

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

APRIL 10, 2023

* * * * *

1 MS. COLLETT: All right. So, I'm calling this
2 meeting to order. If you're here
3 in person please use the sign-in
4 sheet in the back of the room.
5 Next, I'm going to just make sure
6 everyone is signed into Poll
7 Everywhere, this is every time we
8 have a Senate Meeting. So,
9 hopefully everybody has signed on
10 even if you forgot your password
11 you have reset it before we start
12 today. Today you would have
13 received an email as you do
14 before every Senate Meeting from
15 Sheila about instructions on
16 today. So, hopefully everybody
17 has checked their accounts. Like
18 I've said before, the office
19 recommends using a web browser,
20 which tends to stay more up date
21 than the App, but you can choose
22 to use the App, web browser or
23 even the text modality. So,
24 let's just make sure that
25 everything is working just fine.

1 Let's see here. This is April
2 the 10, 2023 University Senate
3 Meeting. You can ensure your
4 voting is working properly by
5 indicating one of the following
6 -- and as you can see we have
7 fixed the resolution on the
8 screen, so everybody should be
9 able to see, now the trick will
10 be what happens next -- so,
11 "Today is Monday, It's the 10th
12 or where is all of the above?"
13 Let's see what we've got. We've
14 got 55 people now. I'm sure
15 people are still logging in.
16 Just a couple more seconds here
17 and see what we can get to,
18 hopefully maybe 70 here on the
19 screen. All right. It looks
20 like we've got folks logging in.
21 At least 69 of you are logged in
22 and we'll get some more shortly,
23 I'm sure. All right. So, as
24 always, welcome. We obviously
25 have a little bit of housekeeping

1 agenda items to get to or
2 housekeeping items to get to
3 before we get into the agenda for
4 today. Just a reminder that this
5 meeting is an Open Meetings Law
6 meeting, so that means we're
7 recording this for note taking
8 purposes. We also have a Court
9 Transcriber who takes everything
10 that we say and make sure that we
11 have that transcribed, it usually
12 takes about two months. We use
13 Robert's Rule of Order Newly
14 Revised. This is a hybrid
15 meeting, so it's in person and on
16 Zoom. As always we want this to
17 be inclusive. I will call on
18 people and hands as I see them
19 and the Parliamentarian and Vice
20 Chair will help me as well
21 recognize those hands that are
22 raised. There's no voting by
23 proxy, so if you're not a member
24 you cannot vote. Remember to
25 state your name and affiliation

1 prior to speaking once you are
2 recognized. Saying your name
3 helps to identify individuals and
4 makes it easier to remember your
5 name and it also helps the Court
6 Reporter. Additionally, speak
7 loudly and speak clearly. All
8 right. Individuals will be
9 called upon at the Chair's
10 discretion. As always Senate
11 Members will always have the
12 first priority. Senators who
13 have not spoken yet about an
14 issue is next. Those who can
15 offer information to assist the
16 Senate in our discussion, such as
17 proposers or guests and then non-
18 members if we have time or
19 circumstances permit. Civility
20 and debate is about expressing
21 opinion. We want everybody to
22 participate, but we will remain
23 respectful or I will call you out
24 of order. We will keep this
25 house in order and we'll be

1 inclusive, but respectful any
2 time we have discussion.
3 Remember to report back to those
4 who have elected you, so using
5 your Senate Council Office
6 Listservs that we have provided
7 to folks or any of your other
8 modes of communication internally
9 within your college or so forth,
10 but make sure that you're keeping
11 everyone abreast of what's going
12 on in the Senate. Attendance is
13 captured via a Zoom Report and
14 in-person sign-in sheets, that's
15 why it's important for you to
16 sign in at the back. The chat
17 function is disabled, not
18 everyone on Zoom can see
19 everything going on and we don't
20 really want conversations to be
21 occurring on Zoom like that. If
22 you have something to say we
23 would like for everyone to hear
24 it so that we're open again and
25 we can understand what's going

1 on. We don't want any
2 distractions from those official
3 proceedings. You raise your hand
4 if your in person. Raise your
5 Zoom hand if you're on Zoom. I
6 just want to make sure that we
7 are keeping everyone engaged. If
8 you're attending via Zoom you
9 need to keep your camera on as
10 much as possible, because that is
11 part of the Open Meetings Laws of
12 the KRS 61.826 it requires all
13 members to remain visible on
14 camera while business is being
15 discussed. All right. If you're
16 attending by Zoom, I say this
17 every time, use a good quality
18 headset with a microphone. If
19 you are a member and you get
20 disconnected and cannot get
21 reconnected please email Sheila
22 at the email address listed so we
23 are aware and we can note it in
24 the records. Mute yourself when
25 you're not speaking, so use the

