

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

\* \* \* \* \*

MARCH 8, 2021

\* \* \* \* \*

AARON CRAMER, CHAIR

DESHANA COLLETT, VICE CHAIR

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

STEPHANIE WOOLERY, STAFF ASSISTANT

TRISHA B. MORLEY, STENOGRAPHER

\* \* \* \* \*

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1

\* \* \* \* \*

2

CRAMER: -- also, the Chair of the Senate's Rules

3

and Elections Committee. And we're in the

4

process of appointing a workgroup to begin

5

thinking about activities that can be taken

6

in this area to improve this. So that's an

7

activity I want to make sure that you're

8

aware of.

9

Also, the Admissions and Academic

10

Standards Committee Chair, Jennifer Bird-

11 Pollan, asked Senate Council for input into  
12 committee deliberations on Senate Rule 5.2.2.  
13 This is on student load. There's an issue of  
14 how many credit hours a student can take in a  
15 given semester. And this was much simpler  
16 when all the courses had the same schedule.  
17 They all started on the same day and ended on  
18 the same day. It's becoming more complex now  
19 with nonstandard course calendars and  
20 multiple overlapping courses during the  
21 summer and so forth.

22 The SAASC proposed a table showing how  
23 many credit hours could be taken in different  
24 scenarios. And Senate Council reviewed the  
25 table and affirmed that those numbers seemed

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

3

1           reasonable, but there was still some sort of  
2           difficulty in parsing that as a way to  
3           understand the limits that are there to help  
4           ensure our students can be successful with  
5           the given academic load.

6           So Richard Charnigo, Senate Council  
7           member Richard Charnigo, volunteered to work

8 on a formula that would help determine so-  
9 called permitted credit-hour intensity. That  
10 would be something that would be a little  
11 more generalizable and able to be understood  
12 for courses that have different calendars and  
13 different meeting patterns and so forth. So  
14 thank you to Richard for undertaking that  
15 task.

16 SAASC will also work to determine if SAP  
17 can automatically enforce these limits, and  
18 final SAASC recommendation would come to  
19 Senate Council and then to the senate for  
20 approval. I wanted you to be aware of that  
21 activity.

22                   Also, Senate Council member Lesley

23                   Vincent has been participating in a workgroup

24                   developing a formal badge proposal. Recall

25                   this idea of a badge is a mirocredential on

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1                   the order of two to three courses that

2                   students can earn. And then include, for

3                   example, digitally, on a LinkedIn profile or

4 on social media or something along these  
5 lines. In the summer, Senate Council  
6 approved a pilot for the summer last summer  
7 and indicated a willingness to review a  
8 formal proposal to continue, so if something  
9 like this were to become permanent, to  
10 receive such a proposal and consider it.

11 It was decided that the senate's input  
12 early would be helpful to developing such a  
13 proposal, and so Leslie Vincent agreed to  
14 work with them on developing that formal  
15 badge proposal. And so we certainly  
16 appreciate Leslie Vincent's willingness to  
17 provide that early Senate input to make sure  
18 the senate's concerns in this topic would be



19 understood sort of from the ground floor.

20 All right. The provost indicated that

21 he would not be able to provide a report

22 today, so we'll move past here.

23 Vice Chair, Collett, do you have a

24 report today?

25 COLLETT: I do not have a report today.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 CRAMER: The parliamentarian also is unable to  
2 join us today, and so he has no report for us  
3 today either.

4 Do the trustees have a report today?

5 BLONDER: Yes, we do. We had our board meeting  
6 February 18th and 19th. We had a  
7 presentation by Nancy Cox, Vice President for  
8 Land Grant Engagement and Dean of Café, along  
9 with Laura Stephenson, Associate Dean, about  
10 the land-grant activities.

11 We approved the creation of the  
12 Department of Engineering Technology in the  
13 College of Engineering. We heard a  
14 presentation by Student Government. Student

15 Government is having their elections today  
16 and tomorrow. They've also given \$20,000 in  
17 student scholarships for childcare and  
18 dependents.

19 Kirsten Turner discussed an  
20 implementation of integrated success coaching  
21 and certification. So far we have seven  
22 certified coaches. This is a more holistic  
23 approach to help students.

24 There were several maintenance projects  
25 that were approved by the Finance Committee

1 and full board, and the Smart Campus iPad

2 Initiative was approved for another year.

3 This is the program where we buy students

4 iPads and the UK software is loaded onto

5 these and it's been a successful program.

6 And, lastly, we approved two honorary

7 degree recipients recommended by the

8 University Senate.

9 That's my report. The next board

10 meeting is May 3rd and 4th. A lot of these

11 presentations are actually linked on the

12 board website if you're interested.

13 Holly?

14 SWANSON: Yeah. I'd like to tell them a little

15 bit about the Provost's Report because that

16 dovetails with conversations we've been

17 having with the COSFL group. And what he

18 talked about there is he presented an

19 overview of all the considerations that are

20 involved when we are approving new academic

21 programs.

22 The other thing he talked about is the

23 market predictions regarding the loss of the

24 number of college-aged students that will be

25 attending universities. And so, for example,

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

7

1 after 2025, they predict a 15 percent drop in  
2 enrollment, and because of that, we have to  
3 be very aware of appealing to our adult  
4 learners and lifelong learning initiatives.  
5 And then other thing to think about is  
6 they're predicting growth in

7 interdisciplinary and multidisciplinary

8 graduate degrees. And he also showed how our

9 new programs that we've recently approved,

10 like those in public health, criminal

11 justice, IT, align with those market trends.

12 That's all I have.

13 **BLONDER:** I'd like to add one thing, if that's

14 okay. So it's come to our attention that

15 there have been identity thefts affecting

16 hundreds of UK employees. This is false

17 applications for unemployment insurance.

18 And this affected me and other people,

19 and so I just wanted to mention this. Holly

20 and I have talked about this. Kim Wilson,

21 the head of HR, has sent out sent out in the

22 recent Thrive email that she sends to the  
23 campus, there's information about this: What  
24 to do, who to contact, and there may be  
25 another email communication coming, but this

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 is nationwide problem. The FBI is involved,  
2 and there is information in Thrive.



3 CRAMER: Thank you to our trustees, particularly

4 for that last item. That's something that

5 that I think we should all probably be

6 attentive to if there's opportunity for

7 identity theft, through a sort of new vector,

8 that's something that we should all be

9 attentive of.

10 So here we have our first reminder of

11 the day: Remember, state your name and

12 college affiliation prior to speaking. So if

13 you raise your hand to make a motion or a

14 second or to ask a question or to debate,

15 please remember -- you know, I would say

16 Aaron Cramer, College of Engineering. Do

17 that through throughout, please.

18           The first item is an item that we  
19           postponed from the last meeting. This is a  
20           proposal that came to us. It was discussed  
21           sort of among a group, but then discussed by  
22           the Council of Associate Deans, And Associate  
23           Dean Kim Anderson brought this to the Senate.  
24           Specifically, it's a motion related to the  
25           name of Dead Week that we currently have.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 I will let Associate Dean Anderson speak

2 on this recommendation to us. Sorry. One

3 moment. We had to switch her over.

4 ANDERSON: Hello?

5 CRAMER: We can hear you, Kim. There you're.

6 Kim you're all set.

7 ANDERSON: Okay. I couldn't hear you there for a

8 minute.

9 So, yes. I'm Kim Anderson from the

10 College of Engineering. This is a proposal

11 to change the name of Dead Week to -- the

12 suggested name is Prep Week.

13 The initiative came about when I was

14 talking to a colleague from -- and she came  
15 from a school in Texas where they did change  
16 to the name. The purpose of this is really  
17 to kind of -- it's really out of respect for  
18 family members, students, faculty and staff  
19 who have lost a loved one.

20 It is also -- Dead Week is kind of  
21 negative, and so we're looking for a more  
22 positive name. As Aaron mentioned, we did  
23 talk about this at the associate deans'  
24 meetings. We've talked about it twice the  
25 name Prep Week was suggested there and was

1           approved there. And I don't know if you need  
2           any more information, but that's the  
3           proposal.

4   CRAMER:        So Senate Council just, you know, prior  
5           to the previous meeting, discussed the  
6           proposal and move to to bring it forward to  
7           Senate. So are there any questions about  
8           this proposal for Associate Dean Anderson?

9   ANDERSON:       I guess I should mention that the

10 terminology would have to be changed

11 throughout all the Senate Rules.

12 CRAMER: Right. So that that would be the effect

13 of the -- would be to globally search and

14 replace Dead Week with Prep Week.

15 Are there any questions for Associate

16 Dean Anderson? If not, we have a motion from

17 the Senate Council to make this change.

18 Is there any debate on this motion?

19 Bob?

20 GROSSMAN: Bob Grossman, A&S. I support this

21 proposal. I've always thought Dead Week was

22 a silly name for this. Prep Week is much

23 more descriptive.

24 And, apparently, this resonates out in

25 the community because there was already a

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

11

1 Herald Leader article about this. Even

2 though we have not yet approved it, the

3 Herald Leader published an article about it.

4 But I did want to just point out to

5 everyone that this has nothing to do with the

6 rules about that Dead Week. The rules around  
7 Dead Week are not being changed at all by  
8 this proposal. It's just to change the name.

9 CRAMER: That's right if you haven't read the  
10 Herald Leader story, I recommended it. And  
11 Bob also correctly notes this is not a change  
12 to the policy; it's a change to the name.

13 Is there any further debate on the  
14 motion? Then University Senate Members who  
15 will vote yes on the motion, please use the  
16 "raise-hand" feature now.

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

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



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

21 That motion passes.

22 The next item on our agenda is a request

23 to amend a previously the adopted degree

24 list, specifically for December 2020 to

25 rescind a degree and then confer a different

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 degree at that time. This is a situation

2 where the program degree and major name were  
3 changed recently.

4 Students were incorrectly advised to  
5 change from an MRC and rehab counseling to  
6 the revised degree and major, which was an  
7 MAC in counselor education. The  
8 accreditation agency, at a similar time  
9 frame, merged with another and the program is  
10 in the process of being accredited by the new  
11 agency.

12 The effect of this on the students is  
13 that that -- well, the graduated students or  
14 alum, are that the students will be eligible  
15 for licensure if the degrees are in rehab

16 counseling, their current accreditation, and

17 not in the counselor ED.

18 And so, this is a request, for the two

19 students on the next slide, that we rescind

20 the awarded degrees and confer the new

21 degrees to allow them to be eligible for

22 licensure.

23 This is a question about degree lists,

24 so this is a an item that only elected

25 faculty senators should vote on. The two

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 students are identified as College of

2 Education Student MA88 and College of

3 Education Student JS81.

4 And so the motion brought by senate

5 Council to the to the senate is for the

6 elected faculty senators to amend the

7 December 2020 degree list for College of

8 Education Students MA88 and JS81 by

9 rescinding the MSC counselor education with a

10 specialty in clinical mental health

11 counseling and conferring MRC rehabilitation

12 counseling specialty in clinical mental

13 health counseling.

14 Are there any questions? I think we

15 have Ralph Crystal here.

16 BARRON: This is Susan Barron.

17 CRAMER: Yes. I see your hand now, Susan. Go

18 ahead.

19 BARRON: I just wanted to check. So we're

20 talking about it was just a problem for one

21 Semester and two students? Like, it's not

22 something that will go back further or more

23 students may not need the same thing in the

24 future that were -- that graduated?

25 CRAMER: That was the question I asked when it

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

14

1 first came to me. I said, hey, are we sure  
2 we have everyone that this is going to be a  
3 problem for? And the answer was, yes. I  
4 think the timing of the changing of the  
5 degree and that the changing of the  
6 accreditation was such that's right.  
7 BARRON: Okay. Thanks.

8 CRAMER: Are there any other questions about the

9 motion -- Eric Blalock?

10 BLALOCK: Hi. This is Eric Blalock, College of

11 Medicine. I just wanted to make sure that

12 this is not -- this is a one-step process.

13 So it's not like they'll get their degree

14 rescinded, and then they have to do something

15 to get the new name. And if they fail to do

16 it, they won't get it. I wanted to make sure

17 that it's all one -- it's a one-click

18 process.

19 CRAMER: Right. My understanding of this -- and

20 I'm sure the Senate Council office staff in

21 the room will nod or shake their heads

22 vigorously if I'm wrong -- but that's right;

23           this item will go as sort of an anatomic  
24           rescind-and-confer action to the Board of  
25           Trustees, and that'll happen all at once.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

15

1       BLALOCK:       Okay. Thanks.

2       CRAMER:        Are there any other questions about the  
3                    motion? Any debate on the motion?



4                    Seeing none, if you'd like to vote in  
5                    favor of the motion, please use the "raise-  
6                    hand" feature now.

7                    If you'd like to vote no, use the "raise  
8                    hand" feature now.

9                    If you'd like to abstain, use the "raise  
10                   hand" feature now.

11                   That motion passes.

12                   Again, you guys are doing great, but  
13                   remember as we go through, continue to speak  
14                   your name and college affiliation prior to  
15                   speaking. Bob Grossman, do you have a  
16                   question?

17                   GROSSMAN:        Yeah. I was just wondering: Why aren't  
18                   these flashing subliminally?

19 CRAMER: It's an idea for next month, Bob. By

20 the way, you didn't say Bob Grossman A&S.

21 GROSSMAN: It works better when it's subliminal

22 rather than when it's out there.

23 CRAMER: All right. The next item on the agenda

24 are a number of proposals from the Academic

25 Programs Committee, Leslie Vincent. Ready to

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 go? All right.

2 VINCENT: Okay. I'm ready. First, I just want to

3 thank my committee for all their work. We've

4 been very busy, as you'll see, in today's

5 different items we have.

6 So, first, we have a recommendation that

7 the university senate approve for submission

8 to the Board of Trustees the establishment of

9 a new BS degree, Computer Engineering

10 Technology, in the Department of Engineering

11 Technology within the College of Engineering.

12 The proposed Bachelor of Science in

13 Computer Engineering Technology degree offers

14 curriculum designed to provide in-depth

15 knowledge of hardware and software design,  
16 development applications and maintenance,  
17 with a mix of both classroom and laboratory  
18 experiences that is in demand by industry.

19 The proposed four-year BS in computer  
20 engineering technology is designed as a  
21 feeder computer program in which students  
22 earn an associate in applied science and CPT  
23 from the Bluegrass Community and Technical  
24 College and then a BS and CPT from UK and  
25 this arrangement.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 UK will offer only junior and senior-  
2 level coursework a total of 127 credit hours  
3 are required with 68 credit hours taken at  
4 BCTC and 59 at UK.

