21 humanity and find common ground
22 however fragile it may be. As
23 one of those teachers told me,
24 "It is so challenging always, but
25 particularly now in this

1 (Inaudible) time to teach a
2 complex history, one that has
3 layer upon layer of conflicting
4 narratives and nuances and
5 perspectives," but the commitment
6 to be this passionate and
7 objective from a lector rather
8 than simple advocacy from a
9 pulpit seems to prevail. This
10 can be academic freedoms finest
11 hour if we respect it. It is so
12 tense and so hard, I hear it in
13 their voices and we do this work
14 now amid so much hurt and pain,
15 but it is essential.

16 Understanding is not the same as
17 agreement. Discussion does not
18 have to lead to division. Debate
19 around ideas does not have to be
20 disaccorded or dividing. This is
21 what we should embody as a
22 university and it is -- reminds
23 us again why the work that we do
24 -- we all do together is so
25 important. So, it is my job to

1 communicate that importance,
2 essentialities in ways that
3 resonant and garner support for
4 what we do. We will only be
5 successful in this time if we do
6 it together. I have deep
7 confidence in all of you that we
8 can do it because I believe in
9 your work and I hear the stories
10 about Jenisha and many others
11 like her that inspire me day
12 after day. But we're going to
13 have to continue to earn and
14 build trust with those who
15 support us, those who in many
16 ways hold our destiny in their
17 hands, I believe we can because
18 of who we fundamentally are and
19 what we do, it is our best
20 offense, our record. As one
21 colleague told me last week, "It
22 is so wonderful to be part of a
23 community that is really a
24 family, a place that creates
25 space for dialogue and learning.

1 A place for support and concern.
2 A place where people are
3 committed together just seeing
4 each other," that too is what we
5 do and that too is essential.
6 These members of our community
7 working each day pass the
8 violence and the noise, the pain
9 and the doubt to see each other
10 and to see our students and this
11 is what we did for Jenisha Watts,
12 it is what these valued and
13 hurting members of our community
14 are doing for and with each
15 other, even if so many forces in
16 our world seek to divide them and
17 us, it is what we distinctively
18 do as Kentucky's University, this
19 is what we can do for our state,
20 it is another way we can advance
21 to make it a place where more
22 people want to come and live,
23 create and thrive. So, I am
24 enormously emboldened by the idea
25 and promise of this place, that

1 each of you live every day
2 individually and collectively and
3 I'm very confident that by
4 working together we will make a
5 strong case that we are the
6 indispensable institution in the
7 state of Kentucky. Thank you all
8 very much. Dr. Collett, I'm
9 happy to take any questions.

10 MS. COLLETT: The President can take any
11 questions. I believe he's going
12 to give us about 15 minutes if
13 need to be to answer any
14 questions. Any questions?
15 Kaveh?

16 MR. TAGAVI: Kaveh Tagavi, Engineering.
17 President Capilouto I -- I love
18 your story. I love your tone of
19 voice and tone of remarks. Every
20 time I hear you I feel better
21 about myself and I feel better
22 about the university. But on a
23 larger note, I need to get in
24 touch with Professor Nikky --

25 MR. CAPILOUTO: Finney.

1 MR. TAGAVI: -- because if I had to follow her
2 remark I have to shut up and
3 never open my mouth. So, I just
4 wanted to let you know that.

5 MR. CAPILOUTO: Well, Professor Finney left the
6 year I arrived, I hope that was
7 just a coincidence, she returned
8 home and I talk to her
9 frequently. We -- I talked to
10 her frequently during that time
11 and certainly we granted her an
12 Honorary Degree and I say that's
13 the highest honor you can bestow
14 and in many ways you honor a
15 university when you do that, so
16 that was certainly a special day.
17 But that hour and a half she
18 spent on that panel that
19 afternoon -- I know Dr. Greer was
20 there, she's nodding, was an
21 incredibly powerful hour and
22 what's so wonderful about that is
23 others at the Atlantic and other
24 publishing houses have heard
25 about what we do here and others

1 want to come and be part of it.

2 So, we'll see if we can get

3 Professor Finney back.

4 MS. COLLETT: Other questions? Bob?

5 MR. GROSSMAN: Bob Grossman, A and S. So, in
6 terms of this project to look at
7 the UK Core and see -- see how
8 it's doing and whether we can do
9 better, I'm always in favor of
10 looking at things every 10/20
11 years and seeing if you do things
12 better. The question though is
13 how you actually measure those
14 things. You know, a lot of the
15 things we teach are hard to
16 measure let alone measure a
17 student's mastery of them as they
18 improve over several years, so
19 I'm a little bit worried that no
20 matter what we come up with
21 people are going to say, "Oh, you
22 should do better and since you're
23 not willing to do better we're --
24 you know, we're going to cut your
25 budget," or whatever. So, I know

1 know, does our -- do our
2 budgeting systems at the
3 university facilitate students
4 achieving the competencies in the
5 Core? And I certainly do not
6 want anything contained in our
7 budgeting system to interrupt
8 what's going on essentially in a
9 classroom. So, fair question, it
10 is hard, very hard.

11 MS. COLLETT: Keiko.

12 MS. TANAKA: Hi. Keiko Tanaka, Chair of the
13 Senate UK Core Education
14 Committee. Thank you so much,
15 President. And I appreciate you
16 spending enormous time and effort
17 thinking about and articulating
18 what the direction of the
19 university revising UK Core
20 Program. After having spent so
21 many years on a committee, I
22 agree it's time for us to revise.
23 However, one of the biggest
24 shortcomings our university has to
25 comparing with benchmarks is

1 there's no administrative unit
2 who is accountable for
3 implementing various aspect of
4 the UK Core Program. Is this
5 kind of the -- is this a part of
6 the discussion working group to
7 look at what is structurally
8 administratively make sense to
9 reorganize UK Core so that it
10 doesn't depend so much on faculty
11 who are volunteering in a Senate
12 committee to give, for example,
13 impute --

14 MR. CAPILOUTO: Right.

15 MS. TANAKA: -- in assessment, plan and so
16 forth.

17 MR. CAPILOUTO: Well, if that question is not on
18 my list it's going to be on my
19 list now, so thank you for
20 bringing up another fair
21 question. You know, several
22 years ago I got a recommendation
23 out of the Provost Office where
24 that sort of existed to move it
25 entirely to the Senate, so fair

1 question. I look forward to, you
2 know, your insight and knowledge
3 given the experience you have.

4 So, thank you.

5 MS. COLLETT: Additional questions?

6 MS. SWANSON: Hollie Swanson, College of
7 Medicine and Faculty Trustee.

8 Mr. President, could you be a
9 little more specific by what you
10 mean when you want to be looking
11 into the ARs and GRs and what we
12 would be looking for?

13 MR. CAPILOUTO: Sure. So, for those of you who
14 may not know, how many know, this
15 is a quiz -- who can tell me what
16 Senate Joint Resolution is -- 98?
17 Not you, no fair. You always
18 jump in. You got inside
19 knowledge, you can't raise your
20 -- does anybody know what that
21 is? I'm sure some of you do, we
22 spoke about it a few weeks ago.
23 So, the State of Kentucky last
24 year in their angst about higher
25 education, some of the things

1 they saw, the House and Senate
2 came together and passed Senate
3 Joint Resolution 98 to examine
4 higher education, okay. They
5 want to look at the governing
6 structure and the rules and
7 regulations that surround that.
8 They're looking at other states
9 that have stronger statewide
10 boards, like you may see in a
11 state like Florida. So, they're
12 looking at all those policies.
13 They're looking at CPE and what
14 it does and its rules and
15 regulations. I heard that the
16 report with appendices may have
17 some 500 pages. You were
18 interviewed by the group as part
19 of their information. So, why
20 not our taking a look at what we
21 do, both in anticipation of that
22 and with an understanding of how
23 we can be nimble and flexible. I
24 believe in those GRs and ARs they
25 require us to take a look at

1 these periodically and we are
2 behind schedule. So, time for a
3 fresh look in the context, I
4 think, of something larger in our
5 state. I would like to be able
6 to say when the legislative
7 session starts in January when
8 all of these issues might be on
9 front burners, that we're not
10 just sitting idly by, we're
11 willing to take a look at the way
12 we do things if we can improve
13 and be more responsive to the
14 state. Again, I think our action
15 and our progress is our best
16 defense when people are thinking
17 about changing structurally the
18 way we're governed and the way we
19 operate.

20 MS. CAMPBELL: Hi, Jennifer Campbell, College of

21 --

22 MR. CAPILOUTO: Where's Jennifer?

23 MS. CAMPBELL: I'm online.

24 MR. CAPILOUTO: Oh. Okay. Excuse me.

25 MS. CAMPBELL: Hi, President Capilouto.

1 Jennifer Campbell, College of
2 Fine Arts.

3 MS. COLLETT: I can't hear you, Jennifer.

4 MS. CAMPBELL: How about now? Is that loud
5 enough?

6 MS. COLLETT: No, I still can't hear you.
7 You're unmuted, but we can't hear
8 you. Let me -- let me make sure
9 this is turned up. Hold on. It
10 may be --

11 MS. CAMPBELL: How about now?

12 MS. COLLETT: Yeah, maybe it's the volume on
13 this side. Hold on, one second,
14 Jennifer. It may be on our end.

15 MS. CAMPBELL: Okay. Hello?

16 MS. COLLETT: Jennifer, if -- I think it is --
17 I think the chats disabled, but
18 maybe it's not. Can you see if
19 you have the ability to write
20 something in the chat?

