

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

* * * * *

FEBRUARY 8, 2021

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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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2 CRAMER: -- you forget. More for you than anyone

3 else, so we'll do that generously for you.

4 The meeting is being recorded for note-

5 taking purposes. If any member of the senate

6 is disconnected and cannot reconnect at all,

7 please send an email to Sheila Brothers,

8 sbrothers@uky.edu, so we're aware of the

9 situation.

10 And practicalities, remember, senate

11 meetings are open meetings. We follow

12 Robert's Rules of Order. No voting by proxy.

13 Be civil. Be a good citizen. Here, that

14 specifically means making sure you share the

15 activities that the senate engages in and the

16 questions that we discuss with your

17 departmental and college colleagues.

18 And participate; along the lines of

19 participate, Senate Council and I have

20 discussed encouraging greater participation

21 in the senate. Sometimes there are motions

22 that are needed from the floor of the senate.

23 Rather than have Senate Council members jump

24 in and make those motions immediately, we've

25 discussed allowing an uncomfortable pause of

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1 maybe 20 seconds to allow other senators the
2 opportunity to use the “raise hand” feature
3 and offer the motions themselves. So we will
4 try to do that to encourage more
5 participation in some of the senate’s nuts-
6 and-bolts functionality.

7 Recall that in the Zoom webinar
8 functionality here, participants are divided
9 into two categories: Panelists and attendees.
10 Both can participate. Both can, for example,
11 raise their hand to speak on the floor. The

12 voting senators are the panelists. They're
13 the ones whose votes will count when there
14 are motions that we're voting on.

15 The panelists will have received a
16 specific email from Stephanie with a specific
17 Zoom link to log in to the meeting and are
18 eligible to vote. And then, also, we'd look
19 to see who's over in the other list and if we
20 see voting senators there that are panelists.
21 We try to move those over as well.

22 Non-voting senators and guests or
23 attendees, they use the general Zoom link and
24 do not vote. And then if there are people
25 that are making presentations that aren't

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1 voting senators and so forth, we'll move them
2 over to the panelist list so we can see them
3 as well.

4 To speak for any reason or otherwise be
5 recognized, including to make motions or
6 seconds or vote, use the "raise hand" button
7 at the bottom of the screen. If you cannot
8 see this, click on the three dots with the
9 "more" beneath it, and then click the "raise-
10 hand" button. This is changed up. This is
11 why we sent some emails about making sure

12 your Zoom is up to date. The “raise-hand”
13 feature was something that was changed a
14 little bit between one Zoom person and the
15 next. We’ll use it the same way as we did
16 before, but the position of the button might
17 have moved for you a little bit between last
18 meeting and this one.

19 To handle the voting, recall I’ll call
20 for votes in favor, votes opposed, and then
21 people who want to formally abstain. The
22 voting members, those are panelists in the
23 Zoom meeting, will vote at the appropriate
24 time by clicking the “raise-hand” button and
25 leaving their hand up. After each vote, the

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1 counts will be recorded and I'll lower the

2 hands or Stephanie will lower the hands.

3 And then for purpose of maintaining vote

4 records, the votes of the minority and those

5 abstaining, these are smaller numbers and

6 easier to record and will be recorded. If

7 the votes perceive to be close, Stephanie is

8 prepared to assist with a roll-call vote. So

9 just a reminder of that.

10 Moving on to the agenda: The minutes

11 from December 14th were distributed. No

12 changes were received. And so unless I hear
13 objections now, the minutes from December
14 14th will stand approved by unanimous
15 consent. Seeing no objections, the minutes
16 are approved.

17 A friendly reminder: We didn't have a
18 January meeting. The Senate Council
19 discussed it and thought that it would be
20 good, given the state of the business, to not
21 have a meeting last month. We may need to
22 call that favor in slightly today. If the
23 meeting goes a little bit long, hopefully
24 you'll forgive me. I don't expect it'll go
25 very long, but I'd be appreciative of your

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1 patience on this as we try to move some of
2 the business that were items that we had left
3 over from December and so forth.

4 In terms of announcements, I sent an
5 email to all faculty on January 28th
6 regarding nominations for a lot of campus-
7 wide committees. The list of the committees
8 can be found on the senate's site.

9 Email Sheila with nominees for those
10 committees. Particularly, we're very
11 interested in the nominees for the area

12 committees. Those require full professors,
13 tenured full professors, and so finding
14 suitable nominees for that is a little bit
15 more challenging because of those
16 qualifications, so make sure to submit your
17 nominees for those important committees.

18 A reminder on the curricular proposal
19 deadlines: These are deadlines for proposals
20 seeking a Fall '21 effective date; March 15th
21 for items that will require committee review;
22 April 12th for other changes that don't
23 require committee review.

24 Those are the dates for those proposals
25 to be received in the Senate Council Office

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1 following any Academic Council review.

2 The Chair's Report: The Senate Rules

3 give the chair and also Senate Council

4 authority to take some actions on behalf of

5 the senate, as long as their reported to the

6 senate at the next meeting. On January 25th,

7 Senate Council approved a change to the

8 Spring '21 Academic Calendar, extending the

9 100 percent refund period of the semester.

10 Also, proposed change to the Summer '21

11 Academic Calendar removing two extraneous --

12 that were like extra entries related to Grad

13 School deadlines.

14 And then on February 1st Senate Council

15 approved proposed nonstandard course

16 calendars for some new orofacial pain courses

17 consistent with the other courses in that

18 program.

19 And then Senate Council heard a

20 presentation -- I think it was last week --

21 on changes to undergraduate research. Recall

22 that this moved to the Vice President for

23 Research area in September. More information

24 can be found at that URL, and there was email

25 communication that went out last week about

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1 that as well.

2 Is there a Vice Chair's Report today?

3 COLLETT: There is not.

4 CRAMER: Is there a Parliamentarian's Report

5 today?

6 There's no report from the

7 parliamentarian.

8 Marilyn? Okay.

9 Do we have a Trustee's Report today?

10 SWANSON: Yes. Briefly, I would like to tell you

11 about a couple things that -- I'm going to go

12 first about some things that have occurred,

13 and then Lee will follow up with some

14 additional items.

15 On January 29th the Executive Committee

16 of Trustees met to approve a joint venture

17 between UK and King's Daughters' Health

18 Systems. This is very similar to joint

19 ventures that have occurred previously, such

20 as that with the Lexington Clinic in 2019.

21 The purpose of this, from our perspective,

22 will be to increase health care in Northeast

23 Kentucky, Ohio and West Virginia. The final

24 date for more details on this venture will be

25 announced in April. Are there any questions?

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1 Okay. Lee?

2 BLONDER: We're having a board meeting on February

3 16th and 17th, and the board is having a

4 training that's conducted by Vice President

5 for Institutional Diversity, George Wright,

6 on anti-racism. That will be in the morning.

7 And then the meeting is streaming if anybody

8 wants to watch it. It'll be on -- there's a

9 YouTube link on the board website.

10 That's all I have.

11 CRAMER: It appears -- Bob, do you have a

12 question for the trustees?

13 GROSSMAN: I do. Yesterday or today the Council on

14 Postsecondary Education expressed distress

15 about the decreasing number of college-

16 attending Kentuckians. And I was wondering

17 if there's yet been any discussion among the

18 trustees as to how to respond to that.

19 SWANSON: No. The COSFL Group has responded that

20 they're working on some initiatives for that,

21 but I haven't heard anything yet from the

22 trustees. So Kentucky is down is about 4.7

23 percent, so the good news is that we're

24 better than Indiana or Illinois.

25 CRAMER: And for reference, COSFL there is the

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1 Coalition of Senate and Faculty Leadership.

2 It's sort of representative of senates across

3 the Kentucky public institutions.

4 GROSSMAN: Well, I imagine there'll be some

5 political pressure on all the universities.

6 SWANSON: I expect so. And, you know, one of the

7 things, too, from the data is that we see a

8 decrease in a number of the students at risk,

9 really, and so I think those two have to go

10 hand in hand, those initiatives.

11 CRAMER: Thank you. Are there other questions

12 for the trustees?

13 Well, thank you.

14 The next item on our agenda is an update

15 on the university budget from the Executive

16 Vice President for Finance and

17 Administration, Eric Monday. Eric, are you

18 ready?

19 MONDAY: Yes, sir. Dr. Cramer, I'm ready when

20 you are, sir.

21 CRAMER: All right.

22 MONDAY: Well, good afternoon. I'm glad to be

23 with you in this virtual way and to share

24 with you an update on where we are from the

25 budget of the university.

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1 I'm going to talk about three things
2 today: First thing I'd like to do is give you
3 an update on the Fiscal Year '21 budget.
4 That's the budget and the year in which we
5 are in right now. We have approximately five
6 months left in that budget year.
7 We'll talk a little bit about Fiscal
8 Year '22 and how we're looking ahead from a
9 qualitative standpoint. So I'm not going to
10 share any numbers. We're still too early as
11 it relates to Fiscal Year '22. Happy to come

12 back at a later time, Dr. Cramer, and share
13 more about the '22 from a quantitative
14 standpoint, of course.

15 And, also, the president asked that we
16 share an important update related to one of
17 our benefits as our last update this
18 afternoon.

19 When you think about Fiscal Year '21,
20 the year in which we're finishing, three
21 things come to mind as our largest
22 challenges: Number one was the state
23 appropriation. We received information from
24 the state in the fourth quarter of the
25 calendar year a few months ago that it was

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1 anticipated that we would have a mid-year
2 budget cut related to revenue challenges in
3 Frankfort.

4 I'm pleased to share with you, and I
5 believe most of you probably recall the
6 update that we sent out a month or two ago
7 now that that was exhausted. There is not
8 going to be a mid-year budget cut. So we
9 fully believe that we will receive our full
10 state appropriation of approximately \$265
11 million in this fiscal year. So not a

12 concern as it relates to the state

13 appropriation.

14 Number two: Any type of revenue impacts

15 that we would anticipate we would see. So

16 reductions of revenue within this fiscal

17 year, largely driven, of course, by COVID,

18 driven by tuition revenue. We do anticipate

19 that we will not achieve our tuition budget

20 in this fiscal year, and that was projected

21 at about \$12 million before we moved into the

22 spring semester. We're working those

23 numbers.

24 Obviously, as you all know, we're two

25 weeks into class delivery. I would

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1 anticipate that our challenge will grow. It
2 will not remain at 12 million. It will be a
3 number larger than that as it relates to what
4 we will not achieve in tuition revenue. Why
5 is that? It is directly, of course, related
6 to -- our numbers look good as a number of
7 students. Our retention looks good, even
8 into the spring semester. Our total
9 enrollment in the fall was the highest in our
10 history. It's directly related to the
11 pricing of fully online courses for

12 nonresidents, which are materially less.

13 When we looked at this in the fall, the

14 average nonresident student coming to the

15 University of Kentucky was paying somewhere

16 between \$1,800 and \$2,200 less per student

17 than the same time the previous year. So

18 that is what's the driving force related to

19 our tuition revenue.

20 Lastly, within Fiscal Year '21 would be

21 any increase in expenses that we did not

22 anticipate or did not fully anticipate as we

23 built the budget for this fiscal year.

24 Clearly, those are related to COVID. More

25 than \$40 million in expenses is what we

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1 anticipate related to COVID within this

2 fiscal year.

3 We have been successful as most higher

4 educations institutions in seeking

5 significant federal funds to help overcome

6 that. We're not at the \$40 million yet in

7 federal funds. Of course, we are looking

8 towards the fifth bill that President Biden

9 has introduced that is going through congress

10 as we speak. Should that pass, we would

11 anticipate that that would be another set of

12 funding that would help us achieve that \$40
13 million expenditure.

14 So as we're thinking about '21 and
15 getting to June 30th, what we're keying in on
16 is, really, the revenue to see where we come
17 in on tuition, and then seeing that fifth
18 COVID bill to help us on the expense side.

19 So we continue to monitor those things as we
20 look to '21, as we look through June 30th.

21 So that's a quick overview of where we
22 are in Fiscal Year '21. No action to be
23 taken today. We do not anticipate any action
24 at the February board meeting related to
25 this. We really need to follow and see what

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1 happens with the fifth federal bill, and also
2 understand our final tuition revenue within
3 this fiscal year.

4 I would be remiss if I did not mention
5 one other thing related to '21, and that is
6 that we did reduce our retirement
7 contribution from the 2-to-1 match to the 1-
8 to-1 match, and that was for this fiscal
9 year. That freed up -- you may recall a
10 conversation that we had that the president
11 led that we wanted to have a little bit of a

12 "rainy day" fund, if you will. So there
13 remains some of that "rainy day" fund, which
14 in many ways I think could exhaust the
15 challenge related to tuition revenue.