5 Of the courses taken at UK, 50 credit  
6 hours consists of major requirements and the  
7 other 9 credit hours are guided electives.

8 The proposed program is designed to  
9 respond to shortages and critical  
10 manufacturing skills within the state and to

11 improve program offerings and enrollment for  
12 the College of Engineering.

13 In addition to the collaboration with  
14 the BCTC, the proposed program will  
15 incorporate industry partnerships to provide  
16 students with the needed industrial  
17 experiences and applications so they are  
18 career-ready.

19 The target audience for this degree  
20 program are students seeking distinctive  
21 career paths and opportunities in creative  
22 industrial design, production and service.  
23 Graduates of this degree will be prepared for  
24 jobs with titles such as embedded software

25                   technologist, computer support specialist,

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

18

1                   networking support specialist, automation

2                   engineer, applications engineer,

3                   telecommunications engineer, network support

4                   technical engineer and network administrator.

5    CRAMER:        Are there any questions for either

6                   Leslie or for the proposer, Nelson?

7                    Seeing none, we have a motion from the  
8                    committee. Is there any debate on this  
9                    motion.

10                  seeing none, Senators, please, if you'd  
11                  like to vote yes, please use the "raise hand"  
12                  feature now.

13                  If you'd like to vote now use the "raise  
14                  hand" feature now.

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

17                  That motion passes.

18    VINCENT:        Next, this is a recommendation at the  
19                  University Senate approve for submission to  
20                  the Board of Trustees.





3 knowledge of lean operations, along with the  
4 skills needed to improve quality output,  
5 streamline operations and reduce waste.

6 The proposed four-year BS in LST is  
7 designed as a feeder-computer program in  
8 which students earn an Associate in Applied  
9 Science in Integrated Engineering Technology  
10 from the Bluegrass Community and Technical  
11 College and then a BS and LST from UK.

12 In this arrangement UK will offer only  
13 junior and senior-level coursework. A total  
14 of 127 credit hours are required, with 71  
15 credit hours taken at BCTC and 56 at UK. Of  
16 the courses taken at UK, 53 credit hours

17 consists of major requirements, and the

18 remaining three credit hours are guided

19 electives.

20 The proposed program is designed to

21 respond to shortages in critical

22 manufacturing skills within this state and to

23 improve program offerings and enrollment for

24 the College of Engineering.

25 In addition to the collaboration with

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 the BCTC, the proposed program will  
2 incorporate industry partnerships to provide  
3 students with the needed industrial  
4 experiences and applications so they are  
5 career-ready.

6 The target audience for this degree  
7 program are students seeking distinctive  
8 career paths and opportunities in creative  
9 industrial design production and service.

10 Graduates of the program are prepared for  
11 jobs with titles such as lean continuous  
12 improvement engineer, lean engineer,

13 manufacturing engineer, lean process  
14 improvement engineer, supplier quality  
15 engineer, lean manufacturing specialist and  
16 quality engineer.

17 CRAMER: Are there any questions for either

18 Leslie or for Nelson again?

19 Seeing none, we have a motion from the

20 committee. Is there any debate on this

21 motion?

22 If you'd like to vote yes on this

23 motion, please use the "raise hand" feature

24 now.

25 If you'd like to vote no, use the "raise

1 hand" feature now.

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

3 hand" feature now.

4 That motion passes.

5 VINCENT: This is a recommendation that the

6 University Senate approve for submission to

7 the Board of Trustees the establishment of a

8 new MS degree, Aerospace Engineering in the

9 Department of Mechanical Engineering within  
10 the College of Engineering.

11 This 30-credit master's in aerospace  
12 engineering provides students with the  
13 opportunity for advanced study and research  
14 opportunities in modern engineering theory  
15 technology and practice associated with the  
16 design development testing and production of  
17 aircraft, spacecraft and related aerospace  
18 systems.

19 This program was developed in response  
20 to an increasing aerospace industry within  
21 Kentucky and increasing demand from students  
22 for a structured graduate program in this  
23 area and built on an area of expertise

24 already in place within the College of

25 Engineering.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

22

1 The target audience is primarily recent

2 graduates from aerospace and/or mechanical

3 engineering undergraduate programs. The

4 proposed aerospace engineering master's



5 program offers both a thesis option and a  
6 non-thesis option.

7 The thesis option is intended for full-  
8 time graduate students and requires a minimum  
9 of 24 semester hours of coursework and 6  
10 credit hours of thesis research, along with  
11 the thesis. The non-thesis option is  
12 designed for part-time students who are  
13 employed and requires a minimum of 30  
14 semester hours of coursework.

15 The program is designed to prepare  
16 students for aerospace research and  
17 development in industry government and  
18 academia.

19 CRAMER: Are there any questions for either

20 Leslie or Mike Renfro? He is the proposer.

21 We have a motion from the committee to

22 approve this new degree program. Is there

23 debate on this motion?

24 If you'd like to vote yes, use the

25 "raise hand" feature now.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1                   If you'd like to vote no use the “raise

2                   hand” feature now.

3                   If you'd like to abstain, use the “raise

4                   hand” feature now.

5                   That motion passes.

6                   Sorry to interrupt you, Leslie. This is

7                   another reminder: Please state your name and

8                   college affiliation prior speaking. Pretend

9                   I flicked through a real fast, if you wanted

10                  it subliminally.

11    CRAMER:       All right, Leslie. Are you ready?

12    VINCENT:      This is a recommendation that the

13                  University Senate approve for submission to

14                  the Board of Trustees the establishment of a

15                  new PhD degree, Aerospace Engineering, in the

16 Department of Mechanical Engineering within

17 the College of Engineering.

18 The proposed PhD in aerospace

19 engineering is in response to the growing

20 aerospace industry within the state of

21 Kentucky. The PhD in aerospace engineering

22 built upon the area of expertise housed

23 within the Department of Mechanical

24 Engineering in response to the demand from

25 students for additional graduate-level

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 learning opportunities in aerospace

2 engineering.

3 The proposed doctoral program is

4 intended for full-time graduate students.

5 The degree requires a minimum of 36 semester

6 hours of coursework, 18 for students with an

7 earned master's degree in a related field,

8 along with at least one year residency

9 following completion of an oral qualification

10 exam and completion of a research based

11 dissertation.



Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

25

1           academia.

2       CRAMER:       Are there any questions for either

3           Leslie or Mike Renfro?

4           Seeing none, we have a motion from the

5           committee. Is there any debate on this

6           motion?

7           If you'd like to vote yes, use the

8 "raise hand" feature now.

9 If you'd like to vote no use the "raise

10 hand" feature now.

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

12 hand" feature now.

13 That motion passes.

14 VINCENT: This is a recommendation that the

15 University Senate approve for submission to

16 the Board of Trustees the establishment of a

17 new MS degree, Biostatistics, in the

18 Department of Biostatistics within the

19 College of Public Health. The 33-credit hour

20 MS in biostatistics is designed to train

21 students in the methodological skills that



22 are foundational to biostatistics.

23 The program will meet the needs of

24 individuals who seek to work in industries

25 where advanced knowledge for the analysis of

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

26

1 health science data is required. This is a

2 non-thesis option master's program and

3 students are required to take 21 credit hours

4 of core biostatistics courses that include a  
5 Capstone course focused on experiential  
6 learning.

7 As part of the Capstone course, students  
8 will be required to construct a consulting  
9 portfolio, and the presentation of this  
10 project will serve as the final exam  
11 requirement for the master's Program. The  
12 remaining 12 hours will be electives with  
13 some electives from epidemiology.

14 The target audience for this program are  
15 individuals with an undergraduate degree, who  
16 seek to further their education in the  
17 analysis of biomedical data. This will

18 include students planning to work in  
19 healthcare health agencies biomedical  
20 research or pharmaceutical industries.  
21 Projected demand for this program is five  
22 students in year one, growing to 25 students  
23 by year five.  
24 CRAMER: Are there any questions for either  
25 Leslie or for Amanda Ellis, who's the

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 proposer?

2 We have emotion from the committee. Is

3 there any debate on this motion?

4 Seeing none, if you'd like to vote yes

5 on the motion, please use the "raise hand"

6 feature now.

7 If you'd like to vote no, use the "raise

8 hand" feature now.

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

10 hand" feature now.

11 That motion passes.

12 VINCENT: This is a recommendation at the

13 University Senate approve this significant

14 change to the PhD in Studies in Higher  
15 Education in the Department of Educational  
16 Policy Studies and Evaluation within the  
17 College of Education.

18 This proposal seeks to add two  
19 specializations to the current PhD in studies  
20 in higher education program. The first  
21 specialization is institutional research and  
22 prepare students to identify information  
23 needs, collect analyze interpret and report  
24 data and information for planning and  
25 evaluation, and assist organizations and

1 utilizing these data and information to make  
2 informed decisions, and is comprised of 15  
3 credit hours.

4 The second specialization diversity  
5 equity and inclusion prepares students for  
6 high-level administrative positions in  
7 diversity, equity and inclusiveness  
8 leadership and higher education settings, and  
9 it's comprised of 9 credit hours and the

10 completion of the graduate certificate in

11 senior diversity officer leadership.

12 The current PhD program does not have

13 any formalized specializations, and adding in

14 these tracks will allow for better

15 recruitment and invite and advising for

16 graduate students.

17 Furthermore, these tracks align with new

18 and existing online certificates offered at

19 the graduate level. Students will have the

20 option of including required specialization

21 coursework as part of their 18 hours of what

22 is referred to as concentration in the

23 current program, or students can complete the

24 regular studies in higher education degree as

25

it's currently offered.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

29

1 CRAMER: Are there any questions for either

2 Leslie or for Jane Jensen, the proposer?

3 We have emotion from the committee to

4 produce a significant change is there any

5 debate on this motion.





21 leadership, or SDO, is designed to prepare  
22 students for high-level administrative  
23 positions in diversity, equity and  
24 inclusiveness leadership in higher education  
25 settings.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 The program will require students to

2 complete to newly created courses for 6  
3 credit hours, and higher education diversity  
4 leadership students will also complete one  
5 guided-elective course in organizational  
6 leadership.

7 This certificate program will be  
8 grounded in the National Association for  
9 Diversity Officers in Higher Education  
10 Standards for Professional Practice for  
11 Senior Diversity Officers. The fully online  
12 certificate has been developed in response to  
13 the growing presence of diversity officers  
14 across all sectors of higher education.

15 The only prerequisite for admission to  
16 the certificate program is admission to the

17 University of Kentucky Graduate School.

18 Furthermore, this certificate is unique

19 from the diversity and inclusion certificate

20 in the College of Arts and Sciences and that

21 none of the courses that are part of this

22 proposed certificate overlap with the A&S

23 certificate. And the College of Arts and

24 Sciences was consulted during the development

25 of the certificate.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1                   Projected enrollment for the certificate  
2                   is five to eight students in year one growing  
3                   to 16 to 20 students by year three.

4    CRAMER:        Are there any questions for either  
5                   Leslie or Jane again?

6                   Then we have emotion from the committee.  
7                   Is there any debate on this motion? You're  
8                   going to have to unmute.

9    ROHR:         Is there a difference between the Arts  
10                   and Sciences and this certificate that,  
11                   basically, you can take either and you're  
12                   both same qualified -- I mean --

13 CRAMER: Listen, do you want me to ask Jane and

14 respond to that or.

15 JENSEN: Jane Jensen, yeah. I got out and came

16 back so. Excuse me. I'm back now.

17 We talked through with the Arts and

18 Sciences about the differences between the

19 two graduate certificates. This graduate

20 certificate is specifically -- it's very

21 practical. It's very focused on higher

22 education. It's very much about higher

23 education, administration and leadership, and

24 the ANS certificate is an interdisciplinary

25 conceptual and content, so we hope for the

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

32

1 students who are doing doctoral programs that  
2 they might actually do both, and as a result  
3 of both, get a really rich experience.

4 CRAMER: Thank you. Is there any uh any further  
5 questions on this proposal?

6 We have a motion from the committee. Is  
7 there any debate on the motion?

8 CHISHTI: My apologies. I misfired I was voting.

9 CRAMER: Seeing no debate, then, if you'd like to

10 vote yes on the motion, please use the "raise

11 hand" feature now.

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

13 please use the "raise hand" feature now.

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

15 please use the "raise hand" feature now.

16 That motion passes.

17 VINCENT: This is a recommendation that the

18 University Senate approve the establishment

19 of a new Graduate Certificate, Human Resource

20 Management in the Department of Management

21 within the Gatton College of Business and

22 Economics.



23                   The proposed 15-credit hour graduate

24                   certificate is designed to build skills

25                   needed to effectively manage an

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1                   organization's employees and contribute to

2                   its talent strategy.

3                   The courses within the certificate focus

4                   on talent acquisition, talent management,

5 employment law and the effective use of  
6 analytics to manage human capital. The  
7 program also features an experiential  
8 Capstone course giving students the ability  
9 to apply principles and techniques learned in  
10 their coursework to solve real organizational  
11 problems.

12 The courses included in the certificate  
13 are offered both face to face, as well as  
14 online with synchronous instruction.

15 The target audience for this certificate  
16 includes both recent graduates hoping to  
17 better prepare themselves for a career in  
18 human resources and working professionals who

19 recognize the need for advanced study in this

20 area.

21 Projected enrollment for the certificate

22 is 10 students in year one, growing to 20

23 students by year three.

24 CRAMER: Are there any questions for either

25 Leslie or for the proposer, Scott Soltis?

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 CRAMER: We have emotion from the committee. Is

2 there any debate on the motion? Julianne?

3 OSSEGE: Ignore, please.

4 CRAMER: Seeing no debate, then, if you'd like to

5 vote yes on the motion, please use the "raise

6 hand" feature now.

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

8 use the "raise hand" feature now.

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

10 hand" feature now.

11 That motion passes.

12 Once again, if you'd speak your name and

13 affiliation...

14 VINCENT: This is a recommendation that the

15 University Senate approved the establishment  
16 of a new Graduate Certificate, Substance Use  
17 Disorders in the College of Social Work.

18 The proposed 9-credit hour substance use  
19 disorder graduate certificate is designed to  
20 prepare students to work with individuals,  
21 families, agencies and communities to address  
22 the impact of substance misuse.

23 This certificate is in response to the  
24 need for increased access to practitioners  
25 train in substance misuse screening,

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 intervention and treatment services.

2 Substance misuse is a very specific disorder

3 with unique treatment needs and this

4 certificate provides an academic credential

5 that will have value for practitioners across

6 many disciplines focused on addressing

7 substance misuse.

8 The target audience is any graduate

9 student who seeks to work in the substance

10 misuse arena, as well as any working

11 professional who may seek the certificate in

12 post-bach status.

