

1 UNIVERSITY OF KENTUCKY

2 SENATE COUNCIL MEETING

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5 \* \* \* \* \*

6 APRIL 13, 2020

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9 JENNIFER BIRD-POLLAN, CHAIR

10 DESHANA COLLETT, VICE CHAIR

11 SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

12 STEPHANIE WOOLERY, STAFF ASSISTANT

13 TRISHA B. MORLEY, COURT REPORTER

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2 BIRD-POLLAN:       At this point, if you could,

3           type your name into the chat box

4           just to record your attendance.

5           That would be great. If you

6           already did it, I actually need to

7           ask you to do it again, because it

8           doesn't get recorded until the

9           record button is on. So if you

10          could just take a minute to type

11          your name into the chat box so we

12 can keep attendance, that would be  
13 very helpful. Thank you.  
14 So it's 3:00, so I'm going to  
15 go ahead and get us started. Thank  
16 you all so much for being here  
17 today. As I said, we're recording  
18 this session. If you haven't had a  
19 chance yet, if you could take a  
20 minute to type your name into the  
21 chat box, that's how we're going to  
22 keep attendance. So, please, type  
23 your name into the chat box if you  
24 haven't already. And then,  
25 actually, about five minutes from

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1 now, Stephanie Woolery's going to  
2 close down the chat box. So we're  
3 not going to use the chat box for  
4 communication, just for keeping the  
5 attendance. If you have a comment  
6 or a question, I'll ask you to use  
7 the "raise hand" function. You  
8 probably all know how to use Zoom  
9 by now, right, but just in case you  
10 don't, the "raise hand" function,  
11 if you click on the participants

12 button on the side, it'll pop up a  
13 side box. That's where the chat  
14 is. There should be a "raise hand"  
15 button, and also "yes" and "no"  
16 buttons, because officially, this  
17 is a Senate Council meeting, not a  
18 Senate meeting. I will ask only  
19 the Senate Council members to vote.  
20 But I would be very happy if  
21 senators, you know, participated  
22 today. So ask questions if you  
23 have them, participate in the  
24 debate. We on the Senate Council  
25 have already considered the items

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1 on the agenda, just the way we  
2 would in a traditional Senate  
3 meeting, so this really an  
4 opportunity for you to see the  
5 Agenda items and share your  
6 comments and views.

7 If you could mute yourself if  
8 you aren't speaking, that would be  
9 great, and then you should be able  
10 to unmute yourselves when I call on  
11 you if you raise your hand. At

12           some point, if it looks like we  
13           start to have problems, I might ask  
14           you to turn your video off as well.  
15           I've heard that for large meetings,  
16           sometimes it's easier if people  
17           have their videos off if they're  
18           not speaking. But for now, I think  
19           it's working out okay, so go ahead  
20           and leave that on for now if you'd  
21           like to.  
22           Sheila and Stephanie and I  
23           practiced this a little bit. I'm  
24           going to try to share the  
25           PowerPoint with you. We have a

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1            PowerPoint today, just as we  
2            normally do. Let's see if I can  
3            make this work. I hope you can  
4            all see the PowerPoint. Does it  
5            look like you can? Yes? Okay.  
6            I'm going to assume you'll tell me  
7            if you cannot see it.  
8                    So this is our specially  
9            called Senate meeting -- Senate  
10            Council meeting for April 13th, the  
11            day we would've normally had a

12 Senate meeting. Just a reminder:  
13 again, we'd like you to keep your  
14 device muted, unless you're called  
15 on. And -- sorry. I'm trying to  
16 pull up the list so that I can keep  
17 an eye on people's hands.

18 And, you know, just as always,  
19 we ask you to share information  
20 from today back with your  
21 constituents and let them know that  
22 the Senate is still meeting and  
23 that we're happy to hear from them  
24 if they have questions or comments  
25 or observations.

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1           So you received a set of  
2           minutes from March 9th from the  
3           last regularly called Senate  
4           meeting that we had. Unless I hear  
5           objections now, those minutes will  
6           stand approved as distributed by  
7           unanimous consent.

8           So a few announcements to  
9           start with: As you might not be  
10          surprised to hear, we had hoped to  
11          have the Connect Blue reception on

12            May 4th. I think they announced  
13            that at our last meeting about a  
14            month ago. We had to cancel that,  
15            obviously, so we will work with the  
16            Board of Trustees -- oh, I'm sorry.  
17            Hold on. My mistake. We'll work  
18            with the Board of Trustees and the  
19            Staff Senate to try to reschedule  
20            that for sometime in the fall.

21                   Also, Bill Swinford, who's  
22            been the President's Chief of  
23            Staff, is on administrative leave  
24            right now. He's been the Senate's,  
25            sort of, contact person in the



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1           President's Office, and right now  
2           that role is held by Executive Vice  
3           President for Finance and  
4           Administration, Eric Monday. So  
5           just an announcement for your  
6           information.

7           This was also in the  
8           newsletter that I sent out last  
9           week: Leslie Vincent, a member of  
10          the Senate Council, is also a  
11          member of the Task Force on Mental

12 Health, and you received an email  
13 from her with a survey asking  
14 about, sort of, the faculty rule in  
15 mental health. And -- I'm sorry.  
16 I'm still figuring out the -- I  
17 have not used a slideshow in  
18 teaching via Zoom yet, obviously,  
19 as you can tell.  
20 So please take a few minutes  
21 to complete that survey. I think  
22 it's going to be really helpful for  
23 the Mental Health Task Force to  
24 hear from all of you about your  
25 views, and encourage your faculty

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1 colleagues to participate and

2 complete that as well.

3 The elections for senators

4 have been slightly delayed. Roger

5 Brown, who is the Chair of the

6 Elections Subcommittee of the SREC,

7 has been working with Sheila

8 Brothers in our office to identify

9 vacancies on the Senate and get

10 those notices out to the deans of

11 the colleges so that they can run

12 elections inside their colleges for

13 the empty seats. So if -- I'm

14 sorry. If you're on, I'm going to

15 ask you to mute yourself. I think

16 you should all be muted out.

17 So this is slightly delayed,

18 but hopefully, in the next week,

19 the deans will get notices about

20 empty seats in their colleges,

21 their apportioned seats for the

22 coming school year, because we do

23 hope that the election's going to

24 happen this spring, as normal, and

25 then we can have a fully

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1 functioning Senate in the fall.

2 The Outstanding Senator Award,

3 the committee chaired by Vice

4 Chair, DeShana Collett, has met and

5 chosen a winner. We sort of

6 thought it took some of the fun out

7 of it to announce it in a Zoom

8 chat, so we're going to delay the

9 announcement and the award of that

10 Outstanding Senator Award until

11 September. So keep on the edge of



12 your seat until September, and at

13 that point, we will announce the

14 winner of that award.

15 You should also have gotten an

16 email -- I think it probably came

17 from Stephanie Woolery's email

18 account, or it might have come from

19 the president at UKY or Senate

20 Council at UKY -- the Evaluation of

21 the President. So this is the

22 annual Faculty Evaluation of the

23 President that the Senate runs.

24 The results of that survey are

25 shared with the Board of Trustees

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1 in the fall as they prepare their  
2 annual Evaluation of the President,  
3 and it's great when we can have,  
4 sort of, a high-participation rate  
5 in that survey. So, please,  
6 complete that yourself and ask your  
7 colleagues to complete it as well.

8 And then, finally, we are  
9 underway in our voting for our  
10 Faculty Trustee. We've had the  
11 first round of the voting already,

12 and the second round will open  
13 later this week. So the second  
14 round will narrow the candidates to  
15 the remaining one who will serve as  
16 our Faculty Trustee starting this  
17 June, at the end of June, I think,  
18 taking over for Bob Grossman, whose  
19 term is ending. So, please, take a  
20 minute to vote in that election and  
21 encourage your colleagues to do  
22 that as well.

23 These are the curricular  
24 deadlines, which you have seen many  
25 times. Today is the final

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1 curricular deadline for the '19-'20  
2 school year. All courses, program  
3 change and minors have to be in by  
4 today. The academic councils are  
5 continuing to work hard and so are  
6 the Senate committees, so they are  
7 continuing to move things through.  
8 We will have additional Agenda  
9 items coming through over the next  
10 month and some things that will go  
11 out on web transmittals, Senate web

12 transmittals. So if you have  
13 questions around any of those  
14 things, please, feel free to reach  
15 out and let your colleagues know  
16 that at this point, if we receive  
17 new items through, it's too late  
18 for an effective date of fall 2020,  
19 but we're, of course, happy to keep  
20 having conversations about things,  
21 and things will keep moving  
22 through, they'll just be effective  
23 later than fall 2020.

24 So those were the  
25 announcements. The second thing on

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1           your Agenda, we did for the first  
2           time in the Senate Council last  
3           week -- and we decided to give it a  
4           try in the Senate meeting as well --  
5           we are having a Consent Agenda, so  
6           these are relatively routine items,  
7           some minor changes going through.  
8           Well, they're not officially minor  
9           changes under the Rules, but they  
10          are changes that we determined not  
11          to need significant debate. And,

12 also, the suspension and closure of  
13 several programs that have been out  
14 of operation for many years. So we  
15 put these on a Consent Agenda. The  
16 Board of Trustees at UK uses a  
17 Consent Agenda as well. The idea  
18 is, at this point, anyone from the  
19 Senate would be welcome to ask to  
20 have an item removed from the  
21 Consent Agenda and debated and with  
22 a live vote. If no one asks for  
23 any items to be removed from the  
24 Consent Agenda, then they will be  
25 approved via consent because of

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1 lack of objection. So maybe what  
2 I'll do now is I'll pause and ask  
3 if there's any item on the Consent  
4 Agenda that anyone would like to  
5 have removed? Greg Hall has raised  
6 his hand. Go ahead, Greg. Greg,  
7 are you there? Okay, maybe not.  
8 I'm going to proceed. Greg, if you  
9 are able to share if you have an  
10 objection to an item on the Consent  
11 Agenda, please let us know.

12           Otherwise, we're going to move

13           forward.

14           There may be more Consent

15           Agendas on the Senate Agenda in the

16           future, so -- oh, it looks like

17           Greg says no, so maybe that was

18           just an error. Thanks, Greg.

19           So if you have thoughts about

20           how to do these Consent Agendas or

21           observations about what kinds of

22           things you think should be included

23           on a Consent Agenda and what

24           shouldn't, I'd be very happy to

25           hear about any of that.

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1           So next is the Chair's Report,  
2           so as you might have suspected, as  
3           I'm sure is true for all of you,  
4           it's been a challenging couple of  
5           weeks. We have worked hard  
6           together in the Senate Council and  
7           with folks from all across campus  
8           to continue to figure out how best  
9           to continue our students' learning.  
10          I especially want to thank Provost  
11          Blackwell. I know he's here today

12 and he's going to talk with you a  
13 little bit in a minute, but he's  
14 just been a great partner for us  
15 over these last couple of weeks, as  
16 has been the president and the  
17 associate provost and Eric Monday.  
18 So it's been, you know, long hours  
19 and lots of conversations, but I  
20 think the fact that we've gotten to  
21 where we have gotten to is really a  
22 result of a lot of collaboration  
23 and hard work on the part of a lot  
24 of people. So as part of the  
25 Chair's Report, now I'm going to go



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1 through the items that the Senate  
2 Council has -- the actions that  
3 Senate Council has taken on behalf  
4 of Senate.