16 So if we can get that fifth federal
17 bill, if that passes and that provides
18 another appropriation to higher education,
19 then I think we are really close to solving
20 the Fiscal Year '21 budget challenge.

21 The second item I wanted to share with
22 you and talk a little bit about Fiscal Year
23 '22 -- and I'll look to Dr. Cramer when it's
24 appropriate for any questions -- but as it
25 relates to Fiscal Year '22, how do we build

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1 that budget?

2 So a number of you have heard me talk

3 about what we call the DSI, or direct student

4 impact. That's how much more or how much

5 less we have at the end of the budget

6 process. And so what do we do for these

7 first couple months, January, February and

8 March of each year as we start to look at all

9 the different ins and outs, the revenues and

10 expenditures, as we think about what exactly

11 we need in more revenue or less revenue,

12 what's coming in.

13 And so what are we looking at? We're

14 looking at the state appropriation. And so

15 the governor has proposed a state budget.

16 That state budget includes about a 1 percent

17 increase in the state appropriation for all

18 higher education institutions, as well as an

19 increase from performance funding.

20 As you likely know, we have competed,

21 because of your work and the work of our

22 entire faculty and staff, very, very well in

23 competing for performance funding. And so

24 that could provide some additional revenue

25 for the institution for the next fiscal year,

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1 but that's in the middle of a process.

2 Actually, the governor proposes, and then the

3 assembly goes back and back and forth on

4 that.

5 And so we should know more about the

6 final appropriation for this upcoming fiscal

7 year. It's a one-year budget this time, just

8 like it was last year, in probably the March

9 time frame. So that's number one.

10 Number two is compensation: With the

11 exception of last year and in each year of

12 the last seven years of Dr. Capilouto's
13 presidency, we've been able to provide a
14 compensation adjustment. We were not able to
15 do it last year, of course, but that will be
16 a conversation and consideration as we think
17 about next fiscal years and whether it's a
18 miracle; whether it's a one-time; whether we
19 look at the hourly rate of minimum pay that
20 we have increased a few times. It's at
21 \$12.50. We want to continue to move that up,
22 clearly get to \$15 at some point from a
23 minimum hourly rate for our employees.

24 And so we may take another step to move
25 that 1,250 beyond to 13- or whatever that

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1 number is appropriate for next fiscal year.

2 So all of those would be considerations as we

3 build that budget.

4 Third relates to benefits: Clearly,

5 we've already talked about -- and I will just

6 go ahead and announce it now. The president

7 is communicating to the campus in the next

8 hour and is going to formally communicate

9 that we fully intend to restore the

10 retirement contribution July 1st for all of

11 our employees.

12 So July 1st, that will go to the 10
13 percent retirement 2-to-1 match. That is
14 what the president will be announcing, and he
15 wanted to share that with you and the
16 University Senate first, and so that is a
17 consideration. It's a \$19 million expense,
18 and so it is a \$19 million investment, and so
19 that will be a consideration as we build the
20 budget for next year as well, but that will
21 happen.

22 We also are looking at vacation leave,
23 specifically when we think about leave that
24 may otherwise expire on June 30th. That's
25 from Fiscal Year '20 leave. We can carry it

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1 forward a year, and then we talk about the
2 two-year. We've heard from a lot of faculty
3 and staff about the challenges of being able
4 to use leave in the COVID restrictions in the
5 COVID era. So we're looking at that, and
6 there is at least a book cost with that, and
7 so look forward to more communication about
8 leave carry-forward in the coming days.

9 Health care costs: Another component
10 when we look at the budget, we've been able
11 to handle most of those on the employer side,

12 but our health care costs continue to
13 increase, and so that's something that we, of
14 course, value when we build the budget.

15 Additionally, we've been talking for a
16 number of years, and we had anticipated -- or
17 had intended, rather, to start to implement
18 some type of additional leave for family or
19 elder care last year. In the end, we paused
20 that because of COVID, but that is something
21 that's back on the table, and we need to
22 collectively determine are we going to do
23 that and how do we accomplish a budget that
24 would support that.

25

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1 Number four: Performance funds. So he
2 president remains committed to net tuition
3 revenue sharing with the colleges, as well as
4 implementing the college productivity model
5 with the colleges and how much, what of those
6 funds that are going to be set up for the
7 colleges to then provide through the
8 performance funding of NTR and CPM. Those
9 are obviously budget impacts.

10 Affordability: I don't think there's a
11 time in recent time in our recent period,

12 especially within the president's nine years,

13 where affordability isn't more top of mind.

14 And our ability or inability to adjust

15 tuition and fee pricing. And so that's, of

16 course, a conversation we had with our

17 management board as well, but I would

18 anticipate that how we have constrained

19 tuition and fee increases over the last few

20 years at a minimum, that those would be

21 considerations in the future.

22 And lastly, we look at investments or

23 other initiatives or things that we are

24 focused on as a campus collectively. I think

25 about DNI and the additional investments that

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1 we have made and we will continue to make in
2 diversity, equity and inclusion. That is a
3 component of how we build the budget.

4 We have a number of cuts from Fiscal
5 Year '21 where our colleges were able to use
6 some one-time funds to close the Fiscal Year
7 '21 budget gap. Well, those have to be
8 recurring in Fiscal Year '22, so how do the
9 colleges manage those cuts; any large
10 financial challenges that we haven't talked
11 about; COVID expenses in Fiscal Year '21;

12 adjustments to revenue related to COVID in

13 Fiscal Year '21.

14 Additionally, the president is on a

15 feedback cycle and has met with a number of

16 you to seek feedback as he considers the next

17 step in the provost's position and anything

18 that would come out of those conversations

19 that may have a budget impact.

20 And then lastly, I would say regulatory

21 requirements. Clearly, Washington is talking

22 about new regulatory requirements, whether

23 that's a federal minimum wage increase that

24 may or may not impact us because of where we

25 already are and what we intend to do.

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1 But, also, there's conversations about
2 additional leave strategies and leave
3 balances that would be available at the
4 federal level that would be dictated to all
5 employers, and of course, we would be
6 consistent with those, so those could have a
7 financial impact and we continue to monitor
8 that.

9 And so what Dr. Cramer had asked was an
10 overview of, really, '21, but also talking
11 about what we're looking forward to as it

12 relates to Fiscal Year '22. A lot in there.

13 I understand that, but I just wanted to give

14 you kind of a qualitative overview.

15 I hope one of the key takeaways is that

16 we're looking good on '21. We feel good

17 about where we are. '22 is going to be a

18 challenging year, but it's one that we are

19 going to work together on. There's a lot of

20 conversations in front of us, a lot of two-

21 decimal work to get to the actual numbers

22 that we need to think about as it relates to

23 '22, but most importantly, and the good news

24 to take away is a firm commitment relating to

25 our retirement and going back to that 2-to-1

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1 match effective July 1st, which was our
2 intention all along, but we needed to make
3 sure as we get into this fiscal year and
4 understand, try to get the knowns to be a
5 little bit more than the unknowns.

6 And we still have many challenges ahead,
7 but we feel confident as it relates to that
8 retirement program. I would also say you
9 will note in the message that goes out later
10 today that we've made a few other adjustments
11 to our retirement program in the next few

12 months that we'll be announcing; lowered the
13 fees that we pay and also expanded some of
14 the fund families that are options to us in
15 our retirement choices.

16 We have a great faculty and staff, a
17 workgroup, a couple finance professors that
18 work with us to look at our retirement
19 programs. And we'll be adding environmental,
20 social and governance fund families and fund
21 options as ESG. Some of you are familiar and
22 have asked for us to consider those fund
23 options within your choices, and those will
24 be expanded as well. So it's not just
25 restoring to the 2-to-1; there's some

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1 additional enhancements that we're putting in
2 place. We have shared with our deans this
3 morning about the increase in the retirement
4 contribution or reinstating that, and then we
5 also -- the president met with Dr. Cramer and
6 Mr. Gent to give them an overview.

7 We've tried through this entire COVID
8 challenge, and still what's in front of us,
9 more is more. So the more we can have
10 communication, the more we can talk with Dr.
11 Cramer and Mr. Gent. I see President Wheeler

12 on this call, and of course, our trustees.

13 We want to be committed and continue to

14 sustain that level of communication on an

15 ongoing basis.

16 So with that, Dr. Cramer, I'll come back

17 to you, sir.

18 CRAMER: Thank you, Dr. Monday. Does anyone have

19 any questions for Vice President Monday? I

20 think there was a hand up, but I think you

21 answered it when you announced that the

22 retirement was coming back.

23 FARRELL: I have a question. Herman Farrell.

24 CRAMER: Herman Farrell. Let's get back to the

25 practice of "Herman Farrell and the College

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1 of Fine Arts”.

2 FARRELL: Yeah. Herman Farrell, College of Fine

3 Arts. Sorry.

4 Thank you very much, Mr. Monday. I

5 appreciate everything that you shared with

6 us, and I especially appreciate -- I think we

7 all appreciate the announcement that's about

8 to come with regard to the retirement

9 contributions.

10 I guess my quick question is about what

11 you are implicating with regard to last

12 year's -- or this year's FY '21 retirement
13 contributions that were -- that went down
14 from 2-to-1 to 1-to-1. And if I'm incorrect
15 in my understanding of the way you laid this
16 out is that that money was, I guess,
17 partitioned off into some sort of "rainy day"
18 fund. If I got that wrong, please correct
19 me.

20 But I guess my question is: If that
21 money is out in some sort of fund that's sort
22 of separated away from all of our other
23 expenses and we're getting ready to actually,
24 hopefully, receive enough funding from the
25 federal government to make ourselves whole in

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1 terms of the \$40 million in COVID expenses

2 that you laid out.

3 My question is: Can we get a restoration

4 of the lost retirement benefits for this past

5 year, just to sort of make all the faculty

6 and staff completely whole?

7 MONDAY: Yeah. Those funds are right now, I

8 think, going to be most utilized for the

9 tuition revenue that we otherwise did not

10 receive. So when we look at the federal

11 funds, the federal funds are focused on the

12 expense side, so all the COVID expenses that
13 we have. We are going to be down greater
14 than \$12 million on tuition revenue compared
15 to budget.

16 So the goal would be for those --
17 whatever is remaining of that 5 percent --
18 let's call it a "rainy day" fund. It was for
19 unanticipated challenges, and that is an
20 unanticipated challenge. So the goal would
21 be for that to exhaust that, because what
22 we're really focused on is no mid-year
23 reductions in Fiscal Year '21.

24 So otherwise we didn't have those funds;
25 we would be looking at going back to the

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1 colleges right now and doing some type of
2 reduction. So the goal would be -- I think
3 there's 11- to \$12 million left, Dr. Farrell,
4 of those funds. We're looking at least \$12
5 million in tuition, so it gets very, very
6 close.

7 FARRELL: Thank you.

8 CRAMER: We're running a little bit late. I've
9 got two more that I'll call and then we'll
10 move along. If you have other questions,
11 I'll collect them and I can follow up with

12 Vice President Monday.

13 Aftab Chishti.

14 CHISHIT: Yes. Thank you, Mr. Chairman and thank

15 you Dr. Monday. I just wanted to convey on

16 behalf obviously the College of Medicine that

17 this is going to be a morale booster. And

18 the college faculty was a bit skeptical

19 whether this matching will come back, but

20 this is really appreciated, and thank you for

21 all the work that everybody has done.

22 MONDAY: Thank you, sir.

23 CRAMER: Gail Brion.

24 BRION: Gail Brion, College of Engineering.

25 Thank you, Mr. Monday. I have been asked by

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1 several of my constituents if this sort of
2 reduction and retirement funding will become
3 a tool in the administration's toolbox to be
4 tapped again?

5 MONDAY: I would not categorize that as a tool.

6 I would categorize that -- we had a broad
7 campus conversation about what we could do to
8 solve a pretty significant "over \$70 million"
9 budget challenge, and I think compensation
10 and benefits are things that we would have to
11 continue to have conversations in the future

12 about. I would not suggest that because one
13 thing was done once, that it would be likely
14 to be done a second time.

15 CRAMER: Thank you for joining us today, Dr.

16 Monday. If there are other questions for the
17 vice president, certainly you can send them
18 to me, and I meet with the vice president
19 regularly enough we can sort of address some
20 of these questions in other forms.

21 Let's move on to the next item on the
22 agenda, which is business from December. We
23 had an informational item from the Rules and
24 Elections Committee on the most recent update
25 to the Senate Rules.

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1 DeShana, are you prepared?

2 COLLETT: I am. I think Stephanie's showing the

3 slide.

4 CRAMER: Yeah.

5 COLLETT: Well, thanks everybody for attending

6 today. I just want to give you a short

7 overview of what the SRAC has been up to

8 lately, and really, two priority items that

9 we had over the past year and a half or so.