13 This certificate can also count as

14 electives towards the masters in social work

15 program requirements. This program is

16 offered 100 percent online with asynchronous

17 courses where students will take 6 credit

18 hours of major requirements and 3 credit

19 hours of guided electives.

20 Projected demand is 15 students in year

21 one, growing to a steady state of 40

22 students.

23 CRAMER: Are there any questions for their Leslie

24 or for Kelly, who's the proposer?

25





7 hand” feature now.

8 If you'd like to abstain, use the “raise

9 hand” feature now.

10 That motion passes.

11 The last one? Let’s see.

12 VINCENT: It is last one.

13 This is a recommendation that the

14 University Senate approve the establishment

15 of a new Graduate Certificate, Advanced

16 Specialty Program in Endodontics in the

17 Department of Endodontics within the College

18 of Dentistry.

19 The proposed program graduate

20 certificate in endodontics is a 43 --credit

21 hour certificate designed to add advanced

22 specialty training in endodontics to the UK

23 College of Dentistry scope of care.

24 The target student for this two-year

25 program are practicing professionals that

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 desire additional training in endodontics to

2 meet the American Association of Endodontics

3 board specialty requirements.

4 This 24-month program contains

5 curricular courses, a variable link with some

6 courses that will be 12 months in duration.

7 Students are required to complete 33

8 credit hours of endodontic training,

9 including both clinical and research focus

10 courses and 10 credit hours from the core

11 dental curriculum.

12 This certificate fills a gap in the

13 current graduate curriculum within the UK

14 College of Dentistry and will also enhance

15 undergraduate dental education through

16 increased student exposure to advanced root

17 canal treatment techniques and methods. The

18                    anticipated demand for the certificate is two

19                    students per year.

20        CRAMER:            Are there questions for either Leslie or

21                    for the proposer, Howard Roberts?

22                    We have a motion from the committee. Is

23                    there any debate on this motion?

24                    If you'd like to vote yes on this

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

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1           If you'd like to vote no on the motion,  
2           please use the "raise hand" feature now.

3           If you'd like to stay and use the "raise  
4           hand" feature now.

5           That motion passes.

6           At this moment I would absolutely like  
7           to thank Leslie Vincent, RSAP chair, and her  
8           whole committee for the all their hard work.

9           They've just had ten items that they  
10          presented. That represents a considerable  
11          amount of work.

12          It's not just my own history with this  
13          committee that makes me say it it's truly one

14 of the hardest working committees in the

15 Senate and they're rock stars. Tell them

16 thank you when you see them.

17 Another rock star, I suppose, Jennifer

18 Bird-Pollan, the chair of our SAASC who's

19 also done a lot of work for the Senate in her

20 years.

21 Jennifer Bird-Pollan has some items to

22 present to us as well. Jennifer, you ready?

23 Jennifer, let us know when you're over.

24 BIRD-POLLAN: I think I'm here now. You get promoted

25 to be a panelist when that happens.

1                   So thank you for the promotion. I am  
2                   here on behalf of the SAASC, which is  
3                   bringing several items to you this month.

4                   The first item comes from the College of  
5                   Chemical Engineering, and it's a change to  
6                   the MS in Chemical Engineering.

7                   Some of you might remember last year the  
8                   Senate approved a one-time change to many of  
9                   the master's degrees across campus. We

10 discovered, as part of the SAC's mid-period  
11 review, that some of our master's degrees  
12 were being granted after only 24 credit  
13 hours. And the SAC's requirement was the  
14 master's needs at least 30 credit hours.

15 So last year the Senate went through a  
16 process of allowing programs to add the 6  
17 credits in the form of 768 courses in their  
18 department, and we did that through a web  
19 transmittal uniform that had been approved by  
20 the Senate Council.

21 However, programs didn't have to do it  
22 that way. They also have the option to seek  
23 an additional path to add the remaining 6



24 credits, so the MS in chemical engineering is

25 coming to us through that process.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

40

1 This meeting will add 6 credit hours of

2 either 768 780 or 790 chemical engineering,

3 and that will bring the total required

4 credits for that master's up to 30 credit

5 hours, and our committee recommends approval

6 of this change.

7 CRAMER: Are there any questions? Susan Barron?

8 BARRON: Nope. It must not have been on. I

9 don't know why. It shouldn't be. Sorry.

10 CRAMER: No problem.

11 Are there any questions about the

12 proposal?

13 Then we have a motion from the committee

14 to approve the proposed changes to the number

15 of credit hours for the MS in chemical

16 engineering. Is there any debate on this

17 motion?

18 If you'd like to vote yes, use the

19 "raise hand" feature now.

20 If you'd like to vote no, use the "raise

21 hand" feature now.

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

23 hand" feature now.

24 That motion passes.

25 BIRD-POLLAN: So the second item is a suspension of

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 admissions to the graduate certificate in

2 rehabilitation counseling. This is a  
3 certificate that was created in response to  
4 the possibility of people being approved for  
5 the credential to serve in this  
6 rehabilitation counseling role without a  
7 degree which had been approved by the  
8 accreditation agency.

9 However, in the meantime, that  
10 possibility, that credentialing path has been  
11 rescinded, and so the program would like to  
12 suspend admissions in the certificate. Since  
13 its reason for existence has gone away, we  
14 recommend approval of this suspension.

15 CRAMER: So we have this proposal. Are there any

16 questions about this proposal?

17 Then we have a motion from the committee

18 to approve the proposed suspension.

19 Is there any debate on this motion?

20 If you'd like to vote yes, use the

21 "raise hand" feature now.

22 If you'd like to vote no use the "raise

23 hand" feature now.

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

25 hand" feature now.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1                   That motion passes.

2       BIRD-POLLAN:       The next proposal is a proposal

3                   that came to us from the Provost's

4                   Committee on advising, and it's a

5                   proposal to change some of the rules

6                   around the academic suspension and

7                   reinstatement policies in the Senate

8                   Rules.

9                   You may already know this, but,

10                  just in case you don't, suspension from

11                  the university on academic grounds is

12 something that happens as a matter of  
13 the Senate Rules, and in order to be  
14 readmitted to the university -- I'm  
15 sorry -- reinstated to the university  
16 after an academic suspension, the dean  
17 of the relevant college has to agree, so  
18 it's a dean-level decision, which makes  
19 it a college decision, but the Senate  
20 Rules has something to say about some  
21 deadlines and some general rules about  
22 the way that this has to happen.

23 So the proposal that you see is has  
24 a couple of different parts: One is to  
25 introduce a new deadline, which would be

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

43

1 for students who want to enter after

2 their suspension into in the summer.

3 And then there is some other

4 recommendations in here to clarify part

5 of the process, because we think there

6 wasn't a lot of clarity on the

7 difference between a reinstatement,



8                   which has to do with the academic side  
9                   of things. And that's what has to  
10                  happen through the dean's office before  
11                  the student can come back to the  
12                  university.

13                         And readmission, which is sort of a  
14                         bureaucratic decision that happens in  
15                         the admissions office, and students  
16                         can't be readmitted until they've been  
17                         reinstated, so some of the suggested  
18                         language there in the Senate Rules is to  
19                         distinguish between those two processes  
20                         and set deadlines for each of those.

21                         And I'll just let you know that if  
22                         a student is suspended twice



4 consider students applying for a second  
5 reinstatement to a subcommittee that's  
6 comprised of the Senate Council Chair,  
7 the Senate Council Vice Chair and the  
8 SGA President, and so those happen at  
9 the university level. That's a  
10 centralized process, but the first  
11 reinstatement is a college-level  
12 decision.

13 I think this committee is  
14 recommending some standardizing across  
15 the different colleges, but again,  
16 that's a dean-level decision about what  
17 happens inside the college.

18 So that's the general rationale for

19 the changes, and you can see the  
20 specific language changes in the  
21 proposal itself. And we recommend the  
22 approval of this set of changes as well.

23 CRAMER: Are there any questions on this for  
24 either Jennifer for Marianne Young?

25 BLALOCK: Hi. Eric Blalock, College of

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 Medicine. I'm just curious how often

2 does this come up? What's the

3 percentage of the student population

4 each year that this happens to?

5 CRAMER: That is a great question. I don't

6 know if Marianne is here and would be

7 willing to answer that. I think it's

8 probably college-specific.

9 BIRD-POLLAN: Probably different in different

10 colleges.

11 YOUNG: This is Marianne young, Student

12 Success. I got the reminders along the

13 way and play and use myself

14 appropriately. It does vary from

15 college to college, but it is something  
16 that, you know each semester there are  
17 students who are seeking reinstatement  
18 back in, but I don't know if I could  
19 give you an exact number from each  
20 college that seek reinstatement.

21 BLALOCK: I was just wondering how busy that  
22 committee would be. Right? I mean are  
23 they are they doing 50 cases here?

24 CRAMER: The second reinstatement, which is  
25 the one where like me and DeShana

1 Collett and Courtney wheeler do, that's

2 maybe on the order of, like, half a

3 dozen a year, and they get scheduled

4 sort of as they come in.

5 BLALOCK: Okay. Thanks.

6 CRAMER: Are there any other questions about

7 the proposal.

8 CRAMER: All right. We have a motion from

9 the committee. Is there any debate on

10 the motion to approve the proposed

11 changes to the Senate Rules?

12 CRAMER: All right. Seeing none, if you'd

13 like to vote yes, please use the "raise

14 hand" feature now.

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

16 "raise hand" feature now.

17 If you'd like to abstain, use the

18 "raise hand" feature now.

19 That motion passes.

20 CRAMER: Again, just in case -- Marion did a

21 very good job just now. Please you use

22 your name and your affiliation when

23 speaking.

24 Jeff are you ready?



25 BIRD-POLLAN: So the next one comes from the

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

47

1 College of Arts and Sciences, and this  
2 is a proposal to add a new requirement  
3 that students take a race and ethnicity  
4 course at some point during their time  
5 at UK in order to graduate with a degree  
6 from the College of Arts and Sciences.

7           It'll apply to degree programs inside  
8           undergraduate degree programs inside the  
9           college.

10                 Just to give you a little bit of a  
11           background on the proposal, it  
12           originally stems, as you can read in the  
13           proposal itself, from a conversation  
14           that began on campus, and part of which  
15           was a discussion about university-wide  
16           race and ethnicity requirements. That  
17           proposal, that discussion wasn't really  
18           a global proposal and did not move  
19           forward.

20                 After the 2015 conversation, some

21 faculty members inside Arts and  
22 Sciences, motivated by that campus-wide  
23 discussion, moved forward a proposal  
24 inside the college. So this is a new 3  
25 credit hour requirement, but it doesn't

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 add to the total number of credit hours  
2 that are required to graduate in the

3 College of Arts and Sciences.

4 Because students will be allowed to

5 have this requirement overlap with one

6 of their other requirements, whether

7 that's UK Core requirements, major

8 requirements or other college

9 requirements, there is a list of courses

10 already approved inside the proposal, as

11 well courses that are identified as

12 meeting as satisfying the new race and

13 ethnicity requirement. So you can see

14 those, but moving forward, in order to

15 be approved to satisfy this requirement,

16 of course we'll have this from the

17 proposal itself. Of course, we'll have  
18 to address issues of race and race and  
19 ethnicity in more than 50 percent of  
20 class time and more than 50 percent of  
21 course material and more than 50 percent  
22 of students assignments.

23 So more courses, I think, are  
24 expected to be approved as they  
25 demonstrate that they satisfy this

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 requirement. Our committee recommends  
2 approving this new graduation  
3 requirement and it will be effective for  
4 students to enroll at UK in fall of  
5 2021.

6 CRAMER: That was fall 2021, right?

7 BIRD-POLLAN: And I think Anna Bosch and

8 Christina, they are here and can

9 confirm. But I think, yes, the idea is

10 this will not be a new graduation

11 requirement for students who are already

12 enrolled at UK, but a new requirement

13 moving forward. So students who will,

14 enroll in fall 2021, but we might want

15 to ask.

16 CRAMER: Any questions for Anna Bosch or

17 Christina?

18 BIRD-POLLAN: In violation of the rules on a --

19 CRAMER: Alright. But the answer was was

20 yes.

21 Are there any questions for either

22 Jennifer or for Christina about this

23 proposal? Bob?

24 GROSSMAN: Bob Grossman. Did I do that right?

25 But, yeah, actually it should have

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

50

1            occurred to me before, but who is the  
2            group in A&S who is privileged with the  
3            authority to decide which courses are  
4            going to satisfy this requirement? Is  
5            that the Policy Committee and the  
6            college? Is that the Diversity and  
7            Inclusion Committee or is it an  
8            administrative task of the dean, which



9 probably should not be? Is this clear

10 in the proposal? Or, if not, is there a

11 de facto division of labor? How does

12 that work?

13 CRAMER: Are you raising your hand, Anna?

14 BOSCH: Yes, I am. Anna Bosch, College of

15 Arts and Sciences Vice President. Bob,

16 I believe this is addressed in the

17 proposal, but -- and Christina can

18 correct me, but I believe that it's our

19 college Race and Ethnicity Committee

20 that will do the first review of courses

21 that are proposed. And those

22 recommendations will be forwarded to the

23 PC, the final arbiter, of course, of

24 changes and new course proposals. And

25 from the PC it'll go on to the

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

51

1 Undergraduate Council.

2 GROSSMAN: Thank you.

3 CRAMER: Are there other questions about the

4 proposal? John?

5 CHAIT: Yes. Maybe I -- there's something  
6 wrong with my computer, but I can't seem  
7 to read the proposal itself or the list  
8 of course --

9 CRAMER: You mean from the link on the  
10 agenda site?

11 CHAIT: Yes. It doesn't seem -- maybe my  
12 computer -- that doesn't seem to work.

13 CRAMER: We'll double-check that real quick,  
14 but I think it's -- yeah, it might be a  
15 local problem. A local spot check seems  
16 to suggest it is working here at this  
17 time.

18 Any other questions about the  
19 proposal?

20                    We have a motion from the  
21                    committee. Is there any debate on this  
22                    motion? Scott?  
23    YOST:            Scott Yost, College of Engineering.  
24                    Having served on the committee, you  
25                    know, I had a chance, the opportunity to

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 look at this proposal a little more in  
2 depth. And I do want to say that  
3 there's a couple comments that I have on  
4 the surface.

5 I think we need to be careful of  
6 proposing such a requirement, only from  
7 the standpoint of how it could  
8 potentially open up to other things.

9 For instance, you know, with the opioid  
10 and alcohol issues we have in society,  
11 or obesity issues in society, it opens  
12 up that why don't we have classes that  
13 address those things with our students?