21 MS. CAMPBELL: It's okay. I'll just try to send
22 an email or something like that.

23 MS. ??: Robert, says that they can hear
24 her on Zoom.

25 MS. COLLETT: Oh, they can hear you on Zoom.

1 necessarily something that's
2 quantifiable in the way that
3 sometimes we're being asked to
4 quantify these types of things.
5 Additionally, I want to speak
6 about your commitment to the
7 humanities and the Core and I'm
8 grateful to hear that you're
9 really empowering and wanting to
10 see that continue on. I do have
11 a comment though regarding the
12 general Funding Model. The
13 Funding Model for the university
14 and the commitment there.
15 College of Fine Arts lost \$1.4
16 million after Covid or during the
17 time of Covid and we haven't seen
18 that money restored and the
19 current Funding Model does not
20 bring that money back to us. And
21 I'm representing my constituents
22 when I say, maybe that Funding
23 Model has an assumption that all
24 colleges are adequately and
25 correctly funded and I would like

1 to respectfully maybe call that
2 into question and have
3 consideration. If we do indeed
4 value things that aren't always
5 quantifiable like poetry, like
6 music, like what it is to be
7 human maybe we could revisit that
8 again. So, I offer that for
9 consideration. Thank you.

10 MR. CAPILOUTO: Thank you, Professor Campbell.
11 First of all, back to what Bob
12 said. I recall that day, I
13 believe Jennifer that Professor
14 Finney said, "If we could only
15 figure out how to measure our
16 passion and then let our students
17 know with full information can
18 they make a living within it,"
19 and I've been thinking about
20 measuring passion since then.
21 So, maybe with all the talent and
22 smarts here we can do that. This
23 is a time that we said we would
24 look at components of our Funding
25 Model, we wanted to put it in

1 place for a period of time with a
2 commitment that we would
3 periodically asses it. If you
4 change it year after year after
5 year you don't have a Funding
6 Model, so we're at that juncture
7 and we're glad to carefully
8 consider what you've expressed
9 and I appreciate you for sharing.
10 MS. CAMPBELL: Thank you.
11 MS. COLLETT: Loka Ashwood.
12 MS. ASHWOOD: Hello. President Capilouto,
13 thank you for addressing us and
14 sharing these ideas coming
15 through the Board of Trustees.
16 MR. CAPILOUTO: It helps to see -- I've got to
17 see a face. I was looking for
18 you, I'm sorry. Yes, go ahead.
19 MS. ASHWOOD: Excellent. Thank you. I really
20 appreciated your discussion of
21 academic freedom and community
22 and trust, I think those are
23 three words and phrases that mean
24 so much to us as a university.
25 And I wanted to ask you about

1 another word that I didn't hear
2 that I think is equally as
3 important and that's democracy.
4 And so, I wanted to ask you
5 specifically about your approach
6 to democratic and shared
7 governance and the role of the
8 faculty, especially because I
9 think that's what makes us strong
10 as a university and fulfill our
11 goals and our purpose as
12 academics. If you could talk
13 about the role of faculty in
14 democratic shared governance and
15 it that's going to remain strong
16 moving forward with what you've
17 discussed with us today.

18 MR. CAPILOUTO: Everyone looks carefully at our
19 GR, I believe it's GR1, it
20 describes shared governance and
21 specifically mentions faculty,
22 staff, students and
23 administrators, so that's what
24 I've tried to do in forming these
25 workgroups. Please know that

1 especially in this time, and I
2 will not share over these
3 airwaves the pressure we get
4 about what is academic freedom,
5 that it is my goal to preserve
6 it, I think it is precious, it's
7 been meaningful in my life. I
8 keep close to my desk, and I even
9 brought here today, it was
10 written in 1940 the AAUP
11 definition of academic freedom,
12 so excuse me because I think we
13 all need to be reminded,
14 "Teachers --," it states, "-- are
15 entitled to full freedom in
16 research and in publication of
17 the results subject to the
18 adequate performance of their
19 other academic duties, but
20 research for pecuniary return
21 should be based upon an
22 understanding with the
23 authorities of the institution.
24 Teachers are entitled to freedom
25 in the classroom in discussing

1 their subject, but they should be
2 careful not to introduce into
3 their teaching controversial
4 matter which has no relation to
5 their subject. Third, college
6 and university teachers are
7 citizens, members of a learned
8 profession and officers of an
9 educational institution when they
10 speak or write as citizens they
11 should be free from institutional
12 censorship or discipline, but
13 their special position in the
14 community imposes special
15 obligations, as scholars and
16 educational officers they should
17 remember that the public may
18 judge their profession and their
19 institution by their utterances,
20 hence they should at all times be
21 accurate, should exercise
22 appropriate restraint, should
23 show respect for their opinions
24 of others and should make every
25 effort to indicate that they are

1 not speaking for the
2 institution." That is a
3 collective responsibility and
4 only together when we respect it
5 can I tell those who believe that
6 something else is going on in our
7 classrooms today, that is not
8 democratic in a larger sense, but
9 that is not the case at the
10 University of Kentucky. So, sure
11 we have to do it across our
12 shared governance and we have to
13 do it in our classrooms too,
14 something precious is at stake
15 here.

16 MS. SALT: Elizabeth Salt, College of
17 Nursing. Can you kind of --
18 again, thank you for your time
19 and presenting to us today. Can
20 you speak to the timeline and the
21 process that you plan for the
22 charge that's in front of us?

23 MR. CAPILOUTO: Yeah. So, we're on pace to
24 present to our Board in June, I
25 hope it's going to be substantial

1 progress, indicate good work. It
2 is important for us to be
3 responsive now. I don't want to
4 prematurely do anything that is
5 reckless, but let's be
6 thoughtful. Let's identify the
7 priority of questions to answer
8 and focus our work there. When I
9 arrived at the University of
10 Kentucky the Board of Trustees
11 Chair told me that we needed to
12 have a Strategic Plan in 30 days,
13 I asked for 90. Dr. Swanson
14 chaired a committee made up of
15 faculty, students, staff and
16 administrators and produced a
17 report. If you go back and look
18 at that, you know, it didn't have
19 every detail in it, but it is a
20 direction that we pursued, so
21 some may need more detail than
22 others, some are going to need
23 additional work and all, but I
24 hope, you know, we're able to
25 find direction, set some

1 milestones and get them done in
2 reasonable time.

3 MS. COLLETT: Any additional questions? Okay.
4 Thank you very much.

5 MR. CAPILOUTO: Thank you.

6 MS. COLLETT: Okay. Moving ahead to
7 announcements. I've already
8 mentioned the Distribution Lists
9 earlier. One thing I just want
10 to update you all on, we are
11 still, you know, working with our
12 website and it's looking better
13 each and every day, but there are
14 still a number of issues that we
15 will continue to address as we
16 move on. If you find missing
17 links or missing information
18 please just make sure you email
19 the Senate Council Office and
20 we'll add it to the list of
21 missing things and get it
22 updated, but please be patient.
23 So, if you don't see your name on
24 a committee or, you know, it's an
25 older committee because we've

1 migrated information over. We're
2 still working on getting those
3 updated, but it's easy for us to
4 miss some of things with so many
5 aspects of the website getting
6 updated and it's one of the few
7 that holds so much information
8 and is updated regularly on a
9 continual basis. So, just be
10 patient with us, but still email
11 us. Next is the Consent Agenda,
12 so this consists of the minutes
13 from the previous meeting, which
14 was October the 9th, 2023.
15 Remember that the Consent Agenda
16 is pretty much adopted unless
17 someone asks for an item to be
18 removed from the agenda so that
19 we can discuss it later within
20 the meeting. If a Senator would
21 like to remove something from the
22 Consent Agenda you can always
23 email us prior to the Consent
24 Agenda or speak up now. If there
25 are no objections then we will

1 move to adopt. Are there any
2 objections to this Consent
3 Agenda? By the way, the minutes
4 did have some small clerical
5 edits and they were updated, so
6 you have those minutes that were
7 on the agenda with those clerical
8 edits added. All right. Hearing
9 no objections the Consent Agenda
10 for November 13th is adopted as
11 such. Next, we have officer
12 reports. So, my officer report
13 today was actually kind of around
14 the campus wide initiative. So,
15 the Senate Council has been
16 having discussions around this as
17 well along with the Provost who's
18 invited to our Senate Council
19 Meetings to discuss the --
20 particularly the more readiness
21 area and involvement of faculty
22 within that group. The President
23 has already touched on the
24 different five groups and the
25 nominees that he requested and

1 received from the Senate Council,
2 It was a very short turnaround,
3 but we were able to pull a lot of
4 information together and
5 determine faculty members that we
6 felt had the expertise to serve
7 the Senate well and represent the
8 Senate well in these workgroups.
9 There were a number of things
10 that were brought up during that
11 meeting. You all can read the
12 Senate Council minutes as well,
13 but this -- Provost DiPaola and
14 myself being co-facilitators I
15 think we will have this
16 discussion in further detail as
17 the committee is formed and we
18 want to determine who is on the
19 committee. Some of the things
20 that, you know, the Senate
21 Council brought up were defining
22 work readiness and what that
23 means or workforce readiness and,
24 you know, do we already teach
25 workplace readiness and workforce