10 So here are the members of the SREC.

11 Let me, first, just say that the SREC is an

12 active and energetic committee, and I just
13 want to thank each of the members for their
14 continual work and commitment to this
15 committee. It is very active.

16 On the next slide what you're going to
17 see is just the charge that's already in the
18 SRs that you can go to. It's a charge for
19 our committee for you to review. All of the
20 SREC interpretations that we have are
21 incorporated in the SR and are officially
22 acted on by the SREC in organized meetings
23 and in recorded minutes that are already
24 posted on the Senate Council website. So you
25 can find all that information there if you

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1 want to keep up with what the SREC is doing.

2 So the SREC always has a lengthy agenda.

3 Okay? We also have a lot of items that are

4 deemed as priorities. One of those

5 continuous items is providing updates to the

6 SRs. And as you can see, it's usually done

7 biannually December the 1st through -- or

8 July 1st through December the 1st and January

9 1st through June 30th.

10 Among these items, in the Fall 2019

11 agenda, the SREC had two action items that

12 needed attention. They were reorganizing the
13 SRs and populating the SRs with appropriate
14 approved Graduate Faculty Rules or actions.

15 So the SREC really wanted to kind of
16 make the SRs more user friendly so that it
17 would be more -- it would make more
18 conceptual sense to the reader. The
19 reorganization was started to place kind of
20 similar content together and group more
21 college and programmatic level specific
22 content together.

23 The other issues were populating the SRs
24 with appropriate Graduate Faculty Rules. So
25 there were policies that were not located in

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1 the current SRs related to specific
2 information towards graduate degrees or
3 professional degree certificates. All of
4 these policies either were included and
5 previous senate-approved or not yet placed in
6 Senate Rules in an analogous way that the SRs
7 are done for the undergraduate policies.

8 Most of the changes that occurred
9 occurred in Sections 3 through 5 and 10,
10 which I'm sure you probably can't see my
11 mouse, but it's there. Those changes pretty

12 much move definitions of courses and
13 programs, including their minimum
14 requirements from Section 4 through 5 into
15 Section 3, and we moved college-specific
16 admissions, grading system, academic
17 discipline rules from Section 4 and 5 into
18 Section 10.

19 There were some editorial changes, such
20 as the title to Section 3 to reflect the
21 inclusion of all programs, course and
22 curricular procedures. So that includes
23 program and course definitions and procedures
24 for approval. We also renumbered that
25 section. So, for example, the requirements

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1 for undergraduate degree programs that used
2 to be in Section 5.4.3 with residential
3 requirements at 5.4.1.1. I know you love us
4 to kind of break that down. They are all now
5 located in 3.1.1.1 under programs, then
6 requirements, then undergraduate degree. So
7 there's a system to how we have reorganized
8 it.

9 We also had some missing definitions
10 that actually have been defined by CPE and
11 approved for adoption by the senate. We're

12 not yet actually incorporating the Senate
13 Rules. For example, this would be definition
14 for graduate programs and professional
15 programs.

16 We'll put this slide up on the Senate
17 Council website, because the later slides, 8
18 through 12, actually provide kind of an
19 update to the changes, but all of these
20 changes are actually on the Senate Council
21 website and tracked change in the updated
22 Senate Rules. Next.

23 So following that realization, just the
24 Senate Rules, the SREC met in December and
25 actually tasked a subcommittee to populating

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1 those SRs with provisions of the Graduate
2 Faculty Rules. And so these are policies
3 that are actually found in the Graduate
4 Bulletin. They were already approved by the
5 senate, or rare cases, by the Graduate
6 Faculty. So the SRs were updated to include
7 these policies and provide consistency in
8 parallel to the undergraduate information.

9 The folks who served on that
10 subcommittee were: Davy Jones, Connie Woods
11 and Dave Pienkowski.

12 It should be noted that the exception
13 for the Graduate Faculty actions is up to the
14 year 2000. Because prior to 2000, the
15 Graduate Faculty, by way of delegation from
16 the senate, performed some final decisions on
17 Graduate policy and did not require final
18 approval through the senate. So these
19 policies were confirmed through review of
20 Graduate Faculty minutes that had already
21 been approved by the Graduate Faculty prior
22 to 2000 and have been enforced by the
23 Graduate School up through our present day.

24 After 2000 most of the Graduate Program
25 policies have been brought to the Graduate

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1 School -- or brought by the Graduate School

2 to the senate for approval.

3 So here you'll see these were some more

4 changes where we started populating the SRs

5 with the appropriate Graduate Faculty Rules.

6 Some of those areas included the professional

7 programs. So in the spring of 2018 the

8 senate adopted CPE definitions for

9 professional degrees and professional

10 master's degrees. And so that needed to be

11 updated and included within the Senate Rules.

12 Policies particularly related to
13 professional doctor degrees and professional
14 certificates were reorganized and updated
15 from material already existing elsewhere in
16 the SR are already previously approved by
17 senate action, but just not incorporated in
18 the SR.

19 Because we were really careful to only
20 incorporate material already approved, no new
21 policy was incorporated that would need other
22 committee approvals.

23 And then at the end of this, what we have
24 done is in September -- I think September 9th
25 or somewhere around that time -- SREC had

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1 approved all the revisions to the Senate
2 Rules, and we sent that the Senate Council
3 Office for posting. These revisions contain
4 all the updates for the 2019-2020 year senate
5 actions, updates or any of the SREC
6 interpretations during that year. We did have
7 various mechanical edits to clean up,
8 capitalize or periods here and there. All
9 those approved updates were forwarded to the
10 Senate Council Office.
11 Additionally, with that forwarded

12 information, we supplied the Senate Council
13 with a list of items that we wanted to bring
14 to their attention or we felt like there
15 needed to be further action related to
16 educational policy issues.

17 And during that work Davy Jones actually
18 went into the archives and pulled out all of
19 our Graduate Faculty minutes, notes and
20 several of the Senate Rules archived minutes,
21 and actually sent those to the Senate Council
22 Office for updates on the website.

23 So now currently all of the changes are
24 on the Senate Council website and the updated
25 Senate Council Rules, and you should see track

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1 changes so that you can actually go through
2 and crosswalk and refer back to what you may
3 have previously been using prior to our
4 updated revisions. The rest of the slide
5 really just kind of goes through each section
6 and some of the things that we did. And, like
7 I said, we can post this slide for you, but
8 that's all already included in the crosswalk
9 that's on the Senate Council website.

10 CRAMER: Are there any brief questions for

11 DeShana? Well, I certainly would like to

12 express my appreciation for SREC, the heavy

13 lift it takes to maintain our rules. Thank

14 you.

15 COLLETT: Thank you.

16 CRAMER: The next item of old business -- this is,

17 at this point, quite old business. This is a

18 item that came to the senate for the first

19 time before the pandemic. This was work of an

20 ad hoc committee on calendars to propose

21 changes to our academic calendars. Jennifer

22 Osterhage -- who has been trying to escape

23 this item for some time, but has graciously

24 continued to push it forward with us -- I

25 believe is here to describe briefly the

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1 proposal from the committee. She's coming

2 over to be a panelist now.

3 OSTERHAGE: Hi. Can everybody hear me?

4 CRAMER: Yes, we can.

5 OSTERHAGE: Okay, great. Thank you so much for

6 having me. I will be brief, given your

7 agenda.

8 So this is a proposal to modify the

9 Academic Calendar that, as Aaron stated, has

10 been percolating for a long time. It began

11 with the addition of a fall break in 2018, at

12 which time the senate voted to start the fall
13 semester on a Monday, and that actually
14 increased the asymmetries between the fall and
15 the spring semesters. So our Ad Hoc Committee
16 was charged with looking at the calendar to
17 try to make the two semesters more
18 symmetrical.

19 And our charge kind of incorporated a
20 couple more items as we talked to invested
21 parties, and these four items are in the
22 document that you all have access to.

23 First is to begin the spring semester on
24 a Monday, which we already experienced this
25 semester. The second item, to reduce

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1 asymmetries between the two semesters is to
2 actually move the fall break one week. So
3 move fall break from the ninth week of the
4 semester to the tenth week. And that actually
5 aligns the fall break with the timing of the
6 spring break, and that's very beneficial for
7 people who teach the same course in the fall
8 and spring and try to align the calendars
9 between the courses.

10 The third item, which we have also
11 already experienced, is to add reading days to

12 both the fall and spring semesters, and these
13 would be the Thursday and Friday that are
14 currently the last two days of what is
15 currently called Dead Week. And these two
16 days would have all the same restrictions of
17 the week that we currently call Dead Week, but
18 in addition to that, there would be no classes
19 held. And this is a result of input from the
20 Student Government Association. They were
21 really supportive of having these extra days,
22 these reading days to help them prepare for
23 final exams.

24 The last item in our proposal is to
25 change the final exam schedule from a five-day

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1 schedule Monday through Friday to what we
2 termed a four-plus-one, where all normally
3 scheduled exams would be scheduled on the
4 Monday through Thursday of final exam week
5 with that last day available for any students
6 with conflicts, et cetera.

7 And that's basically our proposal.

8 CRAMER: So historically, right, this was

9 discussed at senate last spring.

10 OSTERHAGE: Yes.

11 CRAMER: The reason the senate did move forward

12 with it at that time was because we had a
13 pandemic starting and decided not to change
14 things. It turns out we're actually very
15 fluid at changing calendars now, but at the
16 time it was considered that maybe we needed a
17 little more time to get moving on that.

18 We've seen some elements of it, as
19 Jennifer mentioned. In the fall calendar, we
20 had a reading day. We also had a four-day
21 Finals Week. And then we're actually seeing
22 that, basically, in full effect this semester.

23 Senate Council had approved a calendar for the
24 spring semester that very much mirrors this
25 proposal.

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1 Are there questions of fact about this

2 proposal from the Ad Hoc Committee?

3 Bob.

4 GROSSMAN: Yeah. Currently it says effective date

5 of Fall 2021, but I know sometimes our

6 registrar says, oh, there are things that are

7 fixed in stone in the upcoming semester, and

8 so these things can't be implemented until a

9 subsequent year; is there a problem with

10 implementing in Fall 2021? If not, that's

11 great, but I just wanted to ask.

12 CRAMER: My understanding is that the calendar

13 Senate Council approved actually follows --

14 Senate Council has already approved a Fall '21

15 calendar that follows this proposal as well,

16 so --

17 OSTERHAGE: That's right. The registrar has put

18 together a five-year structural calendar that

19 follows this proposal.

20 GROSSMAN: Cool. Great. Thank you.

21 CRAMER: Any other questions of fact about the

22 proposal from the Ad Hoc Committee?

23 Well, we have a motion from the committee

24 that the University Senate approve the

25 proposal from the Ad Hoc Committee on

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1 calendars effective Fall '21. Is there any

2 debate on this motion?

3 Bob.

4 GROSSMAN: Yeah. I strongly support this policy

5 change. I think adding the reading days where

6 no new material can be introduced Thursday and

7 Friday of Dead Week is going to be (Zoom

8 disruption) --

9 CRAMER: I think, Bob, you froze for a moment, but

10 I think you were speaking in favor of the

11 reading days.

12 GROSSMAN: Yeah. I think they'll tremendously
13 benefit students so they actually have some
14 time to think about the end-of-semester
15 material and incorporate it into their
16 studying and be more prepared for any finals,
17 especially those that come early in the week
18 during Finals Week.

19 So I think this is a great package of
20 proposals and I'd like to thank the Calendar
21 Committee for them.

22 CRAMER: Jurgen, and also state your college.

23 ROHR: I wanted to congratulate the committee.

24 I like it a lot, especially this four-plus-one
25 idea about the exams. I think that's a really

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1 good idea.

2 CRAMER: Any further debate on the motion from the

3 committee?

4 Seeing none, we have a motion from the

5 committee. Will voting senators that would

6 like to vote in favor of the motion please use

7 the "raise-hand" feature. Leave your hand up

8 until we clear them.

9 If you'd like to vote against the motion,

10 please use the "raise-hand" feature.

11 If you'd like to abstain, use the "raise-

12 hand” feature now.

13 That motion passes. So this will be

14 effective Fall ‘21. Thank you so much,

15 Jennifer, for your hard work on this. This

16 has been a long process and one that delay has

17 been another cost of COVID, but it’s good that

18 we’re moving forward with this now. Thank you

19 for your work on that.

20 OSTERHAGE: Thank you so much.

21 CRAMER: The next item of old business is a report

22 from the University Appeals Board on the 2019-

23 2020 year. Joe Fink is the Chair of the

24 Appeals Board, and I think Stephanie is going

25 to present his slides.

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1 Joe, are you ready?