14 Why don't we make those a required  
15 course, so while this -- we have,

16                   certainly, a lot of current events and  
17                   current issues that deal with race and  
18                   ethnicity.

19                   It's not the only issue we have in  
20                   society that affects our university,  
21                   that affects our students and so forth.

22                   And so I just -- I guess I'm a little  
23                   bit concerned about just opening up the  
24                   can of worms. And I don't think  
25                   anybody's going to sit here and say

1 we're going to have a new class next  
2 week by proposing this, but it's -- this  
3 is a path that we're going down now.

4 Having said that, I mean, I still  
5 commend Arts and Sciences for putting  
6 this infrastructure in place to allow  
7 programs to tap into this.

8 But I wish I could support this  
9 proposal, and the reason I can't, two  
10 reasons: The first reason is the fact  
11 that, while the Arts and Sciences have

12 claimed such a widespread support. I'm  
13 not exactly convinced that it's as  
14 widespread as they would like to say,  
15 given just what was voted at the number  
16 of people participating.

17 But if it didn't have such a  
18 widespread support, then I would say,  
19 why don't you make -- put the  
20 infrastructure in place, and you have  
21 the committee to review the courses.

22 Why not take and make this optional  
23 for programs that see this as a  
24 necessary component for their students  
25 to participate or students to have this



Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

54

1 exposure with these classes. Then those

2 particular programs can sign on to this.

3 So the first thing is making it

4 mandatory, even though it's just for

5 Arts and Sciences. I think we all know

6 that what happens is Arts and Sciences,

7 before long, it starts migrating to the

8 university.

9 But again, having the

10 infrastructure in place, I would just

11 suggest to allow programs to buy into it

12 and make it for their students.

13 The second thing, which is to me

14 just a little bit more troubling, and

15 that is: To satisfy the requirements of

16 the course, it must address one or more

17 of the following components: If you look

18 in the proposal, there's four bulleted

19 lists there. The third bulleted list --

20 and this is actually on page 3 the

21 overall 64-page proposal -- it talks

22                   about -- there's an implied biased  
23                   statement, and I think it is borderline  
24                   -- a little bit on the offensive side.  
25                   And the statement specifically says how

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

55

1                   race and ethnicity become the basis of  
2                   inequality, oppression, pressure and  
3                   privilege and so forth. I think if the

4 proposal -- I personally would feel more  
5 comfort in supporting this proposal if  
6 that particular implied bias was  
7 removed.

8 For instance, input terminology  
9 just related to, you know ,how does race  
10 and ethnicity relate to inequality of  
11 pressure and privilege and identities.  
12 I'm a little bit concerned about putting  
13 in place something that has an implied  
14 bias that has a policy for approval of  
15 courses. So that's my thing.

16 CRAMER: Christina, I can't have you debate  
17 as you're not a member of the body, but

18 if there's any factual element that you

19 want to add?

20 ALCALDE: Thank you. So I'm not sure I think

21 everything I could add would be factual,

22 but it was presented more as debate. So

23 I'll wait for them to weigh in, and then

24 I can add to it. I can certainly have

25 lots of factual parts, so...

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 CRAMER: If there are questions that come up

2 that that you can add an answer to, we

3 can come back to you. Stefan?

4 S. BIRD-POLLAN: Right. Yeah. Stefan Bird-Pollan,

5 College of Arts and Sciences. I want to

6 speak in favor of the of the proposal.

7 I think there's really -- I mean,

8 one, can well agree with Scott that

9 there are many social problems? And,

10 you know, I think that as those rise to

11 the attention of the university, you

12 know, we should have courses addressing

13 those.

14                   Two, I mean, you know, race and  
15                   ethnicity, that's a problem that has  
16                   been with us since the founding of the  
17                   country so, you know, it's been about  
18                   400 years.

19                   And I don't see any particular  
20                   problem in addressing that. It seems  
21                   way too late, really, to be addressing  
22                   that. We should really be having gotten  
23                   on the bandwagon much earlier. So I  
24                   think that, you know, as other issues  
25                   come up in another hundred years, I

1 think we should face those, and we  
2 should also adapt our teaching to that.

3 We can't just stay outside of the  
4 political -- outside of the university.

5 CRAMER: Susan?

6 BARRON: Susan Barron from Arts and  
7 Sciences. I'm going to agree with  
8 Stefan. And, to be honest, I think that  
9 this has been so pervasive for so long,



10 and if it goes to other colleges, will  
11 be all the better. Because I don't  
12 really know a field that could not  
13 benefit from something like this, so I'm  
14 a strong supporter.

15 CRAMER: Mel?

16 STEIN: Thank you. I just wanted to speak  
17 in support of it as well. I agree with  
18 both points that were just raised, and  
19 also, that I can't imagine any issues  
20 around -- any social issues that aren't  
21 exacerbated by race and ethnicity in  
22 this country, whether it's the opioid  
23 crisis, obesity and so on.

24 So I have no problem with race and

25

ethnicity being a framework to

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

58

1 understand and to think about social  
2 issues, not to mention that I am hoping  
3 it's a model for the rest of the  
4 university, and I hope it does bleed  
5 into the other colleges. I don't think



21                   superfluous. I think it's really  
22                   important that chemistry students do  
23                   take a course in race and ethnicity to  
24                   understand that.  
25

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1                   Even the sciences are not immune to

2           this science as a human endeavor, and as  
3           such, it's subject to all the failings  
4           of the humans who participate in it.

5           And we've had a lot of talk in the  
6           sciences over the last year about how  
7           we've been complicit in racism and other  
8           equally unfortunate practices. And I  
9           think it's really important for students  
10          to be able to to wrestle with this.

11          In fact, I think this will be a  
12          model, not just for the university, but  
13          around the country for universities that  
14          are also looking for ways to help  
15          address some of the social problems that  
16          our country and other countries face.

17 I would like to point out that the  
18 race and ethnicity requirement does not  
19 have to be about the United States in  
20 particular. There are courses approved  
21 that address race and ethnicity in other  
22 countries as well. So there's a lot of  
23 different ways that students can have  
24 this requirement satisfied at the same  
25 time.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 I think that it's really important  
2 for our students to understand some of  
3 these things in terms -- one of the  
4 points that Scott raised, I would  
5 actually -- I do agree with Scott that  
6 the language of that one bullet point is  
7 a little bit strong in terms of its  
8 connection of race and ethnicity with  
9 negative subjects like prejudice and  
10 inequality.

11 But I don't think that that one  
12 word is really going to affect teaching

13 of the classes, the courses that are  
14 approved, et cetera. So I would not  
15 want to hold up this proposal over  
16 choice of wording and that one bullet  
17 point.

18 CRAMER: Alan?

19 BROWN: Alan brown, Arts and Sciences. I

20 just want to ask a question. I don't

21 know -- are we -- we can we ask

22 questions of each other?

23 CRAMER: Not really, no.

24 BROWN: Okay. Then I will -- but I feel

25 like that has already been addressed to



Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

61

1           the concern about the proliferation of  
2           courses. I guess that's not as much a  
3           concern for me for the reasons that have  
4           been stated in the sense that when  
5           social issues arise and we as professors  
6           and as the academy consider those to be  
7           important to higher education, we need  
8           to include those in our curriculum.

9                    But I was gonna ask if that was the  
10                   primary concern he has is more the  
11                   proliferation of courses. That might be  
12                   that -- professors might gear things  
13                   toward their specific frameworks,  
14                   conceptual frameworks, political  
15                   frameworks, whatever. I don't know if  
16                   that was where he was going with that.

17                   And then I also wanted to get some  
18                   clarity on the language, having not  
19                   actually seen the language myself. But  
20                   it sounds like I can't, kind of, ask  
21                   questions as my two cents.

22    CRAMER:            Holly?

23 SWANSON: So in honor of International  
24 Women's Day, I have to ask the question  
25 of whether or not we think that gender

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

62

1 inequities has also been a historically  
2 important social issue, and whether that  
3 will similarly be addressed in this new  
4 course or requirement?

5 CRAMER: That sounds like a question that I  
6 can direct to Christina, if she would  
7 like to answer it.

8 ALCALDE: Oh, I can't see myself, but can you  
9 hear me?

10 So, yes, any course, whether it's  
11 obesity or gender or anything, can be  
12 submitted. Because these courses are 50  
13 percent race and racialization, that  
14 does not meet mean we can't focus on  
15 everything else, including gender, in  
16 fact.

17 A lot of the courses we have right  
18 now are intersectional, meaning also

19 gender. Some of them are in within the  
20 gender and women's studies program. So  
21 absolutely -- but this is specifically  
22 focused on race and racialization.

23 CRAMER: Herman?

24 FARRELL: Can you hear me?

25 CRAMER: Yes, we can.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1        FARRELL:            So, you know, my analysis of all  
2                            these proposals coming out of colleges,  
3                            that may be somewhat controversial from  
4                            the senate's perspective. How do we  
5                            honor what it is that the particular  
6                            college is considering, and do we want  
7                            to -- I think, more often than not, as  
8                            senators that are outside of that  
9                            college, to respect the internal wishes  
10                           of that body, it sounds to me like this  
11                           had widespread support within the  
12                           college. And it seems like the college  
13                           has been grappling with the decision for  
14                           a very long time, going back to 2015 and

15 even beyond that.

16 Because of the course catalog, you

17 can see that that A&S in particular, not

18 only in terms of its teaching, but in

19 terms of Core curriculum, curriculum

20 development, but also in terms of its

21 hires is really interested in this

22 conversation.

23 So, as a member of the university

24 and College of Fine Arts, I'm all in

25 favor of, again, supporting this

1 college's effort to deal with a very  
2 major issue.

3 As Stefan Bird-Pollan noted, it  
4 goes back 400 years. It is a major  
5 social issue in our country. So I'm in  
6 favor of it for those reasons.

7 I also just think generally about  
8 the notion of what a graduation  
9 requirement is about. It's about  
10 preparation for the "real world." We



11 are preparing our students with certain  
12 skills and we summarize that in the  
13 graduation requirement and on things  
14 that may come out of their substantive  
15 work, department by department,  
16 discipline by discipline. But we also  
17 should really think about what is the,  
18 sort of, bottom line fundamental skills  
19 that they need to have.

20 And it seems to me that what's  
21 happening here, which I really love, is  
22 this notion that understanding race and  
23 understanding ethnicity and discourse  
24 about racism in America or across the  
25 globe is, I think, a really important

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

65

1 skill set for all of our graduates to

2 have in here in this humanities-based,

3 arts and science based college.

4 I think it's important as well for

5 their department -- so for, you know --

6 for their graduate, so I think, just as

7 a graduate writing requirement,  
8 communication requirement in terms of  
9 skill sets that folks need to have when  
10 they graduate from here is considered to  
11 be something that we think is important  
12 for all university graduates within each  
13 college.

14 There's always, sort of, universal  
15 fundamental principles that they feel  
16 like they need to have their students  
17 graduate with. And as I was saying, why  
18 not race and ethnicity? I think this is  
19 something I would want to take up with  
20 my college as well, and I think it's a  
21 really great proposal and I'm thoroughly

22 in support of it.

23 CRAMER: Just a reminder, as we continue,

24 names and college affiliations.

25 CRAMER: Jon, did you have your hand up?

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

66

1 CHAIT: Jon Chait. I found the list of

2 classes, and I must say, my concerns are

3 very much weighed by the wide range of  
4 classes that are offered to meet this  
5 requirement, but I continue to be  
6 concerned how -- the number one concern  
7 I have is the name of this proposed  
8 requirement, which says race and  
9 ethnicity, and my reason for that is  
10 that I think there are many dimensions  
11 of inequality.

12 I think it was mentioned, one that  
13 I believe is very important, that  
14 particularly affects finance, and that  
15 is gender inequality, and I would  
16 propose that this have a somewhat  
17 broader title than race and ethnicity,

18 which reflects the diversity of classes.

19 And, particularly, gender. I would

20 leave open other dimensions of

21 inequality, because our students feel

22 those dimensions. You know, I can see

23 from the students that with gay students

24 and sexual preference, and I see that --

25 so I say chance of being lesbian

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 students, I wish to feel that dimension,

2 and I think this is a good idea, but I

3 think it should be more broadly

4 constructing.

5 CRAMER: Alison?

6 GUSTAFSON: Hi. Alison Gustafson, College of

7 Agriculture, Food and Environment. I

8 had a question on the list of courses.

9 Were any of those courses developed

10 by people of color? And, then, when

11 those courses were being developed, were

12 they developed in collaboration with a

13 grounded theory from folks that are in

14 the community that are most affected by

15 race and ethnicity?

16 CRAMER: Anna or Christina?

17 ALCALDE: Thank you. So the courses were not

18 developed just for this requirement. We

19 have lots of faculty and, actually, we

20 have a whole web page of faculty experts

21 and expertise on race and ethnicity.

22 Most of us are people of color on

23 that page who develop these courses, but

24 not all, by any means. And many of us --

25 I'm a professor in general women's



1 studies. There are professors in African

2 American studies, but they're also

3 professors in sociology and English.

4 So it really is across the whole

5 college. Many of us do us grounded

6 theory, but because there's such a

7 diversity of courses it really depends on

8 the discipline.

9 CRAMER: Akiko?

10 TAKENAKA: Akiko Takenaka, College of Arts and  
11 Sciences. I was one of the members of  
12 the Adrienne hoc committee that worked on  
13 this requirement, and so I wanted to just  
14 clarify one point that came up a couple  
15 of times about the third bullet point  
16 about what the content of the courses  
17 will address.

18 And just because some of you don't  
19 seem to have the document in front of  
20 you, I'm just going to go ahead and read.

21 This bullet point is very short, how  
22 race and ethnicity become the basis of  
23 inequality, of pressing privilege

24 identities and agency, and so the people

25 who are criticizing this point seem to

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

69

1 have the impression that this is all

2 about the negative aspects of race and

3 ethnicity. And I just wanted to point

4 out, we grappled with this bullet point,

5 really worked on it over and over and

6 over again.

7 And the solution we came up with,

8 because we didn't want to present a

9 negative impression, we added terms like

10 identities and agencies. And so this is

11 just to say that we're not -- this is not

12 about how people are just oppressed and

13 and discriminated because of race and

14 ethnicity, and it deals with positives

15 and negatives.

16 CRAMER: Now -- oh, actually -- no hang on.

17 I'm sorry. Just to let other people

18 speak if they want to speak. Martell?

19 JOHNSON: Good afternoon, everybody. Martell

20 Johnson, College of Law. As a student of  
21 color, I support this course proposal. I  
22 think that it's extremely important -- I  
23 am a bit shocked by some of the pushback  
24 from it by the title. I think that the  
25 issues to be discussed are timely and

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 have historical relevance, as has been

2           said.