5 As you might remember, the  
6 Senate Council has the authority to  
7 make actions on behalf of the  
8 Senate in an emergency, and so  
9 obviously, over the last month  
10 we've had a couple of emergencies  
11 and the Senate Council has made

12           some decisions on behalf of the

13           Senate. So I'm going to report

14           those out to you now as part of the

15           Chair's Report:

16           The first meeting about this

17           was exactly a month ago, March

18           13th. This was after the

19           announcement was made that the

20           campus would go online for two

21           weeks after spring break, but we

22           had not yet heard what would happen

23           for the remainder of the semester.

24           Nonetheless, because of the

25           disruption in the middle of the

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1 term, you know, the anticipation  
2 that perhaps students would get  
3 sick or faculty members, other  
4 things would happen. We had a very  
5 long and intense meeting on the  
6 13th. Lots of really great  
7 conversation. The minutes from  
8 that meeting have been posted  
9 online, so if you're interested to  
10 see what the conversation looked  
11 like that day, you're welcome to

12 take a look at that.

13 The results of that

14 conversation were posted. That

15 was the beginning of what is our

16 new COVID-19 response web page, so

17 that document -- you also received

18 an email from me on behalf of the

19 Senate Council, I think on the --

20 either the Saturday or Sunday, with

21 the first initial list of academic

22 policy changes that have come out

23 of the Senate Council. And so that

24 included a vote by the Senate

25 Council to change the calendar with

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1 regard to two dates. So the last  
2 day to withdraw from classes is now  
3 May 1st, and the last day to change  
4 to pass/fail grading is also May  
5 1st. So those were both calendar  
6 changes from the initial -- the  
7 calendar that had been published  
8 already. And, again, that was in  
9 response to the sense that students  
10 were going to have difficulties,  
11 potentially as late as the end of



12 the term, and we wanted to give  
13 students additional opportunities  
14 to evaluate their own situations  
15 and make the choices that were best  
16 for them, and to be able to do that  
17 until a time at which we hope there  
18 would be more resolution in their  
19 lives, or at least a little more  
20 information. So those calendar  
21 changes, the Senate Council made  
22 those changes on behalf of the  
23 Senate during the March 13th  
24 meeting. And then we started the  
25 conversation about pass/fail. With

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1 regard to the question of whether  
2 programs should accept pass/fail  
3 grading, we decided at that meeting  
4 to defer to the program faculty to  
5 make that decision, but the Senate  
6 Council voted to allow  
7 undergraduate students to take any  
8 number of elective courses  
9 pass/fail, and also UK Core.  
10 Actually, that might be on the next  
11 slide. I don't have a cheat sheet

12 of the slides up in front of me.

13 Hold on. Yes, okay.

14 So here are the specific

15 calendar changes that we made: the

16 vote to change the calendar for

17 those two dates, the last date of

18 withdraw from classes and the last

19 day to change to pass/fail, and we

20 also waived the rule for spring

21 2020 to waive the portion of Senate

22 Rule 5.1.4 that prohibits the use

23 of pass/fail grading by freshman.

24 Instead, for spring 2020, only

25 freshman are able to take pass/fail

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1 classes. Shannon Oltmann has a

2 question. Go ahead, Shannon.

3 OLTMANN: I have a question about the

4 calendar in general, so I can wait

5 until we're at the end of talking

6 about the calendar.

7 BIRD-POLLAN: That's okay. You can go

8 ahead.

9 OLTMANN: Okay. I've had some faculty

10 ask if there's a way to provide an

11 extension to the grading period,

12 since we're being generous and  
13 compassionate with our students and  
14 giving them a lot of time with  
15 assignments and projects. And I  
16 think it's understood that a lot of  
17 students will be turning things in  
18 late or last minute. That then  
19 shifts the burden to faculty and  
20 instructors. Is there a way that  
21 we can have that similar sort of  
22 compassion for instructors, I  
23 guess, and extend the grading  
24 period in some fashion? Thank you.

25 BIRD-POLLAN: So that's a great question.

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1           We've been -- and the other person,  
2           explicitly, as an amazing partner  
3           in all this, is Kim Taylor, who's  
4           just been at the table every single  
5           time we've had one of these  
6           conversations and has been a real  
7           collaborative and thoughtful  
8           partner in all these conversations  
9           as well. So, Shannon, if you don't  
10          mind, I'd like to talk about that  
11          with Kim first. So I will have a

12 conversation with Kim Taylor, and  
13 then we will talk about it at  
14 Senate Council next week, and I'll  
15 let you know what the results of  
16 that are. Thanks for bringing it  
17 up.

18 So, as I said, we waived the  
19 prohibition on freshman taking  
20 pass/fail classes. That was one of  
21 the actions we took on March 13th.

22 And we also waived the portion of  
23 the Senate Rule that traditionally  
24 prohibits the use of pass/fail  
25 grading by students who are on

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1           academic probation. So, typically,  
2           the case is that those students  
3           can't take pass/fail. This  
4           semester only they can. We also  
5           waived the prohibition on -- well,  
6           actually, I shouldn't say this. We  
7           didn't exactly waive the portion of  
8           the Senate Rule that limits  
9           pass/fail courses to four. What we  
10          did is we said during spring 2020,  
11          any course that a student takes as

12 pass/fail does not count towards  
13 that cap of four courses. So even  
14 if the student was already enrolled  
15 in the course as pass/fail for  
16 spring 2020, we decided that no  
17 classes the students take pass/fail  
18 in spring 2020 would count towards  
19 the limit of four, which is the  
20 lifetime limit for undergraduate  
21 students.

22 We also clarified that the --  
23 even though, of course, it's  
24 traditionally the case that  
25 whatever the instructor puts into

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1 the syllabus at the beginning of  
2 the semester is supposed to guide  
3 decisions about the course  
4 throughout the term. We determined  
5 in the March 13th meeting that  
6 instructors did have the permission  
7 to change their syllabi in response  
8 to the COVID-19 situation, but that  
9 the obligation on the faculty was  
10 to communicate those changes to the  
11 students as soon as possible. We

12 also recommended that instructors  
13 be flexible with the students, to  
14 Shannon's earlier point. That was  
15 part of the Senate Council  
16 recommendation. We also explicitly  
17 recommended that faculty not  
18 require doctors' notes for  
19 absences, things like that,  
20 especially because the CDC was not  
21 necessarily recommending that  
22 people with COVID-19 symptoms seek  
23 out health care providers, unless  
24 they had certain conditions. So  
25 those were the results of our



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1 meeting on March 13th.

2 And then we've had three

3 regularly scheduled Senate Council

4 meetings since then. All of those

5 have been on Zoom, obviously, but

6 we did take another couple of

7 additional actions on behalf of the

8 Senate in those meetings, so I'll

9 report on those now:

10 On March 23rd we addressed the

11 question of UK Core courses. So we

12 had, in the March 13th meeting,  
13 talked about the possibility of  
14 saying that UK Core classes could  
15 be pass/fail, but we wanted to get  
16 some input from the Core Committee  
17 before making that announcement,  
18 making that waiver effective for  
19 spring 2020. The Core Committee  
20 decided they wanted to permit  
21 students to take Core classes  
22 pass/fail in spring 2020, and so  
23 the Senate Council voted  
24 accordingly as well. We discussed  
25 that on the March 23rd meeting.

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1           And then -- sorry. I'm trying to  
2           catch up with myself. Okay. On  
3           March 30th, that was -- so that was  
4           it for March 23rd. We had long  
5           discussions of a variety of issues  
6           on March 23rd, but no action items  
7           on behalf of the Senate.  
8           On March 30th, however, we did  
9           take an action on behalf of the  
10          Senate. We changed the Senate  
11          Rules regarding short-term absences

12 for students who are called up by  
13 the National Guard. And so,  
14 actually, this says will  
15 communicate those changes in the  
16 next campus-wide communication. In  
17 fact, I did. That was in the  
18 newsletter from this past Friday.  
19 The Veterans Affairs office -- I'm  
20 sorry -- Veterans Resource Center  
21 is going to serve as a point of  
22 contact for students who are called  
23 up through the National Guard, and  
24 that office will work -- Colonel  
25 Tony Dotson in that office will

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1 work with faculty members for  
2 students -- the faculty members of  
3 students who are called to service  
4 in the National Guard. That came  
5 to us from the teaching student  
6 veterans, Faculty Affairs group,  
7 and they brought that specifically  
8 to our attention with the  
9 anticipation that some students  
10 might be called up this semester,  
11 and we wanted to have a policy in



12 place about that.

13 We also voted to make a

14 change, a temporary, one-time

15 change to the PharmD program.

16 This is for the class of 2021.

17 Typically, the PharmD students take

18 seven clinical rotations, but for

19 the students who are supposed to

20 graduate in May of 2021, they are

21 not able to enter their first

22 clinical rotation right now, which

23 means that they will not be able to

24 finish the seven before they would

25 graduate in May of 2021 because of

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1 restrictions in place about seeing  
2 patients, seeing clients. So with  
3 this change, the dropping of one  
4 clinical rotation, they still have  
5 more clinical hours than are  
6 required by their accrediting  
7 agency, and also by COC, so the  
8 Senate Council voted to approve  
9 this change, only for the class of  
10 2021. We also approved a change  
11 requested to us from the College of

12 Law faculty for the JD program. So  
13 every other program on campus, we  
14 suggested that the program faculty  
15 consider optional pass/fail. The  
16 College of Law faculty voted to  
17 make pass/fail grading mandatory  
18 for all students in the spring of  
19 2020, and they brought this  
20 proposal to the Senate Council.  
21 There was a robust debate about  
22 this. You can read the minutes if  
23 you're interested. We had maybe  
24 the highest attendance we've ever  
25 had at a Senate Council meeting for

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1           that conversation, and the Senate  
2           Council voted to approve the  
3           proposal to change pass/fail  
4           grading to mandatory for spring  
5           2020. And they voted to make that  
6           change on behalf of the Senate.

7           Then, on April 6th, again, we  
8           had another Zoom Senate Council  
9           meeting, and we proposed -- we  
10          approved some changes with regard  
11          this current year's calendar from

12 the Graduate School. Specifically,  
13 we pushed back the last day to sit  
14 for an exam, the last days to  
15 submit a thesis and then the last  
16 day to submit a revised, properly  
17 formatted thesis. So those have  
18 all been moved back by about a week  
19 in order to accommodate grad  
20 students hoping to graduate in  
21 spring of 2020.

22 We also approved a non-  
23 standard calendar change for a  
24 specific course, AT 642. This was  
25 not COVID-19 related, but it's a

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1 course that needs a non-standard  
2 calendar. The Senate Council  
3 approves these kinds of changes on  
4 behalf of the Senate regularly, so  
5 we did that again.

6 And then we changed a couple  
7 of policies for admissions to the  
8 Graduate School for fall 2020  
9 admissions. So, in other words,  
10 the recruiting that's happening  
11 right now. So because of the

12 difficulty in accessing standardized  
13 testing, the Grad School requested  
14 that programs be allowed to use  
15 Duolingo as a language test to  
16 accept those scores, to allow  
17 programs to accept those scores.  
18 The Senate Council approved that  
19 request. And then we also approved  
20 an extension of the deadline for  
21 submitting applications to Graduate  
22 School. So instead of having had  
23 to have those applications in by  
24 March 15th, they can now be  
25 submitted through the end of the

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1           spring 2020 semester.

