

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

* * * * *

DECEMBER 14, 2020

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AARON CRAMER, CHAIR

DESHANA COLLETT, VICE CHAIR

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

STEPHANIE WOOLERY, STAFF ASSISTANT

TRISHA B. MORLEY, STENOGRAPHER

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1 * * * * *

2 CRAMER: Good afternoon. Welcome to the

3 December 14th University Senate meeting.

4 This is our last senate meeting of the year

5 2020. We have a busy agenda, so I'm going to

6 move quickly through a lot of our items.

7 As always, senators, type your name

8 and college affiliation in the chat box to

9 record your attendance. That chat feature is

10 not used except for attendance during the

11 meeting. Mute yourself when not speaking,

12 but Stephanie's been empowered to mute others

13 as needed during the meeting.

14 The meeting is being recorded for

15 note-taking purposes. If any member of the

16 senate is disconnected and can't reconnect at

17 all, please send an email to Sheila Brothers

18 so we're aware of the issue.

19 Senate meetings are open meetings.

20 We follow Robert's Rules of Order. No voting

21 by proxy. Be civil. Be a good citizen and

22 share what you hear in the senate with your

23 colleagues and share your colleagues' views

24 with the senate. And then participate in

25 this meeting, even though it's in this form.

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1 It is intended to involve the participation
2 of senators rather than passive observation.

3 I am not going to go through all the
4 details of voting. We've done this a few
5 times now this year. But recall the
6 distinction between panelists and attendees
7 is related to separating the voting members
8 of the body from those observing who are not
9 voting members. If you have any questions
10 now about the voting process, you can use the
11 "raise hand" feature in Zoom as either a
12 panelist or attendee to ask that question.

13 Otherwise, I'm going to proceed, so I'll give
14 you a couple seconds to raise your hand if
15 you need to. Otherwise, we'll proceed.

16 So the minutes from November 9th
17 were distributed. No changes were received
18 in the Senate Council office by this morning,
19 so unless objections are heard now, the
20 minutes from November 9th will stand approved
21 as distributed by unanimous consent.

22 So those minutes are approved -- oh,
23 sorry. Eric, did you have an objection about
24 the minutes?

25 BLALOCK: No. I was just voting to approve

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1 them.

2 CRAMER: Very good. Then those minutes will

3 be approved -- are approved.

4 The Senate Council held its last

5 meeting of the semester last Monday. The

6 Senate Council has opted not to meet again

7 until January 25th, unless necessary.

8 Despite the indication on the senate's

9 website that a January senate meeting could

10 be held, Senate Council supports cancelling

11 the January senate meeting at this time in

12 order to give you the time to refresh

13 yourself and prepare for the start of the
14 semester. So the first senate meeting would
15 be in February. I think that's February 8th.
16 If Senate Council needs to, it will meet
17 during the time between now and then to
18 address any items that come up.

19 In terms of other announcements, I
20 participated in the SACSCOC annual meeting.
21 This is in preparation. UK is in the Class
22 of 2023 for reaffirmation, so this is in
23 preparation for that. That exercise is being
24 led by Provost Blackwell and there are a
25 number of other UK people that were attending

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1 the annual meeting as well.

2 There have been questions about the

3 Gray Associates' exercise with the Gray

4 Associates' contract with CPE -- it sounds

5 like my audio may be cutting in and out. I

6 will try to see if I can address that.

7 In any case, CPE is reviewing and

8 evaluating all the undergraduate programs at

9 state universities. So I, at the request of

10 the Provost's Office, worked with a small

11 group to evaluate the degree program

12 proposals that were submitted by the

13 colleges. So this included me, also the SAPC
14 chair and some members, and also the
15 Undergraduate Council chair. So that
16 exercise is nearly complete.

17 Regarding event planning and course
18 modality, the Registrar's Office is rolling
19 the Fall 2019 schedule over. It's the
20 starting point for Fall 2021 rather than the
21 Fall 2020 calendar. So this would have the
22 effect of planning for a normal Fall '21
23 semester, so this is going to prevent Fall
24 '21 being set up with all the pandemic-
25 related changes to course delivery

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1 modalities. Courses approved for distance
2 learning in an ordinary way during that
3 period will be updated to reflect that formal
4 approval. That's something the colleges will
5 need to pay attention to as they establish
6 their schedules for Fall '21.

7 There were questions in the last few
8 meetings about President Trump's executive
9 order on training and UK's response. There
10 was a further question that came out.

11 At that time there was a comment
12 that was reported in the press from Jay

13 Blanton. One, the training of resident
14 advisors in the residence halls. UK was
15 informed about the Department of Education
16 Office of Civil Rights looking into the
17 training session, and that happened before
18 the executive order.

19 The university was clear in the
20 statements that this type of training
21 exercise was inappropriate, and that was
22 unconnected to the executive order. And so
23 that was -- I think Herman Farrell asked a
24 follow-up question on that. So that's the
25 answer of where we are at this time.

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1 The Senate Council office received a
2 notice late Thursday -- this is kind of bad
3 news for some of you that are preparing
4 degree program proposals -- about changes to
5 the new degree program review process at CPE.

6 Recall that if the senate approves a new
7 degree program, that that goes to the UK
8 Board of Trustees and then on to the Council
9 for Postsecondary Education.

10 As a result of this change, only new
11 degree program proposals that are already
12 received in the Senate Council office, like

13 now, are likely to be approved by CPE for a
14 possible Fall '21 effective date. So any
15 proposal that is going to go through UK's
16 Board and then on to CPE is getting swept up
17 in this change that CPE made.

18 Deadlines for all other curricular
19 proposals to the senate remain the same, so
20 if you're seeking a Fall '21 effective date,
21 curricular proposals must be reviewed by the
22 appropriate academic councils and received in
23 the Senate Council office by March 15th. For
24 proposals requiring committee review, this
25 would be like new undergraduate or graduate

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1 certificates, transfers of a degree, new
2 department, change to credit hours required
3 for graduation, significant program changes,
4 these are all things that happen within the
5 senate and don't have to go to the board and
6 then to CPE for approval. And so the
7 deadline to have those received in the Senate
8 Council office and have a reasonable chance
9 of being effective for fall is March 15th.
10 For things that don't require senate
11 committee review, things like smaller program
12 changes, minors, courses, these have to be

13 received in the Senate Council office by

14 April 12th, '21.

15 We're continuing to follow the CPE

16 deadline issue and trying to understand the

17 exactly ramification on specific proposals,

18 and as we get a better handle on that and how

19 they're working through the system, we'll

20 probably be in contact with those proposers

21 to give them a better sense of what's

22 happening and what's the likely outcome for

23 those proposals.

24 So those were minutes and

25 announcements. For the chair's report,

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1 recall that the senate rules give the chair,
2 and also the Senate Council, authority to
3 take some actions on behalf of senate, as
4 long as they're reported to the senate. So
5 on November 30th, Senate Council approved
6 some items on behalf of the senate. In
7 particular, the university's December 2020
8 degree list was approved by Senate Council on
9 behalf of the senate. They did this because
10 there was a virtual commencement event
11 scheduled for the Friday of Finals Week, and
12 there was an intention to have some faculty

13 approval prior to that commencement because
14 the senate and board meetings where this
15 would normally be approved were occurring
16 after that ceremony.

17 There will be some additions to that
18 list today on the agenda, and so senate will
19 act on those additions to the list, and the
20 Board of Trustees will approve that list
21 tomorrow.

22 On December 7th Senate Council
23 approved a request from the College of
24 Nursing. Nursing offers undergraduate
25 courses in eight-week blocks. Nursing

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1 received permission for its courses in the
2 BSN program to not have to comply with the
3 dates for Dead Week, Reading Days and Finals
4 Week, as described in the SRs during the
5 second of the eight-week block so that
6 they're able to schedule in a way where the
7 two blocks, the first block and the second
8 block are both the same, rather than having
9 an asymmetry between those two blocks.

10 Also, Senate Council heard a report
11 from the senate's Advisory Committee on
12 Diversity and Inclusion. Senate Council

13 voted to include their statement on diversity
14 and inclusion into the syllabus template on
15 the senate's site. There was a note about
16 that in the newsletter, and you can see that
17 there on the senate's course syllabi page.
18 This is recommended language that instructors
19 could include in their course syllabi, even
20 starting in the spring.

21 We have previously talked about the
22 possibility of allowing senators who enter
23 phase retirement to continue to serve. This
24 kind of change would require an update to
25 Governing Regulation 4, which is essentially

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1 the charter for the University Senate about
2 the conditions for membership. You know,
3 there's some reluctance sometimes to change
4 something like a governing regulation.

5 However, the recent administrative
6 reorganization also include a need to update
7 the list of ex officio positions that are
8 listed in GR 4.

9 And so at the point when the board
10 approves the administrative changes, we'll
11 probably move forward with a proposal to
12 change GR 4 to handle both of these issues.

13 The next item on the agenda is the

14 Provost’s Report. We have Provost David

15 Blackwell here. I have his slides loaded up,

16 so Provost Blackwell, if you want to tell me

17 “next,” I can move through them that way.

18 BLACKWELL: Aaron, thank you very much for

19 giving me this time today. Before I start

20 into my formal remarks, I just want to take a

21 pause for us to remember a couple of faculty

22 colleagues who have recently passed. And,

23 specifically, Professor Bruce Holle from the

24 Department of History. He served the

25 University of Kentucky for 45 years. My

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1 understanding is that he was an outstanding
2 teacher, mentor to his colleagues and friend
3 to the community, a beloved faculty member
4 that passed. And he recently retired after
5 45 years. I know it his many, especially in
6 the history department, very hard. He was an
7 icon of that dept.

8 And then over the weekend we had the
9 passing of one of the senators, Professional
10 Michael Goodin from Plant Pathology. Based
11 on my understanding, he was another truly
12 outstanding teacher. Spent a lot of time

13 engaging one on one with many of his students
14 and was known to be a great mentor, and also
15 known to be a very beloved colleague. Not
16 just in the department, but in the college
17 and beyond.

18 I'd just ask that we take a small
19 minute to reflect on the passing of these
20 colleagues and wish the best for their
21 faculty -- for their families, their loved
22 ones, their friends and the colleagues
23 they've left behind. Just a moment of
24 silence, please.

25 Thank you very much. And just know

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1 how much these colleagues mean to the

2 University of Kentucky or meant to the

3 University of Kentucky, as I know they have

4 to all of you.

5 So I want to start today by

6 expressing my gratitude for the monumental

7 work you, not just the senate, but the entire

8 faculty, have done this semester. And what

9 you've accomplished is nothing short of

10 heroic. You've done it with compassion,

11 humanity, and you've made a big difference in

12 the lives of so many of our students.

13 And your commitment has just been
14 displayed consistently and continuously since
15 we were forced to shift to remote delivery
16 last March, and then when we made plans under
17 incredibly challenging circumstances to
18 reopen the campus this fall. Despite all of
19 the enormous instructional challenges imposed
20 by COVID-19, all of you have risen to the
21 challenge over and over again.

22 You've been tireless at problem
23 solving, adapting and reflecting on your
24 teaching. To cite only one piece of evidence
25 of your dedication, nearly 500 faculty

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1 members have participated in Teaching,
2 Learning and Academic Innovations week of
3 teaching in July preparing for this
4 unprecedented semester. And throughout the
5 semester you have shared teaching strategies
6 and sought out technical and pedagogical
7 advice when you needed it. Because of you
8 learning continued on our campus.

9 In the big picture our students were
10 able, because of your efforts and those who
11 support you, to navigate the semester. The
12 average GPA is up at 3.12 for Fall 2020

13 undergraduates versus 3.1 for Fall 2019. I

14 know there's probably a few statisticians in

15 the audience. That's likely not

16 statistically significant, but I would argue

17 at least tell their own there.

18 And the median GPA is at 3.43 for

19 Fall 2020 undergraduates versus 3.35 for Fall

20 of 2019. Recently -- oh, and the first

21 slide, please, Aaron or Stephanie, whoever's

22 handling that. Thank you.

23 Institutional Research recently

24 shared with me a word cloud, which is based

25 on anonymous open-ended responses of 4,500 of

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1 our students that responded to the NSSE pulse
2 survey. And the question that was asked was
3 the following: What has been most satisfying
4 about your experience so far at this
5 institution?

6 And if you see the word cloud on
7 Slide No. 1 you can see that the most
8 frequent words that showed up, “professor”
9 and “classes.” Professor and classes: To me,
10 that indicates that our faculty have been
11 huge, literally in this case, in our
12 students’ success and sense of satisfaction.

13 I come to you now seeking your help
14 and input for spring semester, because while
15 many of our students persisted and found
16 success, we are deeply concerned about those
17 who did not. Historically, we have struggled
18 with closing the opportunity gap with these
19 students. Recall that we have, in the past,
20 referred to this as the achievement gap, but
21 we see it now as an opportunity gap to be
22 closed.