3           Obesity has been brought up in the

4           black Community. Obesity is at higher

5           rates than any other community. You

6           know, gender, more women of color died

7           from having birth than any other woman of

8           any other rights, so I think that at the

9           end of the day, if the discussion is

10          negative or positive about the issue of

11          race, I think that it should be grounded

12          in the truth and, in fact, and I think

13          that now more than ever everyone could

14          use a dose of truth, in fact, in

15          education.

16                    So I just wanted to express my  
17                    support for it and hope that everyone  
18                    else can see the value in it. And,  
19                    hopefully, this can be something that can  
20                    be implemented throughout campus as a  
21                    whole. Thank you.

22    STEIN:            I just wanted to say -- and as  
23                    somebody who is in women's studies and  
24                    also affiliated with Africana studies,  
25                    that I don't think any of my colleagues

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 would say race and ethnicity is in any  
2 way separable from gender.  
3 I think that I could speak all of my  
4 colleagues in saying that we would see a  
5 requirement on gender and race -- on race  
6 and ethnicity being profoundly about  
7 gender as well. I teach classes on LGBT  
8 history, LGBT social movements, and it is  
9 all about race. They're completely  
10 inextricable, so I don't think we would  
11 have any problem with that whatsoever.





Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

72

1 go forward, which is good. I think there  
2 is some concern there, on my part just as  
3 far as a mandate coming down, even if it  
4 has widespread support.

5 But I'm really curious, and i'm  
6 going to throw this out there for a  
7 question. And I am giving an example,

8 but this implied bias that is in there,  
9 I'm not saying it's negative or positive,  
10 although it certainly could be read as  
11 negative.

12 You know, why not change the wording  
13 to "relates to" because -- and I'll give  
14 you the example of the implied bias. And  
15 excuse me, Chairman Cramer if I use you  
16 as the example: If I were to say to  
17 Chairman Kramer, say "When did you stop  
18 beating your wife?" Okay. That has an  
19 implied bias that he's already been  
20 beating his wife. And it's a negative  
21 thing. Don't get me wrong. But that's  
22 what I mean by the terminology there,



4 proposal, because certainly I want to  
5 support the proposal, but I also want it  
6 taken and have terminology that is not  
7 going to create angst, maybe, by some  
8 people. So I'm just throwing it out  
9 there. Thanks for the time.

10 CRAMER: So, Scott, I think you asked a  
11 question of fact about the proposal to  
12 Christina. Christina, do you want to --

13 ALCALDE: I'd love to just answer the  
14 question. Thank you. And I know some of  
15 this we already wrote in the response to  
16 the committee, but I want to just  
17 reiterate: So this was developed by folks  
18 who -- we have expertise in race and

19 racialization and racism, and this is not  
20 just a like or a preference, but it's  
21 based on scholarship, so this is why  
22 we're using the term bias. It's those of  
23 us who do scholarship on this and  
24 understand this, so I think that's  
25 important to understand that it's not an

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 ideology or an idea about what we want,  
2 but, rather, based on the history and  
3 scholarship of many, many people who work  
4 in these areas. Hopefully, that clears  
5 it up a little bit.

6 CRAMER: Rudy?

7 BUCHEIT: This is, I think, a question in fact  
8 for Christina, but -- and I know you've  
9 spent a little time benchmarking, I know.  
10 I'm just wondering if you could summarize  
11 for us some of the most important  
12 strengths and some of the pitfalls that  
13 have been experienced by our peers around  
14 the country who've done something like

15                   this.

16        ALCALDE:            Sure. And I don't know that I have

17                   all that information in front of me right

18                   now. But I can say, for example,

19                   University of Michigan, who was the first

20                   to implement a requirement like this

21                   since 1990. So let's just first say that

22                   none of this is new. I think some of the

23                   negative -- we can see that we -- the

24                   pushback that it receives, that being the

25                   idea that it's something that doesn't



1           have to do with curriculum, but, rather,  
2           that it's a political issue, so there's  
3           been some pushback with that. Most of it  
4           has been supportive. I was just reading,  
5           something, I think, about the University  
6           of Vermont recently about, you know, they  
7           have a similar requirement or recently  
8           started one, and it's that students that  
9           have been asking for this, not just at  
10          the University of Kentucky, which we

11 know, but nationwide for a very long

12 time.

13 And this is how we prepare our

14 students, so, you know as far as -- I'd

15 have to look at all the documents again

16 to see specifically what debates, but

17 mostly it's that it better prepares our

18 students, that students are more

19 satisfied with the education that they

20 receive as far as this.

21 CRAMER: Michelle we've had some technical

22 issues with you bouncing back and forth

23 between panelist an attendee. I think we

24 have you over as a panelist now. I think

25

you can speak, Michelle.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

76

1       SIZEMORE:       Thank you. Michelle Sizemore, Arts

2                   and Sciences. Thank you. I was on the

3                   SAASC Committee that looked over this

4                   proposal, and I just have to say, you

5                   know, as someone who really did go

6                   through this proposal line by line

7 multiple times, I think it's it's a well-  
8 put-together proposal. And as a topic  
9 for study, I don't think that there is  
10 any topic that could be more timely and  
11 relevant than study of race and ethnicity  
12 right now.

13 And so it's not just about 2021, as  
14 others have pointed out very astutely,  
15 this is a an issue that extends backward  
16 400 years and more. So I just wanted to  
17 add my enthusiastic support, emphatic  
18 support for this proposal.

19 And also, just to add, maybe forming  
20 it as a question, since this is my second

21 semester on the Senate, why can't this be  
22 a college prerogative?  
23 Arts and Sciences has carefully  
24 considered and embedded this proposal,  
25 the courses. Why can't we trust the

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 expertise of the faculty members in that  
2 college who are well-qualified to make

3                   these decisions?

4       CRAMER:            So it was a question -- I would not

5                   say it's a question of fact, except for,

6                   of course, we can approve it. We can

7                   allow a college to have a college-wide

8                   requirement. And that's the question for

9                   the Senate, is whether it's going to.

10                  So I'd say that's maybe a rhetorical

11                  question, not maybe one of fact. But

12                  I've got Kevin and Kenneth, and then, I

13                  guess, we should decide whether or not

14                  we're sort of moving into a debate or

15                  whether we're ready for the question.

16                  Kevin?

17 SCHUER: Yeah. Thanks so much. Really  
18 quick, Kevin Schuer, College of Health  
19 Sciences in the PA Department.  
20 Just really quickly, I first of all  
21 want to thank the original senate member  
22 for bringing the question, and then all  
23 of the discussion. I'm wildly supportive  
24 of the proposal.  
25 The reason is because I think -- for

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 me, the difficulty with, especially our  
2 learners, and even adults, we don't have  
3 -- we haven't had, sort of, the framework  
4 to have these kind of conversations. So  
5 that's why this proposal is so important,  
6 at least in my mind, to give our learners  
7 at least a starting point, potentially,  
8 as we get out so we can actually see real  
9 change. So wildly supportive

10 CRAMER: Ken?

11 CALVERT: Ken calvert, College of Engineering.

12 And I just have a quick question. I'm





1 basis not the only basis. And in other  
2 courses, as I think you have mentioned,  
3 also include gender. It can also can  
4 create all sorts of different identity so  
5 far, we haven't had any issues whatsoever  
6 with courses coming through and being  
7 reviewed and anyone reviewing them and  
8 thinking that they can only focus on

9 race.

10 And we're all -- this is based on  
11 people who focus on this, and we know  
12 we're intersectional beings, so we're  
13 never just gendered. We're never just  
14 race. And so this is -- it's the basis,  
15 yes, and I think the way these courses  
16 are taught, everyone reads it as the  
17 basis, not the only basis that you can  
18 only focus on.

19 CALVERT: I meant to say that I intend to vote  
20 for this because I think it's -- as  
21 people have said, the college's  
22 prerogative and it's also a time to have  
23 this this conversation. I just wondered

24 about the definite versus the indefinite

25 article, so thanks.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

80

1 CRAMER: We have a motion from the committee.

2 We've had a lot of debate. No more hands

3 are up. I'm going to assume we've had

4 our fill of debate.

5 Senate members, if you'd like to  
6 vote yes on the motion, please use the  
7 "raise hand" feature now.

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

11 And if you'd like to abstain on the  
12 motion, please use the "raise hand"  
13 feature now.

14 And that motion passes.

15 Jennifer, are you still with us? I  
16 think you have another one.

17 BIRD-POLLAN: Yes. I have one more proposal.

18 So this proposal comes from the --

19 from Christine Harper, who is Associate

20 Vice President for Enrollment Management

21 and also the Undergraduate Admissions

22 Office, and Scott McDonald, the Dean of

23 Admissions.

24 Christine and Scott came to the

25 Senate Council over the summer. So I

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 have a cat crying in the background. I'm

2 sorry. So there's dogs and cats today.

3 My apologies.

4 So Christina and Scott came to the

5 Senate Council in the summer to ask for

6 approval for a one-year pilot to make

7 admissions to the undergraduate program

8 at the University of Kentucky what they

9 call "test optional," so standardized

10 tests. ACT, SAT would become an optional

11 part of the admissions criteria for the

12 undergraduate program at UK.

13 The reason this came in the summer

14 was because the admission cycle starts

15 early in the fall, so these are students

16                   who are applying to enter in the fall of  
17                   2021. So in order for this to be part of  
18                   the admissions process, they needed to  
19                   have it approved over the summer. The  
20                   Senate Council debated and voted to  
21                   approve that that pilot on a one-year  
22                   basis.

23                   That conversation, of course -- well  
24                   let's just say this: That the  
25                   conversation about test optional had



1 started on the basis of other grounds,  
2 and many of you have probably heard some  
3 of that nationwide conversation about  
4 standardized testing. However, the  
5 urgency with which Christine and Scott  
6 came in the summer had to do with the  
7 cancellation of many administrations of  
8 tests, of standardized tests, for the  
9 rising seniors, so they didn't have the  
10 opportunity to take the ACT, the SAT, so  
11 it wouldn't be part of their application.



Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

83

1           about students who are admitted under the  
2           pilot program and hopefully get us far  
3           enough past the pandemic, but some of the  
4           entering students would have had a year,  
5           their senior year of high school, fully  
6           in-person, unaffected by, you know, Zoom  
7           school. So that will also help them

8 analyze, help the Admissions Office

9 analyze the success of this test optional

10 pilot.

11 So our committee considered the

12 request and voted to approve the

13 extension for another three years, and I

14 think Christine Harper is here to answer

15 questions people might have.

16 CRAMER: So are there any questions for

17 either Jennifer or Christine?

18 CRAMER: Scott?

19 YOST: I have a just a quick question for

20 clarification: if this was not voted --

21 how do I want to say this? When does

22                   this, I guess, extension proposal start  
23                   affecting the incoming class for 2022?  
24                   Not this coming fall but, you know,  
25                   whereas if we were to take this up in the

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1                   fall, would it be too late and we would  
2                   be kind of up in the air for the incoming  
3                   class, those applying for the fall of

4                   2022 or are we -- you know, I'm just  
5                   looking at the timing relative to this  
6                   proposal, relative to incoming students.

7     HARPER:           Thank you. Christine harper,  
8                   Student Success Chief Enrollment Officer.

9                   The answer to that is we've actually  
10                  started working with our -- who are  
11                  currently juniors, so we have a rolling  
12                  cycle. We minimally need to notify our  
13                  students by August 1 of each year of what  
14                  the requirements will be.

15                  We prefer to be able to,  
16                  particularly in a situation like this  
17                  where we know that students are still

18           having access issues to the exam

19           administration dates and some are having

20           to travel upwards of three hours or more

21           to get access to an exam to take that

22           barrier off the table. We still have

23           students that are applying and we still

24           accept -- we have 62 percent of the

25           admitted class currently with test

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 scores. But the reason for having it  
2 earlier is so that we can alert students  
3 to be able to make their decisions,  
4 because it has been even challenging  
5 right now for juniors trying to access  
6 exams that they would typically use when  
7 they start applying August 1 of this  
8 upcoming year. So summer, August 2021,  
9 is the hard deadline for us.

10 CRAMER: Susan?

11 BARRON: Susan Barron, Arts and Sciences.

12 And this probably is a little bit off

13 topic, although not really. But I have a



14 hard time with the importance that's put  
15 on standardized scores anyway. So I'd  
16 love for us to have more data, because I  
17 think things like GPA are so much better  
18 a indicator of what students are capable  
19 of doing, rather than the three-hour  
20 window.

21 And that's from somebody the  
22 psychology department, so I know a little  
23 bit about this -- I mean not a lot, but I  
24 just want to voice my support for the  
25 idea.

1 CRAMER: All right, Jeff? Remember, we're

2 asking questions right now if either

3 Jennifer or Christine.

4 LEHMKUHLER: Jeff Lehmkuhler of CAFÉ. We had

5 talked about this in the past and in our

6 committee as well, but could you just

7 share how this may impact scholarship if

8 students elect to not do the test.

9

10 HARPER: Certainly, for all of the reasons  
11 that we suggested: The pandemic, as well  
12 as some of the bias and test construct  
13 and the impact on on socioeconomic status  
14 in terms of test scores and access to  
15 support.

16 Philosophically, we made the  
17 decision that if students couldn't access  
18 and because there's other factors, it  
19 shouldn't just be considered an  
20 admission, but also merit aid award. So  
21 we have merit aid award that are now also  
22 test optional, so the student applies  
23 with or without a test score. They are  
24 given access, as long as they meet the

25

time, the deadline. They're given access

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

87

1 to both admissions consideration and  
2 merit-based award consideration, just  
3 like in admissions the consideration for  
4 merit-based awards is different.  
5 So we've done a whole analysis on if

6                   it was a GPA and a test score, then what  
7                   would be the GPA only that we would be  
8                   looking at for those merit awards.

9     CRAMER:           Rudy.

10    BUCHEIT:           Rudy Bucheit, Engineering.

11                   Christina, in this three-Year version,

12                   can you just speak to what your view is

13                   and how that would or would not obligate

14                   admissions into the selective admissions

15                   colleges.

16    HARPER:           We're asking for the three-year

17                   window for a number of reasons: One, we

18                   do think that it's really important for

19                   our students to be and and parents and

20                   families, as well as high school

21 counselors, to be able to prepare. Some

22 other institutions across the country --

23 I've already announced this.

24 Two, we will be gathering data, so

25 the initial data that we're going to be

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 gathering on the student's performance,

2 we're also going to be getting  
3 information from our students, as they  
4 come in, about how their senior year was  
5 presented to them. So where they hybrid?  
6 Were they fully remote? Were they in-  
7 person? So then we can also stratify  
8 their performance, based on what their  
9 experience was within their high school.  
10 We're also working with KYSTATS to get  
11 more data across Kentucky de-identified  
12 from other institutions to be able to  
13 look at performance.