1 customary Zoom mute button.
2 Katie will also mute you if you
3 just happen to forget. If you're
4 in person here remember that the
5 red light means the mic is off
6 and no light means the mic is on
7 and we can hear you. So, when
8 your mic is on, light is off.
9 And the camera will also Zoom in
10 so that folks on Zoom can see you
11 as well and know who is speaking.
12 To ask to speak for any reason,
13 again, just raise your hand on
14 the Zoom, if you're in person
15 raise your hand all the way up.
16 You must seek the permission from
17 the Chair to speak. Reasons why
18 a Senator would like to speak
19 include, again, point of order
20 information or point of
21 information, so something is not
22 clear that's being discussed,
23 make or second a motion,
24 questions of fact and/or debate,
25 call a question. So, again,

1 we'll try to call on people in
2 the order in which their hands
3 are raised regardless of the
4 modality that we use. Right into
5 our Senate Agenda. We have a
6 couple of announcements today.
7 So, expect an email this week
8 with information about the annual
9 solicitation for faculty nominees
10 for those campus-wide committees,
11 several of those that are listed
12 in the AR and those president,
13 sort of appointment committees.
14 We're going to be doing a
15 Qualtrics Survey to gather names.
16 So, you'll see that Sheila has
17 been working very hard on getting
18 this process in place and
19 hopefully we can use it for years
20 to come, as long as we still have
21 Qualtrics. We will also be
22 involving the Nominating
23 Committee that will be vetting
24 those names that are received
25 through the Qualtrics Survey and

1 they will provide recommendations
2 to the Senate Council, which at
3 that time Senate Council will
4 review those final names and make
5 recommendations onto the
6 President of those who should be
7 on the committee. You may have
8 noticed in the UK Now, I believe
9 it was Friday of last week,
10 there's an Active Attack Response
11 Training, so I just wanted to
12 draw that to your attention, it
13 will be on Thursday from 5:00 to
14 6:00, April the 13th in the
15 Worsham Cinema at Gatton Student
16 Center. You can click on that
17 link and by doing that you'll be
18 able to RSVP, so if you don't see
19 it you can literally Google it
20 within the UK Google Server and
21 it should take you to this Active
22 Attack Response Training. Next,
23 Faculty Trustee election updates.
24 We have a heartfelt appreciation
25 for both candidates that ran this

1 time. Hollie Swanson was
2 reelected, so congratulations
3 Trustee Swanson. There was about
4 a 44.4 percent turnout amongst
5 faculty, which is great, so there
6 again that illustrates the depth
7 of our faculty engagement and the
8 interest in governance within the
9 university. This is just a kind
10 of breakdown of where faculty
11 have voted percent wise over the
12 past couple of years, for those
13 who are eligible, because not
14 everybody is eligible to vote in
15 the Faculty Trustee elections,
16 but as you can see those who are
17 eligible to vote this is our
18 percentage over time. And I mean
19 just looking at some of those
20 we've had some great turnouts
21 amongst some of our largest
22 colleges, so that's good to see
23 and hopefully that continues as
24 we move on. All right. We have
25 several items on the Consent

1 Agenda for today, so it's the
2 Senate Minutes from March, some
3 non-controversial curricular
4 proposals and activity reports
5 and minutes from the Academic
6 Councils and the Committees. So,
7 just a reminder that items on the
8 Consent Agenda are considered
9 adopted unless a member asks to
10 remove an item for discussion
11 later in the meeting, they can be
12 removed well before the meeting
13 so just by sending an email
14 addressing me or getting
15 something to me to let me know or
16 just before the Consent Agenda is
17 adopted. So, today we have
18 several items. Again, we have
19 the minutes from March the 20,
20 2023 and we have proposed new USP
21 for a BA and BS in Communications
22 and MA in Communications, we also
23 have a BA/BS in Journalism, an MA
24 in Communication, a BA/BS in
25 Media Arts Studies and an MA in

1 Communication. Another one for
2 Integrated Strategic
3 Communication and a MA in
4 Communications and a BA/BS in
5 Information Communication
6 Technology and an MA in
7 Communication. We also have
8 several proposed changes to BS AB
9 Agriculture and Medical Bio
10 Technology, one for the MS EDU
11 Instructional Systems Design, a
12 change to the MS Athletic
13 Training and a change to BS Bio
14 Mechanical Engineer and then one
15 left, a proposed change to a
16 Graduate Certificate in Teaching
17 Nursing and then the minutes and
18 activity reports as noted. So,
19 no requests have been received to
20 remove any of the items from
21 today's agenda. If a Senator
22 would like to remove something
23 from the Consent Agenda please
24 speak up now. And if there are
25 no objections these items will be