23 Because of COVID and the necessities
24 of remote instruction, we have seen this
25 opportunity gap accentuated. COVID

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1 exacerbates these challenges and
2 discriminates against those most in need and
3 most at risk.

4 So let me share some data on a few
5 slides to illustrate what we are seeing. And
6 these will be available, obviously, so I'm
7 not going to spend a lot of time on them
8 because I know you have a busy agenda today.

9 But just to make a few points, the next
10 slide, please, Aaron.

11 That slide illustrates that 13.3
12 percent of our undergraduate students were in

13 fully online schedules in the fall. Next

14 slide, please, Aaron.

15 And what we see here is the students

16 who were fully online have lower persistence,

17 and that's true across a number of

18 dimensions, and you'll see that in a moment.

19 Next slide, Aaron.

20 And we can also see here that the

21 students who were fully online had lower

22 grades. Again, I'm focusing on students who

23 are fully online schedules earned lower

24 grades, undergraduates.

25

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1 Slide 5 shows -- the next slide,
2 please, Aaron. Slide 5 shows that the
3 persistence, that is the progression from
4 fall to spring of this year is lower for
5 first generation students. And if we move to
6 the next slide, Aaron.

7 You can see that it's lower of
8 students of color.

9 UNKNOWN SPEAKER: Oh, my.

10 BLACKWELL: You might want to mute yourself if
11 you're not speaking. Sorry.

12 The next slide, Aaron, shows that in

13 spring semester, and this is where we started
14 to get really concerned. We saw that from 13
15 percent in the fall, we were now up to now 20
16 percent of students with fully online
17 schedules. And I will add that even though
18 we have a good selection of courses offered
19 in traditional format, that students are
20 gravitating toward fully online courses.
21 Over 54 percent of the enrollments currently
22 for spring are in fully online courses.

23 And we know there are a number of
24 reasons for that going on. You know, it's
25 demand, largely, but also, you know, some

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1 issues with health and other concerns.

2 So you can stop the slides now,

3 Aaron. Thank you. That's all I have. And

4 we'll make those available to the senators in

5 an appropriate way after the meeting.

6 So here's where we are: We need your

7 help. We want to offer more in-person

8 instruction that's going to help us close

9 this gap and fulfill the University of

10 Kentucky's promise to these students.

11 I know it's late in the game, and I

12 know we have asked so much of so many of you

13 already, but our goal is to make the
14 experience for our students, and
15 particularly, those are risk, a little better
16 in the spring semester than it was in the
17 fall. We know that we'll make a difference
18 for our students, and particularly, those who
19 need us and you the most.

20 Without your help at this critical
21 juncture, we feel these students will drop
22 away. And for an institution and faculty who
23 put students first and at the center of
24 everything we do, their welfare is a
25 responsible we all share, and to which I know

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1 we are all committed.

2 So what can we do? Working through

3 your deans, I'm asking faculty and the

4 collective spirit of our teaching community

5 to help us offer more fact-to-face learning

6 opportunities in the spring with a particular

7 focus on essential UK Core and gateway

8 courses that are only offered online, and

9 that have a significant number of these

10 at-risk students already involved.

11 We've identified the students who

12 are at risk, and we believe with the

13 aggressive, high-touch approach through our

14 advisors, we can steer this cohort of our

15 most vulnerable students into at least some

16 face-to-face instruction and improve their

17 chance of success in the spring.

18 I know it's a big ask, and I know

19 not everyone can answer the call. I

20 understand that. But I also know that, for

21 many of you, you will share in this moral

22 imperative, which is how we see it.

23 So I come to you in that spirit, the

24 spirit of doing what we can to assist those

25 who need it the most. Can you help us answer

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1 the call again, as you've already done so
2 many times before this unprecedented time.
3 We are here, my office is here, the
4 administration is here to support these
5 efforts, all of us. Our staff colleagues who
6 provide support for students are being asked
7 to strengthen their in-person engagement in
8 the spring safely and with socially-distance
9 protocols in residence halls, student
10 activities, wellness support, counseling
11 support and the like.

12 So as we anticipate the spring

13 semester, we ask you to leverage the hard
14 one, in-sites from the fall so that students
15 may persist and succeed. We know that it
16 hasn't been easy for them, nor has it been
17 for you.

18 We began in August with a collective
19 sense that flexibility and accommodation
20 would be critical to keeping students on the
21 right path, and the degree to which our
22 teaching community responded to this was
23 heartening. Despite the fact that only 13
24 percent of our students were fully online in
25 the fall, 74 percent described their

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1 instruction in these pulse surveys as “mostly
2 remote.” And, Aaron, if you could go back to
3 the slide deck and put up Slide No. 9, the
4 last slide.

5 The NSSE pulse survey that I
6 referred to earlier asked the following
7 question: What was most disappointing about
8 the fall? And the word “online” appears
9 quite large. So many of our students
10 struggled with motivation and engagement. I
11 know many of you know that. Many students
12 stopped attending class.

13 Among many other things, we need to
14 think about the right balance of flexibility
15 and accountability to ensure that students
16 have the structure and guidance to clear the
17 way for their attendance and participation in
18 course activities.

19 Toward that goal, last week I asked
20 faculty to prepare what I call brief
21 engagement plans for next semester. I want
22 to say right now to all of you: To the extent
23 that that request implied that there were not
24 numerous and well-thought out engagement
25 plans, I apologize. That was not my intent.

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1 And, further, I know the request
2 came at a time of stress and exhaustion for
3 all of us. I should've been more mindful of
4 the potential impact of the requests on both
5 your time and your sense of professionalism.

6 I did also send out a request for
7 faculty to fill out a Qualtrics survey, and
8 we have already received a lot of responses
9 to that survey. And that's going to be very
10 helpful for us as we move forward. So I
11 appreciate those responses.

12 But in the spirit of giving everyone

13 more time to disengage and recharge over the
14 next couple of weeks, I want to suspend my
15 request for the engagement plans and
16 responses to the Qualtrics survey. At this
17 point, we need to focus on the important task
18 of moving more students into in-person
19 instruction and maximize their potential for
20 success.

21 With the data we were seeing among
22 our students, we were seeking to cast a big
23 net, to think of ways to further support and
24 engage our students next semester.

25

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1 In our haste, we asked you about
2 your plans without full context. It was on
3 the goal to impinge on academic freedom in
4 any way, or to call into question the
5 incredible skill and professionalism that you
6 bring to our classrooms.

7 We could build on what we have
8 learned from fall based on what we have
9 learned from you in a recent listening
10 exercise involving 63 faculty members that
11 was lead by Jennifer Osterhage and
12 facilitated by Soult. We are also starting

13 to hear preliminary results from the ongoing
14 research by Kathi Kern and Ellen Usher on the
15 fall teaching and learning experience. We do
16 have several thoughts about how we can
17 continue to support your efforts and to
18 continue to build our campus teaching
19 community.

20 We would like, for example, through
21 Soult, to host a faculty learning community
22 in each college to share best practices and
23 strategies for addressing teaching challenges
24 as they emerge. But we also want to hear
25 ideas from you.

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1 There is light at the end of what
2 has been a long and dark tunnel. Today, the
3 first vaccines have arrived in our state.
4 They will arrive on our campus this week, and
5 we will begin vaccinating our frontline
6 health care workers.
7 Vaccines herald hope and the promise
8 of brighter days ahead, but I also know the
9 next few months, this spring semester,
10 promises more challenges. And for so many of
11 you, that will mean more stress and strain.
12 So many of you are being asked not only to do

13 your work in a different and more challenging
14 way, but you've had to do that while managing
15 a difficult balance of children at home
16 clouded by the uncertainty of the future of K
17 through 12 in Fayette County; family members
18 who you love, but can't see; others who have
19 experience tragic loss.

20 All of you have managed this while
21 keeping your commitment to our community and
22 to our students. I know we are asking still
23 more of you when you have already given so
24 much, but I also know that, for you, being a
25 teaching and a scholar is a calling. And you

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1 have always answered the call. You have
2 helped this place always meet the moment.
3 And I want you to know I pledge to work with
4 you as we strive to meet it again.

5 BRION: Is everyone frozen or just David?

6 DONOHUE: Just David?

7 PEFFER: Just David.

8 CANTRELL: It looks like Aaron's also frozen.

9 KENNEDY: I'm frozen.

10 BRION: We need to stop until the

11 participants can sign back in.

12 BLACKWELL: Did something bad happen with the

13 technology?

14 DONOHUE: He's back.

15 BLACKWELL: Okay. I got thrown off or

16 something.

17 BRION: You and several others, David, so we

18 need to kind of wait until Aaron can tie back

19 in and others.

20 BLACKWELL: Well, I told Aaron he could use the

21 hook to pull me off the stage whenever he

22 needed to.

23 CRAMER: So I come over here and host the

24 senate meetings on campus because I believe

25 the Wi-Fi is going to be better here than at

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1 home, but maybe I just -- Murphy's Law. I

2 think probably you and I were lost around the

3 same time. Did you get disconnected, Provost

4 Blackwell?

5 BLACKWELL: Only after I gave the senate back to

6 you to open up for questioning. Everything

7 else, I think, went through.

8 CRAMER: Well, there were a lot of questions

9 in the chat. You know, we don't use the

10 chat, so please use the "raise hand" feature.

11 And we've got some time, not a lot, but if

12 you have questions for the provost. It looks

13 like Jay put his hand down. Are there --

14 okay. Herman?

15 FARRELL: Yeah. Hold on. I'm coming on. Can

16 you hear me?

17 CRAMER: Yeah. I can hear you.

18 FARRELL: Hi, Provost Blackwell. I appreciate

19 you coming to us and I appreciate the

20 response of taking down the Qualtrics

21 request. And I really -- also really

22 appreciate learning more about what was

23 behind that. I think this was very

24 informative for all of us.

25

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1 For those who know me know that I
2 have served on the Faculty Affairs workstream
3 and, sort of, have been at the critical point
4 of these conversations over the last -- I
5 don't know. Since May.

6 So I guess my concerns about what's
7 being asked of us as faculty, and speaking on
8 behalf of myself -- and I've had an
9 opportunity to correspond with some members
10 in the College of Fine Arts -- and I think I
11 probably speak for many faculty members in
12 response to what is now being asked of us.

13 So in the fall we were being asked
14 to come back in when -- I don't know what the
15 positivity rate was at, but it was much lower
16 than it is now. And coming back in late
17 January we're going to see all of us
18 returning to campus from our homes where
19 we've been in contact with a variety of
20 different people, students coming back on to
21 campus.

22 So it seems to me that the risk
23 factor is -- I don't want to say
24 exponentially, but much higher than it was in
25 the fall going back into the spring. And so

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1 the request that's being made of us to do as
2 much as we can to show up and do face to face
3 is understood. I'm a father of a parent of a
4 child who is in an undergraduate institution,
5 and it's frustrating that she's going to be
6 off campus next semester and doing Zoom. But
7 I get it as a parent.

8 And I think the students get it,
9 too, and I hope they do. And I know that you
10 took a lot of heat and I know that the
11 university has taken a lot of heat over the
12 last semester from a lot of people about

13 their concerns about having to learn from
14 home or learn from Zoom or learn from their
15 dorm room instead of being in a classroom.
16 I, for one, was in the classroom 90 percent
17 of the time last semester.

18 But toward the end of the semester I
19 started to stay home because the numbers were
20 getting bad and I'm approaching 60 and I
21 didn't want to chance it.

22 So I think, for many of us, we're
23 being asked at this point to do something
24 that is kind of frightening. You talked
25 about the light at the end of the tunnel.

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1 I'm always reminded of the oedipus -- not the
2 oedipus, sorry -- Eurydice narrative of her
3 leaving the darkness of Hades and coming out
4 and then suddenly making the wrong choice and
5 the darkness consumes her. I'm so frightened
6 at this point of seeing the vaccine available
7 for me and my family, but maybe not getting
8 it and becoming, perhaps, sick along the way.

9 So this is really personal for a lot
10 of us. And we understand what the motivation
11 is behind this. Part of it is economic.
12 Part of it is the students that are at risk.

13 But I think a lot of us are really concerned
14 about our own personal health and well-being
15 and the well-being of our family members at
16 home.

17 And so this ask feels to us, at
18 least to me and maybe others will express the
19 same, to be a bit too much at this point.

20 I'm sorry. I just have to say it. It just
21 doesn't seem fair. It seems to me that the
22 administration can turn around and talk to
23 and correspond with these students who are
24 making these demands to talk to them about
25 how close we are and how we have to just,

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1 yeah, hunker down a little bit longer.

2 It seems to me that's the fairer

3 response to where we are at this point,

4 rather than turning to us on their behalf and

5 basically asking faculty to do something that

6 could really endanger their lives -- our

7 lives. And that's -- I know that's not a

8 question. That's a comment. But I just feel

9 like -- as a senator, I feel like that needs

10 to be heard by this administration.

11 BLACKWELL: And, Herman, thank you. And it is

12 heard, and I saw at least a few thumbs up

13 during your conversation. So, again, not a
14 lot of time, I know, Aaron, but I'll try to
15 at least respond in some way.