14 And then what we plan on doing is  
15 taking that data and then having it and  
16 the student success outcomes inform, and

17                   then go back to the colleges to be able  
18                   to continually work on are there better  
19                   ways to try and make it better each time  
20                   as we go through this pilot so that when  
21                   we get to the end of the three years, we  
22                   have the students outcomes from each year  
23                   building as we get more information, not  
24                   only from them, but beyond throughout the  
25                   state of Kentucky. Is that helpful,

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.



1 Rudy?

2 BUCHEIT: I guess my question was if the

3 university moves forward with test

4 optional admissions, you can say can

5 selective colleges opt out?

6 HARPER: Yes. so at any point when we have

7 any kind of admissions decisions that

8 colleges are the owners of, the kind of

9 admissions criteria, so at any time the

10 colleges could certainly opt out. And

11 some institutions' selective colleges

12 have chosen to do that.

13 CRAMER: But I think Rudy is specifically  
14 asking, like, who in the colleges -- this  
15 is like a GR 7-type question of whether  
16 or not this is a faculty of the College  
17 question.

18 BUCHEIT: I think it probably is a GR 7  
19 question, yes, and I know that there are  
20 people in our college who feel that way,  
21 so that that's an issue in this for us.

22 CRAMER: Herman?

23 FARRELL: Herman Farrell, College of Fine  
24 Arts. Aaron, you can hear me, I guess.  
25 I have a question about the three-year

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

90

1 extension, it seems like a long time  
2 period, and I just heard the response,  
3 which is that this is kind of a benchmark  
4 that others other institutions are doing  
5 this.

6 I guess, my question is -- it has to  
7 do with it the feedback loop that the  
8 that the administration takes into

9 consideration and will be taken into

10 consideration as to the effect of, sort

11 of, the -- I guess the quality of the of

12 the students and their preparation for

13 college now that we remove this.

14 I understand the real, serious

15 issues that my colleague Susan Baron

16 pointed out with regard to SATs and ACTs

17 and their impact on a variety of

18 different communities and their own

19 fairness issue. I understand that, but

20 at the same time I am concerned as a

21 professor in the classroom about students

22 coming in at a level of preparedness

23                   that's problematic for me if it requires  
24                   remediation or what have you. And that's  
25                   something that I think all faculty get

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

91

1                   upset about if they have to be focused on  
2                   that because it takes away from the rest  
3                   of the attention to be paid from all the  
4                   students within a class.

5                    So what is happening in terms of the  
6                    feedback loop, in terms of you in  
7                    administration, in getting a sense of how  
8                    this change already under COVID and as it  
9                    will go forward over the next three years  
10                   is impacting, again, student  
11                   preparedness.

12    HARPER:            Certainly. So, factually, the auto-  
13                    criteria, auto-admissions criteria,  
14                    historically has waited the GPA 10 times  
15                    against the ACT or SAT because of the  
16                    data that supports that GPA is a better  
17                    predictor of success.

18                    In terms of the questions about

19 preparedness, we also have, by CPE, been  
20 given a waiver and done the same analysis  
21 on college readiness, so we have college  
22 readiness standards based on the GPA.

23 When you're looking at the  
24 feedback loop, my approach would be  
25 that at the end of the year, we

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 would be presenting, just as we  
2 would, an end of the year, analysis,  
3 which would likely be -- I would say  
4 end of May, beginning of June. as to  
5 this first year and how it went how  
6 many students applied with test  
7 scores without test scores, without  
8 test scores, the admissions. And  
9 then by the end of the next year  
10 we'll have our first year of outcome  
11 data on students, like I said,  
12 stratified by their high school  
13 delivery of their curriculum and  
14 whether they were admitted with or



15 without a test score.

16 And then continuing from there,

17 we will be reporting out annually

18 each year.

19 FARRELL: Aaron, If I could just -- quick

20 follow-up. But the question is

21 about the feedback coming from

22 faculty themselves. You're talking

23 about data-driven responses. You're

24 looking at outcomes, but just on the

25 grounds in terms of how faculty are

1 feeling about, sort of, the quality  
2 of students and some things can be  
3 worked out, hopefully, by faculty to  
4 make sure that students are  
5 successful in their classes.

6 But that that feedback to you  
7 about the impact upon their teaching  
8 and their and their efforts what's  
9 the -- again, what's the loop;  
10 what's the avenue for us to provide

11                   you with that input?

12     HARPER:            Certainly. So just as when we

13                   came through, we worked very closely

14                   with the departments and the

15                   colleges, and we looked at

16                   prerequisites, et cetera, and we

17                   commonly are having conversations --

18                   I am currently having conversations

19                   with college leadership, as well as

20                   the associate deans, who I meet with

21                   them every other week. So any

22                   feedback can be directed towards me

23                   or can go up through the

24                   administrative ranks within the

25                   college to come back. But I

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

94

1 commonly am having conversations  
2 with both the associate deans and  
3 deans about how the college  
4 readiness standards are for our APP-  
5 accepting colleges, of which we have  
6 five right now, and that

7 conversation -- really, the holistic  
8 review about whether who gets  
9 admitted, that's all decided by the  
10 colleges when we have students that  
11 are on that lower range and they go  
12 through a holistic review.

13 So the college's make the final  
14 decisions on those and we don't make  
15 the decisions on those, so it'll be  
16 consistent with what it has been the  
17 past in terms of feedback loop.

18 CRAMER: Jennifer.

19 BIRD-POLLAN: So I wanted to answer Herman's  
20 question a little bit from the  
21 conversation that we had within our

22 committee. I will say I thought at  
23 first -- I thought three years was a  
24 long time, the extension for three  
25 years rather than, say, only two

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

95

1 years.

2 And then I realized that it

3 takes a while to see the effects of  
4 this. And, also, to Christine's  
5 earlier point about when this  
6 decision has to be made with respect  
7 to affecting the, you know, test-  
8 taking decisions of high school  
9 juniors or high school seniors.  
10 That notice needs to be, say, two or  
11 three years ahead of when that class  
12 will be entering, so in that regard,  
13 I was persuaded.  
14 And I think the conversation  
15 among our committee indicated that  
16 most people on the committee shared  
17 the view that three years seems like

18 a reasonable amount of time. But I  
19 also want to just reemphasize that  
20 admissions is the Senate item as  
21 well, so we have the Admissions and  
22 Academic Standards Committee, Jeff  
23 Lehmkuhler, who also who spoke  
24 already today is the Chair of the  
25 Admissions Advisory Committee. So

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.



1 the other way that faculty can share  
2 their feedback with Christine and  
3 with respect to this pilot or any  
4 issue that has to do with admissions  
5 is through their senators and  
6 through these two senate committees  
7 that explicitly handle admissions  
8 questions.

9 So, you know, Christine has  
10 been responsive to the questions  
11 raised by our committee, and I know  
12 is in pretty regular contact with me  
13 as the chair of this committee and

14 the people who chaired the Committee

15 in the past.

16 And with Jeff is the chair of

17 the other committee, and I think,

18 you know, that's a strong

19 relationship. And to the extent

20 that faculty want to have more of a

21 -- more input and more feedback on

22 the admissions questions the senate

23 is the opportunity to do that. So I

24 really strongly encourage all of us

25 as senators to solicit feedback from

1                   our constituents and colleagues

2                   about this question and the

3                   admissions questions more broadly.

4    CRAMER:            Bob?

5    GROSSMAN:           Christine, can you talk a

6                   little bit about -- to partly

7                   address Herman's concerns talk about

8                   your interaction with the chemistry

9                   department in the math department,

10 because these two departments teach  
11 the huge number of incoming  
12 students, each year, and they do  
13 have, or have had at least,  
14 admissions policies based on SAT and  
15 ACT scores.

16 HARPER: Yes. So we have had a number  
17 of -- we had a number of  
18 conversations after we went through  
19 with the college-based conversations  
20 about their admissions requirements.

21 Clearly, the prerequisites are  
22 critically important for placement  
23 for our students. Math department,

24 for example, they do have ALEKS-

25 based thresholds. They also have An

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

98

1 ACT or SAT cut-off, but they

2 themselves found that cumulative

3 GPA, so the math index is heavily

4 based on the GPA, because they found

5 again students persistence was

6 better when looking at the GPA, in

7 combination with the test score.

8 So both with the chemistry and

9 the math department, we went through

10 a number of different iterations of

11 analysis to get to a comfortable

12 level for the departments to set

13 those prerequisites standards at a

14 test optional.

15 Environment, whereby we were

16 looking specifically at students

17 progression of courses within high

18 school and their grades, so all of

19 the math courses that they've had in

20 high school, what was the  
21 culminating one and what was the  
22 grade there and overall GPA. So  
23 it's a pretty robust with a number  
24 of different options that we went  
25 through for that pre-req requirement

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 pre-req decision-making. And the

2 faculty and department chairs in  
3 particular were very involved in  
4 helping with that and pushing back  
5 and getting some additional data and  
6 we kept working until we got to a  
7 place that we felt that they were  
8 very comfortable with the outcome  
9 there.

10 CRAMER: We're still asking questions  
11 right now. Scott?

12 YOST: Just a real quick question: If  
13 I were to make a motion to amend  
14 this, do I do that after this goes  
15 to the debate part.



16 CRAMER: Right. Okay. I lost you,

17 Allison.

18 SOULT: Wasn't a question.

19 CHISHTI: So, how would it affect the

20 scholarships? Because certain

21 scholarships were based on cut-off

22 of ACTs, like presidential, and I

23 believe there is another higher

24 scholarship that goes with an ACT of

25 33, so I know they do take interview

1 for that, but is going to be all or

2 is there going to be a test?

3 HARPER: So for all of our scholarships,

4 historically, they had test score

5 and GPA requirements. And so if it

6 was a test score, for example, of 32

7 with a 3.8 GPA, that test optional

8 requirement was a 4.0 GPA or above

9 For those level of scholarships, to

10 your point, they do already have

11 interview requirements there, and so

12 those held.

13 But the kind of level that you

14 have to get to there, to meet the

15 criteria to get to interview, would

16 also have a GPA only requirement.

17 Same thing with our Provost's

18 Scholarships of \$5,000 awards.

19 There's a -- basically, we analyze

20 the student's performance, and a

21 lot of the work that we did in the

22 in the colleges looking at

23 students' success outcomes was a

24 was a good foundational effort for

25 the merit-based awards. One of the

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

101

1 things that I will say is in the  
2 test-optional approach, it does  
3 increase the number of students  
4 that are being -- that were modeled  
5 -- if we looked at the five years -  
6 - we have looked at five years of  
7 cohorts of students' history to get

8 to this modeling. So it was five

9 years of -- the past five years of

10 students that matriculated.

11 By deploying this in a test-

12 optional way, particularly for a

13 merit-based awards, we saw an

14 increase in students of color being

15 eligible and awarded based on the

16 measure that we took in terms of

17 increasing the GPA.

18 So both students' success

19 outcomes and in the metrics that we

20 use for the merit-based awards, we

21 just looked at what were what were

22 the equivalent that would be there

23 at that level. So if it was a 3.5

24 GPA and a 26 ,it might be a 3.8 GPA

25 only, so that's how we approach

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

102

1 that.

2 CHISHTI: And for single 30?

3 HARPER: Same. If they don't have the

4 test score, it's a 4.0 and above to

5 be considered, and then the

6 interview process is the same as it

7 was historically.

8 CRAMER: All right. We have a motion

9 from the committee. Is there any

10 debate on this motion? Scott?

11 YOST: Yeah. I just want to -- I'm

12 probably going to make it a motion

13 to amend this for one reason.

14 Let me give you the historical

15 background, you know, in the era of

16 COVID last year we had to take and

17 do a lot of things on the fly, you

18 know. I remember our college

19 coming to us from SDUS just to talk

20 about this.

21 Because the university, given

22 all the issues we had with the ACT

23 test last year, it made sense. It

24 made perfect sense, and I think the

25 faculty will recognize that, hey,

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.



1 we needed to take and be flexible  
2 on this. And so we made it a test  
3 optional.

4 But there is also -- and it  
5 came before the committee here not  
6 too long ago with the extension  
7 and, of course, there was a little  
8 bit confusion. But I want to  
9 separate something here, folks.

10 Certainly, I can tell you, on  
11 the committee, I voted for all the  
12 reasons we discussed here, all the  
13 clarifications that Christine gave  
14 and Jennifer gave, you know, we

15 voted for it for all those reasons.

16 The issue that I have is that

17 admission to our programs, to our

18 colleges, are faculty decisions.

19 They're not administrator

20 decisions. It's not from the

21 university down. It's from the

22 faculties in the programs, and they

23 have not gone back and just weighed

24 into the entire faculty to say --

25 or whoever they're approving body

1 is within the colleges, to get

2 their feedback.

3 And so when when this came to

4 our committee here not too long

5 ago, it was still from the

6 administration and it was still for

7 the reasons -- again, all the good

8 reasons and you heard of why we

9 wanted to do three years, but I

10 think that we should, quite

11 honestly, a little bit “force the  
12 issue” that we need to make sure  
13 faculty weigh in on this and not  
14 just senate here, which we have the  
15 final authority; don't get me  
16 wrong. But I think it would be  
17 wise for us to make sure that our  
18 colleges have input.

19 And so with that -- and,  
20 again, I support this, and when it  
21 comes -- when our dean and an  
22 associate dean bring this to the  
23 College of Engineering, assuming  
24 that they will, and I think they

25

will, I'm going to support this for

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

105

1

all the right reasons, but until

2

that point, I am going to make a

3

motion to amend. And I'm hoping

4

that from faculty governance

5

standpoint that we will at least

6

send them a slight message to the

7 administration.

8 And my amendment is this:

9 Starting in the fall of 2022, no

10 student shall be admitted to --

11 sorry. No student shall be

12 admitted to the university under

13 the test-optional admission

14 criteria until all colleges report

15 the results of a college-level

16 faculty vote on this test-optional

17 three-year pilot extension.

18 So that is my -- and I can put

19 that in the chat if people want --

20 CRAMER: Please do, Scott, yes.

21 YOST: I will post it in the chat,  
22 because I did write it out. But  
23 fundamentally it is -- it is just  
24 making sure that all the faculty  
25 who are in charge of admissions and

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 curriculum, that the Faculty away  
2 in.