2                   And then two of the

3           professional programs came to the

4           Senate Council to request the

5           possibility of having optional

6           pass/fail grading for spring 2020,

7           the PharmD and the DMD programs in

8           the College of Pharmacy and the

9           College of Dentistry. Their

10          faculties both voted to allow

11          optional pass/fail grading, and the

12 Senate Council approved those  
13 requests on behalf of the Senate.

14 We also had a review from  
15 Associate Provost for Enrollment  
16 Management, Christine Harper, to  
17 waive certain requirements of  
18 Senate Rule 4.2.1 with regard to  
19 admission for entering freshman.

20 As you might have heard, some of  
21 the standardized tests, the SAT and  
22 ACT, were cancelled in March and  
23 April. I think people are  
24 uncertain whether they will be  
25 offered later in the spring and

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1           into the summer, and so Christine  
2           came to the Senate Council and  
3           asked for a waiver of the  
4           requirement of submitting a test  
5           score. So the change that they  
6           requested allows the university to  
7           automatically admit students with a  
8           3.0 GPA without requiring an SAT or  
9           ACT score. And the other change it  
10          to temporarily permit self-reported  
11          GPA, and the Admissions Office will

12 be certain to confirm high school  
13 transcripts before students are  
14 allowed to enroll in the fall. But  
15 because students are having a hard  
16 time accessing those transcripts  
17 right now, we're temporarily  
18 accepting the self-reported GPA for  
19 admissions purposes.

20 So that's the end of my  
21 Chair's Report, so I'm going to  
22 stop this share so that you can see  
23 Provost Blackwell's face a little  
24 better while he talks to us. And I  
25 will turn it over to you, Provost



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1           Blackwell. I think he's still

2           here.

3 BLACKWELL:        I am here.

4 BIRD-POLLAN:      Great.

5 BLACKWELL:        Thank you, everyone for being

6           here today. You know, I've been in

7           so many meetings and calls, like so

8           many of you have probably been. I

9           can't remember what I've reported

10          to whom and when, but I do want to

11          cover a few topics today.

12 I'll start, first, by just  
13 thanking everyone, and certainly,  
14 through the members of the Senate,  
15 I'd like to thank the entire  
16 faculty and staff at the  
17 university, but certainly, all of  
18 you for helping us through what is  
19 unprecedented in any of our  
20 lifetimes. It is a disruption to  
21 higher education and to our entire  
22 economy and entire way of life,  
23 such as we've never seen. And I  
24 can only think of World War II as  
25 maybe rivaling this, or the Spanish

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1 Flu in 1918, but it is a massive

2 disruption.

3 We, at the university, have

4 obviously been focused on leading

5 through this disruption, managing

6 through it. And, consistently,

7 we've followed a number of

8 principles:

9 Number one, and the top

10 priority, has been the health and

11 safety of everyone in our

12 community.

13 Number two, you know, within

14 the constraints of number one,

15 let's continue our mission, be

16 that, you know, research,

17 instruction, public service,

18 patient care, to the best of our

19 ability given the constraints that

20 we are forced to operate under.

21 And, number three,

22 addressing our missions and

23 addressing health and safety. And

24 our last consideration is the

25 financial consideration. And I can

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1 say, having been involved in  
2 virtually every major decision that  
3 has been made at the university  
4 over the last few weeks, that we  
5 have adhered to those principles.

6 With respect to Jennifer's  
7 report, that represents and  
8 extraordinary amount of work on the  
9 part of Senate Council and on behalf  
10 of the Senate, and certainly, the  
11 Senate as well. These



12 accommodations for our students are  
13 absolutely necessary, given where we  
14 are. I view them as unique to  
15 spring 2020, and by no means  
16 applying any continuation beyond  
17 2020. And, certainly, any further  
18 accommodations beyond 2020, we have  
19 to come back to the table and  
20 discuss them. But Jennifer went  
21 through a long list of items that  
22 reflect great thought and  
23 deliberation in accommodating our  
24 students. We've also done our best  
25 to accommodate the needs of our

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1 faculty. I understand that research  
2 is extremely disrupted, especially  
3 research that requires -- you know,  
4 that requires a lab or access to a  
5 lab.

6 You should know that, however,  
7 we have formed, through leadership  
8 of the Vice President for Research  
9 and others, a number of research  
10 teams that are actively conducting  
11 research to help us address the

12 COVID-19 crisis, and that is  
13 underway and ongoing.  
14 Again, with respect to the  
15 accommodations, I can just say thank  
16 you for that work. And we continue  
17 to try to implement and just  
18 appreciate the collaboration with  
19 Senate leadership and with the  
20 Senate.

21 With respect to how we're  
22 managing through this crisis, I  
23 think you did have a briefing, as I  
24 recall, about the Emergency  
25 Operations Center, the fact that we

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1 are at 19 workstreams, if you will,  
2 in that operation center. Jennifer  
3 and, I think, Aaron, and maybe  
4 others among you, are participating  
5 in some of those workstreams. I  
6 know Jennifer is on the academic  
7 (inaudible) workstream, and as we  
8 manage towards specific approaches  
9 through the crisis, those  
10 workstreams address the issues, make  
11 recommendations, and the top

12 leadership team is -- which we meet every  
13 day -- to consider those  
14 recommendations and make decisions  
15 and to keep the university moving  
16 forward.

17 I mentioned a couple of things  
18 that are going on, and a few people,  
19 among many, who are doing heroic  
20 things. But we remained very  
21 concerned about our students. We,  
22 you know, sent them home. I think  
23 there's only about 150 students left  
24 on campus at this point. We were  
25 very liberal in considering

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1 exceptions to the policy of them  
2 having to leave campus. Many of  
3 them went off to areas that are  
4 remote. Many of them are from  
5 economically disadvantaged  
6 backgrounds, and we have done our  
7 very best to help all of those  
8 students in their circumstances to  
9 continue their studies and to  
10 succeed. We've sent out lots of  
11 iPads, lots of mobile hotspots to

12 enable internet access. We've  
13 collaborated with the other  
14 universities and community colleges  
15 across the state to allow students  
16 to drive to the parking lots near  
17 campuses and access eduroam or the  
18 local Wi-Fi as needed, just as an  
19 example of how we're trying to help.

20 We are engaged in a campus-wide  
21 effort right now to call all 31,000  
22 of our students, every single  
23 student, and check on their welfare,  
24 ask what their needs are, just find  
25 out how they're doing and to let

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1           them know that we care. There are  
2           staff members and faculty members  
3           and others all over campus that are  
4           helping us with that. We have been  
5           very focused as a university with  
6           the most -- you know, the number one  
7           hospital in the state on helping the  
8           state prepare for the potential --  
9           you know, for the peak in cases and  
10          to meet the demand for hospital  
11          rooms, intensive care rooms,

12 ventilators, personal protective  
13 equipment and so forth related  
14 to this crisis. That has been  
15 a great sacrifice. The census in  
16 the hospital is half of what it  
17 would normally be, and many of our  
18 colleagues who are in clinical roles  
19 in UK Healthcare are on the  
20 sidelines right now. And we had to  
21 measure very carefully how we manage  
22 our hospital beds, as you read. We  
23 put up a 400-bed field hospital to  
24 accommodate the surge, and that's  
25 been a huge effort.

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1           The other big effort has been  
2           to get our spring courses converted  
3           to online and facilitating our  
4           students and faculty in that new  
5           context. I think there has been  
6           heroic work by our faculty,  
7           especially those who are not  
8           experienced in online teaching, to  
9           convert. There's been a lot of  
10          strong effort from Associate Provost  
11          Kathi Kern and the Teaching,

12 Learning and Academic Innovation

13 team and UK Online team to help our

14 faculty with the technology with

15 instructional design, et cetera, to

16 make this happen.

17 I'll mention Associate Provost

18 Sue Roberts and the International

19 Center, the UK International Center.

20 When countries were going under

21 Level 3 travel advisory early on and

22 falling like dominos, it was Sue and

23 her team that helped get our

24 students back from overseas and to

25 facilitate those that were on study



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1           abroad to be able to continue their  
2           studies. They're still working on  
3           that. I'll just mention that the  
4           night that -- I believe it was Italy  
5           -- that Italy went to Level 3 and  
6           were, you know, a few days away from  
7           shutting down their borders, Sue and  
8           her team, members of the EOC and  
9           other members of university  
10          leadership, literally pulled an all-  
11          nighter. And given the time change,

12 we had to contact all of those  
13 students, help them to make travel  
14 arrangements, you know, let their  
15 parents know what was going on, et  
16 cetera. And that's just one example  
17 of the incredibly hard work that's  
18 been going on across campus.

19 And, again, I'm going to miss  
20 some folks. My omissions don't  
21 imply anything, but I'm just trying  
22 to give you a flavor. But Associate  
23 Provost, Kirsten Turner, Vice  
24 President for Institutional  
25 Diversity, Sonja Feist-Price, and

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1 others have been working on getting  
2 all of our student support services  
3 delivered in online fashion. So  
4 that means all of our tutoring,  
5 academic coaching, et cetera, is now  
6 available online. Our counseling,  
7 our Community of Concern services,  
8 all of that available online.

9 We have set up sort of a -- at  
10 least a number of staff members in  
11 the Student Center, a small number

12 appropriately socially distant, of  
13 course, to help students that may  
14 show up in person, because we do  
15 have a lot of students that come  
16 from the Lexington area, or that  
17 rather than going home, decided to  
18 stay in the area in their  
19 apartments. So we've got a staff  
20 taking care of that, really over the  
21 top, to help our students and  
22 faculty and staff to continue.

23 We are in the midst of thinking  
24 about the impact of all of this on  
25 our budget, but there's a lot of

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1 thinking that's going on. We are  
2 communicating with the deans and the  
3 associate provosts as we learn more,  
4 and over the next few weeks,  
5 certainly, we will be diving in  
6 great detail into the budget and  
7 figuring out where we are and what  
8 we need to do to respond. I will  
9 say that the current circumstances  
10 make the budget very challenging,  
11 especially the uncertainty around



12            how our students are going to  
13            behave. So even if we were to be  
14            able to go back to normal operation  
15            for fall semester, there's going to  
16            be a lot of parents and students  
17            that are understandably skittish  
18            about returning to a campus  
19            environment, about having students  
20            live in a residence hall. We just  
21            don't know what their behavior is  
22            going to be. That being said, we  
23            are doing everything we can to get  
24            our first-time freshman class  
25            confirmed, to work on transfer

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1 population, and also thinking about  
2 how can we be prepared in the fall  
3 to deliver in an alternative format,  
4 should that come up. And so we are  
5 -- of course, we had that on our  
6 list to be thinking about and  
7 planning for, but we certainly are  
8 hoping that we can get back to some  
9 semblance of normal in the fall.