16 One, as I asserted, and as we were
17 planning for the fall -- and I think I
18 asserted repeatedly. We don't want anyone to
19 put their own health at risk. We don't want
20 to coerce or force anyone into a modality
21 that they are not personally comfortable
22 with. And that, as far as I'm concerned,
23 remains in force.

24 If we can't stand up more sections
25 of face to face, we will have the resources

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1 to bring in others that may be willing to for
2 spring. And so, you know, we are just asking
3 deans to talk to their department chairs and
4 to find those that are willing, and we want
5 to provide the resources to support those
6 that are willing. So that's the first thing,
7 Herman.

8 Let me just put to bed any notion
9 that any of this is motivated by money,
10 because it is not. I've been told finances
11 are at the bottom of the list of priorities
12 when it comes to addressing this issue. Our

13 top priority is student success. And I think
14 the university has demonstrated that
15 commitment in numerous ways, but I'll just
16 say that by the end of this fiscal year we
17 will have spent \$40 million to make the
18 campus safe, at least \$40 million to make the
19 campus safe; that's PPE; that's free testing;
20 that's moving furniture around to make the
21 classrooms safely distanced; all the signs,
22 you know, cameras, echo cameras for
23 classrooms; enhanced software for remote
24 delivery, on and on and on. And that
25 commitment is going to continue. So it's not

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1 economic, and I just wanted to put that to

2 bed.

3 We're not hearing student demands.

4 We are responding to student voices, just

5 like we respond to faculty voices. We have

6 various venues to listen to them. And the

7 data, you know, the data speaks loudly. And,

8 you know, we are targeting these courses, by

9 the way, on freshman and sophomores that are

10 in fully online schedules.

11 We're just trying to divert those

12 freshman and sophomores that are in fully

13 online schedules into some face-to-face
14 delivery or some hybrid delivery. And so
15 we've got to create those opportunities,
16 because they're the students -- and I know
17 many of you have probably taught the younger
18 students. They're the ones that struggled
19 the most with the -- you know, in some cases,
20 the lack of structure or clarity around
21 different delivery modes.

22 You know, they're just coming from
23 high school in some cases, disrupted in their
24 senior year. We really are focused on those
25 students, and so it's a -- you know, it is a

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1 heartfelt effort toward what we think is a

2 moral imperative.

3 And I'll just add that we are -- and

4 hopefully you all have already heard about

5 this. But there will be mandatory reentry

6 testing for the spring. We will continue the

7 more aggressive analysis of the data based on

8 the reentry testing, and react, as we did in

9 the fall when we discovered there were some

10 populations that were getting high positivity

11 rates, such as fraternity and sorority life.

12 We quarantined a number of houses.

13 And then as we move through the
14 semester, we're going to continue with the
15 surveillance of various facilities, primarily
16 residential housing with wastewater testing
17 that when it indicates, we will test the
18 entire facility, randomly test the same
19 number of students outside of the facility to
20 keep things in check.

21 And I know right now we are in the
22 midst of planning much more aggressive
23 regular testing on students and possibly
24 faculty and staff on a voluntary basis. But
25 a much more aggressive, perhaps more frequent

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1 testing, and that's still in the planning
2 stages. We can't announce the details yet.
3 But I think one thing that will do
4 is reduce the need for so much quarantine if
5 we could just stay ahead of that. And I know
6 the quarantine kind of had a dynamic effect
7 on classroom attendance, which made that
8 traditional classroom experience, for those
9 that engaged in it, less than satisfying for
10 you and less than satisfying for the students
11 that signed up for a face-to-face experience.
12 So that's promising. And the other

13 promising thing is the -- you may know that
14 there is a study forthcoming in the New
15 England Journal of Medicine that -- the lead
16 author on that is Jill Kolesar from Pharmacy,
17 I believe, and some other co-authors who did
18 a test of our quarantine strategy, to
19 actually validate a decision the CDC made
20 fairly late in the semester.

21 So we had about a hundred students
22 in a study, a quarantine study. They went
23 into quarantine. We tested them at different
24 stages, and now the evidence is showing us
25 that we can safely let those students leave

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1 quarantine as soon as 7 to 10 days, as

2 opposed to 14 days.

3 And so that reduces in the incentive

4 to avoid testing or reporting, and if someone

5 does quarantine, it reduces the amount of

6 time that they aren't out of the classroom.

7 So these are things that are going on to make

8 the campus safer, and we want to get those

9 messages out, especially about the enhanced

10 testing as soon as we get the plans

11 finalized.

12 The reason we aren't finalized is

13 that there's still a lot of technology
14 emerging in the testing space. And so we're
15 hoping that we can effectively implement
16 fairly reliable saliva-based testing that has
17 quick turnaround on the results. And so
18 we're just kind of -- we're keeping our
19 options open on that, but I expect we will
20 have, certainly, an announcement about
21 testing for the spring as we approach
22 mid-January.

23 CRAMER: Provost Blackwell, there seems to be
24 some interest in continuing this
25 conversation. We're close to out of time. I

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1 think I'm going to let Gail Brion ask the
2 last question, but I see a few more hands up
3 after here. I think what I would encourage
4 people to do is email concerns to Senate
5 Council members. We can continue to have
6 this conversation. We can continue to follow
7 up. I think that that's -- you know, we have
8 to do that. I think there's still concerns
9 that we need you to hear and respond to.

10 So Gail, and then we'll draw the
11 line here, but then, you know, send the
12 concerns. The Senate Council members' email

13 addresses are on the senate website. Senate
14 Council is obviously engaged in this
15 conversation. We spent a lot of the weekend
16 having discussions on this conversation, so
17 we're certainly happy to continue this.

18 We'll make sure that if we have any
19 sort of meetings on this that the senate's
20 well aware of what's going on there. Gail.

21 BRION: Hello, David. I know that Senate
22 Council has sent you a list of questions that
23 we wish to have addressed at this meeting,
24 and you have addressed some of them. But one
25 you have not addressed, and I want to know

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1 what you feel, based on the article in the
2 New York Times and the research that has been
3 done on the impact of the two times the death
4 rate and two times the infection rate of
5 towns that have a large percentage of college
6 student, you know, personnel in there --
7 population, that's what I'm looking for -- is
8 how this meets with what our intent is to
9 de-densify our campus and re-densify our
10 student population.

11 What is your responsibility and this
12 university's responsibility to the community

13 in which it sits? We know we can bring
14 students back. We've been able to control
15 their infection rates. We've been able to
16 control the impact of this disease because we
17 don't experience such severe symptoms, but
18 that is not true for the community
19 surrounding us. So how are your plans in
20 line with a public health perspective for the
21 community in which this college exists?

22 BLACKWELL: I'll just say, Gail, that we've
23 reopened our campus safely, that in the fall
24 -- and this follows universities around the
25 country. We had one incident in a classroom

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1 of exposure. One --

2 BRION: Pardon me. That's not the community

3 outside the university --

4 BLACKWELL: I understand. Let me finish my

5 answer to your question, Gail. We've had one

6 incident. So what I'm saying is that we all

7 -- all of us have a responsibility for

8 responsible behavior away from campus. That

9 is is not just students. That's community

10 members. And so, you know, is it -- no.

11 It's -- we've behaved responsibly and we've

12 done it safely. We've contributed to the

13 community's public health. I mean, we're
14 providing tests for the community that they
15 didn't have capacity to do.

16 We've done contact tracing on our
17 campus at a level that probably no public
18 health entity in this state could've done.

19 So I just don't agree with the premise of
20 your question. And I haven't seen the New
21 York Times article in question. I'll be
22 happy to look at it if you send me a link,
23 and we can discuss it further in the future.

24 BRION: I'll be happy to send you the link,
25 but what it's shown is in communities where

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1 10 percent of the population is related to a
2 university, that they have two times the
3 death rates of other communities, and that is
4 not within the campus. We cannot treat the
5 campus as if it is just a bubble. Our campus
6 impacts the community around us, and we have
7 a responsibility to that community.

8 And if you look at the infection
9 rates that happened, the increase that
10 happened once the students came on campus,
11 it's undeniable that we have had an impact on
12 the community around us. And we need to keep

13 in mind not just what's happening on our
14 campus, but what's happening in the
15 community.

16 BLACKWELL: Well, I don't disagree with the last
17 statement, but I think we need to have a deep
18 concern about the lives of our students as
19 well. And we haven't heard any student
20 voices today, Aaron. I don't know if any of
21 the students are on or if they've asked a
22 question, but I think we need to hear their
23 thoughts.

24 CRAMER: You've got a little more time. I
25 can call on Courtney Wheeler next.

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1 WHEELER: Yeah. That would be great. And,

2 Trace, I'll keep it short because I know you

3 chatted in the chat that you'd like to speak

4 and you're one of our Senate members that

5 aren't on Senate Council.

6 This semester has been extremely

7 difficult for our students, and I think it's

8 been extremely difficult for all of us. But

9 that data shows me that our students who are

10 already usually struggling on campus are

11 extremely struggling. And I understand that

12 all of us have different risks that they're

13 willing to take right now, but I think that
14 it's okay that the administration is giving
15 us this ask, because we can say no and we
16 don't have -- again, I'm no faculty member.
17 I'm a student. But a student can choose if
18 they want to have fully online. Our faculty
19 can choose, hopefully -- I would hope that
20 would be the ask -- to say no if they don't
21 want to teach in person.

22 And so I just think that this is the
23 encouragement. Our students are struggling.
24 It showed in the data. And I just -- there's
25 instances for many students that didn't --

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1 that would email the faculty members and
2 professors multiple times over the semester
3 and never heard back from them. It happened
4 to me. And I just -- I feel so upset and so
5 frustrated by our students that are
6 struggling on campus and that we can do
7 something about it. COVID is so bad in the
8 community, and I agree with it, but also, our
9 students did not go trick-or-treating in
10 Lexington. We did not go out into the
11 community and outside of -- in rural areas of
12 Lexington. We truly do stay in our areas.

13 And, yes, it's not a bubble. It's
14 not perfect. But, also, we are putting our
15 students at a huge risk and a huge
16 disadvantage by at least not trying to offer
17 more in-person. We see the success rate
18 going up, so you know, we have to weigh the
19 pros and the cons. But if you're willing to
20 do it, I would ask you as a student to try to
21 put forth and teach in person if possible,
22 because our students really need the
23 engagement and need that face-to-face contact
24 if possible.
25

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1 And even if it's online and
2 synchronous and you guys meet online via Zoom
3 -- I know that helped me. But this --
4 students are struggling with the
5 interpersonal relationships that we don't
6 have any longer.

7 And so I know that everyone has a
8 willing of risk they're willing to take, but
9 if you're willing to take the risk of being
10 in person, I really do strongly encourage it
11 because our students do really appreciate it.
12 And, Trace, if you want to say a few seconds

13 of something to add.

14 CRAMER: That's not -- Trace would not be the

15 next speaker. If we're going to keep taking

16 questions, Provost Blackwell, we've got a

17 couple of faculty members in before Trace's

18 hand's up.

19 WHEELER: Oh, sorry. I apologize.

20 CRAMER: Provost Blackwell, are you -- I

21 mean, I can spend a couple more minutes, but

22 these will have to be quick questions and

23 quick answers.

24 BLACKWELL: I know I got a little long-winded on

25 the first one. Let me just check the time of

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1 the next -- yeah --

2 CRAMER: The other thing I would say is I've

3 invited --

4 BLACKWELL: Yeah, just a couple of short ones

5 and I'd like to get over to the trustees

6 meeting.

7 CRAMER: I'll hit Greg, DeShana. And then,

8 Trace, I've invited senators to type

9 questions or comments in the chat. We'll

10 capture them -- I can't read them now, but

11 we'll capture them and synthesize those and

12 continue to have the conversation on those

13 lines. Greg?

14 HALL: Okay. Greg Hall. I'll make it

15 really, really quick. I'll just smoosh it

16 together. Perhaps the ask, Provost

17 Blackwell, is more appropriate for the

18 students and it fits the situation. I'm in a

19 little program -- a little graduate program,

20 and the changes in modalities that were

21 prompted by students -- and I'm not going to

22 question the needs or the situation -- were

23 tremendous. And we spent the past week in my

24 program, Patterson School, I'm going to guess

25 eight-plus hours dealing with student-crisis

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1 situations. It was really ranking. It was a
2 very frustrating week.

3 This ask here, not only is it
4 sacrificing and frightening and unreasonable
5 to faculty and putting us at risk, but it's
6 not the most appropriate ask of a only ask.

7 The local and the national
8 environment is just bad, and you're really
9 putting us at risk and tremendous stress. We
10 need to get through this next semester in a
11 better way. And, particular, to address
12 those student concerns where two or three

13 weeks in they feel they have to change the
14 modality. It causes quite a disruption for
15 many of the classes.