3                   And that's all I'm asking that  
4                   we do this, and we have time. I  
5                   asked Christine the question to  
6                   when this has to be done, and she  
7                   said August of this year for 2022.

8                   The colleges have time to get it  
9                   before the faculty.

10                  So let me take and put it in  
11                  my chat.

12    CRAMER:            So this is a motion to amend  
13                   the approval of this waiver, but  
14                   also, add this text to that  
15                   approval of the waiver. Scott?

16    YOST:                Yes.



17                               Is there a second for this

18                               motion.

19    CALVERT:                Ken Calvert, College of

20                               Engineering. I'll second.

21    CRAMER:                 We have a motion and a second

22                               on the language in the chat. I'm

23                               going to read the language in case

24                               you can't see it in the chat.

25                               Starting in the fall of 2022

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 no student shall be admitted to the  
2 university under the test-optional  
3 admission criteria until all  
4 colleges report the results of a  
5 college-level faculty vote on this  
6 test-optional three-year pilot  
7 extension.

8 Is there debate on this motion  
9 to amend the proposal? John? John  
10 Young? Zixue?

11 TAI: Should we put a timeline  
12 there? Until what time? Sorry.

13 Zixue Tai from the College of

14 Communication and Information.

15 For Scott's amendment, I think

16 it makes sense to set a deadline.

17 CRAMER: So there's a question of

18 setting a deadline.

19 TAI: Until all faculty members from

20 different colleges submit the

21 feedback until what time?

22 CRAMER: Okay.

23 TAI: Like March 2022? What --

24 CRAMER: Well, I guess under this

25 timeline we're talking about this

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

108

1                    would have to be accomplished in  
2                    time for August 1st, which I think  
3                    is what Christine said is the  
4                    deadline for this next admission  
5                    cycle.

6    TAI:            Yes. We should set a deadline  
7                    for all colleges to gather their  
8                    faculty feedback by a certain time,

9 right?

10 CRAMER: Okay. So maybe you want to

11 amend the amendment? Or, I guess,

12 that's the question --

13

14 TAI: Yeah. I would say by March

15 2022 so that we have enough time to

16 act at that point and can vote.

17 CRAMER: I think the point is it would

18 have to be effective by August 1st,

19 right, or am I missing the --

20 TAI: Yes.

21 CRAMER: Right. Yeah.

22 YOST: Christine, I think, she can

23 maybe answer the question. Is

24                   there a time and you would need

25                   this, you know, just the feedback

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

109

1                   for to actually kick into place?

2     HARPER:           Yes, and it would be well

3                   before August 1. Always of our

4                   publications will go to print, and

5 so the editing process for our  
6 publications, most of our  
7 information no later than April, 1  
8 would be the latest that we would  
9 need that to be able to get all of  
10 that, because it goes into a lot of  
11 updates and websites and the  
12 publications then have to go to  
13 print and then mailed by August 1.

14 TAI: And that would amend the  
15 amendment. We'll just add the  
16 timeline, the deadline of April 1st  
17 so all colleges have to submit  
18 feedback by that time. Then we'll  
19 have time to act at that point.

20 CRAMER: Is there a second for that?

21 Sorry, I see three of you that have

22 your hands up. Maybe put them down

23 for a minute and somebody tell me

24 if they have a second for that.

25 Kathryn?

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.



1                   Okay. I don't hear a second

2                   for adding a deadline. Rudy?

3    BUCHEIT:            Yeah. I just wanted to check

4                   intent with Scott.

5                   So the way that this amendment

6                   reads is that no one gets into the

7                   university under test-optional

8                   criteria until all colleges vote,

9                   which has the implication that a

10                  vote in one college has an effect

11                  that spreads over the rest of the

12                  university. I wanted to check and

13                  make sure that was really what was

14                  intended there.

15    YOST:                That it's not about support of

16 the proposal, it's about the fact  
17 that faculty have actually weighed  
18 in formally.  
19 So I didn't say the colleges  
20 have to support in favor of. They  
21 just have to take and vote to let  
22 it be known. And so I was very  
23 clear -- I mean, I think most  
24 people will, in fact, for all the  
25 right reasons, will support it, you

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 know, in the majority. But I think  
2 we need to make sure that it gets  
3 put to the faculty because they are  
4 the ones responsible for admissions  
5 and curriculum.

6 CRAMER: So, Scott, can I ask you a  
7 question? I mean, the senate can  
8 exercise that function as a  
9 representative body. Are you  
10 trying to address the university as  
11 a whole on whether or not to have

12 the test-optional admissions pilot

13 extended or are you trying to talk

14 about selective-admissions

15 colleges? I guess, what's the --

16 YOST: I believe that selective-

17 admission colleges can opt out if

18 they want to. So I'll give the

19 example: If it comes to the College

20 of Engineering and the faculty say,

21 no, we don't want to go with not

22 using the ACT, I think, Christine

23 clarified that earlier that we

24 could do that, unless I

25 misunderstood? So it is more of

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

112

1                   the fact -- and part of this stems  
2                   from the fact that the  
3                   administration should have jumped a  
4                   little bit sooner, you know, once  
5                   they made the exception last year,  
6                   knowing that they're going to ask  
7                   for an exception.

8 It should have got the faculty

9 involved a little more quickly.

10 That's all that's part of what's

11 going on here as faculty governance

12 and wanting the faculty to weigh

13 in.

14 Because right now it's just

15 associate deans reporting back

16 based on what information they may

17 have ever got.

18 CRAMER: Herman?

19 FARRELL: Yeah. I don't know where we

20 are in the debate.

21 CRAMER: We're debating on Scott's

22 motion.

23 FARRELL: Oh, we are debating Scott's --

24 his amendment.

25

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

113

1 Well, I agree with the

2 sentiment of what's Scott's putting

3 forward here. I think his -- it's

4 sort of what I was getting at, sort

5 of another way.

6 This notion of the feedback

7 loop and the response from all of

8 our colleagues, 2000, I am

9 definitely representative of the

10 College of Fine Arts, but I haven't

11 polled them on this, and this is a

12 major decision that's going to

13 impact our student body for the

14 next three years.

15 And I think that's where Scott

16 is going with this is, like, can we

17 just get everybody on board with



18                    whether or not this is acceptable

19                    or not. And, again, how do they

20                    feel about its impact upon them?

21                    And, again, just from straight up

22                    faculty governance, you know, a

23                    political notion, but pro faculties

24                    governance over major decisions. I

25                    agree with Scott that this is big

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1           enough that beyond our  
2           representative capacity, this  
3           really needs to go out to to the  
4           faculty.

5                   And it just gets back to the  
6           other issue that I was raising with  
7           Christine Harper, which was this  
8           notion of what is the feedback  
9           loop, and she was saying it sounds  
10          like it's deans and associate  
11          deans. Well that's good, but not  
12          effective enough in terms of really  
13          reaching out to -- on the ground

14 and hearing how this impacting

15 faculty.

16 So I think that's a really

17 critical element of this. Having

18 said all of that, I'm all in favor

19 of, again, the diminishing of the

20 ACTs and SATs, especially because

21 of its impact on people of color

22 and a variety of other communities.

23 But I do want to, at least, ensure

24 that such a major decision is --

25 has the real full, sort of, support

1 and input of our college faculty,

2 and that's why I agree with what

3 Scott's trying to do here.

4 CRAMER: Bob.

5 GROSSMAN: Bob Grossman, A&S. I oppose

6 this amendment for a few reasons:

7 First of all, the way the senate is

8 supposed to work, I know it doesn't

9 always work this way, but the way

10                   it's supposed to work is when we  
11                   see the agenda, we're supposed to  
12                   communicate with our constituents  
13                   about what is on the agenda and  
14                   seek their input as to what  
15                   different issues that are involved  
16                   and find out if anyone feels  
17                   particularly strongly one way or  
18                   the other about them.

19                   And if we didn't do that, well  
20                   that's on us, and I don't think we  
21                   should delay this proposal just  
22                   because we weren't doing our jobs  
23                   properly.

24                   Second of all, I think the

25

removal of the ACT and the SAT is

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

116

1 long overdue. Christine mentioned  
2 that the predictive value of those  
3 is pretty limited anyway, and as  
4 Herman acknowledged, these tests  
5 are essentially biased against

6 people of color. And I think  
7 yesterday is the time to get rid of  
8 these tests, not waiting to see.

9 And, furthermore, Herman --  
10 sorry -- Scott's amendment doesn't  
11 actually have any concrete effects,  
12 whether colleges vote for it or  
13 against it. It just says they  
14 shall report it and there's no  
15 provision for what to do if a  
16 college objects or not.

17 So I'm not sure what it's  
18 supposed to accomplish, and that's  
19 why I would vote against that.

20 CRAMER: Leslie?

21 VINCENT: Leslie Vincent, Gatton B&E.

22 One thought I have with this is to

23 make this amendment, a requirement

24 puts a lot of pressure, I think, on

25 getting all the information out

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 there in this next year. Is it



2 possible to amend it to -- you

3 know, approve one more year of this

4 pilot, and then give time in years,

5 two and three to have the input

6 from the colleges?

7 CRAMER: Allison?

8 SOULT: I also oppose this amendment.

9 I think this amendment is being

10 made based on the principle of the

11 matter about whether or not this

12 should have come to the senate

13 sooner. And like Bob said, it's

14 our responsibility to reach out to

15 our constituents.

16 But I think we're forgetting

17 about a very important group of  
18 people here, which is the students.  
19 And the students don't start  
20 preparing to apply to college when  
21 they're a senior. They don't start  
22 preparing with our junior. Many  
23 students are taking the ACT or SAT  
24 as freshmen and sophomores because  
25 the anxiety and the level of stress

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1                   that comes along with that and  
2                   preparing for college. And the  
3                   sooner they can know a decision  
4                   that knowing that they don't have  
5                   to take this test 16 times and  
6                   coming up with the money.  
7                   So if we just extend this for  
8                   a year and there's a student who  
9                   decides, okay, I did poorly and  
10                  I've had to come -- you know, I've  
11                  got to come up with the money to  
12                  take this four more times to get my

13 score up.

14 And then it turns out they

15 didn't need to and they've wasted

16 hundreds of dollars that they

17 didn't have to begin with I think

18 it's going to, one, not reflect

19 well on the university to begin

20 with, but I think we're forgetting

21 that we need to focus on what is

22 best for the students, not what's

23 best for the faculty, but what is

24 best for our potential students.

25 CRAMER: Marilyn?

1 DUNCAN: Yes. I thought we were

2 debating the amendment?

3 CRAMER: We are. That's right.

4 DUNCAN: Well, my comment was, you

5 know, April 1st doesn't give us

6 very long to do this, and I can't

7 imagine all the colleges being able

8 to do that in this time frame.

9                    So it seems like any one  
10                   college could hang this up or throw  
11                   this out simply by not reporting in  
12                   that time frame. And, certainly,  
13                   it seems like this affects  
14                   undergraduate admissions much more  
15                   than admissions to professional  
16                   colleges.

17                   So the professional colleges  
18                   may not put this very high on their  
19                   list of you know, things to do or  
20                   things to vote on. And, I guess,  
21                   as far as the main proposal went, I  
22                   like the idea that we're collecting

23 data over three years, and then we  
24 can analyze it and we can look at  
25 it. We can make it a comparison of

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

120

1 whether having these standardized  
2 test scores seems to be important  
3 or not.  
4 And the way to do that is to

5 get data over three years. And I  
6 agree with the idea that if we make  
7 this decision in advance, then  
8 students know how to prepare and  
9 they know whether to plan for  
10 whether they have to travel to take  
11 the test, so whether they have to  
12 spend the money, so making the  
13 decision ahead of time I think is a  
14 good idea.

15 CRAMER: Richard?

16 CHARNIGO: I offer a substitute  
17 amendment.

18 CRAMER: Please.



19 CHARNIGO: this actually is inspired  
20 somewhat by what Leslie Vincent  
21 said. My substitute amendment  
22 would be to have a two-year  
23 extension of the test-optional  
24 admissions with the intention that  
25 we could get feedback from faculty

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 at the various colleges at a later

2 time and decide whether to further

3 extend beyond two years.

4 CRAMER: Is there a second for

5 Richard's substitute amendment.

6 Gail?

7 BRION: I would second Richard's

8 amendment and the spirit of Leslie

9 Vincent's.

10 CRAMER: We have now a substitute

11 amendment. Richard, let me make

12 sure we have this amendment right.

13 You're saying replace Scott's

14 language with just -- approve a

15 two-year extension?

16 CHARNIGO: Yes.

17 CRAMER: Is there debate on that

18 substitute amendment to replace the

19 amendment Scott wrote in the chat

20 with approving a two year

21 extension? Bob?

22 BARRON: Can I ask a question? Sorry.

23 Susan Barron. So if we don't want

24 to go with either amendment and are

25 happier with the original, how do

1 we even begin -- how do we vote?

2 CRAMER: Well, either the substitute

3 has to succeed or fail, and then

4 there has to be action on either

5 the original amendment or the

6 substituted amendment.

7 BRION: Oh, my gosh.

8 CRAMER: So, yeah, we're down a little

9 parliamentary rabbit hole here.

10 Richard, do you want to speak more?

11 CHARNIGO: No. I'm good.

12 CRAMER: Herman?

13 FARRELL: I'm all in favor of Richard's

14 substitute motion. I think that

15 that solves the issues and concerns

16 that I have about our feedback and

17 our and our ability to participate

18 in this conversation about

19 admission, so I'm all in favor.

20 CRAMER: We have a motion for a

21 substitute amendment to replace

22 Scott's amendment to approve a two-

23 year pilot.

24 If you'd like to vote yes on

25 that substitute amendment, which

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

123

1 would substitute that amendment for

2 the Scott's language, use the

3 "raise hand" feature now.

4 If you'd like to vote no on

5 the substitute amendment, use the

6 "raise hand" feature now.

7                    If you'd like to abstain on

8                    the substitute amendment, use the

9                    “raise hand” feature now.

10                  that motion passes, which

11                  means that now what we're debating

12                  is only an amendment to the

13                  original proposal to change it to a

14                  two-year approval.

15                  So we're debating that as an

16                  amended motion, or that's that's

17                  the amendment that was substituted.

18                  Now we're debating whether or not

19                  to amend the three-year extension

20                  to a two-year extension.

21                  Is there debate on that?

22 Rudy?

23 BUCHEIT Can I hear from Christine on

24 the pros and cons of the two versus

25 a three-year approach?

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

124

1 CRAMER: Christine?

2 HARPER: For our students -- as



3 mentioned also, we start recruiting  
4 students as early as their freshman  
5 year and are working with them  
6 through this time.