1 adopted. All right. Hearing no
2 objections the Consent Agenda for
3 April 10th is adopted. Thank you
4 very much. Next, we have officer
5 reports. Okay. So, remember
6 that the SRs give the Senate
7 Council the authority to take
8 some actions on behalf of the
9 Senate as long as they are
10 reported. Both the items below
11 were approved on behalf of the
12 Senate by the Senate Council.
13 So, it approved the change to the
14 Dentistry 2023-2024 Calendar.
15 So, they proposed removing the
16 last week of scheduled classes
17 for Dentistry, so that the
18 Dentistry Commencement would
19 align with that of the
20 University. The proposal
21 confirmed that the change would
22 not have any negative affects on
23 the time for instruction. The
24 other change that came through
25 was for Physician Assistant

1 Studies, they asked for a waiver
2 of prep days, reading days and
3 days after -- or the day after
4 Thanksgiving. These students are
5 in four-week clinical cohorts
6 without final exams, so their
7 exams are at the end of each
8 four-week clinical rotation. So,
9 the academic holidays take away
10 from some of their instructional
11 time. All of the additional
12 University and Federal Holidays
13 will still be observed within the
14 program. Faculty evaluation of
15 the President is ongoing. You
16 should have probably received an
17 email already, I think, Tuesday
18 and another one Friday. Vice
19 Chair Vincent will actually
20 provide a little bit more detail
21 to just update you on this from
22 last year as well. When I met
23 with President Capilouto on the
24 22nd of February I reminded him
25 that this time of the year was

1 coming and that Senate Council
2 would conduct an evaluation. You
3 may recall me telling you all
4 back around, I think, October or
5 so that he had a lot of questions
6 kind of around some of the items
7 on the Faculty Evaluation for the
8 President, particularly around
9 this free space sort of
10 qualitative comment section that
11 we added, I believe last year was
12 the first year that we have added
13 it, where it allows Senate
14 Council to just get a little bit
15 more information and provide some
16 substantive information to the
17 quantitative data that we
18 received. And so, I have been in
19 conversations with President
20 Capilouto about that sort of --
21 or that text field. I did tell
22 him that we were moving forward
23 this year with the same sort of
24 items and he has suggested that,
25 you know, myself and the Provost

1 maybe look into some alternative
2 sort of assessment tools that we
3 already use within the
4 University, such as, I think,
5 it's the 360 Leadership
6 Assessment, you know, as long as
7 we can use some of our same -- or
8 as long as we can use our same
9 identical questions. So, this is
10 something we'll look at as we
11 move on into the future and
12 potentially for the next years'
13 round if we can make that happen.
14 Also, as announced in March I met
15 with President Capilouto to raise
16 concerns about faculty and staff
17 feeling safe when dealing with
18 challenges -- or challenging
19 student interactions. At that
20 time I requested President
21 Capilouto and Provost DiPaola
22 explain how they would respond to
23 questions and concerns raised by
24 Senators and Senate Council back
25 in December and January. So, I

1 submitted a formal letter to the
2 President and the Provost on
3 responding to some of those
4 questions that came directly out
5 of those meetings. So, you may
6 notice that we have the Dean of
7 Students Trisha Clement-
8 Montgomery is on today's agenda,
9 as well as the VP of Student
10 Success Kirsten Turner. While
11 their attendance will be very
12 helpful today and be able to
13 answer quite a few of your
14 questions that you may have I do
15 still expect to have some formal
16 communication from President
17 Capilouto to respond to that
18 letter. All right. Next, I'm
19 working with the Provost Office
20 to provide some funding for our
21 Senate awards and actually
22 increasing the number of Senate
23 awards. As you all know, I say
24 this time and time again this is
25 like thankless job and you all do

1 so much work without a lot of
2 time being reserved for you all
3 to do this. And so, this is a
4 way that service can be
5 recognized as it is part of that
6 three-legged stool and we have to
7 have service to make this
8 University run. And so, we
9 already have an Outstanding
10 Senator Award, I have proposed
11 that we actually award two
12 Outstanding Senator Awards and an
13 Outstanding Service Award through
14 the Senate that doesn't
15 necessarily have to go to
16 Senator, because we have a lot of
17 folks who do service for the
18 Senate who are not Senators. I
19 have asked for the Provost to --
20 I've asked for funds. We are one
21 of the only groups that doesn't
22 get monetary awards for these
23 service awards or any of the
24 Senate awards, so I have asked
25 and the Provost has happily