16 I say consider the ask, and at a
17 minimum, broaden the ask.

18 BLACKWELL: So the ask is almost exclusively --
19 there's a couple of exceptions -- for 100 and
20 200 level courses that have at least 30 to 40
21 at-risk students in fully online schedules.

22 That's it. There is a handful of colleges
23 involved in the ask, and other than Arts &
24 Sciences, which has most of the core, there's
25 really just a small handful of courses in a

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1 number of the other colleges that are being

2 asked.

3 And, again, I emphasize we -- you

4 know, we want the willing to do it and no one

5 to put themselves at risk if they are not

6 comfortable. We don't want anyone to feel

7 forced.

8 CRAMER: DeShana.

9 COLLETT: So my question is really around

10 faculty well-being as well. What actions

11 will the administration take in order to

12 ensure that faculty is being supported?

13 Especially those who are caregivers and
14 trying to do this dual, you know, teaching
15 from home. They still have children who are
16 out doing virtual learning themselves, and I
17 just don't feel that that's been
18 substantially addressed at all.

19 Throughout all of our talks, even
20 from the survey responses that we received,
21 from executive work-life integration to the
22 Senate Council survey responses -- I mean, I
23 feel like faculty well-being is not even
24 discussed at all or really being addressed
25 and the mental health well-being.

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1 BLACKWELL: Well, we are concerned with your
2 well-being. There are support services
3 there. I'll make sure that they are
4 articulated again and publicized again. And,
5 you know, that the issue of -- and,
6 certainly, childcare is a thorny one. It's
7 challenging. I think we're supporting as
8 best we can. We're asking chairs to be
9 flexible. We have allowed faculty to choose
10 their modalities based on those situations.
11 So we'll continue to do that, but I'll look
12 into some of the other efforts that are out

13 there.

14 I know that there's still underway

15 -- we started an exercise of looking at more

16 broadly the support for faculty and staff.

17 We established five or six priorities that

18 we're still working through right now, and I

19 think the plan is in early January to come

20 back together as a leadership team, look at

21 those priorities and start to implement them.

22 So we've got time before January

23 25th to address some of that, DeShana. Thank

24 you.

25 CRAMER: Trace. Sorry. This is the last

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1 question. Again, you can continue putting it
2 in the chat and we'll make sure we follow up
3 on these items, but this will be the last
4 question before we move on to the agenda.
5 Trace.

6 WILLIAMS: Yes, sir. Thank you. Provost

7 Blackwell, I'll try to make this quick. I

8 just wanted to give my input as a student.

9 I am the senator for the College of

10 Communication and Information Studies. I'm a

11 student myself at UK. I've led some student

12 organizations. And I think that to best help

13 students, I don't think the solution is
14 bringing back face-to-face classes. I think
15 it's expanding the pass/fail option.

16 And, honestly, I believe that it is
17 a tremendous failure on our part for not
18 having done that already, because students
19 are struggling and they really need the
20 pass/fail option. I think even if classes
21 were back in person, students would still be
22 struggling because family members are dying
23 of COVID. They've contracted the disease --
24 or the virus. Excuse me. They can't go see
25 their friends.

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1 So I think that, you know, while
2 there are benefits of being in person, having
3 classes in person is not going to erase the
4 fact that students are going to struggle no
5 matter what.

6 I also would like to say that in my
7 personal experience -- and, Provost
8 Blackwell, this is not to be offensive to
9 you. I don't think any student actually
10 believes your claim that there is no economic
11 argument for bringing students in person.
12 They believe that that is the primary reason.

13 And even if, like you said, that's
14 not a concern of the university's, I think
15 that Jay Blanton will have to do a tremendous
16 job, and I still don't even think it would
17 happen because it's just a public relations
18 issue -- I don't think any student believes
19 that and I don't think that the university is
20 going to be able to convince students of
21 that.

22 I would also like to say that
23 students are very distrustful of the
24 university's -- and this is not really the
25 university's fault, but just the testing in

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1 general. Because although you're saying it's
2 going to be better for next semester, I don't
3 think that it's adequate right now. I know
4 some students, for reentry testing, they
5 would get tested, you know, while they were
6 in Lexington. Then they would go on vacation
7 to, you know, Costa Rica or some other place
8 and then come back, but they were all clear
9 because they had already had the testing. So
10 I think that that's a pretty inadequate or
11 ineffective system.

12 I also know that a lot of students

13 are not answering the daily 4.0 screenings
14 and there's no repercussions for that. I
15 know some students said they were supposed to
16 get mandatory testing. They did not. There
17 were no repercussions for that.

18 So I would just like to say from a
19 student's perspective, from what I've talked
20 about with my constituents, we're distrustful
21 of the handling of this. And, again, it's
22 not UK's fault, necessarily. I know that
23 there's a lot of difficulties with this, but
24 I just don't think any college right now is
25 suited to be able to handle this pandemic in

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1 person. And I think that if we really want

2 to help students, the thing we will do is

3 make all classes pass/fail.

4 And for graduate students who are

5 worried that that would look bad on their

6 graduate programs, UK can make a stand and,

7 you know, be nationally applauded, I believe,

8 if they say that none of their graduate

9 programs are going to take pass/fail

10 consideration into consideration against the

11 student, because you know, every students

12 needs that support during this time. Thank

13 you, Provost Blackwell.

14 BLACKWELL: Trace, thank you. I tried to write

15 down everything you said, and certainly, you

16 know -- I'm not sure I'm going to be able to

17 say anything at this point to convince the

18 students at large to trust what we're saying.

19 But I hear from you that distrust is out

20 there, and we'll work toward it.

21 Obviously, we need to communicate

22 better. You know, again, I believe we're on

23 a good path, but we'll just do a better job

24 of getting the communication out.

25

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1 And the pass/fail option, you know,
2 as I understand it, students have the option
3 to have a pass/fail. It's just that we are
4 not doing a blanket pass/fail as we did in
5 the spring. I mean, that's already in the
6 rules.

7 So, you know, I'm not sure it's in
8 the students' best interest to always do
9 that, and so I -- you know, and that's
10 largely something that a faculty, through the
11 senate, has to address and reinvent. Thank
12 you, Trace.

13 CRAMER: Thank you for your report, Provost

14 Blackwell. Obviously, there's more

15 conversation and so forth happening in the

16 chat, and we'll obviously continue this

17 discussion. But thanks for sharing this with

18 us today and answering questions today. And

19 thanks for everybody who's participated in

20 the discussion so far.

21 It's 4:00 so we've got to get

22 moving.

23 BLACKWELL: Okay. Aaron, would you mind sharing

24 the chat with me when it's downloaded, that

25 way I can be thinking about --

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1 CRAMER: I'll do that. Yep.

2 BLACKWELL: Thank you all very much for giving

3 me so much time. Obviously, I won't see you

4 again for a while. I wish you all a good

5 opportunity to disengage and recharge, as I

6 said earlier, and please be safe during the

7 holiday break. Thank you all.

8 CRAMER: We're going to proceed. If you have

9 other questions you want to be reflected in

10 the chat and so forth, make sure you get

11 those in. I'm still recording the chat the

12 whole time. I can't read it and have the

13 meeting at the same time, but we'll record at

14 the end of the meeting and have that as a

15 basis for the conversation.

16 Time for the vice chair's report.

17 DeShana, do you have a report today?

18 COLLETT: I do not.

19 CRAMER: Parliamentarian's report. Doug, do

20 you have a report today?

21 MICHAEL: I do not, Mr. Chairman. Carry on.

22 CRAMER: The next item of business is some

23 additions to the December 2020 degree list.

24 These are individuals that were on the list

25 that was originally approved by Senate

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1 Council but discovered they should be on the
2 list. And so the senate will act to put
3 these names on the list now and the board
4 will be able to vote -- or to approve the
5 full list tomorrow.

6 The first one is a College of
7 Education Student UH33. Per Kentucky law and
8 senate rules, only the senators elected by
9 college faculty members may vote on the
10 degree list. And so the recommended motion
11 for this is for the elected faculty senators
12 to approve the addition of College of

13 Education Student UH33 to the December 2020

14 list of candidates for credentials for

15 submission through the President to the Board

16 of Trustees. Is there a motion for that?

17 Use the "raise hand" feature. Bob? I lost

18 Bob.

19 GROSSMAN: So moved.

20 CRAMER: Was that Bob?

21 GROSSMAN: That was Bob.

22 CRAMER: Gail, are you seconding?

23 BRION: Second.

24 CRAMER: Seconded by Gail. Is there any

25 debate or discussion on this motion?

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1 Then recall that the way we'll do
2 this, I'm going to ask the panelists who are
3 the voting members -- again, only the elected
4 faculty senator panelist -- to now use the
5 "raise hand" feature if they vote yes on this
6 motion.

7 I'm going to lower the hands now and
8 then --

9 DUNCAN: Could you remind us where to find

10 the "raise hand" feature?

11 CRAMER: If you're a panelist? I don't have

12 it. Hang on.

13 DUNCAN: I don't see this as a choice. I

14 usually do, but I don't see it now.

15 CRAMER: It's going to be in the participants

16 window. I'm a co-host so I can't see it.

17 BRION: Participants window on the bottom.

18 Invite, mute me or lower hand.

19 DUNCAN: I see it now.

20 BRION: Lower hand is to the right.

21 DUNCAN: I see it now. Thank you.

22 CRAMER: Now I'm going to lower the hands.

23 And now if you'd like to vote no on the

24 motion, please use the "raise hand" feature.

25

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1 And now if you'd like to abstain on

2 this motion, use the "raise hand" feature.

3 That motion passes. Thank you all.

4 The next is a similar motion. This

5 is College of Fine Arts Student CK90. The

6 recommended motion language is here as well.

7 It's to add the student to the degree list.

8 Is there a motion for this? Bob?

9 GROSSMAN: So moved.

10 CRAMER: Allison?

11 SOULT: Second.

12 CRAMER: We have a motion and a second to add

13 the student to the December 2020 list of
14 candidates. Is there any debate or
15 discussion? Sorry. You guys are voting
16 already. I'm going to lower your hands, ask
17 if there's any debate or discussion on the
18 motion.

19 Elected faculty senators, use the
20 "raise hand" feature to vote yes.

21 I'm going to lower the hands now.

22 Elected faculty senators, if you'd like to
23 vote no, use the "raise hand" feature.

24 Elected faculty senators, if you'd
25 like to abstain, use the "raise hand"

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1 feature.

2 That motion passes as well.

3 The next item is an item from the

4 University Joint Committee on Honorary

5 Degrees. The Graduate School Dean, Brian

6 Jackson, is going to present this item. Is

7 he set up?

8 JACKSON: I am.

9 CRAMER: I'll page through, Brian, if you'll

10 tell me when you want to go.

11 JACKSON: Sure.

12 CRAMER: Oh, and I guess the first thing I

13 would say is please do not share the names of
14 the honorees. These names are embargoed
15 until they're announced officially by the
16 university. And so whatever names we discuss
17 here today are to be kept in confidence by
18 those attending and observing.

19 JACKSON: Thank you. Good afternoon. The
20 University Joint Committee on Honorary
21 Degrees would like to submit the names of two
22 candidates for your consideration. Next,
23 please.

24 The first is to recommend Deirdre
25 Lyons for an honorary degree. Next slide.

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1 Deirdre Lyons co-founded Alltech
2 with her husband, Pearse, in 1980, and this
3 company has grown exponentially to be now a 2
4 billion dollar company with more than 5,000
5 employees and business presence in over 120
6 countries.

7 Deirdre Lyons serves as Alltech's
8 director of corporate and design. She's
9 achieved national and international accolades
10 on behalf of Kentucky, particularly through
11 her work on the 2010 World Equestrian Games.

12 In addition, she's guided numerous

13 humanitarian endeavors, locally and
14 internationally, and she serves on numerous
15 leadership boards, including the Kentucky
16 Equine Human Center and our own Sanders-Brown
17 Center on Aging.

18 Notably, also, she launched with her
19 husband the largest local scholarship program
20 in the world. That is the Alltech Vocal
21 Scholarship Competition. Next.

22 Extracted from Trustee Ramsey's
23 letter of recommendation, her unparalleled
24 commitment to excellence, spirit and
25 generosity, creativity and lifelong love of

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1 learning have created an indelible legacy in
2 Lexington and the wider Commonwealth of
3 Kentucky. As she says, "There are no
4 problems--only opportunities." Next slide.

5 Consequently, the committee
6 recommends that Deirdre Lyons be considered
7 for conferral if an Honorary Doctor of Humane
8 Letters.

9 CRAMER: And just for the senate's
10 recollection, in case you're unsure of what
11 the titles of the various honorary degrees
12 are, you can see them here. Deirdre Lyons is

13 being recommended for the Honorary Doctor of

14 Humane Letters.

15 So this is the recommended motion,

16 that the elected faculty senators approve

17 Deirdre Lyons as the recipient of an Honorary

18 Doctor of Humane Letters for submission to

19 the President, to the Board of Trustees.