1 readiness skills and thinking
2 about that in that broader sense
3 where President Capilouto already
4 brought up the humanities pieces,
5 and so, what all kind of makes
6 you whole makes a student a
7 global citizen but a whole person
8 as they move through the
9 university system and academics
10 here. So, that will be an
11 ongoing obviously work and
12 discussion and I'm happy to work
13 with Provost DiPaola as we move
14 forward and provide you with
15 updates along the way, so that
16 Senate can provide us with any
17 input they may need. The
18 President has also promised that
19 we will have input from
20 stakeholders as we move along the
21 way and that groups will be able
22 to facilitate that between the
23 folks who need to be at the
24 table. So, the next items that
25 we have up is Vice Chair Sandra

1 -- oh, question. Okay. Dr.
2 (Spelling?) Zanos has a question.
3 Did I say -- pronounce your name
4 right? Maybe the hand went up
5 accidentally. No? Frozen.
6 Looks like it may be frozen. No,
7 not frozen, maybe the hand went
8 up accidentally. I'm going to --
9 since I hear nothing I'm going to
10 lower the hand there and if you
11 would like to say something just
12 please raise your hand back up.
13 So, next up we have Vice Chair
14 Sandra Bastin, she's going to be
15 presenting three awards today,
16 two are for the Outstanding
17 Senator recipient and one is for
18 Outstanding Senate Service
19 recipient.

20 MS. BASTIN: Thank you. It is my honor on
21 behalf of the University Senate
22 to present these awards today and
23 I'm going to say it's a pretty
24 exciting day, don't you think?
25 All of us. So, I'll start with

1 one of this years recipients of
2 Outstanding Senator Award, he's
3 demonstrated exemplary dedication
4 to the University Senate
5 throughout their tenure. They've
6 served on multiple Senate
7 committees including SAPC, which
8 is the Academic Program
9 Committee. They've been elected
10 to and actively participated in
11 the Senate Council during
12 challenging times, the Covid
13 pandemic and this Senator has
14 truly stood out beyond their
15 regular responsiblilites. This
16 outstanding Senator generously
17 contributed their time to various
18 ad hoc subcommittees. Notably
19 when the Calendar Committee was
20 established by the Senate this
21 Senator was entrusted with the
22 role of Chair. His exceptional
23 attention to detail and reviews
24 and communications regarding the
25 University Calendar makes the

1 committee's work seamless. It's
2 with great pleasure that we
3 announce Richard Charnigo, a
4 Distinguished Senator from the
5 College of Public Health and Bio
6 Statistics as the recipient of
7 Outstanding Senator Award.

8 Richard, we extend our heartfelt
9 thanks for your exceptional
10 contributions to the University
11 Senate.

12 MR. CHARNIGO: Thank you, Sandra and everyone.
13 Thank you.

14 MS. COLLETT: Richard we do have an award for
15 you, so I'm going to make sure
16 that we get a picture with you
17 with your award as well.

18 MR. CHARNIGO: Okay.

19 MS. COLLETT: Thank you so much.

20 MS. BASTIN: So, we have a second Outstanding
21 Senator Award. This person has
22 demonstrated exemplary service to
23 the University Senate over her
24 tenure as Senator. This Senate
25 Chair is one of those rare

1 leaders who facilitates robust
2 discussions that bring forward
3 high quality proposals while
4 maintaining the goodwill of the
5 proposers who all want their
6 proposal reviewed and approved
7 yesterday and the reviewers who
8 wonder why the proposers can't
9 answer simple questions. So,
10 under her leadership the
11 committee also identified a
12 number of policies and concerns
13 and questions that they were able
14 to clarify. This person has
15 worked tirelessly as the Chair of
16 the Senate Committee on Distance
17 Learning and E-Learning,
18 especially during the last two
19 years which has been an extremely
20 busy time for many distance
21 learning proposals. We are
22 pleased to present the
23 Outstanding Senator Award to Dr.
24 Sara Police in the College of
25 Medicine, Senator in Pharmacy and

1 Nutritional Sciences.

2 Congratulations and thank you so
3 much for all your tireless work.

4 There will be more, I'm sure, if
5 you like to --

6 MS. POLICE: Some of you know this has been a
7 really, really challenging year
8 and this is a huge silver lining,
9 so thank you. Thank you.

10 MS. BASTIN: So, our last, but not least is
11 the Outstanding Senate Service
12 Award. The Undergraduate Council
13 at the University Senate spends a
14 tremendous amount of time
15 considering proposals for courses
16 numbered 100 to 499G and provides
17 recommendations to the Graduate
18 Council recommendations for all
19 courses numbered 500 to 599. It
20 considers all proposed new
21 undergraduate programs, changes
22 in undergraduate programs,
23 including degree titles from all
24 colleges offering an
25 undergraduate degree and further

1 it considers all changes in the
2 university requirements. So, if
3 you've never worked in Curriculog
4 or with faculty who are proposing
5 new courses or programs there's
6 -- it's a tedious and time
7 consuming process, it requires a
8 lot of dedication on the part of
9 the chair and a rather large
10 committee and this years nominee
11 has been described as competent,
12 organized and responsive. She
13 has made substantive
14 contributions to the Senate while
15 working with faculty at large on
16 important issues that impact the
17 faculty mission at the University
18 of Kentucky. Therefore, I'm
19 really tickled to give this
20 deserving individual Kristine
21 Urschel from MG College of
22 Agriculture Food and Environment
23 as the Outstanding Senate Service
24 Award.

25 MS. URSCHEL: Thank you. And I guess none of

1 this is possible without all of
2 the other people that sit on
3 Undergraduate Council. I have a
4 super dedicated group of very
5 committed individuals that have
6 helped. Last year I think we got
7 through almost 300 proposals and
8 we are gearing up to do the same
9 this year. So, thank you all and
10 also thank you to everybody else
11 that serves on Undergraduate
12 Council with me.

13 MS. COLLETT: We always want to recognize our
14 folks and all the time and effort
15 that they put in, they do this
16 because they are passionate and
17 that they also love the
18 university and they want to make
19 sure everything works efficiently
20 and works well. So, thank you to
21 everyone who nominated someone
22 and congratulations to all the
23 awardees. Next we have
24 Parliamentarian Greg Rentfrow.
25 Do you have a report?

1 MR. RENTFROW: I can't follow that. No, report.

2 MS. COLLETT: Okay. We have a report from the
3 Faculty Trustees, Trustee Swanson
4 and Trustee Kramer.

5 MS. SWANSON: Good afternoon. You've already
6 heard a little bit about this,
7 but what I'd like to do for you
8 today is take -- pull back the
9 curtain a little bit and tell you
10 about process. So, on October
11 19th the Board met for our annual
12 retreat. The retreat began with
13 a discussion lead by the Mayor of
14 Louisville and a panel of
15 business leaders in their remarks
16 they stressed the workforce need
17 for well-trained individuals,
18 particularly in engineering,
19 logistics, healthcare, finance,
20 policing and teaching. They also
21 emphasized the need to develop
22 soft skills. Board Members then
23 participated in breakout sessions
24 attended by three Board Members
25 and teams of administrators.

1 Here the administrators
2 introduced topics of discussion
3 that focused on more educated
4 Kentuckians, more workforce
5 readiness, more partnership to
6 spur innovation, more employee
7 recruitment and retention and
8 more responsiveness. More
9 workforce readiness pertained
10 specifically to our UK Core and
11 the extent to which it aligns
12 with today's opportunities and
13 challenges. More responsiveness
14 pertained to our regulations, the
15 ARs and the GRs. I thank the
16 President for his remarks and
17 your questions. I ask you to
18 continue to be very engaged in
19 this upcoming process. When the
20 Chair's resolution was available
21 to be viewed by the Board Members
22 later that evening Trustee
23 Kramer, Chair Collett and I
24 worked towards rewording the
25 section pertaining to more

1 readiness and the UK Core, here
2 we wanted to make it clear that
3 the Board continue to delegate
4 responsibility for educational
5 policy making to the University
6 Senate, you. As described in GR3
7 the President may make policy
8 recommendations to the Board and
9 the University Senate, which are
10 recognized as the primary
11 educational policy forming
12 agencies of the university.
13 Hence the Chair's resolution
14 reads that, "The President will
15 be working in a campus-wide
16 initiative through the
17 institution's shared governance
18 structure. The university will
19 assess, evaluate and revise the
20 institution's General Education
21 Curriculum, UK Core." I'd also
22 like to draw your attention to
23 the fourth section, as it is
24 critical that the faculty also
25 play a key role in these ongoing

1 activities, this section reads
2 specifically, "More
3 responsiveness. Reviewing
4 policies, procedures and
5 financing strategies to ensure
6 the institution is aligned with
7 the state's needs. This process
8 will include a review of
9 relationships with CPE, K through
10 12, government agencies and the
11 private sector as well as the
12 university's governing and
13 administrative regulations to
14 ensure the institution is poised
15 to accelerate its progress and
16 growth," the Board approved this
17 resolution on Friday following
18 the retreat. Also, on Friday
19 were presentations regarding the
20 President's evaluation by both
21 constituent groups and the
22 faculty as well as the Board's
23 self-evaluation. Other actions
24 taken by the Board on Friday was
25 the election of new officers.