1 obliged and is more than willing
2 to provide funding. So, I am
3 working with Sue Nokes now to
4 solidify that and get that onto
5 the next fiscal year. So, more
6 to come on that. Okay. And so,
7 Senate Council recently had an
8 update from Senior Associate
9 Provost for Administration and
10 Academic Affairs Katy Cardarelli
11 on sabbaticals. This was
12 mentioned to Senators at the
13 February meeting about Senate
14 Council having some concerns
15 related to the perceived 11
16 percent threshold for
17 sabbaticals. Dr. Cardarelli
18 clarified that the Provost Office
19 has not changed any of UK's
20 policies on sabbaticals, so
21 that's GR10. She indicated that
22 colleges have the ability to
23 prioritize requests for
24 sabbaticals or limit the number
25 of request for sabbaticals to

1 ensure resource availability or
2 continuity of instruction. You
3 may see this possibly like with a
4 cluster hire, so they can't have
5 everybody who was hired at the
6 same time in one department take
7 sabbatical at the same time, so
8 there may be some staggering.
9 There was also mention of
10 budgetary influence or
11 instructional needs and other
12 factors that may lead to a
13 college to make decisions to
14 support how they would want to
15 move forward with bringing a
16 sabbatical request forward. So,
17 we appreciate Dr. Cardarelli's
18 report on the sabbaticals. All
19 right. Senate Council also has
20 heard from the Core Committee
21 about changes related to
22 education abroad. So, students
23 already have the ability to
24 request a core course
25 substitution any time they return

1 back to UK after being abroad, so
2 they're using like an educational
3 abroad course as the core course
4 substitution. The committee will
5 begin to allow students to
6 actually submit that core
7 substitution request prior to
8 leaving for their trip abroad,
9 which will help substantially
10 move things along and also help
11 the student to gather all the
12 necessary information they need
13 prior to going on the trip and
14 get this approved for
15 substitution. So, this was also
16 something that Senate Council has
17 approved. Okay. Vice Chair?

18 MS. VINCENT: Thank you. So, just a reminder,
19 the Faculty Evaluation of the
20 President was sent out last week,
21 so if all Senators could reach
22 out to your colleagues and
23 encourage them to participate in
24 the survey so that when we close
25 out the survey on the 21st we

1 have a good sample size. Again,
2 these are unique URLs, so please
3 -- you can't forward the survey,
4 it came directly -- is it Red
5 Cap, I think is the software.
6 And so, if anyone has an issue
7 finding that please have them
8 contact me and I'm happy to help.
9 Just before the meeting started
10 you received an email with a
11 nomination form link for an
12 Outstanding Senator Award, so
13 please think about who you would
14 like to nominate, it's a very
15 short, and I won't even use the
16 word survey even though I've done
17 it through Qualtrics, it's just a
18 nomination form with a couple
19 sentences to provide why you're
20 nominating that individual for
21 their outstanding service to the
22 Senate. Again, if you have any
23 questions feel free to send me an
24 email. I'm happy to help.
25 Thanks.

1 MS. COLLETT: And just a reminder, she said
2 those URLs are unique it's still
3 a anonymous survey. We don't
4 know who has written anything,
5 it's just that -- so we can track
6 that this is how many we've got
7 and this allows that when it
8 sends you a follow-up email who
9 has completed it, but we don't
10 know that internally. Okay.
11 Parliamentary Report?

12 MR. RENTFROW: Nope.

13 MS. COLLETT: All right. Trustees?

14 MS. SWANSON: Good afternoon. First, I'd like
15 to thank you for your support in
16 my next term, my next three years
17 and also for the robust voting,
18 it really gives us more vigor in
19 providing your voice. But one
20 thing that Trustee Kramer and I
21 have been discussing for a little
22 while and now that I'm going to
23 announce it it's going to push us
24 into action. As we've been
25 thinking about how to be more

1 effective in providing a voice
2 for you, and so, with that in
3 mind what we're working on is a
4 Trustee Advisory Council. And
5 so, we're in the process of
6 thinking through what that would
7 look like and your function
8 because we want to make sure we
9 don't waste people's time. So,
10 we'll give you a little bit more
11 about that as we proceed in
12 thinking that through. And then
13 the Board of Trustees is not
14 meeting until the 27th and 28th
15 and we don't have much on the
16 agenda yet, but what will be on
17 the agenda the first day will be
18 a four-hour healthcare retreat
19 and the meeting will end with
20 celebrating UK's 2023 Research
21 Professor Reception. And then
22 finally, Trustee Kramer and I
23 have been attending a number of
24 meetings trying to understand the
25 issues that are ongoing with the

1 College of Law. Any other
2 comments? Questions? Thank you.

3 MS. COLLETT: All right. Next agenda item is
4 Degree List. So, we have four
5 items to vote on under the Degree
6 List, the first being the May
7 2023 in Memoriam Degree List.
8 So, there is a recommendation
9 from the Senate Council that the
10 Senate approve UK's May 2023 in
11 Memoriam Degree List for
12 submission through the President
13 to the Board of Trustees.
14 Because the motion comes from
15 Senate Council no second is
16 required. The motion is now on
17 the floor and the floor is open
18 up to members for questions of
19 fact and/or debate. All right.
20 So, seeing no hands raised, just
21 a reminder only Senators elected
22 by college faculty members may
23 vote on the Degree List, so that
24 means no guest, proposers, anyone
25 like that or students can vote.