20 Will someone offer that motion?

21 Allison?

22 SOULT: So moved.

23 CRAMER: Gail?

24 BRION: Second.

25 CRAMER: So we have a motion and a second.

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1 Is there any debate or discussion on this
2 motion? If not -- again, this is an honorary
3 degree, so it should only be voted on by the
4 elected faculty senators. In this case, this
5 is the degree list here of the last items
6 that involve only the elected faculty
7 senators.

8 Elected faculty senators, if you'd
9 like to vote in favor of this motion, please
10 use the "raise hand" feature.

11 I'm going to lower the hands. If
12 you'd like to vote no on this motion, please

13 use the “raise hand” feature.

14 If you’d like to abstain from voting

15 on this motion as an elected faculty senator,

16 use the “raise hand” feature.

17 That motion passes.

18 Brian?

19 JACKSON: The second recommendation from the

20 committee is Carl F. Pollard. Next slide,

21 please.

22 Carl Pollard is a first-generation

23 student from Garrard County. He earned his

24 Bachelor’s of Science in Commerce at UK in

25 1960. He progressed through the ranks of

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1 Humana, Inc., and was President and Chief
2 Operating Officer during 1991 to '93, and
3 then transferred to being the Chair of the
4 Board of Columbia Healthcare Corporation
5 through 1994 when he retired.

6 He served as the Chair of the Board
7 of the Directors of Churchill Downs, Inc.

8 And, locally, he's endowed the Carl Pollard
9 Scholarship Fund at UK, which has recently
10 expanded from 3.4 to 10 million dollars,
11 which has been intended to provide
12 educational opportunities for more students.

13 He has also contributed major gifts
14 to the W.T. Young Library collection for
15 research and graduate programs.
16 And he's been named to UK Alumni
17 Association Hall of Distinguished Alumni and
18 the Gatton College Alumni Hall of Fame. Next
19 slide, please.

20 As noted in Dean Sheather's letter
21 of recommendation, "Carl is making a life-
22 shaping impact on our first-generation
23 students through his expansive scholarship
24 program. One of his most enduring gifts to
25 the Commonwealth will be the bright,

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1 hardworking students who follow in his
2 footsteps at the University of Kentucky, and
3 then make a difference wherever they go, and
4 whatever they do.”

5 And, certainly, Tom Hammond mention
6 that, “Carl is a shining example of the kind
7 of person we want graduates at the university
8 to become, and he is a marvelous credit to
9 our state and our alma mater.” Slide,
10 please.

11 Subsequently, the committee
12 recommends that Carl Pollard also be

13 conferred with an Honorary Doctor of Humane

14 Letters.

15 CRAMER: So, again, for the senate's

16 consideration, this is the titles of the

17 various honorary degrees. Carl Pollard is

18 being recommended for the Honorary Doctor of

19 Human Letters.

20 So this is the recommended motion

21 that the elected faculty senators approved

22 Carl Pollard as the recipient of an Honorary

23 Doctor of Humane Letters for submission

24 through the President to the Board of

25 Trustees. Again, I'm going to remind you one

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1 more time, please don't divulge the names of

2 the honorees. I have a hand up from Jurgen.

3 Jurgen?

4 ROHR: That's for the vote. I thought you

5 asked already for the voting.

6 CRAMER: What's that?

7 ROHR: I just want to vote yes.

8 CRAMER: Oh. Perhaps you'd like to make the

9 motion that we do this?

10 ROHR: Okay. So make --

11 CRAMER: So we have this motion; is there a

12 second? Leslie?

13 VINCENT: I'll second.

14 CRAMER: So we have a motion and a second.

15 Is there any debate or discussion on this

16 motion?

17 Seeing none, then elected faculty

18 senators use the "raise hand" feature to vote

19 yes.

20 I'm going to lower the hands now.

21 If you'd like to vote no, use the

22 "raise hand" feature.

23 If you'd like to abstain, use the

24 "raise hand" feature.

25 That motion passes.

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1 And, again, these names are
2 embargoed until the honorees have been
3 contacted and announced through the
4 university. So if you're on here as a
5 senator or just watching, these names are not
6 to be shared elsewhere. All right --

7 JACKSON: The committee --

8 CRAMER: Oh, I'm sorry.

9 JACKSON: The committee just had one
10 additional request of the senate, and that is
11 with regard to SR 5.5.2.3.3. And this is
12 relating to permitting more than four made at

13 a single commencement. And the issue being,
14 and you may recall that we have, in essence,
15 three awardees in waiting currently; those
16 being Nikky Finney, Joseph Halcomb and
17 William Harry Clarke. And because of COVID
18 and failing to hold commencements at this
19 point, they are still awaiting a point in
20 time when the honorary degrees can be
21 awarded.

22 So at the present time we are in a
23 situation where we have five potential
24 awardees, assuming these two go forward. And
25 so we would be requesting an exception to

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1 that existing policy.

2 Again, with the state of affairs,

3 there's no guarantee that all five will

4 necessarily turn out if there is a

5 commencement ceremony in May, but we want to

6 have that as a possibility, or we're asking

7 for that as a possibility.

8 CRAMER: So the request, then, is for the

9 elected faculty senators to waive SR

10 5.5.2.3.3 specifically to allow more than

11 four honorees at a single commencement for a

12 May '21 commencement, if such a commencement

13 occurs. Gail?

14 BRION: So moved.

15 CRAMER: Richard?

16 CHARNIGO: Second.

17 CRAMER: So we have a motion and a second.

18 Is there any debate or discussion on this

19 motion?

20 Seeing none, this is for elected

21 faculty senators. Use the "raise hand"

22 feature to vote yes on the motion.

23 I'm going to lower hands now.

24 If you'd like to vote no on the

25 motion, use the "raise hand" feature now.

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1 And then if you'd like to abstain on
2 the motion, use the "raise hand" feature now.

3 That motion passes. Thank you, Dean
4 Jackson.

5 JACKSON: Thank you.

6 CRAMER: These are actually late additions.

7 These are late additions to degree lists that
8 have already been approved by the Board of
9 Trustees. Again, these are the last couple
10 of items that are for elected faculty
11 senators only.

12 The first is a late addition to the

13 May 2020 degree list. It's College of Arts &
14 Sciences Student DJ48. It's a request that
15 DJ48 be added to the May 2020 list of
16 candidates for credentials for submission
17 through the President to the Board of
18 Trustees.

19 Is there a motion to that effect?

20 Bob?

21 GROSSMAN: So moved.

22 CRAMER: Is there a second? Leslie?

23 VINCENT: Second.

24 CRAMER: We have a motion and a second. Is

25 there any debate or discussion on that

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1 motion?

2 Then elected faculty senators, use

3 the “raise hand” feature to vote yes.

4 If you’d like to vote no, use the

5 “raise hand” feature now.

6 If you’d like to abstain, use the

7 “raise hand” feature now.

8 That motion passes.

9 I think this is the last degree

10 list-related item. This is a late addition

11 to the August 2020 degree list. This is

12 Gatton College of Business and Economics

13 Student KF21. The recommended motion is for

14 the elected faculty senators to approve the

15 addition of the student to the August 2020

16 list.

17 Is there a motion to that effect

18 now? Bob?

19 GROSSMAN: So moved.

20 CRAMER: Allison?

21 SOULT: Second.

22 CRAMER: I see some of you guys -- the third

23 hand raised. You'll get a chance to make

24 motions soon. I promise.

25

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1 We have a motion and a second. Is

2 there any debate or discussion on this

3 motion?

4 Seeing none, elected faculty

5 senators -- oh, sorry. Are we voting?

6 Elected faculty senators, please use

7 the "raise hand" feature to vote if you'd

8 like to vote yes.

9 If you'd like to vote no, use the

10 "raise-hand" feature now.

11 And if you'd like to abstain, use

12 the "raise-hand" feature now.

13 That motion passes.

14 Allison, are you ready?

15 SOULT: So I would like to present this

16 Memorial Resolution for Professor Paul G.

17 Sears. He was in the College of Arts &

18 Sciences.

19 Paul Gregory Sears departed this

20 life on September 12th, 2020, following

21 complications from COVID-19. He is survived

22 by his daughter, Elizabeth Brown, and her

23 husband Scott; son-in-law, William Stag;

24 three grandchildren; two great-grandchildren

25 and numerous nieces and nephews.

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1 Paul was born on September 5th, 1924
2 in Somerset, Kentucky. He was a World War II
3 veteran having served honorably in the Army
4 Air Corps in the 8th Air Force 100th Bomber
5 Group known as the "Bloody Hundredth" and was
6 held as a prisoner of war for 19 months after
7 the B-17 he served on as a tail gunner was
8 shot down by enemy fire in 1943 on his 10th
9 mission.

10 After returning to Kentucky, Paul
11 enrolled as a student at UK and received his
12 BS with Distinction in Industrial Chemistry

13 in 1950, followed by his PhD in Physical
14 Chemistry in 1953. Following graduate
15 studies, he continued at UK as an instructor,
16 research associate and assistant professional
17 until 1957. After a brief period working at
18 Monsanto, Paul returned to UK where he became
19 a full professor in 1962. He served as a
20 professional of chemistry for 28 years and
21 influenced the lives of more than 7,000
22 students at all levels before retiring in
23 1990.

24 During his time at UK Dr. Sears was
25 a recipient of a University of Kentucky Greek

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1 Community Outstanding Teacher Award in 1968

2 and a University of Kentucky Alumni

3 Association Great Teacher Award in 1980.

4 As a faculty leader, Paul served 18

5 months as Chair of the University Senate

6 Council, 17 years as faculty assistant to the

7 president of the university, 9 years as an

8 elected faculty representative on the Board

9 of Trustees, and 12 years as a faculty member

10 on the Board of Directors of the University

11 of Kentucky's Athletic Association.

12 During 1970 to 1987 he was a member

13 of the President's Cabinet and was well-known
14 for his extensive knowledge of the
15 university's academic policies and the
16 Governing and Administrative Regulations. He
17 served as a special assistant for Academic
18 Affairs and advisor to UK's President from
19 1980 to 1990 and retired from the university
20 at the end of 1990.

21 The Dr. Paul G. Sears Chemistry
22 Scholarship Fund initiated in 2008 was
23 created in his honor to assist undergraduates
24 studying chemistry at the University of
25 Kentucky. When he was inducted into the

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1 College of Arts & Sciences Hall of Fame in
2 2013, Paul noted appropriately, “My roots at
3 UK run deep.”

4 In 2019 Paul was honored by having
5 his accomplishments recorded in the
6 Congressional Record, which highlighted his
7 military service, heroism and his many other
8 contributions.

9 His hobbies included handicapping
10 thoroughbred racing; poker, or as he called
11 it, “statistics and economics meetings,” and
12 playing pool with his UK friends. He enjoyed

13 researching and delivering his World War II
14 experiences in a slideshow to groups of all
15 ages. He enthusiastically supported the UK
16 sports teams, including football, men's
17 basketball and women's basketball. Paul was
18 a gentle man, loving husband, caring father,
19 church elder, patient teacher, wonderful
20 neighbor, dedicated friend and a role model
21 to all. He always remembered names and
22 connections with people.

23 I move that this resolution be made
24 part of the minutes of the University Senate
25 and that a copy be sent to Professional

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1 Sears' family.

2 CRAMER: We have a motion from Allison Soult.

3 Is there a second? Daniel, are you seconding

4 the --

5 KUHNLIEN: Second.

6 CRAMER: Daniel seconds the motion. Is there

7 any debate or discussion on the motion?

8 All senators, all elected -- sorry.

9 All voting senators use the "raise-hand"

10 feature to vote yes to adopt the resolution

11 if you'd like to vote yes to adopt the

12 resolution.

13 That motion passes. I'm going to

14 lower the hands -- sorry. That motion will

15 pass.

16 If you'd like to vote no, use the

17 "raise-hand" feature now.

18 If you would like to abstain, use

19 the "raise-hand" feature now.

20 That motion passes.

21 Before we proceed, I'd like to have

22 a moment of silence for Senate Council Chair

23 Paul Sears.

24 Thanks, Allison.

25 SOULT: Thank you, Aaron. I appreciate it.

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1 Thank you to everyone.

2 CRAMER: We're on to committee reports. The

3 first item is an item from the senate's

4 Academic Programs Committee. Leslie Vincent

5 is ordinarily the chair, but she's also the

6 proposer on this item, and so SAPC member,

7 Richard Charnigo, will present the item.

8 Richard, are you ready?

9 CHARNIGO: Yes. This is a recommendation that

10 the University Senate approve for submission

11 to the Board of Trustees a proposed new MS

12 degree in marketing from the Department of

13 Marketing and Supply Chain in the College of

14 Business and Economics.

15 The college faculty voted in favor

16 81 to 0. The senate's Academic Programs

17 Committee voted in favor 7 to 0. The

18 proposed master's in marketing is a one-year

19 graduate program that's designed to provide

20 students with in depth coursework in key

21 marketing topics.