10 These enrollment concerns are  
11 probably the most serious impact on

12 our budget, and we are working on that  
13 very hard. You know, what's going  
14 to be helpful for us is in the  
15 context of, certainly, this semester  
16 and in the summer, we have to be  
17 focused on delivering a high-quality  
18 product in our virtual classrooms  
19 and online delivery. You know, how  
20 we perform there affects our  
21 reputation longer term and our  
22 ability to attract new students and  
23 retain the students that we have.  
24 And so keeping up that quality is  
25 really important, and I know we have

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1 a number of faculty members who are  
2 not accustomed to teaching in this  
3 environment, and we will continue to  
4 support them.

5 I will say, for the benefit of  
6 those of you that are engaged, I  
7 think now more than ever, being  
8 proactive and communicating with  
9 your students is very, very  
10 important. The few complaints that  
11 I've received -- and they're

12 relatively few, believe me, compared  
13 to the volume of courses we  
14 converted -- have been, kind of, the  
15 absence of proactive communication  
16 from faculty members to their  
17 classes. So, you know, when you're  
18 accustomed to seeing them face to  
19 face, you know, two, three times a  
20 week, or even more in office hours,  
21 I think in this environment, and  
22 given the stress that they are  
23 under, if we can do more to  
24 community with the students more  
25 regularly, that will help them to

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1 perform and relieve their anxiety.

2 So I just encourage all of you to

3 think about that.

4 I'm very concerned about our

5 students, especially our

6 professional students that have

7 clinical rotations or experiential

8 components that are part of their

9 curriculum. I applaud you for

10 listening to those colleges and

11 trying to accommodate them as best

12           you can. I'm very, very concerned  
13           about a number of colleges, that  
14           these students may not be able to  
15           graduate in May because they haven't  
16           completed their requisite clinical  
17           requirements. And I know those  
18           deans are thinking about how we  
19           address that, creatively, going  
20           forward.

21           I also want to mention a woman  
22           that many of you may have never  
23           heard of. She works in UK  
24           Healthcare in the Infectious  
25           Diseases area, and her name is Kim

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1 Blanton. She works with Dr.  
2 Forster, who leads our Infectious  
3 Disease area. Both of them, but  
4 certainly Kim, has been heroic in  
5 that every single student, staff,  
6 faculty member who has had a  
7 potential encounter or who has  
8 actually been infected with the  
9 virus, she has contacted them. She  
10 has coached them. She has followed  
11 up with them to track their

12 symptoms, to get them the help and  
13 support they need, even for students  
14 that are not still on campus and  
15 that are far away.

16 And so I just want to use this  
17 opportunity, even though she's not  
18 on this meeting, but it's a name you  
19 should look up, Kim Blanton, just  
20 an angel for all of us in this  
21 context.

22 Next thing I wanted to do is  
23 just go through a few specific  
24 items, and then open up for a few  
25 questions. One, I am hearing

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1            questions about the fall. And I  
2            want to submit that, yes, we are  
3            concerned about the fall. We are  
4            tracking very carefully how the --  
5            you know, how the pandemic evolves.  
6            We are doing the best we can to  
7            predict, but like most of the models  
8            that predict where the people happen  
9            or predict the number of cases,  
10           those models are all wrong. And,  
11           you know, of course, by their

12 nature, they're going to be wrong.

13 But we are, in the immediate term,

14 focused on getting our students

15 across the finish line this spring

16 and getting ourselves converted for

17 summer. Now that, you know, we at

18 least are in the implementation

19 phase for summer online. We've got

20 the field hospital completed and

21 ready for action. We will start

22 thinking longer term, and at least

23 have in our back pocket some

24 contingencies for fall. As we get

25 more data and more information, of



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1 course, we will be starting to  
2 develop plans. And there's no  
3 question that some of the things  
4 that we may have to do for the fall  
5 will involve the Senate.

6 I want to thank you for, again,  
7 the accommodations on pass/fail and  
8 the academic calendar. I think the  
9 point about extending the grading  
10 period is well-taken. Of course, we  
11 all face the constraint of wanting

12 to get our students graduated on  
13 time and meeting all those  
14 requirements. And I think Jennifer  
15 gave the right answer that we've got  
16 to check all of that with the  
17 Registrar. But, certainly, I'm  
18 sympathetic to the needs of our  
19 faculty and making sure that there's  
20 plenty of time to do a fair job of  
21 grading.

22 I think I would just like to  
23 mention the redeployment  
24 announcement, the staff redeployment  
25 plan for UK Healthcare, and put that

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1           into some context. Again, because  
2           of needing to manage toward the peak  
3           and the potential for the system to  
4           be overwhelmed with COVID-19 cases,  
5           we have followed the predicted  
6           models very carefully. We've looked  
7           at where the peak was relative to  
8           where the peak was predicted to be  
9           relative to demand. We had to end  
10          elective procedures. We had to  
11          pretty substantially curtail the

12 ambulatory clinics. And all of this  
13 has resulted in a number of staff  
14 members being on the sidelines. And  
15 questions have come up about how  
16 long can we continue to pay them,  
17 you know, what can we do to ease the  
18 transition, and this redeployment  
19 plan addresses that in that we will  
20 do our best to redeploy those  
21 colleagues into other roles within  
22 UK Healthcare, within the broader  
23 university. HR has been working on  
24 a -- what we're calling a work bank,  
25 which will enable us to connect work

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1           that needs to happen with those that  
2           are currently unable to do the jobs  
3           that they have remotely. And just  
4           understand that everything we will  
5           do, with respect to the remainder of  
6           campus, will be to try to redeploy  
7           as many as possible. But know that  
8           there are many staff out there that  
9           are on the sidelines right now.

10                 We are working on a toolkit of  
11           options for the redeployment of



12 staff at the broader campus. And we  
13 will be exposing that to the deans  
14 and associate provosts tomorrow and  
15 continuing development of that and  
16 getting approval of that from the  
17 top leadership team to guide all the  
18 units going forward on staff  
19 redeployment.

20 I mentioned the budget; we  
21 continue to continue to work the  
22 budget to try to predict the impact  
23 of all of this on our budget. Some  
24 of you, I'm sure, have heard about  
25 the CARES Act, and at least one part

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1 of that funnels money to higher  
2 education. I think it was -- it's  
3 probably only about 13 billion  
4 dollars overall in that particular  
5 stimulus package to higher ed. Of  
6 that, about 18 million is slated for  
7 the University of Kentucky. Half of  
8 that has to go towards emergency  
9 grants for students, and the other  
10 half defray our costs of dealing  
11 with the COVID-19 crisis. So we are

12 still looking at the guidance, the  
13 regulatory guidance on those funds  
14 and what we can and can't do with  
15 them. We have a group within the  
16 provost area looking at the specific  
17 guardrails with the emergency grants  
18 for students, and then there's a  
19 broader group looking at how the  
20 other funds could be used.

21 And then there's also a fourth  
22 stimulus bill that is in the works,  
23 and we are working through our  
24 government relations team to  
25 influence how that bill looks and

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1            what it does for higher education  
2            more broadly. You should  
3            understand, however, that we're a  
4            four-and-a-half billion dollar  
5            operation. If you boil it down to  
6            just the part of the budget that we  
7            have discretion over, which is  
8            essentially, the unrestricted  
9            general funds budget, that's 850  
10           million dollars right there. And so  
11           18 million dollars is, really, a

12 drop in the bucket. It is not a  
13 huge sum of money, and by no means  
14 does that constitute a bailout for  
15 us.

16 I also am -- I'm aware that  
17 many of you probably saw the  
18 announcements earlier this week, or  
19 late last week, I think, from the  
20 University of Louisville who had to  
21 take some pretty drastic measures,  
22 in my opinion. I don't have any  
23 inside information about that. I  
24 just know what I read in the paper.  
25 But I think one thing to recognize

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1 is that they have been financially  
2 strapped for a number of years for a  
3 number of reasons. And the steps  
4 that they were taking really are to  
5 get them to the finish line for  
6 fiscal year '20. I don't want to  
7 paint a rosy picture for UK right  
8 now, but know that we are  
9 prioritizing our people as best we  
10 can as we look toward the  
11 development of the budget for next

12 year.

13 With that, I think I just want

14 to say thank you, again, with all

15 sincerity for the work all of you

16 are doing, both as faculty members,

17 but also as part of the Senate.

18 Now, more than ever, a collaboration

19 is critical for the future of UK,

20 and I'll do my best to keep you

21 informed, or to certainly keep

22 Jennifer informed as we proceed

23 through dealing with this crisis.

24 Oh, one thing I forgot to

25 mention. Pardon me. I'm looking at

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1 my list and overlooked it. I have  
2 been also getting questions about  
3 the probationary period for tenure-  
4 eligible faculty. There is a  
5 workstream -- one of those 19  
6 workstreams is the Faculty Affairs  
7 workstream. That is being led by  
8 G.T. Lineberry. It has a number of  
9 faculty deans, and I believe Aaron  
10 is representing you on that  
11 workstream. Is that correct, I

12 think, Aaron? Yeah. And that group  
13 has given me a proposal on the  
14 extension of the probationary  
15 period. I think it's well-  
16 supported. It benchmarks well.  
17 Certainly, given the disruption in  
18 the research operation, I am behind  
19 it. We're just taking it through  
20 the process right now. It's had a  
21 first reading with the top  
22 leadership team, and I expect that  
23 maybe this week I'll be make an  
24 announcement about the probationary  
25 period, and I think it will be

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1 favorable, but don't go out and make  
2 any announcements just yet. I just  
3 wanted you to know that that was  
4 working.

5 So, again, thank you. I will  
6 -- I don't have a clock in front of  
7 me, Jennifer, but I'll take  
8 questions for as long as you want  
9 to let me take them.

10 BIRD-POLLAN: Sure. It's a little before

11 4:00. I don't know what your

12                    timing -- I know you have another

13                    meeting, but we have time.

14    BLACKWELL:            Let me take a quick look. My

15                    calendar's been buzzing at me.

16                    Yeah. I think I can go for another

17                    15 minutes, maybe, if you have it.

18    BIRD-POLLAN:            Yeah. Sure. So go ahead and

19                    use the "raise hand" function, and

20                    that will keep us in order for

21                    people who have questions. Lee

22                    Blonder, go ahead.

23    BLONDER:                Hi. Lee Blonder, Faculty

24                    Trustee. Thank you for that

25                    detailed report, Provost Blackwell.



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1 I do have a follow-up question on  
2 the fall. So I read, I think it  
3 was this morning, that Boston  
4 University has made the decision to  
5 continue online in the fall. And  
6 I'm wondering when you and your  
7 team might have a final decision  
8 and can let the faculty, staff and  
9 students know about that?

10 BLACKWELL: I don't have an answer for  
11 that right now, Trustee Blonder.

12 We're not ready to make a call, and

13 I can't even say when we will make

14 that call. So I apologize for not

15 being more specific, but we just

16 aren't there yet. But I had not

17 heard about Boston University, so

18 thank you for letting me know about

19 that.

20 BIRD-POLLAN: Other questions? Any other

21 questions for the provost? Monica

22 Udvardy?

23 UDVARDY: There we go. I wonder how

24 many coronavirus cases have we had

25 at the university, faculty staff

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1                   and students?

2   BLACKWELL:        Oh, among faculty, staff and

3                   students, I don't have that figure.

4                   If you give me a moment I can give

5                   you some data as of yesterday.