1 So, the recommended motion is
2 elected Faculty Senators approve
3 the May 2023 in Memoriam Degree
4 List for submission through the
5 President to the Board of
6 Trustees. The voting is open.
7 Okay. That is approved to move
8 on to the President so he can
9 move it on to the Board of
10 Trustees. Thank you. That's 71
11 approve, two abstain. Next, is
12 the May 2023 Degree List. So,
13 there's a recommendation again
14 from Senate Council that the
15 Senate approve the UK's May 2023
16 Degree List for submission
17 through the President to the
18 Board of Trustees. Because the
19 motion comes from Senate Council
20 no second is required. The
21 motion is now on the floor and
22 the floor is open up to members
23 for questions of fact and/or
24 debate. Seeing no hands raised
25 it's time for a vote. As a

1 reminder only elected Faculty
2 Senators may vote on the Degree
3 List, no guest, deans, trustees
4 or students. Okay. Seventy-one
5 approve and one abstain, so that
6 moves forward. Thank you. Next,
7 we have the August 2023 Degree
8 List. So, same as before,
9 there's a recommendation from
10 Senate Council that the Senate
11 approve the UK's August 2023
12 Degree List for submission
13 through the President to the
14 Board of Trustees. Because the
15 motion comes from Senate Council
16 no second is required. The
17 motion is now on the floor and
18 the floor is open up to members
19 for questions of fact and/or
20 debate. Seeing no hands raised
21 it is time to vote. Again, per
22 Senate Rule and per Kentucky Law
23 only Senators elected by the
24 college faculty may vote. Okay.
25 Seventy-two approved, so that

1 motion carries. Thank you. All
2 right. Next, we have degree
3 recipients, a late addition to
4 the December 2022 Degree List per
5 Senate Rule 5.5.1.1.4 Late
6 Addition to the Degree List,
7 college of education Student
8 SM71. So, there's a
9 recommendation that the Senate
10 amend the December 2022 Degree
11 List by adding the MAC Counselor
12 Education for College of
13 Education Student SM71 and
14 recommend through the President
15 to the Board of Trustees that the
16 degree be awarded effective
17 December 2022. Because the
18 motion comes from Senate Council
19 no second is required. The
20 motion is now on the floor and
21 floor is open up to members for
22 questions of fact and/or debate.
23 Let me just preface this before
24 we move on, the reason why there
25 was just some confusion between

1 what the student had to complete
2 as far as application wise. The
3 student did complete a degree
4 application but because their
5 final exam can be either a
6 national exam or internal final
7 exam the student did not know
8 that they still needed to
9 complete the final exam
10 information application documents
11 to go to the graduate school.
12 So, that's why it's like that.
13 Any questions on that? Any
14 questions of fact and/or debate?
15 All right. Seeing no hands
16 raised it is time for a vote.
17 Remember that only elected
18 Faculty Senators may vote on a
19 Degree List, so no guests, deans,
20 trustees or students. Seventy-
21 two approved. That motion
22 carries. Thank you all. So,
23 next we have our committee
24 reports. We'll have first up,
25 Academic Programs Committee, so

1 SAPC, Sandra Bastin is Chair.
2 And then Academic Organizational
3 Structure Committee, SAOSC, and
4 Greg Rentfrow is the chair. All
5 righty. So, first we have the
6 proposed new BA/BS in Criminal
7 Justice, so Associate Dean Kalea
8 Benner is the proposer and she is
9 here. Sandra?

10 MS. BASTIN: Thanks, DeShana. And I'd like to
11 point out that at the bottom the
12 recommendation is the incorrect
13 program. This is for the
14 proposed new BA/BS in Criminal
15 Justice and we'll get to the
16 other in just a moment. This is
17 a recommendation that the
18 University Senate approve the
19 establishment of a new BA/BS
20 program in Criminal Justice in
21 the College of Social Work. The
22 BA and BS in Criminal Justice
23 provides an interdisciplinary
24 comprehensive understanding of
25 the multifaceted Criminal Justice

1 System. These degrees cultivate
2 critical thinking through
3 examining the role of social and
4 legal structures and systems and
5 institutions in addressing
6 individual and community needs
7 and seeking equitable outcomes.
8 The degrees prepare students for
9 careers on its front line staff
10 and administrators in public and
11 private Criminal Justice settings
12 including advocacy, probation and
13 parole, prosecution and
14 enforcement correctional
15 facilities and court systems.
16 These degrees also create a
17 foundation for advanced studies
18 in graduate and professional
19 degrees. The College of Social
20 Work is uniquely positioned,
21 prepared and qualified to deliver
22 high quality academic experience
23 in the Criminal Justice arena and
24 the College of Social Work has
25 done due diligence in seeking

1 collaborations and of course will
2 continue to explore ongoing
3 academic and research
4 partnerships associated with
5 Criminal Justice.