2 FINK: Ready to go. Thank you, Chair.

3 Thank you, Stephanie, for putting the

4 slides up. If you go to the next slide we'll

5 get started with the content.

6 First question is: What's the

7 jurisdiction of the University Appeals Board?

8 The University Appeals Board handles two

9 types of cases. First is academic matters

10 that come up through the Office of the

11 Academic Ombud; those are typically grade

12 disputes where the student got a B and was

13 sure he should've had an A, that sort of

14 thing. Or an allegation of cheating or

15 plagiarism in the flow of course assignments,

16 something like that.

17 The other type of case that comes to the

18 University Appeals Board is a conduct appeal.

19 That comes up through the Office of the Dean

20 of Students, and it has a different approach

21 to handling it. One of the differences is

22 that an academic appeal is handled by a panel

23 of eight members of the University Appeals

24 Board, whereas a conduct appeal is handled by

25 three individuals. So there's some

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1 differences there. It does create the

2 opportunity to give a quicker decision on the

3 conduct matters. Next slide, please.

4 What's the appeals process?

5 For an academic appeal the student

6 approaches the Office of the Academic Ombud.

7 Probably their first contact there is Laura

8 Ansel, who's a very good listener, and does

9 a great job of sorting out when you come back

10 to see the ombud, you need to bring this with

11 you; you need to bring this syllabus; you need

12 to bring this document, so the student has a
13 fruitful conversation with the ombud.

14 The ombud looks into the matter, talks to
15 the faculty members, and then has to make the
16 decision: Does this matter have merit?

17 If the answer is that it does not have
18 merit, the ombud writes the student a letter
19 and says, I've concluded; your case lacks
20 merit; I'm not going to pass it on to the
21 Appeals Board, but you can ask that Appeals
22 Board to review that decision of mine. In
23 that case, the student writes a letter to the
24 Appeals Board, essentially requesting a
25 hearing. At that point, there is no hearing.

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1 It's a review of documents submitted. And the
2 sole question is: Should the student get a
3 hearing?

4 The ombud has concluded the matter lacks
5 merit and that no hearing is appropriate. If
6 the decision is to confirm what the ombud
7 decided, that's the end of the matter. If the
8 decision is to grant the student a hearing,
9 and that happens in a small percentage of
10 cases, then we go into the normal cycle and we
11 schedule a hearing with eight members of the

12 Appeals Board, the student and the faculty

13 member.

14 On the student conduct side of the thing,

15 the case typically comes to the University

16 Appeals Board directly from the student after

17 having had a conduct hearing administered by

18 the Office of Student Conduct. When I receive

19 that request for a hearing from a student, I

20 then contact the officials in the Office of

21 Student Conduct and they prepare a response to

22 what the student has filed requesting his or

23 her appeal.

24 At that point, a panel of three people

25 gets together and reviews the matter, and

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1 there are only three bases that can be cited

2 to overturn what a hearing panel has done.

3 And the recommendation from that panel goes

4 back to the Dean of Students.

5 So that's the appeal process. The next

6 slide talks about what is the composition of

7 the University Appeals Board: The University

8 Appeals Board has 30 members; 18 are faculty;

9 12 are students. The composition of the

10 student portion of that is governed by so many

11 undergraduates, so many from graduate

12 programs, so many from professional programs.

13 Faculty members are drawn, hopefully from

14 widely across campus; a lot of different

15 programs; a lot of different colleges and so

16 forth. So it's 30 members on the Appeals

17 Board; to have a hearing, an academic hearing,

18 it requires that a quorum is eight.

19 And I try, and I've succeeded for, let's

20 say, the last five years, never to have a

21 hearing with at least one student on the

22 panel. I never -- it's possible to have a

23 hearing with all faculty. At least five of

24 the eight must be faculty, but I try to always

25 have at least one student in the mix on the

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1 panel, and hopefully more if that's possible.

2 The next slide talks about what is the

3 quorum. I've mentioned that already. For

4 academic matters it's eight. For the student

5 conduct matters it's three.

6 Next slide gives you the URL for a

7 document we have prepared that when I receive

8 an appeal from a student, I send them this

9 information and say this is a question and

10 answer document that outlines the practices

11 and procedures used by the University Appeals

12 Board. It answers almost all questions
13 students have about the flow of matters and
14 so forth. So I present that there for your
15 consideration if you want to take a look at
16 it.

17 The next slide is the one that bears
18 data reflecting the level of activity by the
19 Appeals Board. You'll see down the left side
20 the types of cases, the categories of cases,
21 and then you can see the various numbers year
22 by year. One thing that will be striking for
23 you is look in the most recently concluded
24 year, the last academic year; only 14 matters
25 came to the University Appeals Board. Over

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1 the time I've been doing this, a good average
2 number of cases to come up during the year is
3 about 25, and here, last year, we only had
4 14.

5 What I point to is the explanation for
6 that: A lot of the matters that come before
7 the Appeals Board come after final exams.
8 And so the Appeals Board is typically busy in
9 January and February, and then typically busy
10 during the summer because that's when the
11 students find out what their grade is going

12 to be and so forth.

13 Well, last summer at the end of the

14 spring semester, we had the COVID impact, and

15 that's what I attribute that drop-off in the

16 numbers to be.

17 You can see on the left side here some

18 of the reason the appeals come to the Appeals

19 Board. And then down at the bottom, that

20 bottom row of numbers, tells you the first

21 number is, in that given year, how many

22 instances did the student prevail, and how

23 many instances did the student not prevail.

24 Over the history of the time I've been

25 serving in this role, I'd say a good rule of

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1 thumb is, across all cases, all matters,

2 students tend to win about half the time.

3 So that's the question I often get from

4 students; what are my chances; do students

5 win, that sort of thing.

6 Final slide; what are some continuing

7 challenges facing the University Appeals

8 Board?

9 We have been fortunate over the years to

10 get tremendous people serving as members of

11 the University Appeals Board, people who

12 stepped up when we need to schedule a
13 hearing, people who come to hearings
14 prepared, having read the packet put together
15 by the academic ombud and so forth. From
16 time to time -- this seems to go in waves up
17 and down -- there are faculty who have
18 matters before the Appeals Board who decide
19 not to come to the hearing, and that can be
20 problematic because a lot of times the
21 hearing panel members will have questions;
22 how does this work; what happened here; what
23 was this conversation and so forth.

24 And if the faculty member is not there,
25 that can be problematic. We have no ability

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1 to compel anybody to attend an Appeals Board
2 hearing. This isn't like court. We can't
3 compel the student. We can't compel the
4 instructor. We tell them they are invited to
5 attend and participate, and we hope they do
6 so. So if you have colleagues who have a
7 matter before the University Appeals Board,
8 please prevail upon them to be active in the
9 process. We're now conducting all our
10 business using Zoom, just like everything
11 around here, and that seems to be working

12 pretty well. It really does seem to be
13 working pretty well. I don't think the
14 students have been disadvantaged at all, and
15 the faculty have not been disadvantaged.

16 Finally, are there any questions anyone
17 has that I could try to answer?

18 CRAMER: Are there any questions for Joe Fink?

19 I've got one from Davy Jones. I've
20 allowed you to talk, Davy.

21 JONES: Joe, how is the approach on a mixed-
22 jurisdiction case? We can envision
23 situations where there's an entanglement of
24 academic versus nonacademic, you know, the
25 same act implied both branches.

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1 Who gets together and decides how to
2 handle that? In operation, how have you seen
3 mixed jurisdiction cases handled?

4 FINK: We've not had a lot of those, but I can
5 think of a handful where that issue has come
6 up. An example would be where a student does
7 something to disrupt a class. It's in an
8 academic setting, but the disruptive behavior
9 was conduct. And, typically, it's worked out
10 by the ombud and the officials and the Dean
11 of Student's office of who's going to take

12 the lead; how is this going to be labeled.

13 Is it going to be labeled a conduct appeal or

14 it going to be labeled an academic appeal.

15 So that issue is often sorted out before

16 it reaches us.

17 CRAMER: I've got two more hands up and then

18 we'll move on.

19 Eric Blalock.

20 BLALOCK: Hi. I was wondering how often does the

21 ombud get, like, prospective questions about

22 whether something would or would not be a

23 concern. I remember when I was constructing

24 my syllabus this year for the students, I was

25 concerned about if we were having in-person

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1 classes and I have an individual student
2 who's signed up for the class and then has a
3 reason -- could be COVID fear, could be an
4 internship -- for why they needed to take the
5 classes as Zoom or a recording, would that be
6 a concern if a faculty member were to say yes
7 or no to that student.

8 FINK: I can't give you exact numbers, but I
9 hope Laura Ansel is on the call. The
10 number I've heard over the years is that the
11 ombud's office handles, in a typical year,

12 somewhere between 200 and 300 inquiries,

13 either coming from students or faculty

14 members. So they are a lot busier than we

15 are at the Appeals Board.

16 BLALOCK: All right. Thanks.

17 CRAMER: Herman, you're going to get us back on

18 our discipline of name and college, right?

19 FARRELL: Herman Farrell, College of Fine Arts.

20 I'm curious to know about the composition of

21 the UAB in terms of the members. How does

22 that actually work? I'm sorry. I haven't

23 checked the rules on this, but how do we

24 identify the 30 that you end up using over

25 the course of a year, and is there a system

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1 of term limits and rotation for all members

2 of the board?

3 FINK: There are two different processes used;

4 one for the student members; one for the

5 faculty members. Earlier in this session

6 today someone mentioned that a call had gone

7 out for faculty members to raise their hand

8 and volunteer to participate on a long list

9 of committees. And down on the bottom of

10 that list was the University Appeals Board.

11 And so if a faculty member is

12 interested, they can submit their name
13 through that process. I've seen on the call
14 today a number of alumni of the Appeals Board
15 who have served in the past, and they can
16 answer questions about what is the time
17 commitment. For the student -- and those
18 committee assignments are made by the powers
19 of the university.

20 For the student members, 12 students --
21 18 faculty -- for the student members, the
22 President of SGA, who is participating in the
23 call today, screens the nominees and then
24 makes recommendations to the president of the
25 university, and then those student members

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1 are appointed for a one-year term by the
2 president of the university. That's an
3 important point I neglected to mention
4 earlier. Student appointments are for a one-
5 year term. Faculty members are for a three-
6 year term.

7 So that's the process, a little
8 different student versus faculty.

9 CRAMER: Thank you, Joe, for joining us today and
10 for the important work, and thanks for
11 reminding the senators present of the call

12 for nominees. UAB is definitely one that we

13 need good people for.

14 FINK: Thank you.

15 CRAMER: Let's move on in the agenda. The next

16 item is committee reports from the Academic

17 Programs Committee.

18 Leslie, are you ready to present these

19 items?

20 VINCENT: I'm ready, yes. So our first one is a

21 recommendation that the University Senate

22 approve the establishment of a new Graduate

23 Certificate in Innovations at the Nexus of

24 Food, Energy and Waste Systems housed in the

25 Department of Biosystems and Agricultural

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1 Engineer, in the College of Ag, Food and
2 Environment.

3 This certificate is part of a National
4 Science Foundation research traineeship
5 program aimed at fully integrating research
6 at the nexus of food, energy and water
7 systems with professional skill development
8 with an inclusive multidisciplinary and
9 supportive academy.

10 This 12 credit-hour certificate will
11 include two new courses that are team-taught

12 across multiple disciplines and departments
13 to provide students with a collaborative
14 approach to evaluating key research questions
15 focused on topics related to this area.

16 The two Core courses are focused on
17 providing students with both technical and
18 soft skills related to the area. Trainees
19 will earn the other six credits by choosing
20 from a curriculum, including courses
21 fulfilling both certificate and degree
22 requirements so the anticipated time to
23 degree is not extended.

24 Coupling graduate student training with
25 interdisciplinary research synergizing mine

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1 land remediation, water treatment, crop

2 production and power generation will help

3 prepare innovators at the NFEWS.

4 These initiatives are particularly

5 relevant to Appalachian states where the

6 dependents of the economy on the agricultural

7 and energy sectors results in water

8 management issues.

9 The primary target audience will

10 primarily come from currently enrolled

11 graduate students within the NRT, and demand

12 is expected to be 12 students in the first

13 year and growing to a steady state of 25

14 students.

15 CRAMER: Are there any questions of fact either

16 for Leslie or for our proposer, Eduardo

17 Santillan-Jimenez? I think I saw him on here

18 earlier as well.

19 I see no questions. We have a motion

20 from the committee -- which you can read here

21 -- to approve the establishment of the

22 graduate certificate.

23 Is there any debate on this motion?

24 Seeing none, will the voting senators

25 that would like to vote yes on this motion

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1 use the “raise-hand” feature now, and leave

2 your hand up until we clear them.