7 While the testing agencies  
8 have said that they're back up and  
9 running and offering exams, it's  
10 still not accessible to every  
11 student. Not only that, but for  
12 some students, even if they can  
13 register, it's not feasible  
14 financially for them to drive three  
15 hours to get an exam.

16 So there are a lot of factors  
17 you just look at; the disasters in

18 Texas and other things. Students

19 and families are dealing with a

20 lot.

21 And I don't see this going

22 away anytime soon. State by state,

23 there are substantial differences,

24 not only in access to vaccines and

25 access to education, but access to

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 testing. So the reason for the  
2 three years, not only to collect  
3 data, to continue to get data and  
4 report out and inform that cycle,  
5 but also so that it isn't one more  
6 thing that adds a stress to an  
7 already stressful situation,  
8 particularly when we were coming  
9 from an automatic-admissions  
10 criteria that historically, up  
11 until this past cycle. weighted the  
12 GPA 10 times more than the test  
13 score.

14                    So in terms of your specific  
15                    question, the three years is really  
16                    beneficial for us because we're  
17                    already working with these students  
18                    in the cycle.

19                    And it will take off one less  
20                    thing that they have to worry about  
21                    families and students financially,  
22                    emotionally, in terms of having a  
23                    set standard. And I think will  
24                    help not only with our recruitment  
25                    efforts, but also with us being

1                   able to be able to collect the  
2                   data, the robust data that we need  
3                   to make this move forward if we get  
4                   the data supports it to consider it  
5                   as a permanent suggestion and in  
6                   the admissions changes in the  
7                   future.

8    CRAMER:           Jeff?

9    LEHMKUHLER:       Jeff Lehmkuhler, CAFÉ. Just

10 for a point of clarification, then

11 it will be advertised as a test

12 optional for the years if this is

13 approved, correct?

14 CRAMER: If the two-year extension of

15 test optional -- if that's the

16 motion we're considering, then it

17 would be for 2022-2023 admission

18 and 2023-2024 admission. Yes,

19 that's right.

20 HARPER: Yes. That's correct.

21 CRAMER: Courtney?

22 WHEELER: Courtney wheeler, Student Body

23 President. I would like to comment

24 on this, because I would like for

25 this to also be a three-year

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

127

1 extension. As a result, our

2 students that will be enrolled at

3 it or coming to college and 2024

4 2025 are currently freshman in high

5 school.

6                   And as many of us know

7                   students haven't been in school for

8                   over a year, and in Fayette county

9                   they went back today for the first

10                  time. So they're going to be

11                  wrestling with what they're behind

12                  on, what they're ahead in, what are

13                  their peers in, and so the

14                  challenge, as Allison said earlier,

15                  with now having to worry about

16                  taking an exam, and I know from

17                  personal experience I started

18                  taking the ACT and SATS as a

19                  sophomore. And so as a sophomore



20 going into your summer and there's

21 still so many unknowns, how can

22 these freshman in high school

23 understand where they are in their

24 learning and where they are taking

25 an exam or preparing for an ACT,

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 especially in our southeast region

2 of Kentucky that's extremely  
3 struggling right now with the  
4 flooding and the power outages.

5 \ And all the other things all  
6 across the country and COVID, let  
7 alone this pandemic, our students  
8 are not able to be 1,000 percent  
9 focused on their academics.

10 They're focused on many other  
11 challenges, so I think it's it  
12 would be kind of an equity problem  
13 if we don't approve this for three  
14 years, especially because many of  
15 the peer institutions that we have

16 are also going with this test  
17 optional, and so we would be at a  
18 disadvantage.

19 Because if I was a student at  
20 trying to go to UK or a school that  
21 was test optional, I'm going to go  
22 to the school that's test optional  
23 if I don't have access to the SAT  
24 or ACT due to financial reasons.

25 CRAMER: Herman?



12 the best thing for our students.

13 And, again, going back to

14 Scott, your point about faculty

15 input in all of this, and even going

16 back to my first query to Christine

17 Harper about the feedback loop, I do

18 think that it's important that it

19 seems like this -- the second part

20 of this is not just reducing down

21 from three to two does provide for

22 feedback from faculty upon their

23 assessment on how this is impacting

24 not only their teaching. It's not

25 just to be seen from the perspective

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

130

1 of faculty as if it's our interests  
2 in mind here, but again, what we're  
3 dealing with the interest of  
4 students as well, thinking about how  
5 their best prepare and how they're  
6 ready to go going into in our  
7 classes.

8                   So that feedback loop, I think,  
9                   is really important. And I just  
10                  jump back to the issue of whether or  
11                  not the senate, as a representative  
12                  body, can do this. It certainly  
13                  can, and it certainly does, but this  
14                  notion that the senate committees,  
15                  the Admissions Committee, which I  
16                  chaired for about two years, is sort  
17                  of a venue for this kind of  
18                  commentary and feedback from  
19                  faculty. That's just not true.  
20                  They're not.  
21                  Reach out to faculty on the  
22                  ground to say this is the place for

23                   you to provide your input, and I  
24                   really do believe that we need to  
25                   now reach out, because it's such a

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

131

1                   major change. We need to be  
2                   reaching out to faculty directly as  
3                   a senate and asking for their input



4 college by college. But, honestly,  
5 I think that this this alternative  
6 proposal of limiting this to two,  
7 providing for that feedback that we  
8 in the senate now are demanding and  
9 finding a view and creating a  
10 vehicle for it.

11 I think it's really important  
12 that we do that, because I was not  
13 satisfied with it initially with the  
14 notion of our faculty input, and now  
15 I feel this would be a real good  
16 vehicle for all of that.

17 BIRD-POLLAN: I'd like to speak against the  
18 amendment. I think three years --

19 if we think about what will happen  
20 if this is extended for two years,  
21 then two years from now the  
22 admissions office will be back in  
23 front of the senate asking for the  
24 either of this to be made permanent  
25 or for the pilot to be extended for

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 a year. If they asked for it to be  
2 made permanent after two years, then  
3 I'm thinking about what students  
4 will have arrived under the pilot.

5 It will be the current senior  
6 class, who, as I think Courtney  
7 already noted, just went -- in  
8 Fayette County anyway -- went back  
9 to school today, who had the last 12  
10 months of their education on Zoom,  
11 and I wouldn't really want to make  
12 decisions about whether or not test  
13 optional was a success on the basis  
14 of students who might have -- I just

15 heard on NPR again today worries  
16 about their ability -- you know,  
17 this is measuring aptitude using  
18 standardized testing, even within  
19 the school. And these are the  
20 reasons to think that Zoom hasn't  
21 sufficiently educated them the way  
22 we wanted, then see this test  
23 optional pilot fail because the  
24 students who arrived had suffered  
25 through the senior year that was

1 entirely on Zoom. So that's one  
2 class of students. And then the  
3 class after that will have also come  
4 in on pilot, but they will have just  
5 finished one semester by the time.  
6 we're going to be asking the  
7 admissions office to put together a  
8 proposal to extend this.  
9 So we will have had one  
10 semester, and as a parent that has a

11 current high school junior, she's  
12 had three quarters of her junior  
13 year entirely online and who knows  
14 what the fall will bring.

15 So I think three years is not  
16 unreasonable to get us past this.

17 And, frankly, from the perspective  
18 of the faculty actually doing the  
19 evaluating, we will have at that  
20 point as a significant amount of  
21 data to to evaluate it and it is our  
22 responsibility as the senate, we are  
23 the faculty. We are in fact defined  
24 as the faculty and various places

through the rules. We are the

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 representatives who are making this  
2 decision. We absolutely should be  
3 talking to our colleagues about  
4 this, both within the committees and  
5 in our roles as senators, but I just  
6 generally think that three years is

7                   when you give us the ability to make  
8                   informed decisions about this this,  
9                   you know, in a more permanent way.

10    BARRON:               And this will be quick. I also  
11                   oppose this, and there's been a lot  
12                   of important reasons and also  
13                   thinking about the students. And we  
14                   can say, well, two years is good,  
15                   because those students that are  
16                   starting to think about the test now  
17                   and know that they may have to have  
18                   it, they may not have to have it. I  
19                   think it's just -- you know, there's  
20                   enough stress for everybody. I



21 don't think they need that as an

22 additional stress.

23 So if we do three years, it

24 gives us a longer range of time

25 gather more information and forum

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

135

1 faculty and see how the students do.

2 CRAMER: Scott?

3 YOST: Chair Cramer, I don't know if I  
4 can ask this question. Chair Bird-  
5 Pollan, when the administration  
6 started, I guess, having  
7 conversations about when they wanted  
8 to extend the pilot to the test  
9 optional pilot, do you have a  
10 timeline on when they were starting  
11 to have that conversation, because I  
12 know it didn't come to our committee  
13 until recently, and I'm just curious  
14 because if it was a while ago, my  
15 first thought was why didn't they  
16 take and go to the grassroots

17 through the associate deans and  
18 immediately solicit feedback?  
19 Because it is a faculty governance  
20 issue and I'm a little bit concerned  
21 that maybe they played it to the end  
22 and said, okay, we'll just run this  
23 out there, because we have to worry  
24 about the faculty say. That's the  
25 unfortunate thing with saying three

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 years. I agree with Chair Bird-

2 Pollan for all the right reasons.

3 We approved three years, but for all

4 the wrong reasons. The

5 administration seems to be not

6 operating the way they should.

7 CRAMER: Christine, only if you're not

8 debating.

9 HARPER: I'm not adding factual points.

10 The reason it came to the committee

11 so late, because we have been

12 working tirelessly to implement a

13 new admissions platform so that we  
14 could do the test optional and do  
15 all of the coding on the back end  
16 based on these decisions. We have  
17 been running 100,000 miles a minute  
18 to make sure that we are meeting the  
19 requirements and the and the  
20 obligation that we have to serve the  
21 colleges. In good faith, based on  
22 the conversations, the robust  
23 conversations that we have had to  
24 make sure this is a successful as  
25 possible. We're having to collect a

1 lot more data, which is good on the  
2 outcome because we're going to have  
3 data that probably benefits long  
4 term. We've not always captured  
5 grades of every single course that a  
6 student has taken in a system that  
7 now we can analyze. We have a  
8 system that now deploys a robust

9 holistic review process that the  
10 colleges are benefitting from, so it  
11 has been a substantial wait to get  
12 this, but we wanted to make sure  
13 that we were doing it to the best  
14 ability that we could, and also  
15 capture data that will benefit us  
16 moving forward so that we could use  
17 that to inform future decisions.  
18 But that's why the just the proposal  
19 itself came at a later date.

20 CRAMER: DeShana Collett?

21 COLLETT: I'm going to ask that we call  
22 the question.

23 CRAMER: Actually, I don't see any other

24 hand, so I think we're ready to --

25 Scott, your hand was up from before.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

138

1 I think we're ready for the question

2 anyway.

3 So this is a question on the

4 substituted amendment, which is to



5 say we're going to -- if this motion  
6 succeeds, approve a two-year  
7 extension. That's what we're voting  
8 on now is to is to change this to a  
9 two-year extension.

10 If you're in favor of that  
11 motion to change from a three-year  
12 extension to a two-year extension,  
13 use the yes feature now.

14 FARRELL: Could I raise a point of  
15 information, Aaron?

16 CRAMER: Not while we're voting.

17 FARRELL: But it has to do with what was  
18 just put on the table. Isn't it two  
19 parts, three-year extension down to

20 two, as well as this feedback loop?

21 Wasn't that part of Richard's

22 amendment?

23 CRAMER: That's not how I read his

24 amendment.

25 FARRELL: Maybe he could -- Richard could kind

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 of clarify?

2 CRAMER: That question I read is the one we

3 voted on to substitute. So at this point

4 it is somewhat immaterial, if I misheard

5 Richard's motion, for example, because

6 that was the one we voted to substitute.

7 Is the one I stated right, Herman?

8 FARRELL: Yeah, but did Richard -- is that is

9 that aligned with what is originally

10 proposed?

11 CHARNIGO: I can explain more if you want, but

12 suffice it to say that the motion that

13 you're voting on is --

14 CRAMER: So we are still voting here now.

15 The yeses are done. You've lowered the

16 hands on the yeses?

17 If you'd like to vote no on the

18 amendment, use the "raise hand" feature

19 now.

20 If you'd like to abstain on the

21 amendment, please use the "raise hand"

22 feature now.

23 That motion fails. So we're back to

24 this original motion from the committee

25 to approve a waiver of the part of SR

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

1 4.2.1 related to standardized tests for  
2 at least three years.

3 Is there any further debate on the  
4 original motion? Scott?

5 YOST: I will say that I will support the  
6 three-year extension, but I do want the  
7 record to reflect that I think the  
8 administration did not do what they  
9 should have done to come to the faculty  
10 who are in charge of this. They should  
11 have come to us in a much more timely

12 fashion. I want the record to reflect

13 that if we could, please.

14 CRAMER: So double check when are the minutes

15 get sent out that that's in there the way

16 you liked it.

17 Seeing no further debate on this

18 motion, if you would like to vote in

19 favor of this motion, please use the

20 "raise hand" feature now.

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

22 "raise hand" feature now.

23 If you'd like to abstain, use the

24 "raise hand" feature now.

25 That motion passes.

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

141

1 I haven't talked to Susan yet, but  
2 with the Susan's, but mostly with all of  
3 your permission, I would like to postpone  
4 this next item until our next agenda. I  
5 guess, Susan, being a member of the body,  
6 can object now. Otherwise, I'm going to  
7 ask for this by lack of objection. I see

8 no objections, so we'll move this on to

9 our next agenda.

10 Items from the floor, time-

11 permitting -- my daughter is stuck at

12 track practice, so time is not

13 permitting. I'm going to move on now,

14 and unless there's objections to

15 adjournment heard now, we are going to

16 adjourn for the evening.

17 We're adjourned thanks everyone.

18

19 \* \* \* \* \*

20

21



22

23

24

25

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.

142

STATE OF KENTUCKY )

)

COUNTY OF FAYETTE )

I, TRISHA B. MORLEY, the undersigned Notary Public

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

the time and place stated, the proceedings were conducted via

teleconference; that the proceedings were taken in stenotype,

later reduced to computer-aided transcription under my

direction, and that the foregoing is a true and accurate

record of said proceedings.

My commission expires: April 23, 2022.

IN TESTIMONY WHEREOF, I have hereunder set my hand and

seal of office on the 28th day of March, 2021.

Trisha B. Morley, Court Reporter

Notary Public

My commission expires: 4/23/22

Trisha B. Morley, Court Reporter  
An/Dor Reporting & Video Technologies, Inc.