6 MS. COLLETT: Okay. This proposal also
7 involves online delivery and was
8 reviewed by the Senate Distance
9 and E-Learning Committee. Sara
10 Police is the Chair and is here
11 to give an update on that
12 committee's report as well.
13 Sara?

14 MS. POLICE: Yes. Thank you. This is a
15 recommendation that the
16 University Senate approve a newly
17 proposed BA/BS Criminal Justice
18 Degree in the College of Social
19 Work for online delivery. The
20 SCDLEL or Distance Learning and
21 E-Learning Committee looks at the
22 rationale, justification and
23 support for online delivery. So,
24 online delivery of this program
25 will create accessibility for all

1 students regardless of their
2 location or job or personal
3 demands and is intended to widen
4 the program appeal as it will
5 broaden student access.
6 According to the online delivery
7 form and our reviewers
8 correspondence with the proposer
9 this program will be supported
10 for online delivery in a myriad
11 of ways and I have three
12 examples. Additional full-time
13 faculty will be hired for
14 instruction and trained for
15 distance learning with an
16 established protocol in the
17 College of Social Work. Students
18 will be supported with engaging
19 teaching strategies and proposers
20 gave specific examples of those.
21 And then short and long-term
22 fiscal modeling illustrates that
23 the College of Social work has
24 financial resources to invest in
25 and support the program for

1 sustainability. Similar to the
2 Masters Program in Criminal
3 Justice, which was heard and
4 approved in the Senate a couple
5 of months ago, we acknowledge
6 that additional faculty will be
7 hired to support instruction and
8 recommend approval in the Senate
9 so that this process, the hiring
10 process, can move forward. Our
11 committee unanimously recommended
12 approval. And I also have a
13 couple of additional notes for
14 this verbal report related to
15 fully online undergraduate
16 degrees. So, in our January
17 meeting the Senate Committee on
18 Distance Learning and E-Learning
19 voted to approve this proposal
20 for online delivery with
21 information from the proposer.
22 Our committee member Miranda
23 Hinds, who is the Associate
24 Director for Distance Learning
25 Administration and Sheila

1 Brothers, knowing and
2 understanding that sufficient
3 core courses were available for
4 online delivery. Our committee
5 expects that additional proposals
6 for fully online delivery will
7 follow this one, and so, we do
8 suggest a mechanism to affirm the
9 scope of UK's core courses which
10 are approved for online delivery
11 to confirm both the availability
12 and the accessibility of those
13 online core courses for fully
14 online students. So, we suggest
15 some sort of agreement and we're
16 working on that in our committee
17 as an agenda item now. We
18 recommend approval for online.

19 MS. COLLETT: Thank you. So, there's a
20 recommendation from the committee
21 for the Senate to approve the
22 proposed new BA/BS in Criminal
23 Justice in the College of Social
24 Work and to be offered online.
25 Because the motion comes from

1 committee no second is required.
2 The motion is now on the floor
3 and the floor is open up to
4 members for questions of fact
5 and/or debate. Okay. Seeing
6 none, it's time to vote. As a
7 reminder, Senate is voting to
8 approve the proposed new BA/BS
9 Criminal Justice in the College
10 of Social Work and be offered
11 online. All right. Seventy-five
12 approve, six abstain. That
13 motion carries. Thank you.
14 Next, we have the proposed new
15 Graduate Certificate in Family
16 Financial Therapy. Associate
17 Professor in Couples and Family
18 Therapy Program Director Nathan
19 Wood is the proposer. Sandra?
20 MS. BASTIN: Thank you. This is a
21 recommendation that the
22 University Senate approve the
23 establishment of a new Graduate
24 Certificate in Family Financial
25 Therapy in the College of

1 Agriculture, Food and Environment
2 and the Department of Family
3 Sciences. Financial difficulties
4 continue to be one of the most
5 reported areas of conflict within
6 relationships. Financial
7 therapists address many issues
8 related to money, including past
9 financial trauma, financial
10 abuse, transgenerational
11 transmission of values and
12 beliefs around money, improving
13 communication around money
14 between spouses, money disorders,
15 underlying causes of negative
16 financial behaviors, navigating a
17 large scale change in financial
18 culture, financial socialization
19 practices, issues around money
20 and identity formation, along
21 with others. The content of the
22 certificate adds depth of
23 clinical knowledge regarding the
24 practice of Family Financial
25 Therapy in the context of Family

1 Sciences, beyond that offered in
2 any other mental health
3 profession. The three required
4 courses for this certificate are
5 housed within the Family Sciences
6 Department and completion of this
7 certificate can be achieved
8 online, hybrid or in person.