3 If you’d like to vote no on the motion,

4 please use the “raise-hand” feature now.

5 And if you’d like to abstain on the

6 motion, please use the “raise-hand” feature

7 now.

8 That motion passes.

9 Leslie.

10 VINCENT: So this next one is a recommendation

11 that the University Senate approve the

12 significant change to the NSNFS, Nutrition
13 and Food Systems, in the Department of
14 Dietetics and Human Nutrition within the
15 College of Agriculture, Food and Environment.

16 The proposed change adds a new track to
17 the NSNFS graduate degree in response to the
18 new requirement from the Commission on
19 Dietetic Registration, which is the
20 professional accrediting body of the program;
21 that all students are required to have a
22 master's degree to be eligible to sit for the
23 Registered Dietician, RD certification exam.

24 The addition of this new track, the
25 accelerated program in dietetics to the

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1 current program will allow students to earn a
2 bachelor's degree, a master's degree, and
3 complete the required 1200-plus supervised
4 practice hours, which are similar to an
5 internship in five years, while enrolled at
6 the University of Kentucky.

7 Using the University Scholars program
8 already approved in DHN, which was approved
9 by the senate on February 9th, 2009, 12
10 credit hours of coursework taken during year
11 four of the program will count towards both

12 the undergraduate and graduate degrees. The
13 culminating experience would be a
14 professional presentation and a poster
15 session at the end of the fall semester in
16 year five.

17 Once the student completes all
18 requirements for the undergraduate and
19 graduate degrees, they would begin their
20 supervised practice and earn their
21 verification statement to sit for the RD
22 certification exam.

23 This change will reduce the time to
24 completion by two years, and this accelerated
25 program will attract top-tier students.

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1 Admission to the new track will be selective
2 and competitive and is limited to students
3 that are currently admitted to Option B of the
4 BS in Dietetics. The present coordinated
5 program already includes the supervised
6 practice at the undergraduate level.

7 This newly proposed accelerated
8 coordinated program adds master's degree
9 requirements and includes both university and
10 accreditation recommendations for approval.

11 CRAMER: Are there any questions for either

12 Leslie or for the proposer, Liz Combs, who's

13 on the line as well?

14 So seeing none, there's a motion from

15 the committee. Is there any debate on this

16 motion?

17 Seeing none, we have the motion from the

18 committee to approve the significant change

19 to the NFS Nutrition and Food Systems degree.

20 If you'd like to vote yes on this

21 motion, please use the "raise-hand" feature

22 now.

23 If you'd like to vote no on the motion,

24 please use the "raise-hand" feature now.

25 If you'd like to abstain on this motion,

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1 please use the “raise-hand” feature now.

2 That motion passes.

3 Leslie.

4 VINCENT: So the next one is a recommendation that

5 the University Senate approve the significant

6 change to the BS Dietetics in the Department

7 of Dietetics and Human Nutrition within the

8 College of Agriculture, Food and Environment.

9 The proposal includes several changes to

10 the BS in Dietetics, including a reduction in

11 total credit hours required for the degree,

12 along with changes to the required courses
13 for both Option A and Option B to facilitate
14 that reduction in credit hours, and updated
15 progression requirements for the degree.

16 The proposed program now requires 120
17 credit hours for both tracks of the degree as
18 compared to the 133 in the current program.

19 The reduction in credit hours will help
20 students complete the program in a timely
21 manner and will still ensure that students
22 are prepared with course competencies
23 required for accreditation.

24 The removal of the credit hours will not
25 impact accreditation standards as key content

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1 from those courses will be integrated into
2 other courses. The proposal would also
3 change progression requirements, and while
4 the GPA requirement remains unchanged, the
5 requirement that students must earn a grade
6 of C or better in all coursework designated
7 as a major requirement would be eliminated.

8 The rationale for this change is that it
9 created unnecessary delay in progression
10 towards the degree due to the prerequisite
11 requirements. It is not a requirement for

12 accreditation, and it is not necessarily
13 associated with selection as a dietetic
14 intern or future employment for the student.

15 Because these changes reduce the total
16 number of credit hours for the degree, this
17 proposal has also been reviewed and approved
18 by the Senate Admissions and Academic
19 Standards Committee as part of the approval
20 process.

21 CRAMER: Are there any questions for either
22 Leslie or, again, the proposer, Liz Combs?

23 Seeing none, we have a motion from the
24 committee to approve the significant change.

25 Is there any debate on this motion?

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1 Holly.

2 SWANSON: I'm sorry. I got trigger happy.

3 CRAMER: Okay. Seeing note debate, then, on this

4 motion, we have a motion from the committee

5 to approve the significant change.

6 If you'd like to vote yes on this

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

8 If you'd like to vote no on the motion,

9 please use the "raise-hand" feature now.

10 If you'd like to abstain on the motion,

11 please use the "raise-hand" feature now.

12 That motion passes.

13 Leslie.

14 VINCENT: Last one. This is recommendation that

15 the University Senate approve for submission

16 to the Board of Trustees the establishment of

17 a new MS degree, Strategic Human Resource

18 Management and Analytics in the Department of

19 Management within the Gatton College of

20 Business and Economics.

21 The proposed new MS in Strategic Human

22 Resource Management and Analytics is a one-

23 year graduate program designed to provide

24 students with the knowledge, skills and

25 abilities needed for a career in Contemporary

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1 Human Resource Management. Core content will
2 focus on foundational HR topics, such as
3 talent acquisition, talent management,
4 employment law, as well as a significant
5 analytics component that is in demand by
6 employers to meet the needs of a changing
7 marketplace.

8 Students will take eight Core classes
9 and two guided elective courses. This is a
10 Plan B, non-thesis program for which the
11 final exam requirement is fulfilled by an

12 experiential Capstone course where students
13 will work with local companies on a real-life
14 HR project.

15 The number of jobs requiring specialized
16 knowledge in human resource management is
17 expected to grow over the next decade, and
18 include careers such as HR specialists, HR
19 managers and HR analysts.

20 Projected enrollment for the program is
21 16 for the first cohort, growing to 40
22 students in the next five years.

23 CRAMER: Are there any questions for either
24 Leslie or for the proposer, Scott Soltis?
25 He's online as well.

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1 Seeing no questions, we have a motion
2 from the committee. Is there any debate on
3 this motion?

4 Seeing none, if you'd like to vote in
5 favor of this motion to approve for
6 submission to the Board of Trustees the
7 establishment of this new MS degree, please
8 use the "raise-hand" feature now.

9 If you'd like to vote no on this motion,
10 please use the "raise-hand" feature now.

11 If you'd like to abstain on this motion,

12 please use the “raise-hand” feature now.

13 That motion passes. Thank you, Leslie.

14 VINCENT: Thank you.

15 CRAMER: The next item on our agenda is a

16 recommendation from the Academic Organization

17 and Structures Committee. Zack Bray will

18 present this item. Zack, are you ready?

19 BRAY: I’m ready. Thanks.

20 So this proposed Department of

21 Engineering Technology is intended to bring

22 together resources of the College of

23 Engineering, BCTC and industry partners to

24 offer a unique approach to address the

25 critical manufacturing skills shortage, both

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1 in Kentucky and around the country.

2 The vision of this proposed new

3 department is to be recognized as a premier

4 academic location for undergraduate

5 engineering in engineering technology to be

6 the source of innovative, interdisciplinary

7 engineering technology programs with the

8 partners addressed above to recognize and

9 develop students who can learn best by

10 visualizing concepts through hands-on

11 practice, to integrate engineering and

12 craftsmanship that will support STEM

13 workforce development, and to align with the

14 College of Engineering strategic planning.

15 The dean is here. I can't tell -- I've

16 been looking through the gallery --

17 CRAMER: Nelson's here, too.

18 BRAY: Is he, too? Okay. Nelson, who has done

19 so much work on the proposal, looks like he

20 is here as well.

21 I'm always grateful to everybody else in

22 the committee, but particularly so here.

23 There was a lot of work that went into

24 thinking about this proposal, the questions

25 for Nelson and the dean and others in the

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1 College of Engineering, and I want to thank

2 everybody on the committee for that here.

3 That's the proposal.

4 CRAMER: Are there any questions for either Zack

5 or for Nelson Akafuah, who's the proposer?

6 Herman.

7 FARRELL: Hi, Zack. One thing. My apologies. I

8 hadn't checked before today to see the

9 proposal, what was up online, but I know that

10 we went through a bunch of questions and a

11 bunch of answers that I think would be

12 helpful for everybody to have on the record.

13 Obviously, it's not going to prepared for

14 everybody here, but is it possible, Aaron,

15 for -- it was a lot of questions. I think it

16 was, like, 22 pages of questions and answers.

17 Is it possible to just put that into the

18 record as it goes up towards the Board of

19 Trustees?

20 And, Zack, I guess it's a question to

21 you as well.

22 CRAMER: Those aren't currently posted with a

23 PDF? Is that what you're saying, Herman?

24 FARRELL: Yeah.

25 BRAY: I don't think they're with the PDF,

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1 although, Sheila -- I'll be candid. I've got
2 the link from engineering up in front of me
3 rather than the -- but, Aaron, they are all
4 available. There's a link that Sheila has
5 got where it's all sort of bundled together
6 as it came to -- from the committee, back to
7 engineering, before the meeting we had that
8 was open to engineering, and then we sent it
9 on to Sheila.

10 CRAMER: So just to clarify, Zack, Nelson, you
11 don't have any objections if we run down this

12 list of questions and answers, that we post

13 those with the agenda.

14 BRAY: There would be no --

15 CRAMER: Herman, would that satisfy your concern?

16 FARRELL: Yes, it would. Thank you, Aaron.

17 BRAY: Yeah. I surely don't, and I think it --

18 mean, I think it -- they're extremely long.

19 And I agree with Herman's point, but you

20 know, if anybody's curious, we can send it to

21 them. But, yeah, no. It should be no

22 objection..

23 CRAMER: Are there any other questions for either

24 Zack or Nelson?

25 We have a motion from the committee.

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1 This is to create a new department. This is
2 an endorsement action by the senate. Later
3 on there are some associated programs for
4 which approval of the senate would be sought
5 for the establishment of this new department.

6 Is there any debate on this motion?

7 Rudy Bucheit.

8 BUCHEIT: I don't know if it's debate. I have a
9 question about my status as a voting member
10 of the senate since I have approval authority
11 elsewhere in this action, do you know how I

12 should proceed here?

13 CRAMER: I think that -- I can't imagine it being

14 a one-person, but I think this is one of the

15 things where it doesn't uniquely benefit you,

16 so I don't think there's any specific

17 conflict of interest here.

18 BUCHEIT: Thank you.

19 CRAMER: Seeing no debate, we have a motion from

20 the committee. If you'd like to vote in

21 favor of this motion, please use the "raise-

22 hand" feature now.

23 If you'd like to vote against the

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

25 now.

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1 If you'd like to abstain on this motion,

2 please use the "raise-hand" feature now.

3 That motion passes.

4 Thank you, Zack.

5 BRAY: Thank you.

6 CRAMER: The next item -- if the calendar

7 proposal was old business, this one's been

8 stewing longer. Also, we did not have senate

9 action on it in the early days of the

10 pandemic, but this is an item that Allison

11 Sault has been working on for a very long

12 time.

13 And so I will let Allison describe -- we

14 discussed it in the senate before, last

15 spring, for sort of a first-reading. There

16 was some feedback at that point. But I will

17 let Allison describe the proposal related to

18 the syllabus initiative.

19 SOULT: Yes. Thank you, Aaron.

20 So this came up last -- came before the

21 senate last February when I was actually

22 standing in front of you right before COVID

23 happened to present this, and we got a lot of

24 valuable feedback.

25 Just a little bit of background. I

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1 don't want to give you a long spiel about
2 this, and I'm happy to answer any questions
3 from what we did. Starting in fall 2017,
4 from things going on at the Undergraduate
5 Council, we realized there were
6 inconsistencies and incorrect information on
7 what people thought should be in the syllabus
8 and what had to be in the syllabus and what
9 didn't, and there was just a lot of -- seemed
10 to be inconsistencies in that information.
11 And so a group of us on the

12 Undergraduate Council started basically

13 pouring through the Senate Rules -- which is

14 great, exciting reading -- to find any

15 mentions of the word "syllabus" and figure

16 out what was actually required based on the

17 Senate Rules and what is not and things like

18 that, and kind of comparing that to what the

19 Ombud's Office says is required, what the

20 Senate syllabus template says is required,

21 and trying to get some commonalities of what

22 is, in general, should be required of the

23 syllabus and what is not and things like

24 that.