1 Britt Brockman was elected to
2 serve as Chair of the Board. Our
3 next meeting is December 4th and
4 5th. Questions? Comments?
5 Thank you.

6 MS. COLLETT: Thank you. Next, on our agenda
7 item we have degree recipients,
8 so the December 2023 Degree List.
9 There's a recommendation coming
10 forth from Senate Council that
11 elected Senators approve the
12 December 2023 Degree List and
13 recommend through the President
14 to the Board of Trustees that the
15 degrees be awarded effective
16 December 2023. As you all know
17 and have received that Degree
18 List and have had time to review
19 those and add and contact us to
20 add anyone to that list. We have
21 not received late -- or any
22 additions to this list as of
23 today. So, we have a
24 recommendation coming from
25 Council, as I said before, with

1 no second that needs to be
2 required. This motion is now on
3 the floor for members to have any
4 discussion of fact and/or debate.
5 MR. GROSSMAN: Bob Grossman, A and S. For our
6 Senators who may not have served
7 in prior years, this is probably
8 their first vote like this. Can
9 you explain the significance of
10 this list?
11 MS. COLLETT: So, this is your list of degree
12 or applicants who will be
13 graduating in December.
14 MR. GROSSMAN: They hope.
15 MS. COLLETT: I'm sorry?
16 MR. GROSSMAN: They hope.
17 MS. COLLETT: Yeah, they hope. They have moved
18 along further along the way to
19 receive this degree. The Board
20 will actually confer those
21 degrees and make those effective,
22 but this is by the way of the
23 University Senate who serves as
24 the university faculty. So,
25 faculty approve the Degree List

1 and the University Senate serves
2 as that faculty body for the
3 university to approve the Degree
4 List. If you've served before on
5 the Senate then you know at times
6 we have had late additions for
7 administrative error or what may
8 happen -- you know, different
9 things happen and we have to
10 bring back and amend the Degree
11 List and that has to go all the
12 way back through the Board of
13 Trustees. We're hoping as we
14 move forward that we can come up
15 with some ways that allows the
16 faculty colleges and the units to
17 really hone in and be responsive
18 and figure out if there are any
19 folks that were left off the list
20 and there shouldn't be, so
21 there's some discussions around
22 that. A lot of this really lands
23 with the student to complete the
24 Degree List, but we do find that
25 sometimes there are

1 administrative errors that we
2 tend to appropriately. Does that
3 answer your question? Would you
4 like to say more? Well, then
5 I'll let you explain.

6 MR. GROSSMAN: Well, I just want to say that
7 being on the Degree List doesn't
8 mean that the student will
9 graduate.

10 MS. COLLETT: Right.

11 MS. GROSSMAN: It means they have to be on the
12 Degree List in order to graduate,
13 but that they don't actually
14 graduate until after the semester
15 is over and the grades are in and
16 the Registrar makes sure they've
17 passed all the requirements they
18 need to pass --

19 MS. COLLETT: Yes.

20 MR. GROSSMAN: -- to earn a degree.

21 MS. COLLETT: Right. Any further questions of
22 fact and/or debate? Perfect.
23 So, remember as a reminder by
24 Kentucky State Law and Senate
25 Rules only the Senators elected

1 by the college faculty members
2 may vote on the Degree List, this
3 is Faculty Senators. So, a
4 reminder the recommendation is
5 elected Faculty Senators approve
6 the December 2023 Degree List and
7 recommend through the President
8 to the Board of Trustees that the
9 degrees be awarded effective
10 December 2023. All right. That
11 motion is now on the floor and
12 the voting is open. Five more
13 seconds, countdown. I think
14 we'll get most people in here.
15 It looks like we have 75
16 approved, zero opposed and 3
17 abstentions. So, that passes and
18 moves on to the President through
19 the Board of Trustees. Thank you
20 all very much. Next, we have on
21 the agenda committee reports.
22 First, we have the Senate
23 Committee on Distance Learning
24 and E-Learning. Sara Police is
25 the chair. This is a proposed

1 change to the BA in US Culture
2 and Business Practice. The
3 proposer is Associate Dean
4 Clayton Thyne, he is here with us
5 today. Sara?

6 MS. POLICE: Thank you to the committee and to
7 Miranda Hines with UK Online for
8 all of their time and energy in
9 this review. This was a big one,
10 because it's a full undergraduate
11 degree putting it online, so we
12 had to look at multiple aspects
13 of Core courses and readiness and
14 justification and rationale, so
15 it was a big review. But we
16 reviewed and recommend approval
17 of the proposal to offer the US
18 Culture and Business Practice
19 Program online. As I mentioned,
20 this is an undergraduate BA
21 program in the College of Arts
22 and Sciences and it seeks to add
23 an option for fully online
24 delivery. The residential
25 program will continue, you know,

1 as it runs. Our committee looks
2 at the rationale, the
3 justification and support for
4 offering programs online. So, as
5 it relates to rationale in the
6 letter and supporting documents
7 it said, "This will provide non-
8 traditional students with a
9 viable liberal arts major that
10 provides practical business
11 education," and in the letter of
12 support from the Dean it stated
13 that, "The online option would be
14 an attractive option for students
15 looking to complete their UK
16 degree while working full time,"
17 and this is the case for every
18 online degree, so we agree. For
19 justification it said, "This will
20 support college efforts to
21 increase undergraduate student
22 retention," again with that
23 online flexibility, "It utilizes
24 regularly offered and existing
25 courses and, "Will require

1 minimal college investment," per
2 the letter of support. So, that
3 sounded great. For support this
4 was what brought up several
5 aspects of discussion, again,
6 thank you to the committee for
7 all the diligence here, initially
8 there wasn't a clear faculty of
9 record in the initial proposal
10 and it's interesting I noticed
11 Roger's committee has a similar
12 proposal on deck today, so I'm
13 happy to see that being
14 formalized, but we asked the
15 proposer about this and they
16 provided it. So, that was great.
17 Access to online courses is
18 sometimes limited for fully
19 online students, let me say that
20 again, so access to online
21 courses is sometimes limited for
22 fully online students and that is
23 because of booking rules in the
24 college specifically. So, we
25 wanted to make sure this would be

1 available to online students and
2 we were assured that it was. So,
3 green light there. Program
4 leadership, we noted that the
5 program director is an associate
6 dean instead of a full-time
7 faculty member and we asked about
8 that and were assured that a
9 full-time faculty member would be
10 placed once enrollment reached
11 the need. So, okay. Faculty
12 time, the proposal noted that an
13 adjunct faculty member was to be
14 hired and this person was hired
15 and their contract will be
16 renewed. So, thank you to the
17 proposers for their attention and
18 patience with us, because we did
19 ask a lot of questions and to the
20 committee again for their time.
21 So, we unanimously recommend
22 approval for online delivery.
23 MS. COLLETT: So, there's a recommendation that
24 comes from committee for the
25 Senate to approve the proposed

1 changes to the BA in US Culture
2 and Business Practice. The
3 motion is from the committee so
4 no second is required. The
5 motion is now on the floor and
6 the floor is open up for members
7 for questions of fact and/or
8 debate.

9 MR. GROSSMAN: Bob Grossman, A and S. Just a
10 question. One thing that I might
11 worry about in a program such as
12 this where you have both in-
13 person and online versions is
14 curricular drift of one or the
15 other. It's really important,
16 obviously, to keep these two
17 programs so they're the same
18 degree really in the end. So,
19 are there any provisions for
20 making sure that that doesn't
21 happen?

22 MS. COLLETT: Sara? Okay. We want the propose
23 -- Clayton, would you like to
24 speak to that at all?

25 MR. THYNE: (Inaudible).

1 MS. COLLETT: Can you click and then state your
2 name and affiliation.

3 MR. THYNE: Clayton Thyne, Arts and Sciences.
4 I mean Bob I don't think it's
5 really any different than another
6 other degree program when we have
7 to worry about curricular drift.
8 I mean there are processes and
9 rules we have to go through to
10 change -- to change degree
11 programs to make substantial
12 changes to courses. I mean
13 they're the same people that are
14 teaching these courses, is that
15 helps at all, right. So, it's
16 not like a whole new group of
17 people we're hiring to teach just
18 the online versions. So, the
19 objectives are going to stay the
20 same, the syllabi are going to
21 stay the same.

22 MS. JENSEN: Thanks. Jane McEldowney-Jensen,
23 College of Education. This is a
24 question of fact. If this is a
25 online option doesn't that make

1 it a new online degree because
2 you can't have both an online and
3 a face-to-face option under the
4 same degree number, at least you
5 can't at the masters or doctoral
6 level. So, I'm not sure if I've
7 misunderstood or if that's the
8 case.

9 MS. COLLETT: I'll let Sara respond.

10 MS. POLICE: And I'll do the best I can.
11 According to the way our
12 committee reviews proposals when
13 you're adding an online option
14 it's not necessarily a new degree
15 program. So, this was a major
16 change on a new program proposal
17 is the way that it was submitted
18 and reviewed. Yeah.

19 MS. JENSEN: Yeah, but the degree code is
20 going to be one or two different
21 degree codes? That's my
22 question.

23 MS. COLLETT: Okay. So, I just got word, it's
24 administrative component that
25 does not affect the content of

1 the proposal. Thank you.