9 MS. COLLETT: So, as you noted the proposal
10 also includes online delivery and
11 was reviewed by the Senate
12 Distance and E-Learning
13 Committee. Sara Police is the
14 Chair and she'll give us that
15 committee's report.

16 MS. POLICE: Yes. This is a recommendation
17 that the University Senate
18 approve online delivery of the
19 Graduate Certificate in Family
20 and Financial Therapy. The
21 Distance Learning and E-Learning
22 Committee looks at the rationale,
23 justification and support for
24 online delivery. The rationale
25 to move or offer this program

1 fully online is to open the
2 student audience to therapists or
3 therapists in training who are
4 interested in expertise
5 mitigating financial conflicts
6 within relationships. The
7 justification for a fully online
8 modality rests in the current
9 high flex modality. So, the high
10 flex modality is when students
11 can take courses online or in
12 person. It's a bit of a mind
13 bender format, but it's done here
14 at UK and it's already done in
15 the Department of Family
16 Sciences. Since all courses are
17 available 100 percent online it
18 makes sense to the Distance
19 Learning and E-Learning Committee
20 to offer and market this Graduate
21 Certificate in a fully online
22 format. After receiving and
23 reviewing responses from the
24 proposer regarding course
25 frequency and faculty time we

1 felt the responses were
2 sufficient to move the proposal
3 forward and recommend approval.
4 The support for online delivery
5 was evident in the Letter of
6 Administrative Feasability, which
7 indicates that teaching
8 responsibilities will be
9 continued by current teaching
10 faculty and the department.
11 There has a been a leadership
12 shift in the Department of Family
13 Sciences. The department
14 recently welcomed a new acting
15 chair. The letter did make it
16 clear that they cannot commit
17 additional funds or faculty
18 resources to the program's online
19 delivery addition and this has
20 been communicated to the new
21 leadership. So, our committee
22 recommends approval for online
23 delivery.

24 MS. COLLETT: Wonderful. So, this is a
25 recommendation from the committee

1 for the Senate to approve the
2 proposed new Graduate Certificate
3 in Family Financial Therapy in
4 the Department of Family Sciences
5 in the College of Agriculture,
6 Food and Environment and be
7 offered online. Because the
8 motion comes from committee no
9 second is required. The motion
10 is now on the floor and the floor
11 is open up to members of
12 questions of fact and/or debate.
13 All right. Seeing no hands
14 raised it's time for a vote. As
15 a reminder Senate is voting to
16 approve the proposed new Graduate
17 Certificate in Family Financial
18 Therapy in the Department of
19 Family Sciences in the College of
20 Agriculture, Food and Environment
21 and be offered online. We have
22 80 approved and one opposed.
23 That motion carries. Thank you.
24 Next, we have a proposed new
25 Graduate Certificate in Play

1 Therapy. The Associate Professor
2 and Couple and Family Therapy
3 Program Director Nathan Wood is
4 the proposer on this one as well.
5 Sandra?

6 MS. BASTIN: Thank you. This is a
7 recommendation that the
8 University Senate approve the
9 establishment of a new Graduate
10 Certificate in Play Therapy in
11 the College of Agriculture, Food
12 and Environment in the Department
13 of Family Sciences. The Family
14 Therapy Certificate provides
15 students in the mental health
16 professions with foundational
17 knowledge on the role of play as
18 a therapeutic technique within a
19 human development and family
20 framework. Play Therapy has a
21 long tradition as a key
22 therapeutic technique especially
23 with children. This certificate
24 has been structured such that
25 those in mental health fields can

1 gain specialized training in Play
2 Therapy along with the critical
3 course work to support that
4 training. Students may be able
5 to use part of the required
6 course work in this certificate
7 as part of the process to become
8 a Certified Play Therapist.
9 Completion of this certificate
10 can be achieved 100 percent
11 online, hybrid or in person and
12 will increase the number of
13 therapists that can start to
14 offer this essential service to
15 their clients.

16 MS. COLLETT: The proposal also involves online
17 delivery, so it was reviewed by
18 the Senate Distance and E-
19 Learning Committee. Sara Police?