25

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1 And so this was a lot of just going
2 through and figuring out what was required
3 where. And what we found is that a lot of
4 the things that people think are required in
5 the syllabus were not actually mentioned in
6 the rules. There were things that probably
7 should be in the rules that were not, and so
8 we wanted to get some consistency among that.

9 And so over the years, with the
10 extensive help of Sheila Brothers -- so thank
11 you very much, Sheila -- who's played a huge

12 role in all of this, we came through with a
13 lot of the policy statements, especially
14 things like the academic-offense policy, the
15 excused-absence policy, that there will be
16 updates to the Senate Rules that then would
17 not filter down to individual syllabi.

18 Or new faculty coming on would have
19 somebody's syllabi from several years ago and
20 it wouldn't have the most up-to-date
21 information and there would be errors.

22 And so in a way to get syllabi to have
23 the most up-to-date information, we came up
24 with the idea of having web pages that had
25 these statements on it that faculty then

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1 could just link to from their syllabi, and

2 this has the blessing of the Ombud's Office

3 that this is acceptable.

4 And, specifically, revising Senate Rule

5 6.1.1 so that it explicitly lists the things

6 that you need to have in your syllabi so that

7 you're not having to go through and hunt and

8 pick through the entire Senate Rules.

9 There's one list in one place.

10 And there were some changes elsewhere in

11 the Senate Rules where if something was

12 mentioned in another rule, it was referred
13 back to there and vice versa, so that way
14 they refer -- or, I guess, inter-referenced
15 between each other. I'm not sure what the
16 best word for that is. But have one place
17 that has everything that's required in your
18 course syllabi. And most of these things are
19 things that we have already been doing and
20 most faculty have done in the past.

21 When I presented to you last February,
22 there was a lot of feedback and we went and
23 revised some things to get better wording for
24 that. And the main thing that was added
25 after that, which was probably the only

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1 significant addition, was to the inclusion of
2 a DEI statement. There is a -- there was a
3 rule added. The Senate Council approved one
4 version. We did make some minor
5 modifications to that Item No. 25 under 6.1.1
6 just for clarification. It did not change
7 the meaning of what was approved by the
8 Senate Council.

9 And the DEI statement, there was a
10 Senate Council-approved DEI statement, but
11 that would not be the one that's explicitly

12 required.

13 So that's been the only major addition

14 since it was reviewed last by Senate Council,

15 which was two weeks ago.

16 So, basically, what you see on the

17 screen in front of you is -- there's the web

18 page with the academic policy statements. If

19 you haven't had a chance to look for these,

20 these are the standard boilerplate texts that

21 everybody should be including in their

22 syllabi and what has led to some syllabus

23 bloat.

24 And this does two things: One, it means

25 you can remove a lot of these things

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1 explicitly from your syllabi, but they're
2 still referenced. It also means the students
3 will be given the same link if you choose to
4 use this. You would not be required to use
5 these web pages, but students will be seeing
6 the same link in all of their courses, so it
7 helps them see consistency that these are
8 rules that govern the entire university, and
9 not just rules for a particular instructor,
10 so that they can see the consistency among
11 classes.

12 There's a second web page with the
13 Senate Council-approved statement, the DE&I
14 statement. You would be required to have a
15 statement. Not necessarily that one, but
16 that is up there if you chose to use that.

17 The academic offense language for both
18 undergraduate and graduate because that's
19 where there was some slight differences
20 between the two.

21 And then a last page -- again, this will
22 be an optional page, but this will be kept up
23 to date by the Senate Council Office --
24 again, thank you, Sheila -- with resources
25 for students. And this is to things like the

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1 MLK Center, the VIP Center, the Veteran
2 Resource Center. So things that a lot of us
3 are already including in our syllabi, but
4 that way the offices -- those different
5 offices can coordinate with the Senate Office
6 to make sure that that information is the
7 most up to date, as opposed to trying to
8 distribute that information to all of the
9 faculty, and then hoping that that correct
10 information gets into course syllabi.
11 So we kind of paused on this last

12 February because of COVID. We did not want

13 to go through this based on the Senate

14 Council acting on behalf of the senate. So

15 we are bringing it back now, finally. Yes.

16 CRAMER: And, also, in addition to Allison, we

17 have Cindy Jong, the chair of our senate's

18 Advisory Committee on Diversity and

19 Inclusion, who that committee was the one

20 that brought the recommendation on the Senate

21 Council-approved DEI statement in case there

22 are questions along those lines, too.

23 So questions on the proposal from the

24 syllabus initiative. I've got a few hands

25 going already.

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1 Bob. And, again, remember, guys, name

2 and college, please.

3 GROSSMAN: Bob Grossman, A&S. Allison, I don't

4 remember if this came up during the Senate

5 Council meetings, but is there a specific

6 responsibility for updating these web pages

7 as the senate changes its policies through

8 the years?

9 SOULT: And so that will happen through the

10 Senate Council Office as they -- as rules are

11 updated, that will be transferred into the

12 appropriate web page.

13 GROSSMAN: So that needs to be made clear and

14 institutionalized somewhere. I mean, it's

15 easy for you to say that at this meeting, but

16 with personnel changes, different people and

17 different committees and things, we'll need

18 to make sure that there's a mechanism for

19 that to happen. That's not opposition to the

20 proposal. I'm just saying it's --

21 SOULT: Yeah. I'm just trying to see if that

22 was -- no, it wasn't.

23 CRAMER: Herman Farrell.

24 FARRELL: Hi, Allison. Thank you for this. I

25 think this is really wonderful work. I just

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1 have a question about the PDF and 6.1.1.3. I
2 don't know if it can be pulled up. It may
3 not be necessary.

4 My quick question is: It's like there's
5 two paragraphs in it about -- and this is the
6 rules regarding academic offenses, and it
7 seems like the first paragraph, which seems
8 to be new language, that addresses the notion
9 of requiring or allowing -- stating that
10 students may either insert the full language
11 of the Senate Rules, or I guess, go to a

12 hyperlink.

13 And then in the second paragraph it says

14 instructors for professional courses and

15 programs must describe applicable academic

16 offenses.

17 I'm curious to know why the first

18 paragraph in regard to, I guess,

19 undergraduate and graduate students, the

20 notion of putting the academic offense

21 language in it is listed with May, and then

22 in the second paragraph it says "must". I

23 just wanted to know if that's purposeful, if

24 you wanted it to be it's really up to them,

25 doing one or the other, or requiring them to

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1 do both, but one or the other in the first
2 paragraph. Wherein the second paragraph, it
3 says they must describe all of it, so if you
4 can --

5 SOULT: So the "or" in the first paragraph has
6 to do with the fact that you can continue to
7 put this -- the academic offense text was
8 already required in course syllabi, and you
9 can continue to put that information verbatim
10 in your syllabi if you want, or you can
11 provide the link. You have to do one or the

12 other. It doesn't matter which one you do.

13 The distinction for the professional

14 courses and programs actually came out of the

15 discuss we had in the senate last February.

16 Because there are some slight differences for

17 professional programs, specifically those

18 that require honor codes that supercede the

19 academic offense policy and things are

20 handled a little bit differently.

21 And so that's why the distinction was

22 made in 6.1.1.3 between those two different

23 groups of students.

24 FARRELL: So if I could follow up, Aaron, just to

25 be clear, you're saying up in the earlier

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1 paragraph 6.1.1.1, which has the required
2 syllabi components, in there somewhere -- I
3 can't find it right now -- is the academic
4 offenses requirement. And then the second
5 paragraph, the second section, .3, says you
6 can do it one of two ways; am I correct in
7 that?

8 SOULT: Yes. The long list of 6.1.1.1 says you
9 have to include the academic offense
10 information. And then because -- if I
11 remember this correctly -- sorry. We've been

12 through so many variations on this.

13 The 6.1.1.3 just makes the distinction

14 between the undergraduate and graduate

15 students versus the professional programs.

16 FARRELL: Right. Just if you could help --

17 SOULT: I'm not sure if that's what -- if I'm

18 answering the right question.

19 FARRELL: Yeah. I'm just looking at 6.1.1 that

20 has -- looks like 20 different ones. I'm

21 looking for the academic offenses.

22 SOULT: I'm trying to find it as well. Sorry.

23 Because in the previous iteration of this

24 that I presented last, February, I think we

25 had it explicitly listed that the academic

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1 offense statement had to be included in all
2 syllabi, and rightfully so. Some people in
3 professional programs brought up the issue of
4 did they have different policies that applied
5 to them because of their nature as a
6 professional program. And that's why there
7 was a split at that point.

8 FARRELL: Right. Again, I'm still not finding it.
9 I understand what we're all trying to
10 accomplish here. Just the language of it I'm
11 not sure does what we want it to do.

12 SOULT: So I think that -- okay. If I'm

13 recalling correctly -- and hopefully someone

14 will --

15 CRAMER: Herman, maybe you could clarify what it

16 is that would fix this. It might not be

17 objectionable.

18 FARRELL: I don't think it is at all. I think

19 policy-wise we're on the same page. It's

20 just the question of the language that's

21 being used. Allison is telling me that under

22 6.1.1.1, somewhere in there is a broad

23 statement that academic offenses are

24 required. I'm not seeing --

25 SOULT: Or used to be. Sorry. It's been a long

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1 time. So it was under 6.1.1.1, we moved it
2 out from that list specifically because of
3 the professional program list.

4 FARRELL: So, then, I would make the suggestion
5 that in the language in 6.1.1.3 just change
6 the first paragraph so it says "must" either
7 (insert language), as opposed to "may," that
8 way it's clear that that's the place where
9 the requirement is. Does that --

10 CRAMER: Herman, that doesn't sound like that
11 would bother anyone. And so, probably, when

12 we get to a motion here, maybe amend that

13 that way.

14 FARRELL: Yep.

15 CRAMER: Davy Jones.

16 JONES: Is there anything -- going back to the

17 parent paragraph at the very beginning,

18 6.1.1, it doesn't actually say -- it didn't

19 previously, but it doesn't actually say this

20 applies to every senate-numbered course. I

21 guess you could say because it doesn't

22 provide any exceptions, it does mean it

23 applies to everybody. So I'm just asking

24 Allison, is there any intent here that

25 there's any senate-numbered course that

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1 escapes 6.1.1?

2 SOULT: Well, presumably, no, because any

3 senate-numbered course would fall under all

4 of the Senate Rules.

5 JONES: Okay. It may be obvious, but I just

6 want to get in the record that this question

7 was posed and you responded. There's no

8 intent that any XXX 767 residency -- or, you

9 know, some of these obscure courses that were

10 created in 1971 and nobody has a syllabus for

11 it kind of a thing. But every course is

12 intended to be captured by this; is that

13 correct?

14 SOULT: Yes, because they all fall under Senate

15 Rules, so, yes.

16 JONES: Thank you.

17 CRAMER: Susan.

18 BARRON: Allison, this is great, I have to say.

19 So if we vote and approve this, I guess I'm

20 asking you, and maybe Aaron as well, how we

21 get this out to all the faculty? Because

22 it's not just the senate -- you know, if you

23 happen to be in the senate, you can tell your

24 department, we need some sort of, like,

25 release or something so people know. Because

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1 15-page syllabi, nobody's looking at any of
2 it. And if we can actually focus on our
3 classes and say here are the important other
4 places to go, how do we convey that to
5 everybody and just people's ideas?

6 SOULT: Well, I will say if this passes, you
7 would quite likely hear me shouting from the
8 rooftops and running through campus screaming
9 it to anybody who's there to hear it. So
10 Sheila might join me in that, given the long
11 time we've been working on this project. I

12 would hope that Aaron would include this in

13 his Senate newsletter.

14 And I don't think there's anything --

15 with the exception of the DEI statement, I

16 don't think there's really anything new

17 that's being added. So if somebody didn't

18 know that these web pages existed and they

19 just still put that same text in their

20 syllabi, there's nothing wrong with that.

21 They're not violating any rules by not

22 putting the links in there, because you

23 always have the option. But I would hope that

24 we can definitely get this out and that Aaron

25 would also include this in his newsletter.

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1 CRAMER: Right. Minimally, in the newsletter
2 once or twice, but I also attend the
3 associate deans' meetings and would make sure
4 that they're very well aware and would bring
5 it up with them a couple of times and make
6 sure that they're communicating within the
7 colleges and --

8 SOULT: I was going to suggest deans or
9 associate deans. That's good. Great.
10 Because I don't think people won't want to do
11 it. I think they won't know about it.

12 CRAMER: And then the other thing, of course, is
13 that the syllabus templates that are
14 maintained by the Senate Council Office would
15 be updated to have this format as well. So,
16 you know, we would make sure those are
17 updated before we were having this sort of
18 communication.