6                   Give me just one moment to look it

7                   up. My apologies. My inbox fills

8                   up faster than it used to. Bear

9                   with me. I'd like to give you that

10                  information. I've just got to share

11                  the right search term. I'm sorry.

12 I'm not going to be able to pull it

13 up very quickly. Jennifer, I can

14 get that report after we finish and

15 you're welcome to forward it.

16 BIRD-POLLAN: Excellent. I can do that.

17 UDVARDY: Thanks. Thank you.

18 BLACKWELL: But it's not a large number of

19 cases. I do remember that. I

20 think that out of all the cases

21 that have been tested at UK, which

22 is -- let's just -- I'm just going

23 to give a round number based on my

24 recent report. About 2,500 tests

25 at the end of -- by the end of last

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1 week have been done at UK. Out of  
2 all of those tests, there were only  
3 ten hospitalizations at UK. And I  
4 think maybe -- I think only one or  
5 two deaths out of all of the ones  
6 that were tested. So it's a pretty  
7 low number, but that's specific to  
8 UK, not in other hospitals in town.  
9 But our area seems to be impacted  
10 less than -- you know, on a per  
11 capita rate, than even Western



12 Kentucky. Western Kentucky seems

13 to be getting hit a little harder

14 than we are.

15 UDVARDY: Thank you.

16 BIRD-POLLAN: Chris Pool?

17 POOL: Yes. Chris Pool, Arts &

18 Sciences and Chair of the Academic

19 Finance -- or Academic Facilities

20 Committee. I'm just curious as to

21 where the COVID-19 pandemic puts us

22 in terms of ongoing plans for

23 construction and restoration of

24 facilities?

25 BLACKWELL: Yes. So the projects that you

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1 see going on are going to continue.

2 Those are already funded. The

3 bonds are already issued. So, you

4 know, the big ones that are

5 noticed, probably, are Chem-Phys,

6 the parking garage, and there may

7 be a few others that are ongoing.

8 So those bonds are issued; the

9 funds are in place.

10 And so they will continue, and

11 there may be some other projects

12 for which we've already issued the

13 bonds, and they will -- oh, the

14 Student Center, of course. That

15 was is going to continue as well.

16 POOL: Thank you.

17 BIRD-POLLAN: Sean Peffer?

18 PEFFER: Hey. Just a quick -- I just

19 kind of want to put a bug in an ear

20 here. There has been a lot of

21 effort by the faculty, and I know

22 it's not direct on patients and

23 stuff, but there's been a lot of

24 effort by the faculty to gear up,

25 tech up, and do a whole lot of work

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1 with the classes to get them online  
2 and get them going, and that's been  
3 recognized and that's good.

4 I floated a balloon up through  
5 the college to kind of ask, well,  
6 after this is over, we've spent  
7 countless hours trying to get this  
8 together and we've done all this  
9 stuff; we're just going to go back  
10 to normal? We're just going to go  
11 right back? And one of the

12            comments I got back was, well, we  
13            have this protocol in place for  
14            getting online classes and all  
15            that. I'd like to just throw a bug  
16            out at some -- or a idea out, that  
17            when this is done, maybe there  
18            should be a workgroup or a thought  
19            -- later on. This is not  
20            immediate. But a thought of we  
21            don't want to lose all this work  
22            that's been done. There's a lot of  
23            really good work that got done  
24            really quick.  
25                       And to get the answer back

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1           that, well, we have these  
2           procedures that, you know, you have  
3           to go through these 42 steps to get  
4           this approved, where we're already  
5           there. You know, we've already --  
6           because of the quickness we had to  
7           get it done, get it done. So,  
8           anyway, I just wanted to throw a  
9           bug in there and say, you know,  
10          that's something to start thinking  
11          about sometime later on in the

12 summer.

13 So we don't go back to the

14 status quo and then lose a lot of

15 this progress that we made, because

16 we made tremendous progress fast.

17 And some of the students are

18 reacting very, very well to it, so

19 just a thought.

20 BLACKWELL: And, you know, for once we

21 might be ahead of you. So there is

22 already a group that we formed last

23 week. I'm calling it, kind of, our

24 rapid deployment force, but it's

25 really a group to think about

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1 exactly what you've raised, Sean,  
2 which is we've made this  
3 investment, and we know -- we know  
4 the world was going to be different  
5 on the other side of this.

6 We know that a lot of students  
7 who maybe before had not tasted the  
8 online experience and developed a  
9 taste for it. We know that many  
10 faculty who may have resisted  
11 online teaching in the past have

12 now had a taste of it and find  
13 elements of it that they really  
14 enjoy. And, of course, we know  
15 this is happening with every  
16 university in the country right  
17 now.

18 So, yes, we are trying to  
19 think about how the landscape of  
20 course delivery, and even delivery  
21 of our other services, evolved as a  
22 result of this; how will student  
23 behavior change? How will parent  
24 behavior change? How will faculty  
25 behavior change? And in the

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1           immediate term, we're trying to  
2           capture this energy and this  
3           creativity and direct it towards  
4           summer.

5                   And in particular, what -- you  
6           know, as we move summer online and  
7           we've made all this investment and  
8           the faculty have really risen to  
9           the occasion, can we leverage from  
10          that to accelerate, you know,  
11          through the crisis into a different

12 place where we see higher education  
13 going in the future.  
14 So we've got a group developing  
15 plans. They're going to be  
16 marshaling talent and ideas from  
17 all over campus in terms of how do  
18 we apply this to capturing our  
19 first-time freshman class. Do we  
20 offer them options in the summer to  
21 solidify their confirmation? Do we  
22 get some options for the fall that,  
23 even if we're back to normal  
24 delivery overall, do we anticipate  
25 that, you know, some students are



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1 going to be reluctant to return in  
2 the fall until they see how things  
3 evolve?  
4 We've got a lot of unemployed  
5 people in the state, and now their  
6 financial picture is a lot  
7 different. So maybe we develop  
8 strategies to leverage our online  
9 capability now, to offering students  
10 options to be a UK student in the  
11 fall through engagement in the

12 summer. And maybe that helps them  
13 to avoid some of the cost of -- the  
14 higher cost of food and board and  
15 they can remain at home for a  
16 semester.

17 Do we look at the fact that  
18 there are going to be a lot of non-  
19 traditional students on the  
20 sidelines, and now their opportunity  
21 cost of continuing their education  
22 is lower. So even though they're  
23 unemployed, they don't have to  
24 forego a salary at this point to  
25 further their education. We think

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1           that -- you know, we're anticipating  
2           that through Stimulus 4 there will  
3           be additional funds to support the  
4           affordability of higher ed.

5           It's a long-winded answer,  
6           Sean, but a great point. And, yes,  
7           we are already thinking about it.

8           And not just thinking of it in terms  
9           of we have to convert fall to  
10          online, but how is fall and beyond  
11          going to look different. You know,

12           there may be more hybrid delivery  
13           options, simply because we find that  
14           more effective, among other things.

15           But thank you for bringing that up.

16           Great comment.

17 BIRD-POLLAN:       Kay Shenoy?

18 SHENOY:            Hi. Kay Shenoy, Department of

19           Biology, Arts & Sciences. So my

20           question is we are anticipating that

21           there might be students who are not

22           comfortable returning to campus and

23           would want to take online courses;

24           are we also expecting that faculty

25           might be uncomfortable or not ready

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1 to come back to campus and expose

2 themselves to all the viruses out

3 there? And if so, is there going to

4 be flexibility in whether we can

5 teach online or in person?

6 BLACKWELL: The short answers is yes, and

7 we are contemplating and expecting

8 that there are a number of our

9 faculty and staff who certainly have

10 either the comorbidities associated

11 with, you know, kind of a worst



12 outcome from the COVID infection.

13 We have students that may have

14 suppressed immune systems. You

15 know, we heard talk today about a

16 student thinking of coming back in

17 the fall who's being treated for

18 leukemia. And there, you know, are

19 many, many situations like that, and

20 we realize that the -- you know,

21 we're not going to have a vaccine by

22 the fall, I don't think. And so I

23 think until there is a vaccine, I

24 expect these kind of questions are

25 going to continue to come up. And,

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1           yes, we have to think about how we

2           accommodate those. So we are

3           thinking about it.

4 SHENOY:        Thanks.

5 BIRD-POLLAN:    Any last questions for the

6           provost? All right. Thanks so

7           much, Provost Blackwell, for your

8           time today. We appreciate it.

9 BLACKWELL:      Thank you for having me and

10          good luck with the rest of your

11          meeting.

12 BIRD-POLLAN: Thanks. I am going to turn the

13 slideshow back on, hopefully. So

14 that was our Provost's Report. Our

15 Vice Chair, DeShana Collett,

16 anything to report?

17 COLLETT: No, ma'am, nothing to report

18 right now.

19 BIRD-POLLAN: Thank you. Parliamentarian

20 Doug Michael, anything to report?

21 MICHAEL: No report, Madam Chair.

22 BIRD-POLLAN: Thank you. Our Trustees, Bob

23 Grossman and Lee Blonder, anything

24 to report?

25 BLONDER: Just to announce --

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1 GROSSMAN: Just -- oh, go ahead.

2 BLONDER: Sorry. Yeah, this is Lee

3 Blonder. Just to announce two

4 things: the Executive Committee of

5 the Board met via Zoom and approved

6 a daycare center for UK Healthcare

7 employees, and the Board meeting is

8 Monday, May 4th and Tuesday, May

9 5th, via Zoom. That's all I had to

10 say.

11 GROSSMAN: Thanks, Lee. Yeah, I was going

12 to report on the last Board meeting

13 we had, about an ion ago, it was in

14 person, if you can remember that. I

15 remember sitting less than a foot

16 away from Lee. But there were some

17 significant things that happened at

18 that meeting. This was in February.

19 We were discussing the effect

20 of COVID-19 on our supply chain for

21 the hospital at the time. I don't

22 think anyone had thought that the

23 epidemic was already -- was going to

24 start impacting Kentucky so

25 substantially in just a few weeks.

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1 But the Board approved eight new  
2 degree programs. These are programs  
3 that the Senate had already approved  
4 and recommended to the Board.

5 So there were four from  
6 engineering; two from education; one  
7 from design and one from B&E. There  
8 was a thirteen-and-a-half million  
9 dollar gift from Bill Gatton to  
10 build a new addition to the Student  
11 Center. Apparently, the food

12 commons there, the -- what's it  
13 called? Champions. Yeah,  
14 Champions, has been over capacity  
15 now for a while. And so they're  
16 building a capacity for that.

17 This gift raises Mr. Gatton's  
18 total gifts to the university over  
19 the years to 60 million dollars. So  
20 if you're wondering why he has his  
21 name in several places around the  
22 campus, that's why.

23 The Board voted to rename the  
24 Department of Statistics, again, as  
25 the Senate recommend or endorsed at

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1 an earlier meeting.

2 And, finally, the university

3 voted to dispose of two things:

4 there was a barn that they decided

5 to dispose of. Yes, the Board of

6 Trustees must vote on such things.

7 And then there was also -- the

8 university was in possession of an

9 old Wurlitzer organ that used to be

10 in the Kentucky Theater. And the

11 university has had this since 1989.