22 Students will take ten Core classes

23 at the 600 level. There are no tracks or

24 electives. This is a Plan B Non-Thesis

25 program. The program will provide

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1 specialized knowledge in marketing that is in
2 demand by industry, and the number of jobs
3 requiring graduate level of marketing
4 expertise is expected to grow over the next
5 decade, including careers such as marketing
6 specialist and sales managers.

7 Projected enrollment is 15 for the
8 first cohort, eventually increasing to 45.

9 And tuition revenue is anticipated to more
10 than cover the expenses incurred by operating
11 the program.

12 CRAMER: Thank you, Richard.

13 This is a motion from the committee.

14 It doesn't require a motion or a second to be

15 on the senate floor.

16 Are there any questions of fact for

17 either the proposer or for the committee?

18 Seeing none, is there any debate or

19 further discussion on the motion?

20 Senators, voting senators, use the

21 "raise-hand" feature to vote yes on the

22 motion if you'd like to vote yes.

23 Lowering the hands. If you'd like

24 to vote no on the motion, use the "raise-

25 hand" feature now.

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1 If you'd like to abstain on the
2 motion, use the "raise-hand" feature now.

3 That motion passes. Thank you,
4 again, Richard.

5 We'll now resume with our ordinarily
6 scheduled SAPC chair. Leslie, are you ready?

7 VINCENT: I'm ready. Thank you.

8 So this is a motion that the
9 University Senate approve the establishment
10 of a new Graduate Certificate in Orofacial
11 Pain in the College of Dentistry.

12 The proposed program is a 42-credit

13 hour Graduate Certificate in Orofacial Pain
14 designed to meet the needs of dental
15 practitioners interested in practicing the
16 management of orofacial pain.

17 The dental profession has recently
18 recognized this field as a dental specialty
19 that requires clinicians to gain specialty
20 status in orofacial pain. The proposed
21 two-year certificate program will meet the
22 criteria for board eligibility for this
23 speciality.

24 This certificate is designed as a
25 compliment to the MS in Orofacial Pain where

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1 the difference is that the proposed
2 certificate program and the already-
3 established MS dentistry concentration is a
4 research component. Having a graduate
5 certificate for this specialty will allow the
6 College of Dentistry to recruit strong
7 candidates for the program that are focused
8 on the clinic aspects as opposed to earning
9 an MS that is more targeted toward developing
10 future educators and researchers in this
11 field.

12 The target audience will be well-

13 trained and qualified individuals with a
14 dental degree who desire advanced orofacial
15 pain graduate training without that masters
16 degree.

17 The anticipated demand is two
18 students per year. The University of
19 Kentucky College of Dentistry has already
20 established itself as a leader in this field,
21 and this certificate program will further
22 advance the college's reputation.

23 CRAMER: Are there any questions for the
24 proposer or for the committee?

25 DUNCAN: Is the coursework already available

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1 through the master's program? So this

2 wouldn't really involve setting up new

3 courses?

4 CRAMER: Leslie, do you know off-hand? I

5 think they did add some other courses, right?

6 VINCENT: I believe so. I'm not sure if

7 Howard is --

8 RAMER: Name and affiliation? Who just

9 asked the question?

10 DUNCAN: Marilyn Duncan, College of Medicine.

11 CRAMER: Sorry. Your picture didn't come up

12 on my screen. Sorry, Marilyn.

13 DUNCAN: I guess I'm wondering if there are

14 only two students at a time, do you -- you

15 know, that's -- setting up new courses for

16 only two students seems like a lot of use of

17 -- you know, using resources for only two

18 students.

19 ROBERTS: Howard Roberts, College of

20 Dentistry. No, no new courses are being

21 added for this. Just the participants in

22 this certificate program will not undergo the

23 research components involved with the

24 master's degree.

25 DUNCAN: Thank you.

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1 CRAMER: Any other questions of the proposer

2 or of the committee?

3 Then we have a motion from the

4 committee. Is there any debate on the

5 motion?

6 Seeing none, if you'd like to vote

7 yes on the motion, voting senators, use the

8 "raise-hand" feature to indicate a yes vote.

9 If you'd like to vote no, use the

10 "raise-hand" feature now.

11 If you'd like to abstain, use the

12 "raise-hand" feature now.

13 That motion passes.

14 Leslie, are you ready for the next

15 one?

16 VINCENT: Okay. The next one is for the

17 proposed new Undergraduate Certificate in

18 Pre-Medicine. So this is a recommendation

19 that the University Senate approve a new

20 Undergraduate Certificate in Pre-Medicine in

21 the College of Arts & Science. This post-

22 baccalaureate Undergraduate Certificate in

23 Pre-Medicine is a cross-disciplinary,

24 51-credit hour certificate program that is

25 designed to prepare students for medical

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1 school.

2 The University of Kentucky currently

3 offers several undergraduate degrees that

4 prepare students for the Medical College

5 Admissions Test. However, the University of

6 Kentucky does not currently offer a post-

7 baccalaureate undergraduate program for

8 students who wish to pursue a career in

9 medicine, and this certificate will address

10 the need.

11 In particular, the target audience

12 for this certificate will be students who

13 have earned a bachelor’s degree and wish to
14 change their career path to medicine. By
15 taking coursework of cross-disciplines,
16 students will develop the knowledge and
17 skills required for success on the MCAT and
18 in the medical profession. Students admitted
19 in this certificate program must also be
20 admitted to the University of Kentucky as a
21 post-baccalaureate student with an awarded
22 undergraduate degree from an accredited
23 college or university and a minimum 3.5
24 undergraduate cumulative GPA.
25

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1 Admission into the program does not

2 guarantee admission into medical school.

3 Students must still apply for medical school

4 through the normal application process.

5 Expected enrollment in this

6 certificate will be 10 students in year one

7 and is expected to grow to a steady state of

8 20 students.

9 CRAMER: Are there any questions for the

10 committee or for the proposer? DeShana?

11 COLLETT: Yes. I know we discussed this at

12 Senate Council, but this is a post-

13 baccalaureate undergraduate certificate. And

14 that's not in the motion, so I wanted to

15 highlight that.

16 CRAMER: So we don't have a type of

17 certificate called that. That's what it is

18 functionally, because a baccalaureate degree

19 is required for admission to the program.

20 But functionally it's an undergraduate

21 certificate. We don't have a rule on what is

22 a post-baccalaureate undergraduate

23 certificate. So it is a post-baccalaureate

24 certificate. It's just we don't define that

25 as a different type of thing.

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- 1 CHISHTI: I have a question. This is
- 2 Dr. Chishti from --
- 3 CRAMER: From which college?
- 4 CHISHTI: Yeah, College of Medicine. My
- 5 question is how -- because there are certain
- 6 overlaps, and people who do undergrad in
- 7 other disciplines do end up doing some
- 8 courses, so why do they need a full 40 in the
- 9 undergrad certificate? Or did I
- 10 misunderstand it?
- 11 CRAMER: Ruth or Leslie? Do you want to --
- 12 VINCENT: It does require that they have an

13 awarded undergraduate degree as part of the

14 admissions in to the certificate.

15 CRAMER: I think the marketing intention

16 there is to catch students that have finished

17 a four-year degree in something, but then

18 decide maybe that they would like to pursue

19 medical school but don't have the

20 prerequisite coursework for that. Do you

21 have a further question, DeShana -- sorry.

22 Regina?

23 FRAGNETO: In response to that question, I

24 don't know about this program, but there's

25 quite a few programs around the country where

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1 people that maybe got an undergraduate degree

2 in a non-science field changes their mind and

3 wants to go to medical school. And then they

4 can go in and just take all the pre-reqs

5 above and beyond their bachelor's degree. It

6 sounds like this is a similar program.

7 CRAMER: Kathryn? Sorry. Ruth, are you

8 Rebabeat1? I can allow you to talk. Hang

9 on. Ruth, I think you can speak now.

10 BEATTIE: Yes. Can you hear me now?

11 CRAMER: Yes.

12 BEATTIE: I think the question about why this

13 is a post-bac certificate, and was answered
14 in that this program is specifically directed
15 towards students who have already completed
16 their degree and wish to return to -- wish to
17 apply to medical school and need to complete
18 the undergraduate pre-med curriculum.

19 CRAMER: Jennifer. Hang on.

20 BEATTIE: I think there was another question.

21 CRAMER: I lost that one. The only hand I

22 have up is Jennifer. Jennifer Bird-Pollan?

23 BIRD-POLLAN: Hi. I just wanted to go back to the

24 point DeShana was making. I think the

25 question is not what kind of a certificate it

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1 is. It's what the title is that we're
2 approving today. And I think we did talk
3 about this last week at the Senate Council.
4 I think the worry about this title is that it
5 misses -- in the title of the certificate
6 itself is the word "post-baccalaureate."
7 That was part of what DeShana was trying to
8 say, but I don't know how -- I mean, we
9 didn't, maybe, formulate a good motion that
10 included the title properly, but...
11 CRAMER: So I think if we were going to add
12 the word "post-baccalaureate" to the title,

13 it couldn't go before undergraduate
14 certificate. I think it would have to go in
15 the area where pre-medicine is. So maybe an
16 undergraduate certificate and post-
17 baccalaureate pre-medicine would work, but I
18 don't think we can put it in front of
19 undergraduate certificate. We don't have a
20 new type of undergraduate certificate that
21 way.

22 BEATTIE: No, but last year the Senate Council
23 acted on behalf of the senate, changed the
24 rules as regards the type of certificates the
25 university can offer because of this

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1 particular proposal. And the decision was
2 made that it would be called an undergraduate
3 certificate, but could have a post-bac
4 admissions requirement.

5 CRAMER: Right. And so because of that, Arts

6 & Sciences can label it on their website as
7 post-baccalaureate undergraduate certificate
8 and so forth, but I don't think the senate
9 can improve it as something that doesn't
10 exist, which is a unique type of certificate.

11 DeShana?

12 COLLETT: So then my follow up would be that

13 actually in the proposal documents it says

14 the proposed certificate name is post-bac

15 undergraduate certificate in pre-medicine.

16 So are we saying that's not correct?

17 CRAMER: So the --

18 BEATTIE: That is how --

19 CRAMER: I guess we should all make sure

20 we're on the same boat. I think what the

21 senate would be approving is an undergraduate

22 certificate in pre-medicine, that we have no

23 objections to Arts & Sciences labeling it as

24 a post-baccalaureate undergraduate

25 certificate in pre-medicine, but that what

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1 we're actually approving is called

2 undergraduate certificate in pre-medicine.

3 Ruth, do you have any objections to

4 that characterization?

5 BEATTIE: Yes. That is correct. The name

6 that's listed on the form is the name by

7 which it will be advertised.

8 CRAMER: So any debate or further discussion

9 on the motion from the committee?

10 Senate members, voting senate

11 members, use the "raise-hand" feature to vote

12 yes on the motion.

13 I'm going to lower hands now.

14 If you'd like to vote no on the

15 motion, use the "raise-hand" feature now.

16 If you'd like to abstain, use the

17 "raise-hand" feature now.

18 That motion passes.

19 Thank you to SAPC -- oh, sorry. We

20 have one more. Leslie?

21 VINCENT: I think we have a few more.

22 CRAMER: A few more.

23 VINCENT: So this is a motion that the

24 University Senate approve a change to the

25 Graduate Certificate in Public Health

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1 Management in the Department of Health

2 Management and Policy in the College of

3 Public Health.

4 The proposed significant change

5 would reopen the Graduate Certificate in

6 Public Health Management where admissions

7 were suspended by the senate in March 2019.

8 In addition to reopening the

9 certificate, the proposal includes several

10 updates: First is a name change; second,

11 reorganization of the curriculum; third,

12 updated admission requirements, and fourth,

13 modality changes.

14 The certificate name would be

15 Graduate Certificate in Population and

16 Health. In addition, the credit hours would

17 change to a 12-credit hour graduate

18 certificate and include 1 Core course, 3

19 credit hours and a set of guided electives

20 with 9 credit hours for completion.

21 This revised certificate will also

22 provide for the opportunity for students to

23 take courses 100 percent online in addition

24 to the current face-to-face modality. The

25 changes to the certificate will maximize its

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1 potential in the current market.

2 CRAMER: Are there any questions for the

3 committee or the proposer?

4 We have a motion from the committee.

5 Is there any debate on the motion?

6 Seeing none, voting senators, use

7 the "raise-hand" feature to vote yes on the

8 motion.

9 I'm going to lower hands now.

10 If you'd like to vote no on the

11 motion, use the "raise-hand" feature now.

12 If you'd like to abstain on the

13 motion, use the “raise-hand” feature now.

14 That motion passes.

15 Leslie, I pretended like I forgot

16 what SAPC’s work looked like.