19 Roger.

20 BROWN: Roger Brown, College of Ag. Just
21 looking at that paragraph 6.1.1.3 that Herman
22 was talking about, can we remove the actual
23 URL and just use the language of the second
24 paragraph that says "include a URL/hyperlink"
25 so that when the URL changes, we don't have

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1 to make a rules change to the rules?

2 SOULT: Can you repeat that, Roger? I'm sorry.

3 I'm looking to see where you were --

4 BROWN: Yeah. 6.1.1.3 has a actual URL in it --

5 SOULT: Correct.

6 BROWN: So let's just take that out and just say

7 that you need to include that information

8 with a URL as one of the options for that

9 first paragraph.

10 SOULT: And with the URL that lives at the

11 senate web page.

12 BROWN: Yeah. Just take the actual URL out of

13 the Senate Rules.

14 CRAMER: Okay. Mark O'Bryan.

15 O'BRYAN: Yes. Mark O'Bryan, College of Design.

16 This is stupid question, really. So

17 what we're saying is that instead of -- at a

18 minimum, we include in the syllabus -- we ask

19 faculty to include in the syllabus these

20 links as an option for including the entire

21 language --

22 SOULT: Correct.

23 O'BRYAN: -- just for consistency's sake. So if

24 we show the link, if we link it to these

25 larger statements, then we're covered?

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1 SOULT: Correct. And the ombud has given his
2 blessing that providing this link to the
3 official Senate Council Office-maintained
4 site is adequate and sufficient.

5 O'BRYAN: This is great, just great. Thanks.

6 CRAMER: So at this point there is a motion from
7 the committee that the University Senate
8 approve the proposed changes to the SRs with
9 an effective date of Fall 2021. Now would be
10 a time for debate on that motion, which could
11 include any sort of amendments.

12 Herman.

13 FARRELL: So I would just make the amendment to

14 the PDF and the Section 6.1.1.3 Rules

15 regarding academic offenses. In the first

16 paragraph it reads now instructors for

17 courses -- undergraduate and graduate

18 students "may" either (insert the full

19 language), and instead of the word "may" I

20 would ask that we substitute the word "must".

21 CRAMER: Is there a second for that motion?

22 I see DeShana Collett.

23 I'm going to ask unanimous consent at

24 this point if you do not want to accept this

25 amendment, please indicate by raising your

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1 hand now.

2 John Young, are you objecting to

3 considering that amendment by unanimous

4 consent?

5 YOUNG: Yes, I am. I think that it should be up

6 to the faculty, so I'd like to nay.

7 CRAMER: In that case, we have a motion and a

8 second. Is there debate on that motion? I

9 guess I should let Herman speak first in

10 favor of the amendment.

11 FARRELL: Sure. First of all, I thought we were

12 just sort of summarizing what is already, I

13 guess, considered to be a requirement that

14 academic offenses be included in it. If I'm

15 wrong about that, Allison can correct me.

16 But I would favor the requirement that

17 academic offense language be included in all

18 of our syllabi, just for the sake of -- you

19 know, we heard Joe Fink just a few minutes

20 ago talk about University Appeals Board.

21 I've been through one of those before. I

22 think it's best for all of us if we have a

23 clear understanding as to what we mean by an

24 academic offense. And so the inclusion of

25 that within our syllabi at the moment of the

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1 beginning of the class I think is really
2 helpful to both us understanding, the faculty
3 understanding what we have set forth and
4 creating a record of it, and making sure that
5 the students also understand very clearly
6 what such things as plagiarizing and cheating
7 actually mean under the rules so that there
8 can be no confusion by a student saying, I
9 didn't know. If it's in the syllabus, I
10 believe we're just one step ahead of any sort
11 of back and forth debate about whether or not

12 it should apply or not.

13 So if it's in there, then I honestly

14 believe that that's sufficient for all

15 problems going forward.

16 CRAMER: John Young.

17 YOUNG: John Young, Engineering. I apologize.

18 I misunderstood what the point was. I

19 thought it was concerning a different clause,

20 so I will withdraw my objection. I

21 apologize.

22 CRAMER: Let me ask now, is there any objection

23 now to the amendment that Herman Farrell

24 offered?

25 Bob.

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1 GROSSMAN: Yeah. I'm sorry for being a
2 troublemaker, but the language, it seems to
3 me, says here that it must be either the
4 Senate Rules or the statement at the senate
5 website. Is there no leeway for an
6 instruction to craft either their own
7 statement or additional statements about what
8 constitutes cheating? For example, someone
9 teaching a lab course might want to add some
10 language about the kinds of practices in the
11 lab that are permitted or not permitted.

12 CRAMER: Is that an objection to Herman's

13 amendment, or...

14 GROSSMAN: Well, I guess leaving the word "may"

15 would leave leeway for doing -- for adding

16 one's own language to that that is specific

17 to your course that you will, in this course,

18 consider this cheating if someone does

19 something. Changing it to "must" I think

20 would remove the possibility to tailor it for

21 individual courses.

22 CRAMER: Allison.

23 SOULT: The policy is what has to be included is

24 the information about that students have to

25 follow the rules in regard to rights and

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1 responsibilities. It does not preclude any
2 faculty member from saying, for example,
3 these are some specific examples of academic
4 offenses in this course.

5 So just because you have to include this
6 statement, this is the generic kind of
7 boilerplate statement that we've all been
8 using or most of us have been using already
9 in our syllabi from our template. It doesn't
10 preclude you from adding specific scenarios
11 for labs or other courses that would fall

12 under that rule of what you consider an

13 academic offense.

14 CRAMER: The “must” there shouldn’t be

15 interpreted as must not also include other

16 information as relevant for that course.

17 FARRELL: And I’m also making sure that we use the

18 word “must” because in the second paragraph,

19 you do use the word “must” there with regard

20 to instructions for professional courses and

21 programs. Must describe applicable academic

22 offense policies.

23 And so I guess my concern there is that

24 if you have “must” down in that second

25 paragraph and you have “may” in the first, it

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1 sounds like you can kind of choose not to

2 provide the plagiarism/cheating definitions

3 either in the syllabus or via the link. I

4 think we want to require that those things be

5 available in one of those two spots.

6 GROSSMAN: Well, I guess the record will show that

7 instructors are free to add their own

8 definitions of particular activities that

9 would be considered as plagiarism or

10 cheating.

11 CRAMER: Does that satisfy the objection?

12 GROSSMAN: Uh-huh.

13 CRAMER: So is there any other objection to the

14 amendment?

15 Alan.

16 BROWN: No, not an objection. I was just going

17 to say -- I just wanted to support the idea

18 that having that link -- because it's just

19 going to be a link now, right? It's not

20 going to be the entire language.

21 And so you can say -- but I want to be

22 clear that instructors can stipulate what

23 they consider to be plagiarism. And then say

24 for additional information on what plagiarism

25 is, see the ombud's link. Meaning, by saying

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1 "must," we're not saying that we cannot add

2 to the definition, like, for this

3 conversation -- for whatever class. Am I

4 understanding that correctly? We're just

5 saying that you must have a link to the

6 standard definition of the ombud, but we're

7 not saying that you can't add whatever else

8 you want that applies to your specific class.

9 CRAMER: I think so far that's the unanimous

10 understanding of Herman, Allison, Bob and me,

11 and now you. So, yes, I think that means we

12 no longer have an objection registered on

13 this amendment.

14 Any last chance if you have an objection

15 to Herman's amendment to change that word to

16 "must."

17 Seeing none, Herman's amendment passes.

18 Is there any other debate on this main motion

19 to approve the proposed changes to the SRs?

20 SOULT: I think -- Roger, I'm not sure if you

21 were going to propose the amendment to remove

22 the specific URL and just specify where it

23 can be found.

24 BROWN: Yeah. We move the URL in that first

25 paragraph and before the word "web page" put

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1 the word "Senate," Senate web page.

2 CRAMER: Roger, can you perhaps make that more

3 specific? The Senate web page has a lot of

4 links. I guess that's --

5 BROWN: To the Senate web page with this

6 language. There probably will be one Senate

7 web page with that language.

8 BARRON: Well, for students, don't we want them

9 to have a link that they go directly to?

10 They're not going to go to the Senate web

11 page and find things.

12 SOULT: The link would be provided in the course

13 syllabus, so the faculty would provide the

14 link explicitly in the syllabi. It's the

15 faculty that need to know where the link is

16 going to be.

17 BARRON: I got it.

18 BROWN: So the motion is to change the paragraph

19 to remove the link itself and say dot, dot,

20 dot in the syllabus or include the

21 URL/hyperlink to the Senate web page with

22 this language.

23 BARRON: I'm sorry to be a pain. Why don't we

24 want to give it to faculty, too? Why do they

25 have to go look and find on the Senate web

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1 page?

2 CRAMER: I'm sorry. Who's speaking? I'm having

3 trouble --

4 BARRON: I'm sorry. Susan Barron from A&S.

5 CRAMER: Sorry. It's not floating up where I can

6 see you.

7 BROWN: Roger Brown, CAFE. Just as a member of

8 Senate SREC, as soon as that link gets

9 changed with an update to the URL system that

10 we have, then it's going to expire and we

11 have to go in and change the URL it the

12 Senate Rules and bring it back to -- could be

13 an editorial change. It'd just be easier to

14 remove the actual link so that it's not so

15 permanent.

16 CRAMER: Roger, may I offer --

17 BROWN: Of course.

18 CRAMER: It seems to be the consensus of the

19 Senate Council Office staff that that URL

20 will not be changing, that that's not,

21 perhaps, a very frequently occurring concern.

22 BROWN: Okay. I'll withdraw my motion with that

23 information. Thank you.

24 CRAMER: Is there other debate on the motion?

25 Bob. Bob, you're muted.

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1 GROSSMAN: There we go. I tried the spacebar thing

2 and it didn't work.

3 The paragraph above, 6.1.1.1, the Item

4 25, the policy on diversity, equity and

5 inclusion, on the third line it says, "The

6 Senate Council approved," and then inside a

7 less than/greater than URL statement on

8 diversity, equity and inclusion.

9 Is that what's supposed to get

10 incorporated into the Senate Rules, URL

11 statement and the less than/greater than, or

12 should there actually be a URL there or what?

13 SOULT: There will be a specific URL. He's got

14 those up. Those have not been made public

15 because -- until the rule change had been

16 approved. But the actual URL will be

17 included anywhere it says URL statement in

18 the Senate Rules.

19 GROSSMAN: Okay. So as long as that's clear that

20 we are not approving the language with URL

21 statement and less than/greater than signs,

22 but we're intending for that URL to be

23 substituted into what is approved. That's

24 fine.

25 CRAMER: Is there any other debate on the motion

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1 from the committee that the University Senate
2 approve the proposed changes to the SRs with
3 an effective date of Fall '21.

4 Seeing none, we have a motion from the
5 committee that the University Senate approve
6 the proposed changes to the SRs with an
7 effective date of Fall '21.

8 If you'd like to vote yes on this
9 motion, please use the "raise-hand" feature
10 now.

11 If you'd like to vote no on the motion,

12 please use the “raise-hand” feature now.

13 If you’d like to abstain on the motion,

14 please use the “raise-hand” feature now.

15 That motion passes.

16 Thank you, Allison. This has been long

17 work for you.

18 SOULT: Thank you. And thank you to Sheila for

19 all her hard work.

20 CRAMER: I am going to ask for unanimous consent

21 to defer this item until the March senate

22 meeting. This is a request that came from

23 the Council of Associate Deans to change the

24 name of Dead Week. I don’t think it’s

25 controversial or anything. I just think

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1 based on the time that it would be better to

2 move to the next item at this point.

3 Is there any objection to making this

4 item old business at the next senate meeting?

5 Seeing none, sorry, Kim, but we'll

6 reschedule and we'll do this first thing in

7 March.

8 The next item on the agenda is United

9 Campus Workers. This is per Senate Rule

10 1.2.3.3 on agenda and action items.

11 I'm now going to turn the floor over to

12 Marion Rust. Marion, are you there?

13 RUST: Yes, I am. Hi, everybody.

14 CRAMER: Do you have slides, Marion?

15 RUST: I do not have slides. And I'm not sure

16 whether you can see my picture or not at this

17 moment. Here we go. Let's see. I have, as

18 suggested, about a ten-minute presentation,

19 eight to ten minutes, and we have three

20 minutes left. Would you like me to continue

21 and carry on for seven minutes or so past the

22 end of the meeting?

23 CRAMER: Marion, please continue. I think we're

24 fine.

25 RUST: Okay, great.

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1 Hi. My name is Marion Rust, and I'm a
2 professional of English at the University of
3 Kentucky, as well as the editor of the
4 journal Early American Literature.

5 I come to you this morning in a third
6 capacity as Head Steward for Faculty of the
7 United Campus Workers of Kentucky. Thank you
8 for providing us this opportunity to
9 introduce ourselves.