12 It's in pieces right now, and the  
13 university has been working with  
14 various organizations, including the  
15 Bluegrass American Theater Organ  
16 Society to try to restore this  
17 organ. And what the university  
18 realized is that for these groups to  
19 get grants, they had to have  
20 ownership of the organ itself. So  
21 we decided to sell this instrument  
22 to the Bluegrass American Theater  
23 Organ Society for one dollar. I  
24 actually opposed this because I  
25 don't think the university should be

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1 in the business of selling its  
2 organs, but it was approved  
3 nevertheless. So that's the end of  
4 my report.

5 BIRD-POLLAN: Thank you very much, Trustee

6 Grossman and Trustee Blonder.

7 Excellent. So on to our Agenda

8 items, our voting Agenda items.

9 The first is a proposed change to

10 the Senate Rules. Actually, the

11 first -- Numbers 4 and 5 on your

12            Agenda have to do with each other.

13            They both came to us as proposals

14            from the Provost's Committee on

15            Advising, which is chaired by

16            Marianne Young. So I think

17            Marianne is here today, and I might

18            ask her to briefly describe the

19            requests for the changes -- well,

20            we could talk about them -- let's

21            talk about them one at a time. So

22            the first one on the Agenda is the

23            Senate Retroactive Withdrawal

24            Appeals Committee. So, Marianne,

25            do you mind briefly describing the



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1 request?

2 YOUNG: Sure. So the request is to

3 add a representative from the

4 Provost's Committee on Advising to

5 the Senate Retroactive Withdrawal

6 Appeal Committee. The big question

7 that we often get is there's

8 currently a representative from the

9 Advising Network, so what is the

10 difference between the Advising

11 Network and the Provost's Committee

12 on Advising? The Advising Network

13 The Advising Network is an

14 autonomously functioning professional

15 development organization at the institution,

16 and the Provost's Committee on

17 Advising is administratively tied

18 with representation from each

19 academic program and career

20 advising area. So we were seeking

21 representation from that

22 administratively tied structure to

23 this committee.

24 BIRD-POLLAN: Thanks very much, Marianne.

25 So are there any questions about

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1 the proposed change to the Senate  
2 Rules? Would add you can see the  
3 document if you the Agenda pulled  
4 up on the website, the proposed  
5 change to the rule. In there it  
6 adds a representative from the UK  
7 Provost's Committee on Advising.  
8 Any questions from Marianne?  
9 So Senate Council members Sheila  
10 and I discussed this. We thought  
11 that because this is, again,

12           officially a Senate Council

13           meeting, that what we would like to

14           see happen is a motion on the floor

15           for this item from a Senate Council

16           member and a second by a Senate

17           Council member for this item.

18           So is there a motion to change

19           Senate Rule 1.4.3.1? Allison,

20           thank you. Is there a second for

21           that motion? From Paco. Okay, one.

22           Thank you very much.

23           So we have a motion and a

24           second for the amendment to Senate

25           Rule 1.4.3.4. Any debate on that

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1 motion? Then I'll ask just the  
2 Senate Council members to vote yes  
3 if you're in support of the change,  
4 no if you're opposed, and raise  
5 your hand if you abstain. Again,  
6 just the Senate Council members.

7 Motion passes. Thank you,  
8 everyone.

9 So the next item on the Agenda  
10 is another change to the Senate  
11 Rule with regard to the Senate



12 Academic Advising Committee. And  
13 so the rationale -- this is, again,  
14 a request that came from the  
15 Provost's Committee on Advising.  
16 And, again, it is a change to the  
17 rule that would add a  
18 representative from the UK  
19 Provost's Committee on Advising.  
20 And I think we have Rebecca Freeman  
21 here today, who is the chair of  
22 that committee. Rebecca, would you  
23 mind briefly describing your  
24 committee's conversation about this  
25 rule change and what you've

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1 requested?

2 FREEMAN: Certainly. Our committee,

3 since elected, our neighbors from

4 the Advising Network (inaudible)

5 Committee.

6 So we met and we unanimously

7 approved the recommendation and

8 forwarded it on to the Senate,

9 so we're in favor of it.

10

11 BIRD-POLLAN: Excellent. Thank you. And so

12 last week the Senate Council also  
13 voted on a nominee, it's going to  
14 be Rebecca Freeman, to serve from  
15 the Senate's Academic Advising  
16 Committee who will serve now on the  
17 Provost's Committee on Advising, so  
18 that's an additional seat with  
19 Senate we'll fill every year with  
20 the recommendation fo the UK -- the  
21 Senate Academic Advising Committee.

22 So any questions for Marianne  
23 or for Rebecca about this proposed  
24 change to the rules? Again, I'd  
25 ask for a motion from the member of

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1 the Senate Council to make the  
2 change to the Senate Rules, a  
3 motion from Susan Cantrell, second  
4 from Paco. Thank you very much.

5 Any debate on that motion?

6 Allison?

7 SOULT: It's not really debate. Do we

8 need to specify that we're acting

9 on behalf of the Senate?

10 BIRD-POLLAN: Oh, we do. We do. The

11 recommended motion that's up on

12            your screen is to approve, on

13            behalf of the Senate, the proposed

14            changes to Senate Rule --

15 SOULT:            Oh, okay. I couldn't see all

16            the screen because the picture's

17            up.

18 BIRD-POLLAN:        I know, it's true. I don't

19            really know how to make that

20            better, the whole -- well, yeah.

21            Then I'd have to hide all your

22            lovely faces.

23            Yes. So the motion would be

24            to approve, on behalf of the

25            Senate, these changes to the Senate

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1 Rule.

2 Any other debate or questions

3 about this motion? Again, I'd ask

4 Senate Council to vote yes in

5 favor, no if opposed, and raise

6 your hand if you're abstaining.

7 Motion passes. Thanks,

8 everyone.

9 So we've got one more rule

10 change here: making up graded work.

11 This came to us from Kim Anderson,

12 the Associate Dean in the College  
13 of Engineering, who collaborated  
14 with some other members of the  
15 Associate Dean's Council about  
16 this.

17 So, Kim, I think you're here.

18 Yes. Would you mind describing  
19 briefly the request and the  
20 motivation for it?

21 ANDERSON: So this is really to benefit  
22 students during the add/drop period  
23 at the beginning of the semester.  
24 If they decide to add a course  
25 during that time, or even after

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1           add/drop, at the instructor's  
2           approval, that they are allowed to  
3           make up missed work that occurred  
4           when they were not in the course.

5 BIRD-POLLAN:        So you'll see the proposed  
6           rule change in the PDF that's  
7           posted with the Agenda. This would  
8           explicitly permit students to  
9           complete the work that was assigned  
10          before they enrolled in the class.

11                 Aaron, do you have a question?

12 CRAMER: No. I was just going to offer

13 a motion.

14 BIRD-POLLAN: Oh, wonderful. Thank you. Is

15 it the recommended motion?

16 CRAMER: It is.

17 BIRD-POLLAN: Great. Is there a second for

18 that motion? Leslie Vincent, thank

19 you. Excellent.

20 Any debate on the motion to

21 add this language to Senate Rule

22 5.2.4.2.2?

23 PEPPER: I don't have the option to

24 raise my hand.

25 BIRD-POLLAN: Oh, sorry. Tell me who this

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1            is speaking.

2 PEFFER:            This is Sean Peffer from --

3 BIRD-POLLAN:        Oh, hi. Great. Go ahead.

4 PEFFER:            I'm sorry. I don't have that

5            over to the right, and I'm not sure

6            how to get it. But, anyway, so

7            does this apply to if you give

8            attendance points to students and

9            you give them points for being in

10            class, and these people don't add

11            until two weeks into class, do they

12 get the attendance points also? Is

13 that graded work?

14 BIRD-POLLAN: So adding two weeks into

15 class, I think, would be after the

16 add/drop period, but is Kim Taylor

17 on the call?

18 TAYLOR: No. I think the add/drop

19 period is two weeks within the

20 semester.

21 BIRD-POLLAN: Oh, it is two weeks. Okay.

22 So, Kim Anderson, do you have a

23 thought about Sean's question?

24 ANDERSON: I haven't thought about that,

25 but my feeling is if during that



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1           add/drop period, if a student has  
2           just now decided to add a course,  
3           they should either get credit for  
4           those attendance points or it not  
5           be included.

6 BIRD-POLLAN:       Allison Soult?

7 SOULT:            The add/drop, when we talked  
8           about this at the Senate Council,  
9           it's after five days of class  
10          meeting. So it's usually one week  
11          after class starts, not two weeks.

12 TAYLOR: I'm sorry. I thought it was

13 two weeks.

14 BIRD-POLLAN: Bob Grossman?

15 GROSSMAN: Yeah. I think the answer to

16 your question, Sean, is you need to

17 treat them like you would treat any

18 unexcused absence.

19 BIRD-POLLAN: Right.

20 GROSSMAN: So if a student is sick for

21 the first week of classes, I don't

22 know how you make up the attendance

23 points that they've missed because

24 of that, but it would be the same.

25 PEFFER: Okay. The -- yeah. It's not

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- 1           going to change the vote on it.
- 2           The only issue is that we do have a
- 3           lot of students that don't add
- 4           until a couple of weeks in, and
- 5           they are horribly behind. And you
- 6           can catch them up on the
- 7           assignments, but they haven't put
- 8           in the same work or effort for the
- 9           first two --
- 10 BIRD-POLLAN:        You don't have to let them in.
- 11 PEFFER:             I'm sorry?

12 BIRD-POLLAN: Sorry.

13 PEPPER: -- for the first two to three

14 classes that the other students

15 have, and to give them the exact

16 same, that is -- that doesn't seem

17 fair to me for the people who

18 showed up the first day and didn't

19 have to do that. But it's not

20 going to change the vote, so that's

21 my two cents, and I will now go

22 back to muting myself.

23 BIRD-POLLAN: Kim Taylor has her hand

24 raised. Looks like you put

25 something in the chat, Kim, but did

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1           you have something else you wanted

2           to add, Kim Taylor? Kim Taylor, do

3           you have something that you wanted

4           to add? I'm going to -- Kim, we

5           can't hear you if you're speaking,

6           but I will -- put your hand down.

7           You can come back -- Kim put into

8           the chat box that the last day to

9           add is through the first five days

10          of class.

11          Richard Charnigo?



12 CHARNIGO: Just an idea: if that does  
13 arise for a particular faculty  
14 member where a student adds a few  
15 days in and has not been physically  
16 present to receive attendance  
17 points, the proposed change to the  
18 Senate Rule doesn't require that  
19 the faculty member merely award  
20 those points to the student, but to  
21 give the student some means to make  
22 them up. So a faculty member  
23 could, for instance, ask the  
24 student to write a paragraph about  
25 the first week of the course

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1 material, or in some other way  
2 demonstrate that the student has  
3 covered or addressed those topics.

4 And the Senate Rule change  
5 also has a provision where if it's  
6 mutually acceptable, if it's  
7 mutually acceptable, then those  
8 points can be dropped altogether  
9 from the calculation.

10 GROSSMAN: Thank you.

11 BIRD-POLLAN: Thanks, Richard. Any other

12                    comments or debate on this motion?

13                    I actually have to say I have lost

14                    track. Do we have a motion on the

15                    floor for this one yet? I'm sorry.