17 VINCENT: No worries. Are we ready?

18 This next motion is that the

19 University Senate approve a change to the MS

20 in Integrative Plant and Soil Science in the

21 Department of Plant and Soil Sciences in the

22 College of Agriculture, Food and Environment.

23 This significant program change

24 includes the addition of a new track for

25 environment science and ecosystem ecology to

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1 the MS in Integrative Plant and Soil Science.
2 Creating an MS specialty area within the IPSS
3 program in ESEE would provide students with
4 training focused on soil and water quality
5 issues related to to nutrients and
6 contaminants, as well as an understanding of
7 water energy and biogeochemical cycles and
8 ecosystem services in natural and managed
9 ecosystems.

10 The ESEE track is well aligned with
11 the research expertise of the faculty within
12 IPSS. This new track will include seven Core

13 courses, and students are required to
14 complete 24 credit hours for the thesis
15 option, or 30 credit hours non-thesis option.

16 The ESEE specialty area will prepare
17 students for work as researchers in basic
18 environmental science and ecosystem ecology
19 at universities, NGOs, government agencies
20 and other research entities.

21 Students will also be prepared for
22 jobs in regulatory and other governmental
23 agencies that deal with soil and water
24 quality, as well as jobs within consulting
25 firms and industries involved with

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1 environmental regulatory compliance.

2 CRAMER: Are there any questions for the

3 proposer or the committee?

4 Is there any debate on the motion?

5 Voting senators, use the “raise-

6 hand” feature to vote yes if you’d like to

7 vote yes on the motion.

8 If you’d like to vote no on the

9 motion, use the “raise-hand” feature now.

10 If you’d like to abstain on the

11 motion, use the “raise-hand” feature now.

12 That motion passes.

13 VINCENT: So this one is also coming from the
14 same department, but this is a motion that
15 the University Senate approve a change to the
16 PhD in Integrative Plant and Soil Sciences in
17 the Department of Plant and Soil Sciences in
18 the College of Agriculture, Food and
19 Environment.

20 This significant program change
21 includes two separate changes: First, the
22 discontinuation of the forest science track.
23 And second, the addition of a new track for
24 environment science and ecosystem ecology to
25 the PhD in Integrative Plant and Soil

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1 Science.

2 In 2018, the Department of Forestry

3 and Natural Resources, which participates in

4 the Integrative Plant and Soil Sciences

5 Graduate Program, began a new doctoral

6 program in forest and natural resource

7 science.

8 The discontinuation of the forest

9 science track in addition of the ESEE track

10 will make UK's overall graduate offerings

11 clearer to potential students, avoid overlap

12 between the programs and address the

13 longstanding need with the IPSS program.

14 Creating a specialty area in ESEE

15 would provide students with training focused

16 on soil and water quality issues related to

17 nutrients and contaminants, as well as an

18 understanding of water, energy and

19 biogeochemical cycles and ecosystem services

20 in natural and managed ecosystems, including

21 agroecosystems and managed forest and

22 grasslands.

23 Furthermore, the addition of this

24 new track creates a specialty option that

25 better aligns with the research for graduate

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1 students working with these faculty in the
2 areas of ESEE. This specialty area will
3 prepare students for work as researchers in
4 basic environment science and ecosystem
5 ecology at universities, NGOs, government
6 agencies and other research entities.

7 Students will also be prepared for
8 jobs in regulatory and other government
9 agencies that deal with soil and water
10 quality, as well as jobs within consulting
11 firms and those involved with environment
12 regulatory compliance.

13 CRAMER: Are there any questions for the

14 committee or the proposer?

15 We have a motion from the committee.

16 Is there any debate on the motion?

17 Voting senators, use the "raise-

18 hand" feature to vote yes on the motion.

19 If you'd like to vote no on the

20 motion, use the "raise-hand" feature now.

21 If you'd like to abstain on the

22 motion, use the "raise-hand" feature now.

23 That motion passes.

24 VINCENT: I think this is our last one.

25 This is a motion that the senate

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1 approve a change to the BSEDU in
2 Interdisciplinary Early Childhood Education
3 in the Department of Early Childhood Special
4 Education and Counselor Education in the
5 College of Education.

6 This major program change creates
7 two tracks for the BSEDU Interdisciplinary
8 Early Childhood Education degree. The first
9 track leading to state licensure retains the
10 original curriculum in the program.

11 The second track, the non-teaching
12 certification track, is new to this degree.

13 This additional track prepares students for a
14 variety of careers related to the field of
15 early childhood education with a focus on
16 teaching, administration and advocacy.

17 Students acquire skills to work with
18 both young children and their families with
19 particular attention given to families with
20 children with disabilities and from diverse
21 backgrounds.

22 Graduates of the Interdisciplinary
23 Early Childhood Education Non-Teaching
24 Certification will be prepared to teach in
25 private preschool classrooms, early and head

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1 start programs and childcare settings, as
2 well as other careers in this field. There
3 is a shortage of early childhood educators
4 across the state of Kentucky, and this new
5 track is designed to help fill that gap.

6 CRAMER: Are there any questions about this

7 proposal?

8 Is there any debate on this motion?

9 Voting senators, use the “raise-
10 hand” feature to vote yes on this motion.

11 If you’d like to vote no on the
12 motion, use the “raise-hand” feature now.

13 If you'd like to abstain, use the
14 "raise-hand" feature now.
15 That motion passes.
16 That was the last item from SAPC.
17 Jennifer, I think I promoted you, so you're
18 set to present these. I'm going to note
19 there are a few items on the agenda later
20 that don't require senate approval or don't
21 require very urgent senate approval. As we
22 get to those, I may be asking -- without
23 objection -- to skip over some of those items
24 and postpone them to a later senate meeting
25 in February. Jennifer, are you ready?

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1 BIRD-POLLAN: Yep. I'm ready.

2 So the first item from the Senate

3 Admissions and Academic Standards Committee

4 is a set of proposed changes to the College

5 of Health Sciences Behavioral and Technical

6 Standards.

7 The college is asking to have these

8 changes approved effective January 1st, 2021,

9 so beginning with the spring 2021 semester.

10 These are changes about -- that affect things

11 like expectations regarding behavior, use of

12 technology and other items in the college.

13 One of the most significant changes
14 from the prior version is that specific
15 requirements for individual programs have
16 been broken out as separate items at the end
17 of this document, so that going forward, if
18 there are changes that are program specific,
19 then those change can be made by the program
20 without requiring the entire college to go
21 through the process of revising.

22 Karen Badger, the associate dean
23 from the College of Health Sciences, worked
24 with our committee on this, and our committee
25 approved it unanimously, as did the Senate

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1 Council.

2 CRAMER: Are there any questions about this

3 proposal?

4 Is there any debate on this motion

5 from the committee?

6 Voting senators, use the "raise-

7 hand" feature to vote yes.

8 If you'd like to vote no, use the

9 "raise-hand" feature now.

10 If you'd like to abstain, use the

11 "raise-hand" feature now.

12 That motion passes.

13 Jennifer?

14 BIRD-POLLAN: Sorry. I had a middle school

15 interruption.

16 Our second item comes to use from

17 the senate's Retroactive Withdrawals Appeals

18 Committee.

19 This proposal has been, sort of, on

20 the -- the senate has been aware of requests

21 from this committee about this issue for a

22 couple of years. Jim Donovan is chair of

23 this committee and has addressed a number of

24 concerns that their committee has about how

25 this process has gone. The significant

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1 expansion in the number of students who are
2 seeking retroactive withdrawals sort of
3 increased awareness about the committee and
4 this process on campus by our students, which
5 of course is good, but at the same time means
6 that systems that have worked for a long time
7 for this committee have started not to work
8 as well.

9 So all of the changes that you see
10 in the document with the agenda have to do
11 with trying to make the process more
12 efficient while still giving students the

13 opportunity to have their case heard by the
14 committee, but also recognizing that there
15 have been a lot of students over the past few
16 years -- and you've heard Jim Donovan talk
17 about this before in the senate -- who have
18 sought what's called a partial withdrawal.
19 So withdrawing from only one course for a
20 relevant semester rather than the entire
21 semester.

22 Because retroactive withdrawal is
23 such a sort of significant move, the
24 committee has a real disinclination to grant
25 partial withdrawals, and that's now included

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1 in the rules. Also included in the rules is
2 that student's will not be able to seek
3 retroactive withdrawals if there are I's on
4 their transcript. Instead, they'll have to
5 resolve that I grade first before they seek
6 with withdrawal.

7 I want to just specifically point
8 out this chart at the end of the attached
9 document was produced by our committee member
10 and colleague, Allison Wright, who just did a
11 really nice job working with Jim Donovan to
12 articulate what the relevant parts of these

13 changes are.

14 So I think Jim is here also, and

15 we're happy to answer any questions. This

16 was also approved unanimously in this current

17 form by our committee, and I'm pretty sure

18 also unanimously by the Senate Council,

19 actually. I don't remember, but I think so.

20 CRAMER: I think so. Are there any questions

21 about the proposal?

22 BIRD-POLLAN: Actually, Aaron, one more thing. So

23 the proposal, the way it's written right now,

24 includes an effective date of immediately,

25 and actually, that's what went through the

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1 Senate Council as well.

2 Upon further reflection and in

3 discussions with Chair Cramer, we realized

4 this might introduce some challenges. In

5 particular, there are appeals that are

6 underway already that are in the colleges,

7 because the deans have to approve these at

8 the college level before they go on to the

9 committee. Those have all been done under

10 the expectations of the old rules.

11 Most significantly is the change

12 about whether the time limit can be waived or

13 not. So on further reflection, Aaron and I
14 thought it might make more sense to have this
15 effective Fall 2021 so that, by then, any
16 current applications would've made it through
17 to the committee. We would've provided
18 significant notice about these changes, and
19 there wouldn't be anybody with expectations
20 that were inconsistent with the rules.

21 So, Aaron, we talked about the
22 possibility of another slide for that -- for
23 changing the effective date.

24 CRAMER: I know. I'm --

25 BIRD-POLLAN: That's okay. So I didn't have a

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1 chance to talk about this with my committee

2 and we didn't talk about it at the Senate

3 Council, but if somebody in the senate wanted

4 to potentially propose an alternate effective

5 date --

6 CRAMER: So this is on me. The motion from

7 the committee doesn't say effective Fall

8 2021. It would probably be appropriate for

9 it to be Fall 2021 if somebody wants to amend

10 the motion from the committee in that way.

11 Allison?

12 SOULT: I move to amend the motion to make

13 the effective date Fall 2021.

14 CRAMER: Jack?

15 KIRN: I second that motion.

16 CRAMER: Thank you. Is there any debate or

17 discussion on that motion? Jennifer, are you

18 debating or discussing that motion? Jennifer

19 Wilhelm. Regina, are you debating or

20 discussing that motion to amend this motion

21 from the committee?

22 FRAGNETO: No.

23 CRAMER: Seeing no debate or discussion on

24 the amendment motion, then voting senators,

25 use the "raise-hand" feature to vote yes if

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1 you're going to vote yes on the amendment to

2 the motion from the committee.

3 If you'd like to vote no on the

4 amendment to make the change effective Fall

5 2021, use the "raise-hand" feature now.

6 If you'd like to abstain on the

7 motion to amend the motion from the

8 committee, use the "raise-hand" feature now.

9 So now we have the amended motion to

10 change the -- to make the changes that the

11 committee recommends effective Fall '21.

12 Is there any debate or discussion on

13 that amended motion?

14 Voting senators, use the “raise-

15 hand” feature to vote yes on the amended

16 motion.

17 Sorry about that, Jennifer. If

18 you’d like to vote no on the amended motion,

19 use the “raise-hand” feature now.

20 If you’d like to abstain on the

21 amended motion, use the “raise-hand” feature

22 now.

23 The amended motion passes.

24 Jennifer?

25 BIRD-POLLAN: So the last item from our committee

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1 is a suggested set of changes to the

2 undergraduate certificate rules.

3 I will note that the motion here

4 says proposed changes to Senate Rule 4.2.8,

5 which was the original numbering for this

6 rule. With the new updated numbering, the

7 rule is 3.1.1.2. The original request came

8 to the senate from the College of Engineering

9 last year. This has to do with the sentence

10 in the undergraduate certificate rules that

11 say that no more than 9 credits taken for a

12 certificate can be used to satisfy the

13 requirements for a student's bachelor's
14 degree, minor or other certificate exclusive
15 of free or unrestricted electives.
16 I will say last year we had
17 significant debate about what the last clause
18 of that sentence means. The College of
19 Engineering asked to have that last clause
20 struck, because within the College of
21 Engineering undergraduate programs right now,
22 the requirements to satisfy a degree program
23 are such that there are no free electives or
24 unrestricted electives in the College of
25 Engineering. They are all guided electives.

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1 So it was unclear whether guided electives
2 could be used to satisfy an undergraduate
3 certificate program given this language in
4 the rules.

5 So our committee considered this
6 request, and we sort of brought into the
7 purview of the request, we thought not only
8 was the request from the College of
9 Engineering reasonable, we could not
10 articulate academically robust justification
11 for any limitation on allowing students to
12 count credits for both an undergraduate

13 certificate and a degree program.