2 MS. JENSEN: Thank you. I understand.

3 MS. COLLETT: Any further questions of fact
4 and/or debate? Wonderful. All
5 right. So, seeing no hands
6 raised it is time to vote. As a
7 reminder Senate is voting on the
8 approval for proposed changes to
9 the BA in US Culture and Business
10 Practice. As you can see the
11 voting is open. We have 76
12 approve, 1 opposed and 3
13 abstentions. That motion carries
14 and that proposal carries
15 forward. Thank you. Next, we
16 have Senate Admissions and
17 Academic Standards Committee,
18 SAASC. Leslie Vincent is the
19 chair. This is proposed changes
20 to the Graduate Certificate in
21 College Teaching and Learning.
22 Morris Grubbs from the Graduate
23 School is the proposer and he is
24 here today. Leslie?

25 MS. VINCENT: Thank you. So, this is a

1 recommendation to approve
2 proposed changes to the Graduate
3 Certificate in College Teaching
4 and Learning housed in the
5 Graduate School. The proposal
6 includes changes to elective
7 courses and criteria for
8 admission progression termination
9 and in particular seeks to allow
10 students to transfer in up to
11 three credit hours of electives
12 towards the completion of the
13 certificate. Doctoral students
14 in the certificate sometimes
15 complete the Core requirements of
16 the certificate, but leave the
17 university for a job before
18 they're able to complete the
19 required electives. If an
20 approved elective course is
21 available at the student's or the
22 alumni's new institution where
23 they have an academic position
24 then the thought is they could
25 take this elective there through

1 their own employer education
2 programs potentially and transfer
3 this elective credit in so that
4 they could earn this credential
5 from UK, the Graduate Certificate
6 in College Teaching and Learning.
7 And the committee voted
8 unanimously to approve the
9 proposed change.

10 MS. COLLETT:

Thank you. So, there's a
11 recommendation from the committee
12 for the Senate to approve the
13 proposed changes to the Graduate
14 Certificate in College Teaching
15 and Learning. Because the motion
16 comes from committee then no
17 second is required. The motion
18 is now on the floor and the floor
19 is open up to members for
20 questions of fact and/or debate.
21 Kaveh?

22 MR. TAGAVI:

Kaveh Tagavi, Engineering. I
23 regret that even when the
24 proposers are sure they're not
25 (Inaudible), but I appreciate my

1 colleague read it and I have it
2 on my phone. I kind of think
3 this is for students who have
4 finished their Core courses but
5 they have one elective missing,
6 they get their doctorate, they
7 leave and then it's doctoral
8 students in this sometimes
9 complete, so apparently this
10 doesn't apply to master students
11 who are short one course and they
12 leave, they don't have the
13 opportunity to do this, number
14 one. Number two, if there's
15 similar course where the course
16 is available in the new place
17 after they get an academic
18 position, so it says that if you
19 get a job with CDC, IBM, Toyota,
20 because you don't have an
21 academic position you are not
22 entitled to this privilege,
23 that's number two.

24 MS. COLLETT: Okay. So, hold on.

25 MR. TAGAVI: Number three --

1 MS. COLLETT: Hold on, before you finish.

2 MR. TAGAVI: Have two more.

3 MS. COLLETT: I know, but let -- let me get the
4 proposer to kind of address your
5 first two questions before I get
6 like five from you. So, just
7 hold on just a second. Go ahead
8 and address the first two things
9 he's brung up.

10 MS. POLICE: So, it does state in the proposal
11 this is targeting doctoral
12 students, but I will ask our
13 proposer if they'd like to add to
14 that.

15 MR. GRUBBS: Morris Grubbs, Assistant Dean in
16 the Graduate School. I'm co-
17 director of the program.

18 MS. POLICE: Speak up, please.

19 MR. GRUBBS: Morris Grubbs, Assistant Dean in
20 the Graduate School. It does
21 apply also to masters students.
22 We have very few master students
23 who complete it, because it is --
24 it's meant to accompany the Ph.D.
25 and go on for faculty position.

1 MS. COLLETT: Okay. And then what was your
2 second --

3 MS. POLICE: And the second one was related to
4 what if they are placed not in a
5 university setting. My
6 understanding is they could
7 probably still take a course to
8 transfer in, but the nature of
9 the certificate itself it is in
10 college teaching lends itself for
11 I believe the focus to be on
12 those students that are placed,
13 but I don't think there's
14 anything that would prevent
15 someone who may go into industry
16 to transferring in three-credit
17 hours, but again I will defer to
18 the proposer to make sure my
19 understanding is correct.

20 MS. COLLETT: Morris.

21 MR. GRUBBS: The scenario that's proposed is
22 an example, so that's just one
23 example of several examples that
24 students could transfer.

25 MS. COLLETT: Okay. Kaveh?

1 MR. TAGAVI: Before I got to number three, it
2 doesn't say, "as an example." We
3 need to write our rules concise
4 and clear. Number three, it
5 doesn't say for how long. So,
6 the rule allows you get your
7 doctorate, you go get hired by
8 some other university, 25 years
9 later you could say, "Oh, by the
10 way." And number four, I checked
11 Grad School rule for transfer
12 credit, it says clearly you
13 should be a student in good
14 academic standing. These people
15 who have left and now have an
16 academic position in another
17 institution they are not even a
18 student, much less good academic
19 standing. I really think this
20 rule is written poorly and we
21 could do better. We could write
22 a clear rule.

23 MS. COLLETT: Thank you. I'm going to let
24 Leslie answer and then if Morris
25 wants to add onto that. Leslie?

1 MS. VINCENT: For how long? I'm not sure that
2 that was part of the proposal,
3 so.

4 MS. COLLETT: Okay. Morris?

5 MR. GRUBBS: We can impose, if that's -- if
6 you want us to rewrite that we
7 can impose a limit. I mean we
8 are going by the tradition. I
9 guess by the examples that we've
10 gotten (Inaudible) program in the
11 past decade or so, we've had
12 maybe two or three who have
13 requested this, who have gotten
14 jobs and just -- just needed the
15 elective and we wanted to be able
16 to give them the Graduate
17 Certificate from UK. That's --
18 that's -- we don't have any set
19 rule for the limitation time on
20 it.

21 MS. COLLETT: Okay. And then the second -- did
22 you want to say something?

23 MS. VINCENT: I was just going to say, I'm not
24 sure that we have that explicitly
25 stated in the other proposals

1 regarding transfers, so I don't
2 know if there's, you know,
3 something that we wanted to add
4 there.

5 MS. COLLETT: And the second -- the last
6 question was around academic
7 standing, so if they trans -- if
8 they're no longer a student,
9 they're outside and they
10 transfer. Can you just speak to
11 -- proposer or --

12 MS. VINCENT: Yes.

13 MS. COLLETT: -- Leslie can you speak that or
14 Morris.

15 MS. VINCENT: I'll hand it over.

16 MS. COLLETT: Okay. Morris, can you speak to
17 that about academic standing if
18 they have now left the university
19 but want to finish the
20 credential, the certificate.

21 MR. GRUBBS: There are two overall scenarios,
22 one is (Inaudible) without their
23 dissertation in hand and they're
24 finishing it elsewhere that's one
25 instance of where they will be an

1 active student still. The other
2 is, they do finish the degree,
3 they're on the job elsewhere and
4 they still want to complete the
5 certificate and they just take a
6 course there and transfer it
7 back.

8 MS. COLLETT: Okay.

9 MS. VINCENT: Thank you.

10 MS. COLLETT: Any further questions of fact
11 and/or debate? Sandra?

12 MS. BASTIN: Sandra Bastin, M.D., College of
13 Agriculture Food and Environment.
14 I think sometimes we forget why
15 we have some of these activities
16 and in my department every
17 graduate student I've ever had,
18 and there's been a lot of them, I
19 have recommended that they take
20 this certificate. This makes
21 them stronger in speaking, it
22 makes them more -- more clear in
23 what they're trying to say. It
24 helps them be better teachers.
25 It helps them evaluate other

1 things better. There's a lot of
2 different classes that they take.
3 In our -- in our case, in our
4 department it's hard for them to
5 get all the electives in before
6 they leave and this gives them an
7 opportunity to finish that up so
8 that they can put that on their
9 degree and their CV. I think
10 it's important that we have these
11 kinds of opportunities for people
12 who are going to go into
13 academics even if it's not at the
14 University of Kentucky and this
15 strengthens our university, the
16 people we're putting out from our
17 university and other universities
18 as a result. So, I'm in great
19 favor of this certificate.

20 MS. COLLETT:

Thank you.

21 MS. GRADY:

22 Martha Grady, Engineering. I had
23 a graduate student do this
24 certificate program getting his
25 Ph.D. in mechanical and now is on
faculty at Clemson, so it's very

1 helpful. What I was looking for
2 in this is -- so, my question is,
3 who -- who or what body is doing
4 -- is it the Grad School that's
5 going to do the approval for it
6 whether that three-credit hour
7 tech elective gets checked off?