10 I'll be the only one speaking today, but
11 we have other union members in attendance.

12 In telling you a little bit about us, my goal

13 is to dispel misconceptions and identify

14 common values going forward.

15 I also want to hear from you. What

16 would you like to know about us, and how can

17 United Campus Workers of Kentucky support

18 your mission?

19 Who are we? UCW Kentucky represents the

20 interest of college and university employees

21 across the state, including faculty, staff,

22 health care workers, facilities workers and

23 graduate workers. United Campus Workers, our

24 umbrella organization, has been organizing at

25 colleges and universities in the Southeast

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1 for 18 years and has chapters from Alabama to
2 Tennessee. Our Kentucky Chapter was founded
3 just last March, and we are growing very
4 quickly.

5 Kentucky, like most states across the
6 Southeast, is what is called a right-to-work
7 state, and so going too far into union
8 history and labor law, this means that
9 institutions are under no obligations to
10 recognize unions.

11 Members of UK's upper administration

12 originally gave us an audience, a regular
13 audience, while specifying that they were
14 meeting with us as individuals rather than as
15 a unified group.

16 We have met more than once with VP Eric
17 Monday, whom you heard from earlier, as well
18 as Vice President for Student Success,
19 Kristin Turner; Police Chief Joe Monroe, and
20 other members of the administration.

21 The more we have accomplished, however,
22 the more obstacles have been placed before us
23 resulting in the sudden cancellation of
24 scheduled associate provosts meetings and a
25 refusal to engage in further communication on

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1 the part of upper administration. Even our
2 original request to appear before you was
3 denied until 17 senators signed a petition,
4 which, in accordance with the ten-senators
5 rule, put us on today's agenda. This meeting
6 is significant, then, not only because of
7 what we can learn about how to support one
8 another, but because it is our first
9 university presentation in which we are
10 recognized as a union. By allowing us to
11 speak, you have set an important precedent

12 for our future acknowledgment as part of the
13 University of Kentucky.

14 UCW Kentucky currently has more than 260
15 members over one-quarter of whom are faculty.

16 Many faculty are inspired to join out of the
17 concern for the well-being of others in our
18 community. This concern has only intensified
19 during the pandemic. It matters to us that a
20 member-leader custodial worker brings a
21 thermometer to work because he's not
22 receiving his UK-mandated daily temperature
23 checks, only to be told by his supervisor
24 that they already have two sitting in a desk
25 drawer.

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1 It also matters that third-year resident
2 advisor, Mary Sherman, a Gaines Fellow and
3 the UCW Undergraduate Steward, faces unsafe
4 conditions, which I will describe in her
5 words:

6 She speaks, “To be an RA is to work in-
7 person. This one job requirement is
8 particularly concerning for our group of
9 approximately 200 student workers because of
10 who we are. We are one of the most diverse
11 student groups on campus in terms of

12 ethnicity and race. Moreover, the
13 compensation free housing inherently attracts
14 lower-income students who cannot afford to
15 live on or near campus otherwise. We cannot
16 quit or complain too loudly when our safety
17 is compromised because we face the risk of
18 losing the housing that we so desperately
19 need.”

20 “Like other RAs,” Mary continues, “I
21 cannot quit this year. I couldn’t quit when
22 students started quarantining in our
23 buildings. I couldn’t quit when those
24 quarantined students violated policies and
25 continued to come and go, or when the

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1 department began requiring us to deliver food
2 to quarantined residents or when my hall
3 continued to have in-person events that I am
4 required to attend. Last Wednesday, while
5 working my mandatory shift at the front desk,
6 I interacted with a resident either not
7 properly wearing their mask or not wearing
8 one at all every ten minutes, on average.
9 Yes, we are workers, but we are also
10 students, students who work incredibly hard
11 for the housing our family simply cannot

12 afford. Like you, we deserve to understand
13 what is going on in our department and feel
14 safe at work, wherever that is.”

15 Mary is one of many, among thousands,
16 who have been impacted by the university’s
17 COVID-19 policies and their uneven
18 implementation. The senate has risen to meet
19 these challenges. Pandemic-related concerns
20 brought forward at the meetings I’ve attended
21 include inconsistent guidelines across
22 colleges regarding remote teaching during the
23 pandemic; pressure to teach face to face this
24 spring without clear parameters regarding
25 vaccines for in-person instructors; the

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1 effective in-person college life on the
2 broader-Lexington community, and more.

3 Like you, UCW Kentucky has played a key
4 role in UK's response to COVID. We have
5 persuaded the university to extend free COVID
6 testing to all workers at UK after it was
7 initially provided only to students. We have
8 successfully argued for improvements to
9 graduate-worker health insurance and helped
10 to obtain limited raises for some of our
11 lowest-paid workers.

12 We continue to fight for hazard pay and

13 to demand that UK meet the State of

14 Kentucky's "Healthy at Work" guidelines.

15 I would now like to move beyond COVID to

16 emphasize our shared worker and issues of

17 long-term relevance to the majority of those

18 gathered here today; that is faculty.

19 Like you, UCW is concerned about pay

20 equity and job security in the face of salary

21 compression, systemic racial and gender bias

22 and insufficient acknowledgment for activist

23 scholarship. We decry the renewed threats to

24 lecturer's livelihood contained in the latest

25 budget-tightening discussions. We advocate

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1 for the rights of international scholars and
2 greater institutional support for parents and
3 other care givers.

4 I invite you attend our upcoming forum
5 on parent and care giver policies this
6 Thursday, February 11th at 7:00 p.m.

7 I'm going to skip a little bit. Our
8 goal is to obtain fair and consistently
9 implemented parent and care giver leave
10 policies across the university. I also
11 welcome you at our upcoming UCW faculty

12 meeting on Thursday, February 5th at 7:00
13 p.m. And the Zoom link for both these events
14 is on our website calendar at
15 ucwkentucky.org. You can also email me
16 directly at my UK address or at my Gmail
17 address, mrustca@gmail.com.

18 Many, if not all, of the above issues
19 fall under the umbrella of shared governance
20 and the transparency it demands. Key
21 concerns for both of us. These values are
22 crucial to the University Senate's signal
23 mission of "determining broad academic
24 policies of the university," in addition to
25 its many advisory functions.

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1 And, yet, recent actions by the UK
2 administration have threatened to erode these
3 values. I have learned an enormous amount
4 about the crucial role you play in university
5 governance from attending your meetings over
6 the last few months, but I have also become
7 aware of limits imposed on the information
8 you are provided. Why won't President
9 Capilouto meet with your Senate Council
10 directly, rather than speak only with your
11 senate chair, as we engage in the complex

12 process of selecting our next provost in the
13 midst of a serious budget crisis.

14 Transparency is key to faculty's ability
15 to maintain standards of scholarly
16 independence that are absolutely vital to
17 postsecondary education.

18 Two: In fact, the very survival of a
19 place in our society for independent
20 knowledge unbiased by market or other
21 considerations. We believe in this mission
22 as fiercely as you do, and we hope that you
23 will feel as welcome at our meetings and
24 other activities as I feel here today.

25 During what amounts to an emergency in

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1 higher education, the survival of our
2 academic mission depends on as many and as
3 varied strategies for asserting faculty and
4 other worker rights as possible. In the end,
5 we all want to be heard. We want to join you
6 in that vital democratic project.

7 What exactly can the union do that the
8 senate, in order to maintain its executive
9 function at the university, cannot? We are
10 less constrained by university rules and
11 regulations. We can petition. We can March.

12 We have an active social media presence and
13 extensive contacts with local and national
14 press. We are widely informed about the
15 experiences of workers throughout the
16 university, and we can use this information
17 to serve as a voice for justice in ways that
18 sustain, expand upon and compliment your own.

19 You also can support union efforts
20 directly, as has occurred at the University
21 of Memphis. In January of this year the
22 University of Memphis told faculty in an
23 email that it would increase its minimum wage
24 to \$15 an hour by June, the results of years
25 of union pressure.

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1 One of the deciding factors in their
2 success was a joint resolution passed by the
3 staff and faculty senates calling for the
4 minimum pay to be raised. We, too, ask for
5 your support over the coming months and years
6 as we advocate for graduate health care, a
7 living wage, fair parent and care giver leave
8 policies across the university, and other
9 matters crucial to our land-grant
10 university's mission of improving people's
11 lives.

12 In closing, in his most recent senate
13 newsletter, Chair Aaron Cramer describes the
14 importance of inclusive dialogue at this
15 critical juncture.

16 He writes, “We must engage in the
17 difficult work of struggling together
18 talking, debating and negotiating to develop
19 a shared understanding of our common values.

20 This process is messy, but we cannot hope to
21 be who we are to the people who depend on us
22 without engaging in it.”

23 We, the United Campus Workers of
24 Kentucky, are part of this messy process, and
25 we look forward to struggling together to

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1 reassert the robust role of shared governance

2 at the University of Kentucky.

3 Thank you. I welcome your questions and

4 remarks. I'm not sure what kind of time

5 we're going to have for discussion. I am

6 also available by my university email and can

7 share information from there. So I turn the

8 floor over to Chair Cramer and let's hear

9 what we've got to say. Do you we have time

10 for a couple questions?

11 CRAMER: Are there questions for Marion?

12 I don't see any.

13 RUST: Oh, okay, then.

14 CRAMER: Oh, maybe there's one.

15 Julia Johnson.

16 JOHNSON: Hi, Marion. How are you?

17 RUST: I'm good. How are you, Julia?

18 JOHNSON: Good. Julia Johnson, College of Arts &

19 Sciences. So, I guess, what is something

20 concrete that -- what kind of concrete

21 measure can the senate do to help?

22 RUST: Sure. One thing I would suggest

23 immediately is attending the parent/care

24 giver meeting where we're going to be working

25 on drafting resolutions to assist the

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1 university and help the university understand
2 how we're not meeting benchmark institutions.
3 So joining in our missions, joining in our
4 meetings, joining in our faculty union
5 meetings, those who wish to join the union
6 are, of course, welcome to do so. All of
7 these collective and individual acts of
8 simply remaining informed about the union's
9 doing and learning about it is, first of all,
10 very key.
11 I also believe that the senate is

12 empowered to do the kinds of things that the
13 University of Memphis has done in terms of
14 writing in support of such things as, in this
15 case, what we'll be working towards is
16 enhanced and fair and consistently
17 implemented current parent and care giver
18 leave policies.

19 In general, I think that's the kind of
20 thing we're looking at, both joining with us,
21 learning from what we have to say,
22 participating in the things that we put forth
23 to inform the public. And then when we call
24 upon you and you believe that it is fit,
25 writing in support of acts that we are

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1 working to obtain, justice that we're working

2 to obtain through your formal body.

3 CRAMER: Are there any other questions for

4 Marion?

5 Gail.

6 BRION: I just want to ask: How can we best work

7 together? Because it does seem like that

8 there are areas that are not academic --

9 RUST: Uh-huh.

10 BRION: -- but are more human resources and

11 policy.

12 RUST: You know, that's interesting. I actually
13 anticipated that question. And I think it
14 can seem that way, but when you look at the
15 senate's advisory committees, when you look
16 at what they're doing with the EOC, the
17 senate, there's a real, sort of, gray area
18 between academic life and life of academics,
19 right?

20 And, in fact, almost nothing that occurs
21 at the university doesn't appear somewhere in
22 the University Senate on some advisory
23 committee or some aspect of their -- I've
24 seen committees on facilities, committees on
25 diversity and inclusion, so these clearly

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1 matter to you, and you clearly have some

2 advisory at the very least role.

3 So that, to me, says that you are very,

4 very empowered to take action when you see

5 fit, as long as we are allowed. I would say

6 the other thing that is the most important is

7 that we be continued to allow to communicate

8 with you. As you know, we worked pretty hard

9 to get this meeting. And we are at the end

10 of a long meeting, and I really appreciate

11 your staying a little late to listen to us.

12 I think that continued communication is going
13 to be absolutely essential.

14 And, finally, I want to say that we are
15 not to be feared. I think many times people
16 think of unions and they think of graduate
17 students, you know, going on strike and all
18 of a sudden there's no one to grade your
19 papers, right? That's not who we are. We
20 represent all workers. So we really are
21 representing you, as well as representing
22 others who work on behalf of the university.

23 BRION: Thank you.

24 RUST: Sure.

25 CRAMER: We'll move on to no time-permitting

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1 items from the floor. So at this point,
2 unless I hear objections now, we'll adjourn.
3 Hearing none, we're adjourned. Have a
4 good evening.

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STATE OF KENTUCKY)

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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 28th day of February, 2021.

Trisha B. Morley, Court Reporter

Notary Public

My commission expires: 4/23/22

Trisha B. Morley, Court Reporter
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