14 The rule, the way it's currently

15 written, dates back to the original creation

16 of undergraduate certificates at UK and we

17 think there's been significant change in the

18 way undergraduate certificates are offered

19 and used in the last ten years. And we think

20 that there are good reasons for allowing

21 students to take credits both for an

22 undergraduate certificate and for a degree

23 program.

24 So, for instance, perhaps a program

25 -- a department would want to create an

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1 undergraduate certificate program that
2 allowed students to demonstrate competency in
3 a narrow field. Remember, still, we have a
4 requirement of intradisciplinarity and cross-
5 departments. So it could be the case that
6 that certificate would be entirely within one
7 department. But, nonetheless, we thought
8 even if the student were majoring in that
9 field, if the department wanted to allow them
10 to completely count credits both for the
11 program and the certificate, that would be
12 okay.

13 And, you know, were they not to wish
14 such a thing to happen, then there could be
15 admissions criteria to the certificate that
16 said you cannot be admitted to this
17 certificate if you're a major in whatever the
18 relevant field was if programs didn't want to
19 have things double count.

20 Part of what motivated us in this
21 direction was thinking about the recent
22 change that allows non-degree students to
23 enroll in undergraduate certificates. So
24 just as is true for graduate certificates, we
25 could imagine a situation where students come

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1 to the university to do undergraduate
2 certificate work, become interested in the
3 field and want to enter a degree program. We
4 didn't think there was value in a rule that
5 prevented them from counting those credits.

6 So maybe I'll stop at that. This
7 comes from our committee. It was our
8 committee's expansion of the request from the
9 College of Engineering. I think most of the
10 committee members are here today, and it was
11 passed unanimously by our committee with --
12 effective immediately -- a recommendation to

13 make this change effective immediately, and I

14 think there was one vote against of the

15 Senate Council.

16 CRAMER: Questions for the proposer?

17 Kathryn? Name and affiliation, please. I'm

18 not doing a good job of remembering to ask

19 people to do that. Oh, her hand's down.

20 Any debate on the motion from the

21 committee? Gail?

22 BRION: I would like to speak a bit against

23 this motion.

24 This motion opens up the possibility

25 of en passant certificates towards a degree.

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1 The certificate program was specifically
2 designed and approved by the senate to
3 require more than just a degree requirement.

4 And that is why I'm speaking against it.

5 I can sit here and think of seven
6 different certificates within my own degree
7 program of civil engineering that would be
8 more better defined as tracks than
9 certificates.

10 There's also the issue of dealing
11 with what do you do with a student who has a
12 certificate, let's say in civil engineering

13 and surveying, but never completes the
14 degree. This is a university credential that
15 appears on their transcript. That is why I
16 speak against this motion.

17 CRAMER: Is there any further debate on the

18 motion?

19 Seeing none, voting senators, use
20 the “raise-hand” feature to vote yes.

21 If you’d like to vote no, use the
22 “raise-hand” feature now. Make sure to leave
23 your hands up. We have to record these.

24 If you’d like to abstain on this
25 motion, use the “raise-hand” feature now.

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1 Again, leave those hands up.

2 That motion passes.

3 Thank you, Jennifer.

4 The next item is from the senate's

5 Academic Organization and Structure

6 Committee. Zack, are you ready to discuss

7 this briefly?

8 BRAY: Sure. I'd be happy to.

9 So this proposal deals with a number

10 of seven educational units in a recent review

11 of the inventory of educational unit MDRCs

12 and MDRIIs by the Rules Committee.

13 It was discovered that a number of
14 previously senate-recommended, board-approved
15 MDRCs and MDRI were administratively
16 inactive or no longer qualified as MDRCs or
17 MDRIs.

18 But the termination of these units
19 or the change to the administrative unit
20 hasn't been processed through the senate, nor
21 has final action been rendered by the Board
22 of Trustees. Thanks to some heroic efforts
23 by Davy Jones, the SAOCS Committee had a
24 collection of seven -- the proposal for seven
25 different centers: The Center for

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1 Developmental Change; the Center for Learning
2
3 Resources; the Center for Minimally Invasive
4
5 Surgery; the Center for Manufacturing; the
6
7 Center for Microelectrode Technologies;
8
9 Center for the Advancement of Women’s Health,
10
11 and the Center for Research on Environment
12
13 Disease.

14 For each of these centers, the
15
16 committee, on a programmatic basis,
17
18 separately recommended that the senate
19
20 approve the proposal to close these centers.
21
22 And on an infrastructural resources

13 personnel basis, the committee recommended
14 that the senate endorse the Board of Trustees
15 the proposal to close the Center for
16 Developmental Change.

17 I want to make clear here that these
18 are two conceptually separate senate roles on
19 the senate programs content versus the
20 senate's structure reporting. I think it
21 would be fine -- of course, it's not my
22 decision to make -- for us to vote on this in
23 one action.

24 The committee also reviewed a
25 discussion of the criteria procedures in the

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1 Governing Regulations incorporated into each
2
3 proposal as posted. The GRs distinguish
4
5 centers that are non-credit bearing
6
7 educational units subject to center oversight
8
9 from centers that are administrative units
10
11 not subject to senate oversight. There is an
12
13 Administrative Regulation that needs to be
14
15 made current with the Governing Regulations.
16
17 The committee felt, I believe -- and Davy
18
19 will correct me -- it's AR 13.

20 And that concludes my presentation.

21 Aaron, I assume we're going to vote on this

13 all at once, but up to you if --

14 CRAMER: Right. The motion language here is

15 a compound motion that deals with the senate

16 taking two distinct types of actions,

17 approval of the proposed closure based on

18 their academic merits, the programmatic

19 content of the educational activities in the

20 centers, and separately endorsing the

21 proposed closure of the same seven centers

22 based on their non-academic merits.

23 So here we're taking two distinct

24 types of actions based on the senate's

25 approval, authority and its endorsement

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1 responsibilities on those two different

2 aspects of these closures.

3 BRAY: I should say, of course -- I'm

4 sorry. I forgot to do originally, the

5 committee vote was unanimously in favor, as

6 was the endorsement of the minutes about the

7 AR 13 issue. And I believe it was unanimous

8 in front of Senate Council, although I --

9 someone will correct me if I'm wrong about

10 that. Apologies if I missed --

11 CRAMER: To the best of my memory, that's

12 correct.

13 Are there any questions about this

14 proposal? Richard?

15 CHARNIGO: Forgive me if I missed it. Are

16 there any people whose jobs are at stake with

17 these closures?

18 BRAY: No, Richard. I think it would be a

19 mistake to call this a bookkeeping issue,

20 because I mean, it's important that we think

21 about this carefully, but this is -- and it

22 would diminish the, sort of -- the scope of

23 the brush-clearing that Davy engaged in,

24 brush-clearing rather than bookkeeping.

25 CRAMER: My understanding is that the

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1 activities of these centers had ceased long

2 ago.

3 BRAY: Yeah. No jobs, Richard. We're just

4 sort of clearing dead wood.

5 CHARNIGO: Thank you.

6 CRAMER: Any other questions?

7 Any debate on this motion to approve

8 the closure based on their academic merits

9 and to endorse the proposed closures based on

10 their non-academic or infrastructure

11 resources, personnel, et cetera, merits?

12 Voting senators, use the "raise-

13 hand” feature to vote yes if you’d like to

14 vote yes on that motion.

15 If you’d like to vote no on the

16 motion, use the “raise-hand” feature now.

17 If you’d like to abstain on the

18 motion, use the “raise-hand” feature now.

19 That motion passes.

20 Thank you, Zack, for your

21 committee’s work, and also Davy Jones for

22 helping with that as well.

23 BRAY: Thanks, Aaron.

24 CRAMER: The next item was to be a report

25 from the Rules and Elections Committee on the

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1 revised Senate Rules. Unless I hear
2 objections now, we don't need to take any
3 action on those today. This is
4 informational.

5 Unless I hear an objection from a
6 senator now, I will postpone this item till
7 the next senate meeting.

8 Hearing no objections now, that item
9 will be heard in February.

10 I hate to do this to Jennifer.
11 She's been working on this. Jennifer
12 Osterhage has been working on this for a long

13 time and it's gotten pushed down the road a

14 number of times. But, also, it's not quite

15 urgent that this item be dealt with today.

16 And mindful of the time, I would

17 also propose moving this item to February as

18 well, unless I hear an objection now. Bob?

19 GROSSMAN: Well, I don't object, but maybe

20 given that there's at least these two items,

21 maybe we should reconsider having another

22 senate meeting in January?

23 CRAMER: So the concern -- that point's well-

24 taken. The concern with scheduling a senate

25 meeting in January has to do with the timing

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1 of the start of the semester and when the

2 Martin Luther King holiday is.

3 I'll consider it, but I think both

4 those items actually are still items that can

5 be acted on sufficiently in time by February.

6 Hearing no objection, then, we will

7 reschedule this one as well. This one's the

8 last item, I believe, that has to be acted on

9 today to be effective.

10 Dean Jackson, are you here to

11 discuss this request from the Graduate

12 School?

13 JACKSON: Yes, sir. I'm still here.

14 CRAMER: Do you want to describe briefly the

15 request that you're making of the senate

16 here?

17 JACKSON: Yes. Thank you.

18 It is a request to senate to expand

19 on permission you provided to us earlier this

20 year, and that is to allow Duolingo test

21 scores to satisfy the test of English

22 language for international students.

23 The original proposal that was

24 approved was specifically for students from

25 China and from Iran. At that point in time,

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1 they did not have success to the in-home
2 version of either TOEFL or ILTS. That has
3 now become available, but in consultation
4 with the International Center where we're
5 getting many reports that given the ongoing
6 crisis, that many students are adversely
7 affected by trying to access either ILTS or
8 TOEFL, but are finding that it is much easier
9 to take and report scores through Duolingo.

10 This test has already been accepted
11 at the undergraduate level, and in order to
12 maximize the number of international

13 applicants that we get without jeopardizing
14 academic standards, we're asking for
15 permission to allow Duolingo to stand for
16 this coming application season. So,
17 basically, this will be for fall of 2021 and
18 perhaps spring of 2022.

19 And, at that point, there would be a
20 very detailed reevaluation of that option.

21 CRAMER: Are there any questions about the
22 request from the Graduate School?

23 Is there any -- I guess this is a
24 motion -- it's not a motion from the
25 committee, actually. I guess it's a

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1 recommended motion that the University Senate

2 approve the Graduate School's request. Would

3 somebody care to offer that motion? Gail?

4 BRION: So moved.

5 CRAMER: Is there a second for that motion?

6 Jan?

7 ODOM-FORREN: Second.

8 CRAMER: We have a motion and a second.

9 Is there any debate on this motion?

10 Voting senators, if you'd like to

11 vote yes on the motion, please use the

12 "raise-hand" feature.

13 If you'd like to vote no on the
14 motion, use the "raise-hand" feature now.

15 If you'd like to abstain on the
16 motion, use the "raise-hand" feature now.

17 That motion passes.

18 The last scheduled item on our
19 agenda I will also, unless I hear objections
20 now, beg the Appeals Board Chair, Joe Fink's
21 forgiveness for having to reschedule, but
22 we'll put this item off until February.

23 Any objections to postponing this
24 item till February?

25 Hearing none, then this item will be

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1 -- we'll hear this report from the Appeals

2 Board in February.

3 Given that we're well past 5:00,

4 there's not an opportunity for items from the

5 floor here. We're past the scheduled meeting

6 time of this meeting. I would say if there

7 are items related to, for example, the

8 discussion we had with the provost earlier,

9 make sure that you email the Senate Council

10 members. Senate Council, as it takes any

11 action in this area, will intentionally keep

12 the rest of the senate aware of what's going

13 on with that and provide opportunities for
14 the other senators to participate in those
15 activities as well.

16 Unless I hear an objection now, then
17 we will adjourn this meeting.

18 Hearing none, we are adjourned. The
19 next meeting will be on February 8th. I hope
20 you find time to refresh yourselves during
21 the time before the next semester. Thanks
22 for hanging with us as this meeting went
23 long. We had a few items that we really
24 needed to address today, and so I appreciate
25 that.

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1 And thank you most of all for your
2 service to your peers. I hope you have a
3 very good time between the semesters. We
4 stand adjourned. Have a good evening.

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STATE OF KENTUCKY)

)

COUNTY OF FAYETTE)

I, TRISHA B. MORLEY, the undersigned Notary

Public in and for the State of Kentucky at Large, certify

that at the time and place stated, the proceedings were

conducted via teleconference; that the proceedings were

taken in stenotype, later reduced to computer-aided

transcription under my direction, and that the foregoing

is a true and accurate record of said proceedings.

My commission expires: April 23, 2022.

IN TESTIMONY WHEREOF, I have hereunder set my

hand and seal of office on the 14th day of December, 2020.

Trisha B. Morley, Court Reporter

Notary Public, ID#599770

My commission expires: 4/23/22

Trisha B. Morley, Court Reporter

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