8 MS. COLLETT: Go ahead.

9 MR. GRUBBS: It's the program faculty.

10 MS. GRADY: Okay.

11 MR. GRUBBS: The co-director and I and the
12 other faculty teach the Core
13 courses.

14 MS. GRADY: Okay. And is that in here and
15 I'm just missing it?

16 MR. GRUBBS: It may not be.

17 MS. GRADY: Okay.

18 MS. VINCENT: It would be that faculty of
19 record. There's a vote to
20 approve this from the faculty of
21 record.

22 MS. COLLETT: Any additional questions of fact
23 and/or debate? Okay seeing none,
24 just a reminder there's a
25 recommendation for Senate to

1 approve the proposed changes to
2 the Graduate Certificate in
3 Teaching and Learning. The
4 voting is open. A few more
5 seconds. All right. So, that is
6 approved with 68 votes, 3 opposed
7 and 4 abstentions. Next, we have
8 Senate Academic Programs
9 Committee, SAPC. Sandra Bastin
10 is chair. This is a proposed new
11 Undergraduate Certificate in
12 Sport Communication, Media and
13 Promotion. Jennifer Smith is the
14 proposer. Jennifer is here.
15 Thank you, Sandra.

16 MS. BASTIN: Thank you. This is a
17 recommendation that the
18 University Senate approve the
19 establishment of a new
20 Undergraduate Certificate Sport
21 Communication, Media and
22 Promotion housed in the School of
23 Journalism and Media and the
24 College of Communication and
25 Information. The 12-hour

1 Certificate in Sport
2 Communication, Media and
3 Promotion emphasizes the
4 connections between sport,
5 communication and society through
6 course work across multiple units
7 in the College of Communication
8 and Information. The main target
9 audiences are undergraduate
10 students in the College of
11 Communication Information who
12 have an interest in learning more
13 about sports industries, research
14 and professions. Students will
15 examine broader global issues in
16 the context of sport and media
17 while also learning the
18 strategies required to
19 communicate sport information to
20 a variety of audiences.
21 Successful completers of this
22 certificate will have the
23 foundational knowledge necessary
24 to prepare for a broad range of
25 careers in sport industry. All

1 necessary files were available
2 and the committee approved this
3 unanimously.

4 MS. COLLETT: So, there is a recommendation
5 from the committee for the Senate
6 to approve the proposed new
7 Undergrad Certificate in Sport
8 Communication, Media and
9 Promotion. Because the motion
10 comes from committee no second is
11 required. So, the motion is now
12 on the floor and the floor is
13 open up to members for questions
14 of fact and/or debate. Bob?

15 MR. GROSSMAN: Bob Grossman, A and S. So, I
16 regret that I missed this at a
17 council meeting in which this
18 proposal was first discussed, I
19 had a good reason. But there's a
20 provision in this -- I have no
21 problem with the certificate
22 overall, but there's a provision
23 in it that bothers me and it's
24 bothered me every single time a
25 program has come to this body for

1 review and a vote since I joined
2 the Senate and it's not been
3 quite a tilting a windmill kind
4 of thing, but it's something like
5 that. Anyway, the issue is the
6 requirement for an overall GPA to
7 enter a program. There are
8 students who do not do well in
9 their first program and they want
10 to switch to a new program and
11 try something new. I have no
12 problem at all with saying, "To
13 be successful in this program you
14 need this grade and this course
15 and this course and this course,"
16 no problem at all whether it's a
17 C or a B or whatever, but I do
18 have a problem with a student who
19 gets a C -- gets the minimum
20 grade in this course, in this
21 course and that course that are
22 identified as being gateways to
23 the program, but their
24 application is sunk because they
25 did poorly in other classes that

1 are no relation to a proposed
2 major. I brought this up with
3 Sandra, who I think raised it
4 with you and you said, "No, we're
5 going to keep it the way it is,"
6 is what I understand.

7 MS. BASTIN: She's going to address that.

8 MR. GROSSMAN: Okay.

9 MS. COLLETT: Okay. Would you like Jennifer to
10 address it?

11 MS. BASTIN: Yeah.

12 MS. COLLETT: Bob? Yeah, Jennifer, go ahead.

13 MS. SMITH: I'm not sure I fully understood
14 the whole breadth of your
15 argument until now. My -- my
16 argument back to you is already
17 given (Inaudible) is many
18 certificates across the
19 university have this 2.0 put in
20 place already, it's something
21 that (Inaudible) body over and
22 over again, I have a list of
23 about seven that I found just
24 searching for them. I'd also
25 argue that we're a professional

1 program, that we have lots of
2 components within our college
3 that lead to professional careers
4 and asking for a 2.0 minimum GPA
5 I think is sort of a bottom -- or
6 below standard. I would also
7 argue that they can choose
8 (Inaudible) they take a wide
9 variety of them. So, you know,
10 it would enable them to get to
11 that 2.0 in some way shape or
12 form. Also, just baseline our
13 college requires that to graduate
14 and it seems like we could keep
15 to the standard of our college
16 (Inaudible).

17 MS. COLLETT: Okay.

18 MS. GREER: Jennifer Greer, Acting Vice
19 Provost and former dean of this
20 college when it was going through
21 -- the point I would make, Bob,
22 about that concern for the
23 certificate is there's no
24 prohibition on them taking the
25 classes in the certificate, it

1 would just be declaring the
2 certificate, so they could also
3 take those classes and if they're
4 successful they could declare the
5 certificate even if they're on
6 the fourth of the class.

7 Wouldn't that be correct, Jenn,
8 if their GPA is underneath 2.0?
9 They could still continue to work
10 towards admission to that
11 certificate while they're
12 building their GPA.

13 MS. COLLETT: Any further questions of fact
14 and/or debate? Kaveh?

15 MR. TAGAVI: Kaveh Tagavi, Engineering. So,
16 did I hear this correctly, please
17 tell me if I heard it correctly,
18 you have an admission
19 requirement, but it means nothing
20 because without fulfilling the
21 department you could still take
22 the courses and you would get the
23 certificate? Did I hear that
24 correctly?

25 MS. COLLETT: Okay. So, hold on. Hold on.

1 MR. TAGAVI: Or not, sir?

2 MS. COLLETT: I'll let the proposer respond.

3 MS. SMITH: You can still take the courses
4 and not earn a certificate, like
5 you'll still be able to take the
6 courses and apply them to your --
7 to your work within the college.

8 MS. COLLETT: Kaveh?

9 MR. TAGAVI: I am sure I heard that you would
10 get the certificate, but if the
11 answer is, "If you don't qualify
12 to be admitted to the
13 certificate, even if you take all
14 the courses and get three As you
15 will not get the certificate,"
16 then let it be shown on the
17 minutes that that's the answer.
18 I accept that.

19 MS. COLLETT: Okay. Any further questions of
20 fact and/or debate? Okay.
21 Seeing none, it's time to vote.
22 There's a recommendation from the
23 committee to the Senate to
24 approve the proposed new
25 Undergraduate Certificate in

1 Sport Communication, Media and
2 Promotion. Voting is now open.
3 One more minute or so here.
4 Voting is about to close. All
5 right. We have it's approved at
6 65 votes. We have 4 opposed and
7 4 abstentions. So, that passes.
8 Thank you. Next, we have Senate
9 Rules and Election Committee,
10 SREC. Roger Brown is the chair.
11 Before we begin I would like to
12 move Item 6DI to come after 6DII.
13 Are there any objections to
14 moving that item down? Okay. No
15 objections. I will move Item
16 6DII up. Senate Rules Election
17 Committee Chair, as I said
18 before, Roger Brown, this is a
19 proposer on the addition of
20 defined term, "Faculty of
21 Record," to the Senate Rules.
22 Roger?
23 MR. BROWN: Thank you. Roger Brown, SREC
24 Chair. As Chair Collett just
25 mentioned, this is an addition to

1 the University Senate Rules to
2 add a description of what it
3 means Faculty of Record. Faculty
4 of Record appears on some forms
5 and it's an important component
6 of each educational program and
7 yet it's not defined in our
8 Senate Rules. So, that's what
9 this proposal seeks to do. And
10 let me just clarify, this
11 proposal has two pages, the first
12 is background. This proposal
13 began last year or this year in
14 the spring, and so, it's had
15 several revisions and I've -- the
16 second page that has the blue
17 text, that's the text that's
18 under consideration and includes
19 all the edits from Senate Council
20 for instance. Thank you.

21 MS. COLLETT: Thank you. So, this a motion
22 from committee for the Senate to
23 approve the proposed changes and
24 addition of the defined -- or not
25 approve the changes, but approve

1 the proposed addition of the
2 defined term, "Faculty of
3 Record," to the Senate Rules.
4 The motion came from committee so
5 no second is required. It is now
6 on the floor and the floor is
7 open up to members for questions
8 of fact and/or debate. All
9 right. Seeing no hands raised it
10 is time to vote on that item.
11 Again, remembering that this is
12 for Senate to approve the
13 proposed addition of the defined
14 term, "Faculty of Record," to the
15 Senate Rules. Voting is now
16 open. We're getting about 73 or
17 so votes, so maybe a couple of
18 people unless they've left. All
19 right. We have 69 approve, 1
20 oppose, 2 abstentions. That
21 passes to be added to the Senate
22 Rules. The next thing we're
23 going to discuss is 6DI, which is
24 the proposed changes to the
25 Senate Rule 3.2.2.2 regarding

1 waiver of prerequisites. I
2 received quite a bit of feedback
3 related to this proposal item and
4 really felt the need for us to
5 have some further discussions
6 around this item just to hear
7 some input from more
8 stakeholders. I discussed this
9 with the SREC Chair Roger Brown
10 and also with Senate Council
11 Members and we are all in
12 agreeance that there needs to be
13 some more discussion to occur. I
14 do know when the proposal was
15 being discussed and maybe Roger
16 you can add to this or speak to
17 this, the committee was really
18 looking to create something that
19 encompasses all different types
20 of, not dilemmas, but all
21 different types of scenarios that
22 may come up. We currently don't
23 have a Senate Rule around this or
24 any policy around this area. So,
25 what I would like to do, if

1 there's no objections I would
2 like to remove this item from the
3 agenda today as a voting item and
4 send this back to Senate Council
5 for further discussion, but I'd
6 like to spend a little -- even
7 though now I see our time is
8 windleing down, I would like to
9 spend a little time today just to
10 have some discussion around the
11 agenda item and get some feedback
12 in this open forum. So, are
13 there any objections to removing
14 this agenda item from the vote
15 today, but to have it as a
16 discussion? Seeing no objections
17 then we will remove this item
18 from the agenda today for a vote.
19 I would like to open it up for
20 discussion. Roger, if you could
21 just give us a short kind of
22 overview. I would like to hear
23 from individuals to provide some
24 feedback on this matter.