16                    Stephanie says yes. Bob

17                    Grossman?

18 GROSSMAN:        Oh, I was just going to move

19                    it if it hadn't been moved, but if

20                    it hasn't been moved, I no longer

21                    need to move it.

22 BIRD-POLLAN:     Stephanie, is that right? We

23                    have a motion? Can you give me the

24                    thumbs up if yes? Yes, she says we

25                    have a motion already. Great.

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1 Any other debate on the motion

2 to approve, on behalf of Senate,

3 the change to Rule 5.2.4.2.2?

4 UDVARDY: Can I say something? I don't

5 know what happened to --

6 BIRD-POLLAN: Yeah. Who is this? Oh, it's

7 Monica Udvardy?

8 UDVARDY: Yes. This is Monica Udvardy,

9 Arts & Sciences.

10 So I agree with Sean. I

11 already see a pattern in my

12 teaching where students don't come  
13 to the first day of class, and I'm  
14 concerned that this would encourage  
15 students to not come to the first  
16 day of class and miss out on all  
17 the information that goes into  
18 going through the syllabus.

19 BIRD-POLLAN: So this would only apply to  
20 students who were not enrolled on  
21 the first day. If students are  
22 enrolled on the first day, this  
23 won't apply to them.

24 UDVARDY: Uh-huh. Okay.

25 BIRD-POLLAN: Any other comments or debate

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1 on this motion? Then seeing none,

2 I'll ask Senate Council members to

3 vote yes if you're in favor of the

4 motion, no if you're opposed.

5 Raise your hand if you abstain.

6 Motion passes. Great.

7 Next on our Agenda is Bill

8 Smith from the Senate's Admissions

9 and Academic Standards Committee.

10 Bill, are you there?

11 SMITH: I'm here.

12 BIRD-POLLAN: Excellent. Thank you. So I'm

13 going to hand it over to you for

14 the next couple of items.

15 SMITH: If it's okay with you, I'm

16 going to do the last two out of

17 order.

18 BIRD-POLLAN: It's okay with me.

19 SMITH: The first proposal is the

20 proposed suspension and closure of

21 the BHS Physical Therapy program.

22 This is a recommendation that the

23 University Senate approve the

24 College of Health Sciences request

25 to suspend and close the Bachelor's

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1 of Health Sciences Physical Therapy

2 program.

3 The rationale is that the

4 suspension and closure of the BHS

5 Physical Therapy reflects that the

6 College of Health Sciences no

7 longer wants to offer it. The last

8 enrollments in the program were in

9 the 2016-'17 academic year. They

10 were granted the degree in the fall

11 of 2017, and there are currently no

12 students enrolled in the program.

13 Appropriate faculty vote was noted.

14 There was an open forum held and no

15 reference in the Senate Rules.

16 BIRD-POLLAN: Thanks, Bill. So any

17 questions for Bill? And I think we

18 have Karen Badger on for College of

19 Health Sciences if there are any

20 other questions about the specifics

21 of the proposal. Actually, I don't

22 know if Karen is here or not.

23 BADGER: Yes. I'm here, Jennifer.

24 BIRD-POLLAN: Thanks, Karen. Any questions

25 for Karen or for Bill? Seeing

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1 none, I would entertain a motion to

2 approve the suspension of

3 admissions and to submit to the --

4 for submission to the before the

5 closure of the Bachelor's of Health

6 Science. Looks like a motion from

7 Gail and a second from Leslie.

8 Thank you, both.

9 Any debate on that motion?

10 Aaron?

11 CRAMER: This is a motion from the

12 committee; right?

13 BIRD-POLLAN: Well, no, I was thinking about

14 that. So maybe we don't need to do

15 it this way. We treated all of

16 these as though we were -- instead

17 of having the motion from Senate

18 Council, but I suppose you're

19 right. It is a motion from the

20 Admissions and Academic Standards

21 Committee, so I take it back.

22 Leslie and Gail, I unmove your

23 motion. Thank you, Aaron. We'll

24 treat this as a motion from the

25 Admissions and Academic Standards



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1 Committee, so we don't need a new

2 motion on the floor.

3 Any debate on the motion to

4 suspend admissions and submit to

5 the Board of Trustees for closure

6 this Bachelor's of Health Sciences?

7 Any debate? So, Senate Council

8 members, I'll ask you to vote yes

9 if you support the motion, no if

10 you oppose it, or raise your hand

11 if you're abstaining.

12 Any last votes from the Senate

13 Council? Any last votes from

14 Senate Council members?

15 Motion passes. Thanks,

16 everyone. Will, go ahead.

17 SMITH: The next proposal is a

18 proposed change to the

19 Undergraduate Certificate in

20 Nutrition for Human Performance.

21 This is a recommendation that the

22 University Senate approve the

23 College of Health Sciences request

24 to change the grade requirements

25 for the Undergraduate Certificate

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1 in Nutrition for Human Performance.

2 The rationale is the change

3 reflects that the College of Health

4 Sciences wants to change their

5 grade requirements for the

6 Certificate of Nutrition for Human

7 Performance to be consistent with

8 the UK Senate requirements for

9 Undergraduate Certificates.

10 They will now require that the

11 student must earn a C or higher in

12 each required certificate course to

13 receive their certificate.

14 Previously required a grade of B.

15 Appropriate faculty vote was

16 noted and there was no reference in

17 the Senate Rules.

18 BIRD-POLLAN: Thanks, Bill. And I think we

19 have Travis Thomas here to talk

20 about the certificate and answer

21 any questions that you might have.

22 Any questions about this

23 proposal? Any questions about this

24 change? Then we have a

25 recommendation from the Admissions

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1 and Academic Standards Committee to

2 approve the proposed changes to the

3 Undergraduate Certificate in

4 Nutrition for Health Performance.

5 Any debate on that motion?

6 Any debate? Senate Council, I'll

7 ask you to vote yes, no, or raise

8 your hands in order to abstain.

9 Motion passes. Thank you.

10 Bill, go ahead.

11 SMITH: Next proposal -- or the



12 proposed changes to the JD,  
13 including sections within Senate  
14 Rule 5.3.4.1, dismissal, probation  
15 and suspension policies for JD.

16 This is a recommendation that  
17 the University Senate approve the  
18 College of Law request to provide  
19 for probation and suspension,  
20 rather than dismissal and  
21 readmission and to incorporate  
22 additional graduation requirements.

23 Existing Senate Rule  
24 5.3.4.1.1, exclusion of scholarship  
25 and readmission. And Subparagraphs

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1           5.3.4.1.1.1 through 5.3.4.1.1.6  
2           would be replaced by the proposed  
3           Senate Rule 5.3.4.1.1, probation,  
4           suspension and required repetition  
5           of courses and Subparagraphs  
6           5.3.4.1.1.1 through 5.3.4.1.1.3.  
7           The rationale is the proposal  
8           reflects the College of Law's  
9           desire to update their terminology  
10          pertaining to students who are  
11          having trouble maintaining adequate

12 grade performance. It also aligns  
13 the minimum grade point average  
14 with course grade requirements.

15 Additionally, a breadth  
16 requirement has been proposed in  
17 which the students have to take six  
18 of nine specified courses.

19 BIRD-POLLAN: Thanks, Bill. And I think we  
20 have Doug Michael here from the  
21 College of Law to answer any  
22 questions you might have.

23 Any questions for Bill or for  
24 Doug? Seeing none, we have a  
25 motion, then, from Admissions and

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1 Academic Standards to approve the  
2 changes to the JD and the  
3 attendance Senate Rules.

4 Any debate on that motion?

5 Any debate? Then I'd ask Senate  
6 Council members to vote yes if  
7 you're in support, no if opposed,  
8 or raise your hand to abstain.

9 Motion passes.

10 Bill, go ahead. You want to  
11 reverse the last two?

12 SMITH: Reverse the last two. So I'll  
13 start with the proposed change to  
14 PhD Epidemiology. This is a  
15 recommendation that the University  
16 Senate approve the College of  
17 Public Health's request to change  
18 the PhD requirements for the  
19 program in Epidemiology and  
20 Biostatistics.  
21 The rationale is the proposed  
22 changes by the College of Public  
23 Health reflect the program wanting  
24 to streamline the choice of  
25 electives and to reduce the overall

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1 total required credit hours to make  
2 the program more competitive with  
3 peer institutions.

4 The proposal also notes that  
5 some of the reduction is based on  
6 them only admitting master's  
7 students, most of which have had  
8 many of the admitted courses.

9 There's no reference in the Senate  
10 Rules.

11 BIRD-POLLAN: Thanks very much. I'm a

12 little slow with the slideshow. So

13 this is actually the PhD. And we

14 have, I think, Steve Brown in here

15 to answer any questions you might

16 have about this change to the PhD

17 in Epidemiology and Biostatistics.

18 Any questions for Bill or

19 Steve? Any questions? Seeing

20 none, we have a motion from the

21 committee to approve the proposed

22 changes to the PhD in Epidemiology

23 and Biostatistics.

24 Any debate on that motion?

25 Any debate? Senate Council

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1 members, you can go ahead and vote.

2 Motion passes.

3 Bill, you can go ahead.

4 SMITH: Last proposal: the proposed

5 change to the MSEP Epidemiology.

6 This is a recommendation that

7 the University Senate approve the

8 College of Public Health's request

9 to change the master's requirements

10 for the program in Epidemiology.

11 The rationale is the proposed

12 changes by the College of Public  
13 Health reflect the program wanting  
14 to mirror the changes in the PhD in  
15 Epidemiology and Biostatistics. It  
16 is intended as an option for  
17 students unable to finish the PhD  
18 program. There's no reference in  
19 the Senate Rules.

20 BIRD-POLLAN: Thanks, Bill. Again, we have

21 Steve here to answer any questions  
22 you might have.

23 Any questions about the MSEP

24 in Epidemiology? Then we have a

25 motion from the committee to

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1 approve this set of changes to the

2 MSEP in Epidemiology.

3 Any debate on that motion?

4 Then I'll ask Senate Council

5 members to go ahead and vote. Any

6 final votes?

7 Motion passes.

8 Thanks very much, Bill. Next

9 committee report comes from Aaron

10 Cramer, the Senate's Academic

11 Programs Committee.

12 CRAMER: The first item: this is a  
13 recommendation that the University  
14 Senate approve the significant  
15 change to the MS in Plant Pathology  
16 within the College of Agriculture,  
17 Food and Environment.

18 The proposal is to add a Plan  
19 B, non-thesis option to the  
20 existing MS program in Plant  
21 Pathology.

22 The student's advisor will  
23 work with the student to develop a  
24 plan of study with an emphasis in a  
25 major area of Plant Pathology and



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1 breadth of study in other areas.

2 The non-thesis option entails 30

3 hours of coursework and concludes

4 with a four-hour written exam

5 administered by the student's

6 advisory committee.

7 It's believe that a

8 coursework-focused master's program

9 will provide additional exposure

10 and training without the research

11 emphasis of a Plan A option and

12 will be suitable for working  
13 students and help the program  
14 maintain an appropriate number of  
15 graduates.

16 BIRD-POLLAN: Great. Any -- I think Rick

17 Bennett is here.

18 BENNETT: Yes, Jennifer. Rick Bennett

19 is here.