25 MR. BROWN: Yeah. Roger Brown, Chair SREC.

1 So, there's about, my guess about
2 6,000 courses at UK and about 37
3 percent of those courses have
4 something already attached to the
5 course, consent fill in the
6 blank, instructor, department and
7 so forth. All the other ones,
8 about 3800 courses they don't
9 have anything, they don't speak
10 to admission to the course by
11 consent of any kind. And so, it
12 turns out lots of times
13 apparently students -- those
14 prerequisites that are Senate
15 approved are overwritten and
16 students are entered into those
17 courses. So, we've tried to
18 draft a rule here, it's been to
19 Senate Council three times, so
20 that we can try to have a process
21 for how that works. I think --
22 the one thing that I'll just add,
23 because I know that some people
24 have already contacted me about
25 this, there's a section in this

1 rule that talks about roles for
2 the deans and the Registrar, I'll
3 just say, I have no objection at
4 all to removing that, it's meant
5 to be -- to cover the rules and
6 roles that deans and the
7 Registrar already have. If we
8 remove it from the rule the deans
9 and the Registrar will still have
10 those roles, but it doesn't need
11 to be in our rule. So, I look
12 forward to hearing feedback and
13 look forward to incorporating
14 that into making a better
15 proposal. Thank you.

16 MS. COLLETT:

Go ahead. Go ahead.

17 MR. DIPAOLO:

Can you hear me okay? Bob

18 DiPaola, Provost. First off, I
19 appreciate the fact that Roger
20 Brown is actually even
21 acknowledging the fact that maybe
22 there are some things that need
23 to be re-looked at this. Some of
24 the discussion that happened in
25 Senate Council, for anybody that

1 wasn't there, was that there are
2 an increased number of steps in a
3 critical process for student
4 success overall and then we've
5 also gotten a lot of faculty
6 feedback in terms of some concern
7 that it added steps in terms of
8 faculty, faculty bodies and then
9 as pointed out by Roger the
10 college deans and/or designees,
11 which might make the timeline of
12 actually getting an answer much
13 longer and maybe even the reason
14 why you put this up for
15 discussion as opposed to -- as
16 opposed to a vote. And then the
17 other comment we heard from
18 faculty was that it also, to some
19 degree, takes the decision making
20 to some degree out of the hands
21 of the faculty. So, we've heard
22 a lot of input since it was
23 presented at Senate Council and I
24 think it's worth discussing and,
25 you know, throwing it out there

1 as well, Chair Collett, for
2 further discussion. But concerns
3 in terms of an additional number
4 of steps perhaps slowing things
5 down for the sake of students
6 that are looking for an answer
7 and then also putting a bit more
8 of a burden on faculty, faculty
9 bodies and also on the
10 administrative leaders.

11 MS. COLLETT: Bob?

12 MR. GROSSMAN: Bob Grossman, A and S. So, first
13 of all, I'm a member of SREC and
14 a member of Senate Council, so I
15 helped draft this rule at the
16 committee level and contributed
17 to the discussion at Senate
18 Council and we rewrote it after
19 the first Senate Council
20 discussion, but first of all it
21 does increase the number of steps
22 from one to two. Okay. The dean
23 and the Registrar are not -- do
24 not have an approval or
25 disapproval role, their role is

1 merely clerical to make sure that
2 the Registrar knows that the
3 waiver request is coming from an
4 authoritative person, you know,
5 the Registrar doesn't know all
6 6,000 faculty on campus and might
7 not be sure about who -- whether
8 someone is actually authorized to
9 make an exception for a
10 particular prerequisite. So,
11 that's what they -- I understand
12 it may slow things down by going
13 through the dean to the
14 Registrar, but the question is
15 would you rather have every
16 person on campus communicating
17 with the Registrar. If you don't
18 want that, who do you want to be
19 the point person that the report
20 about the waiver goes to before
21 it goes to the Registrar to
22 implement. The fact that we go
23 from one person signed to two
24 persons or a person and a group
25 is only the case, again, where

1 the course doesn't say, "By
2 consent of instructor," and
3 that's because these
4 prerequisites are approved by the
5 Senate as part of the proposal
6 for the course, okay, and they
7 are a part of that course. And
8 you can't just have individual
9 faculty just waiving things that
10 have been passed by the Senate
11 based on their own say so. The
12 individual instructors are not in
13 charge of the course, the faculty
14 body that the person is part of
15 is in charge of the course and
16 that's why there's this provision
17 to have not only the instructor
18 approve, but then the faculty
19 body approve. The faculty body
20 by approving requests of
21 instructors also may become aware
22 of some problems if a course has
23 a lot of waivers associated with
24 it, maybe that courses
25 prerequisites need to be changed

1 and the faculty body can make
2 that initiation, the instructor
3 doesn't have that bird's eye view
4 of the situation. So, those are
5 -- those are the reasons why some
6 of the provisions are the way
7 they are.

8 MS. COLLETT: Alice.

9 MS. SOULT: Allison Soult, Arts and Sciences.
10 So, with the change in the -- so,
11 courses that need to add or
12 consent of instructor or consent
13 something changing that text. If
14 we have two-thirds of our courses
15 that don't have that will we
16 implement any kind of expedited
17 process to get those in there,
18 because for UK Core classes if
19 you want to change the
20 prerequisite it's got to go
21 through the whole UK Core
22 approval, even though absolutely
23 nothing about the Core process is
24 changing and that becomes an
25 incredible burden on departments

1 to do. Or if you say, have one
2 math prereq and somebody has a
3 higher credit and not the lower
4 math course and that won't go
5 though, and so, now you're
6 overriding people who have a
7 higher credit course and so
8 trying to deal with those types
9 of things. We need to -- if
10 we're going to allow courses to
11 change we need to get an
12 expedited process to get those
13 changes through, so -- because
14 obviously two-thirds of our
15 courses may have issues.

16 MS. COLLETT: I will say consent of a
17 instructor is actually like a
18 restricting rule, I think, so
19 it's not even actually part of
20 the prerequisite ruling piece. I
21 checked with the Registrar on
22 this before because we've been
23 dealing with some booking rules
24 versus restricting rules and
25 there's all types of things that

1 occur, but that's dually noted
2 what you note and what you said.
3 Any other comments, questions,
4 thoughts? I know people have had
5 a lot of discussion around this,
6 so I'm willing to hear. Clayton?
7 MR. THYNE: Clayton Thyne, Arts and Sciences.
8 I gave you some headaches on this
9 --
10 MS. COLLETT: We know.
11 MR. THYNE: -- but I mean I very much
12 appreciate what Roger and his
13 team and everybody is trying to
14 do. It seems like one good first
15 step just those numbers that
16 Roger said -- immediately the
17 number of courses, that's the
18 first time I've heard about them.
19 Like yesterday is the first time
20 I ever thought about prereqs I
21 think in (Inaudible), right. I
22 think maybe if we just knew what
23 courses had the prereqs, which
24 ones were getting waived all the
25 time and the charge from the

1 Senate to say, "Go clean up your
2 act and then we'll see what the
3 problem is." I mean because in
4 our college we'd clean up our act
5 real quick if we had those
6 numbers and we knew which ones to
7 look at. You know, I just think
8 a lot of these -- the consent of
9 instructor, my hunch is that I
10 bet the vast majority of those
11 are just an artifact of somebody
12 remembering when that course was
13 created to write, "Consent of,"
14 or, "Consent of instructor." I
15 don't think there was probably a
16 grand plan. So, I think we could
17 fix a whole lot of this just by
18 the knowledge that you presented
19 with your first three sentences.
20 MS. COLLETT: And I will say we -- this is
21 actually something we have been
22 looking into as of last year with
23 the Registrars Office of what
24 prerequisites are being waived,
25 what are turning on and off,

1 because we learned over a period
2 of time that somehow or another
3 people are doing an omni
4 (Inaudible) list, let's turn off
5 all prerequisites, let all --
6 everyone in and then after the
7 fact then let's turn it back on,
8 okay. And so, then that brings
9 to light what are we doing here,
10 we have prerequisites that have
11 been approved where the Senate
12 said this -- the faculty of
13 record have said, "This is what
14 we believe the student needs to
15 have, foundational knowledge in
16 order to complete the course," so
17 that's some good feedback as
18 well, for sure.

19 MS. HARPER: Christine Harper, Chief
20 Enrollment Officer. I think as
21 you're saying that DeShana --
22 Chair Collett about the turning
23 on and off, I think that actually
24 is an artifact from when there
25 was a big push for summer courses

1 and that that ability to turn off
2 and on in the summer to enable
3 visiting students may have been
4 where some of that generated
5 (Inaudible) that's there, so
6 that's just for context. I have
7 shared this with the Senate
8 Council (Inaudible) I do think
9 that there are just -- the
10 concerns about the timing with
11 you don't -- when you have two-
12 thirds of the courses that don't
13 have prerequisite like the
14 permission of the instructor to
15 waive that prerequisite there are
16 -- the faculty body in most cases
17 are those that are also dealing
18 with transfer equivalencies and
19 those -- there's a fair amount of
20 challenge there. My office
21 oversees transfer equivalence
22 process and we have streamlined
23 it as much as possible, but there
24 are a lot that come through and
25 there are times when we are

1 waiting 60 to 90 days for those
2 turnaround times. This is a
3 little different, a waiver is
4 different from a transfer
5 equivalency, but the workload is
6 hitting the same individuals in
7 those cases. Additionally, I
8 know that (Inaudible) data
9 support can pull to Clayton's
10 notion data to support which are
11 waived multiple times and get
12 that out to the colleges, so I
13 just offer that as a kind of
14 initial cleanup option and
15 discussion point to then see
16 where we're at after the college
17 (Inaudible), but I think the big
18 piece and was shared also that
19 timing of how quickly that can be
20 turned around. I think there was
21 a statement made at Senate
22 Council that we can have a
23 student ask for a prerequisite
24 waiver from their instructor and
25 that day go to the faculty body

1 (Inaudible) approve it in one
2 day. I do not think that that is
3 a reasonable assertion and that
4 was used as an example. I'm not
5 trying -- I'm just trying to be
6 very realistic. I think that
7 from the standpoint of the
8 faculty bodies that had to do
9 this work and then wanting to do
10 make sure that it's as clean as
11 possible for what they need to do
12 for their college and for the
13 students it's just a lot of
14 pressure, so I just -- that
15 efficiency is really important.
16 Thank you.

17 MS. COLLETT: Okay. I don't know what the
18 comment was in Senate Council but
19 that's fine. I think, Christine,
20 if you could help actually
21 facilitate that, because we've
22 been waiting actually on that
23 information for some time on
24 prerequisite waiver, so if that's
25 something you can work with us on

1 getting that information that
2 would be helpful. Any additional
3 comments, concerns or thoughts?
4 I have Bobby Scroggins and then
5 Sean Peffer. Bobby, you need to
6 unmute. There you go.

7 MR. SCROGGINS: All right. Bobby Scroggins,
8 Professor of Sculpture and
9 Ceramics in the College of Fine
10 Arts and School of Art and Visual
11 Studies. I feel I think it's
12 really very important to have the
13 option of having permission of an
14 instructor because there are some
15 areas where students -- I think
16 it might have been mentioned
17 before, I was having a little
18 trouble hearing, but they're, you
19 know, people that come from
20 different walks of life or, you
21 know, they come from different
22 programs, transfer students that
23 may not have taken the numbers
24 that we -- that we require.
25 Could we do -- ask for an

1 equivalent and we do specify what
2 that -- what that permission
3 would entail and the wording that
4 we use. So, I think that
5 depending on the type of course
6 it is there should be some kind
7 of option for faculty to do that
8 and it should remain.

9 MS. COLLETT: Thank you. Sean?

10 MR. PEFFER: Sean Peffer, College of Business.
11 I got -- right before the meeting
12 I got a letter or an email from
13 our Director of Undergraduate
14 Studies for the College of
15 Business and the College of
16 Business it goes through the
17 Undergraduate Resource Center and
18 it's a very high amount of items
19 that go through there, but it
20 works very well. So, when an
21 undergraduate student submit a
22 request via an online portal to
23 the URC, the volume of requests
24 is high and many are unnecessary,
25 but the advisors know these are

1 unnecessary as opposed to the
2 individual faculty, because
3 usually the individual faculty
4 doesn't know the entire program
5 versus -- and all the
6 requirements for that program
7 versus they know their only
8 course. So, that's kind of a
9 problem. So, the advisors can
10 kind of guide them in a different
11 direction or know whether or not
12 it's a good request. I'm happy
13 as a faculty member not to give
14 requests. I'm happy not to have
15 to waive prerequisites for my
16 course, because I don't have to
17 go and look at all of the
18 students, what have they taken,
19 what haven't they taken, where
20 have they taken it, where are
21 they going, what are they doing,
22 all of that. So, that's part of
23 it. The other part is we have
24 multiple instructors across a lot
25 of multiple courses or across the

1 same course. We have a lot of
2 instructors across the same
3 course. If this is pushed to the
4 faculty level we're going to get
5 a lot of inconsistencies in the
6 actual approving of the prereqs
7 and I'm not -- that's going to be
8 a -- if you really want to whip
9 up a student body give them
10 inconsistent information and see
11 what happens, so that's not all
12 that good. So, basically we have
13 a process that kind of works.
14 Why is it that the university is
15 going to put in the Senate Rules
16 something that might modify our
17 process in order to fix the other
18 processes? I'm not -- according
19 to the feedback I've gotten in my
20 college we're not in favor of it
21 for pretty much that reason,
22 those reasons. So, I thought I'd
23 raise that.

24 MS. COLLETT: Bob?

25 MR. GROSSMAN: Bob Grossman, A and S. First, to

1 address Sean's comments. Sean
2 this proposal will not change
3 what goes on in your college at
4 all. All that has to happen is
5 delegation of the authority to
6 make these decisions, which is
7 already provided for in the
8 rules, okay. So, you can
9 delegate the decision making from
10 the faculty body to the
11 Undergraduate Resource Committee
12 you just have to make clear about
13 who has the authority to make
14 those decisions. The intent was
15 not to -- let me just point out,
16 without this rule there is no
17 provision for instructors to
18 change waive -- to issue waivers
19 for classes unless it says, "By
20 consent of the instructor,"
21 there's no provision at all.
22 This gives instructors the
23 authority to do it, but also with
24 the authority to say no to the
25 student.

1 MS. COLLETT: Any additional comments,
2 concerns?

3 MR. PEFFER: I just want to ask a question
4 there. It gives it the authority
5 to do it --

6 MS. COLLETT: State your name.

7 MR. PEFFER: -- but can the college take away
8 that authority? In other words,
9 can it be consistent in the
10 College of Business that the
11 instructor does not have the
12 authority, if you put in the
13 Senate Rules the instructor has
14 the authority, that's -- it's a
15 question?

16 MS. COLLETT: Do you want to respond, Bob?

17 MR. GROSSMAN: The instructor and the faculty
18 body both need to approve before
19 a waiver is granted and it's the
20 instructor of record, the person
21 who is in charge of the entire
22 course, not the individual people
23 who teach the course. Maybe you
24 don't have an instructor of
25 record, but I think every course

1 has an instructor of record.

2 MR. PEFFER: No.

3 MS. COLLETT: They should.

4 MR. GROSSMAN: You may not know who it is, but

5 --

6 (OVER TALKING)

7 MR. GROSSMAN: -- the overall person, but if

8 there's like 20 sections.

9 (OVER TALKING).

10 MS. COLLETT: Okay. I got too many people

11 talking.

12 MR. GROSSMAN: According to someone who is

13 intimately involved with multiple

14 section courses, if each course

15 has an instructor, one person the

16 instructor or record will receive

17 the curriculum in the course.

18 MR. PEFFER: No, that's not true. There are

19 two people who teach --

20 MS. COLLETT: Okay. Hold on.

21 MR. PEFFER: -- (Inaudible) we're both

22 professors and we both are

23 instructor of record for our own

24 course.

25 MS. COLLETT: Okay. Hold on, Sean. You're out

1 of order. I got to call on
2 Allison to speak, she's before.
3 MS. SOULT: Allison Soult, Arts and Science.
4 I'm just agreeing with Sean that
5 there's the instructor of record
6 is whoever's name is in the
7 syllabi. So, for (Inaudible) we
8 have a bagillion sections and
9 there are multiple instructors of
10 record for their group of
11 sections. So, right now override
12 prerequisite come up a level to
13 me instead of to them and I am
14 not the instructor of record, I'm
15 -- that admin part of my job
16 takes care of that. So, there
17 are many instructors of record,
18 so it's the same issue that Sean
19 was describing.

20 MS. COLLETT: Very good feedback. Being that
21 it is 5:06 and you all know how I
22 feel about getting you out of
23 here on time and we have gone six
24 minutes over. So, what I'm going
25 to ask, if there is no

1 objections, I would need a motion
2 to move 6E and 7 to the next
3 Senate Agenda and old business.
4 I would need a motion and a sec
5 -- I see hands already up. Okay.
6 We have Leslie and we have Sandra
7 seconding it. Are there any
8 objections to moving those items?
9 There are no objections to moving
10 those, so those would be moved.
11 The last item is items from the
12 floor. Are there any items from
13 the floor? Seeing none, I just
14 want to -- now, we're moving onto
15 adjournment and unless there's
16 any objections we are adjourned.
17 Our next meeting will be on
18 December 11th. We will see you
19 all then. Bye, everybody.