20 BIRD-POLLAN: Excellent. Thank you, Rick.

21 To answer any questions you might

22 have, any questions about the

23 proposed new Plan B MS in Plant

24 Pathology? Any questions for Aaron

25 or Rick? Then we have motion from

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1 the committee to approve the  
2 significant change to the MS in  
3 Plant Pathology to add the Plan B  
4 master's option.

5 Any debate on that motion?

6 Any debate? Then I'll ask Senate  
7 Council members to vote on that  
8 motion.

9 Motion passes. Thanks.

10 Aaron, okay, next one.

11 CRAMER: This is a recommendation that

12 the University Senate approve the  
13 significant change to the Master of  
14 Music in the School of Music within  
15 the College of Fine Arts. This is  
16 the first of two, sort of, related  
17 proposals.

18 The proposal is to add a  
19 concentration to the Master of  
20 Music in Collaborative Piano.  
21 Collaborative Piano is whenever a  
22 pianist works with one or more  
23 instrumentalists or other vocalists  
24 -- and/or vocalists.

25 The concentration will improve

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1 graduates' employability, and many  
2 peer institutions have similar  
3 programs. The proposed  
4 concentration is organized to fit  
5 within the structure of existing MM  
6 requirements and the existing  
7 concentrations within the MM.  
8 It will replace the currently  
9 described piano with emphasis in  
10 the instrumental or vocal  
11 accompanying concentration in which



12                   there are no current students.

13 BIRD-POLLAN:       And I think we have Jacob

14                   Coleman here to answer any

15                   questions that you might have.

16                   Any questions for Aaron or for

17                   Jacob about the proposed changes to

18                   the Master's in Music? Any

19                   questions? Then we recommendation

20                   from the committee to approve this

21                   significant change adding the

22                   Collaborative Piano concentration

23                   inside the Master's of Music.

24                   Any debate on that motion?

25                   Any debate? Then I will ask Senate

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1 Council members to vote on the  
2 motion to approve the significant  
3 change. Any last Senate Council  
4 votes?

5 Motion passes.

6 All right. Aaron?

7 CRAMER: This is a recommendation that

8 the University Senate approve the

9 significant change to the Doctor of

10 Musical Arts in the School Music

11 within the College of Fine Arts.

12 This proposal is to add a  
13 specialization to the Doctor of  
14 Musical Arts in Collaborative  
15 Piano, like the previous proposal.  
16 Collaborative Piano is whenever a  
17 pianist works with one or more  
18 instrumentalists and/or vocalists.  
19 The specialization will improve  
20 graduates' employability and many  
21 peer institutions have similar  
22 programs.

23 And, again, the proposal is  
24 organized to fit within the  
25 structure of existing DMA

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1 requirements and the existing  
2 specializations. Unlike the  
3 previous proposal, this doesn't  
4 replace an existing concentration  
5 or specialization. It's a new  
6 specialization, so there aren't  
7 existing students that are being  
8 affected.

9 BIRD-POLLAN: Thank you. And Jacob Coleman

10 is here to answer questions about

11 this one as well. Any questions

12 about this new specialization in  
13 the Doctor of Musical Arts and  
14 Collaborative Piano? Any questions  
15 for Aaron or Jacob? Seeing none,  
16 then we have a motion from the  
17 committee to approve, on behalf of  
18 the Senate, the significant change  
19 to the -- whoops, sorry. There's a  
20 typo in the motion there -- the  
21 significant change to the DMA in  
22 the School of Music within the  
23 College of Fine Arts.

24 Any debate on that motion?

25 Any debate? Seeing none, I'll ask

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1           you go ahead and vote.

2           Motion passes.

3           Next one, Aaron?

4 CRAMER:       This is a recommendation that

5           the University Senate approve the

6           establishment of a new university

7           scholarship program between the BS

8           in Agricultural Economics and the

9           Department of Agricultural

10          Economics within the College of

11          Agriculture, Food and Environment,

12 and the Master of Public  
13 Administration in the Martin School  
14 of Public Policy and  
15 Administration.  
16 The proposed USP from the  
17 Bachelor of Science in Agricultural  
18 Economics and the Master of Public  
19 Administration provides a pathway  
20 for students with a desire to work  
21 in the public and nonprofit spheres  
22 related to agriculture. The MPA  
23 program permits up to six hours of  
24 agricultural economics courses, and  
25 MPA coursework can also be used to

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1           satisfy the speciality support  
2           requirement of the BS allowing for  
3           up to 12 hours to count toward both  
4           degree programs.

5 BIRD-POLLAN:       And I think Roger Brown is  
6           here to answer questions, and maybe  
7           also Genia Toma. I'm not sure.

8           Any questions about the new  
9           USP proposal? Seeing none, then,  
10          I'll ask that we have a motion to  
11          approve on behalf of the Senate the

12 establishment of the new University

13 Scholars Program between the BS in

14 Agricultural Economics and the MPA.

15 Any debate on that motion?

16 Any debate? Then I'll ask the

17 Senate Council members to vote on

18 that one.

19 Motion passes.

20 Aaron, next one?

21 CRAMER: This is a recommendation that

22 the University Senate approve for

23 submission to the Board of Trustees

24 the establishment of a new MA

25 degree in liberal studies in the

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1 College of Arts & Sciences.

2 The proposed 30-hour, non-

3 thesis MA in Liberal Studies will

4 offer students the opportunity to

5 develop proficiencies in the areas

6 such as critical and complex

7 thinking, clear writing and

8 communication, effective

9 collaboration, research awareness

10 and sensitivity to the context and

11 historical attributes of key issues

12 and problems in today's society and

13 cultural literacy.

14 Courses will be offered by a

15 wide range of departments in the

16 Humanities, Social Sciences and

17 Mathematics and Natural Sciences

18 areas within A&S, thus giving

19 students broad exposure to the

20 interpretive and analytical methods

21 of the Liberal Arts.

22 The program is organized with

23 three concentrations: decision

24 making, ethics and writing skills,

25 diversity, group dynamics and



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1 cultural perspectives, and research  
2 and data analysis. The program's  
3 courses are offered online and it  
4 will culminate in an oral exam  
5 administered by the student's  
6 committee. Initial enrollment of  
7 approximately 10 students growing  
8 to approximately 20 students is  
9 anticipated.

10 BIRD-POLLAN: Thanks, Aaron. And I think we

11 have Jeff Clymer here to answer

12                    questions if you have them.

13                    Any questions for Jeff or

14                    Aaron about the new MA in Liberal

15                    Studies? Seeing none, then, we

16                    have a motion to approve, on behalf

17                    of the Senate, for submission to

18                    the Board of Trustees the

19                    establishment of the new MA in

20                    Liberal Studies, which would be in

21                    the College of Arts & Sciences.

22                    Any debate on that motion?

23                    Hearing none, I'll ask the Senate

24                    Council members to vote.

25                    That motion passes.

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1                   Thanks, Aaron. Next committee  
2                   report comes from Zack Bray, Chair  
3                   of the Senate's Academic  
4                   Organization and Structure  
5                   Committee.

6 BRAY:            Hi, everybody. This is an  
7                   endorsement, I believe. Sheila,  
8                   I'm sure you'll correct me if I'm  
9                   getting that wrong, for a --

10 BIRD-POLLAN:    Zack, you can look. We've got  
11                   two motions. This is the first

12 one.

13 BRAY: Oh, thank you very much. To

14 approve on behalf of the Senate,

15 the move of the BSHPH in Plant and

16 Soil Sciences from the Department

17 of Plant Soil Sciences to the

18 Department of Horticulture. The

19 PSS Department has initiated the

20 exploratory degree called

21 Agricultural Ecosystem Sciences,

22 and wishes to no longer provide

23 oversight to the formally know HPLS

24 degree. The faculty of both Plant

25 and Soil Sciences and Horticulture

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1           embrace this. So, too, does the  
2           College of Agriculture, Food and  
3           Environment. The effective date is  
4           July 1st, 2020. There were no  
5           negative votes at the SAOSC  
6           committee level, and I don't know,  
7           actually, if Carmen is here with us  
8           or not.

9 BIRD-POLLAN:        I think she is.

10 AGOURIDIS:         I'm here.

11 BIRD-POLLAN:       Both Carmen and Rick Durham are here.



12 BRAY: Okay.

13 BIRD-POLLAN: So on this first motion, then,

14 any questions -- well, I suppose

15 actually on the whole things. Any

16 questions for Zack or for Carmen

17 Agouridis or Rick Durham from CAFÉ?

18 Any questions? So, then, seeing

19 none, the first motion is to

20 approve on behalf of the Senate the

21 proposed move of the BSHPS in Plant

22 and Soil Sciences from the

23 Department of Plant and Soil

24 Sciences to the Department of

25 Horticulture. And this approval

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1 would be based on the academic

2 merits of the move.

3 Any debate on that motion?

4 Then I'll ask the Senate Council

5 members to vote, please.

6 That motion passes.

7 And then we have one more,

8 which is the endorsement. This

9 will go to go on to the Board of

10 Trustees.

11 BRAY: Thank you. So, again, same

12 summary I was describing, both as  
13 one, and the vote at the committee  
14 level. There were, I believe, two  
15 abstentions in the end, no votes  
16 against.

17 BIRD-POLLAN: Thanks, Zack. Again,  
18 questions about the one for Zack or  
19 Carmen or Rick? And we've got a  
20 motion to endorse this move of the  
21 BSHPS to the Department of  
22 Horticulture based on its non-  
23 academic merits. This would be an  
24 endorsement, which would move as a  
25 recommendation to the Board of

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1 Trustees.

2 Any debate on that motion?

3 Seeing none, I'll ask the Senate

4 Council members to vote on that

5 motion. Any last Senate Council

6 votes?

7 Motion passes.

8 Great. Thanks, Zack.

9 BRAY: Thank you.

10 BIRD-POLLAN: Hey, all right. Thanks,

11 everyone. I think that is our last

12            Agenda item, so we have a few  
13            minutes left if there are any items  
14            from the floor? Any items from the  
15            floor? Seeing none, then I'll ask  
16            for a motion to adjourn: Paco; a  
17            second from Leslie. All right,  
18            Senate Council members, I'll ask  
19            you to vote on the motion to  
20            adjourn.  
21            That's the majority. Thanks,  
22            everyone. Thanks to you all for  
23            your participation today. I'm sure  
24            this is not what any of us  
25            anticipated, but I'm very grateful

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1 for you all taking the time to join

2 us today.

3 So stay in touch and let us

4 know if you have any questions or

5 thoughts or observations, and the

6 Senate Council will be continuing

7 to meet. And then we'll do our May

8 4th meeting this way again. So we

9 look forward to hearing from you.

10 Thanks to you all. Take care of

11 yourselves. Bye-bye.

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

STATE OF KENTUCKY )

)

COUNTY OF KENTON )

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, I appeared

via Zoom teleconference to take the record in said

proceedings in stenotype, later reduced to computer-

aided transcription under my direction, and that the

foregoing is a true and accurate record of said

proceeding.

My commission expires: April 23, 2022.

IN TESTIMONY WHEREOF, I have hereunder set my hand

and seal of office on the 13th day of April, 2020.

Trisha B. Morley, Court Reporter

Notary Public

My commission expires: 4/23/22

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