20 MS. POLICE: This is a recommendation for the
21 Senate to approve online delivery
22 of a Graduate Certificate in Play
23 Therapy. So, the Distance
24 Learning and E-Learning Committee
25 looks at the rationale,

1 justification and support for
2 online delivery. The rationale
3 to move this program online is to
4 expand student audience. All
5 courses are already approved for
6 distance learning, so our
7 committee had no concern there.
8 Students can complete this
9 Graduate Certificate as part of
10 their curricula to become a
11 Certified Play Therapist so it's
12 nested within existing
13 curriculum. When considering the
14 justification for online modality
15 the committee discussed issues
16 such as the high flex modality,
17 which I mentioned previously,
18 this is when students can take
19 courses online or in person and
20 this is done in the Department of
21 Family Sciences. After receiving
22 and reviewing responses from the
23 proposer and the Letter of
24 Administrative Feasability from
25 the associate dean we decided the

1 responses were sufficient to move
2 the proposal forward. The
3 support for online delivery was
4 evident in the Letter of
5 Administrative Feasability which
6 indicates that teaching
7 responsibilities will be absorbed
8 or continued by current teaching
9 faculty. There's been a
10 leadership shift in the
11 Department of Family Sciences as
12 mentioned previously. The
13 department welcomed a new acting
14 chair and the letter did make it
15 clear that they cannot commit
16 additional funds or resources to
17 the program's online delivery and
18 this has been communicated to the
19 new leadership.

20 MS. COLLETT:

Okay. So, there's a
21 recommendation from the committee
22 for the Senate to approve the
23 proposed new Graduate Certificate
24 in Play Therapy in the Department
25 of Family Sciences and the

1 College of Ag, Food and
2 Environment and to be offered
3 online. Because the motion comes
4 from the committee no second is
5 required. The motion is now on
6 the floor and open up to members
7 for questions of fact and/or
8 debate. All right. Seeing no
9 hands raised it's time to vote.
10 So, as a reminder, you're voting
11 to recommend -- or you're voting
12 to approve, I'm sorry, the
13 proposed new Graduate Certificate
14 in Play Therapy in the Department
15 of Family Sciences in the College
16 of Agriculture, Food and
17 Environment and to be offered
18 online. We have 83 approved, one
19 opposed, two abstain. That
20 motion carries. Thank you.
21 Next, we have proposed changes to
22 Senate Rules related to
23 University Scholars Programs.
24 So, this proposal is coming
25 forward actually out of the

1 (Inaudible) Office, although a
2 large part of it is coming
3 forward due to suggestions from
4 our former Senate Council Chair
5 and currently Faculty Trustee
6 Kramer as well as Acting Graduate
7 School Dean Martha Peterson, she
8 is here today just in case we
9 have any questions that are
10 related to the Graduate Council's
11 deliberation on this issue. So,
12 annually the Senate reviews a
13 significant number of proposals
14 for the new University Scholars
15 Programs, but the forms are so
16 prescriptive that individual USP
17 proposals are actually almost all
18 identical when they come through.
19 With just a couple few things
20 that are occasionally confusing
21 we can get those cleared up. The
22 Senate can affirm the formal USP
23 structure and this is what we're
24 hoping to do today. Then it will
25 allow graduate faculty to propose

1 USPs and submit them to the
2 Graduate Council for
3 interpretation. Sandra?
4 MS. BASTIN: Thank you. So, for some time
5 USPs have become kind of a rote
6 activity and as time has passed
7 in Curriculog we have been able
8 to change the form so that we can
9 get what we need without having
10 to make it too difficult. So,
11 thus, we've decided with all of
12 the people that DeShana said,
13 we've had everybody involved to
14 change the Senate Rules, so that
15 we have a new -- if you go all
16 the way down to the bottom you
17 can see that there is a new term
18 and then if you go back up to
19 3.1.3.3.1.3 you'll see that it is
20 asking that we have a request by
21 the graduate program faculty will
22 then be approved by the Graduate
23 Council, but before it goes
24 forward to be approved. All of
25 the additional SRs and SRACs are

1 cleanup material. We are
2 proposing to change the Senate
3 Rules related to University
4 Scholars Programs if they would
5 no longer go through SAPC, but
6 through the Graduate Council.

7 MS. COLLETT: Is Dean Peterson on the -- on the
8 Zoom?

9 MS. PETERSON: I am.

10 MS. COLLETT: Okay. Is there anything you
11 wanted to add regarding this
12 proposal as well?

13 MS. PETERSON: No. We discussed it at Graduate
14 Council and looked at the
15 proposed changes to the Senate
16 Rules and there were no concerns.

17 MS. COLLETT: Okay. Wonderful. All right.
18 So, there's a recommendation from
19 the committee for the Senate to
20 approve the proposed changes to
21 the Senate Rules related to
22 University Scholars Programs.
23 Because the motion comes from the
24 committee no second is required.
25 So, now the motion is on the

1 floor and the floor is open up to
2 members for questions of fact
3 and/or debate. Okay. Seeing no
4 hands raised it's time to vote.
5 So, as a reminder Senate is
6 voting to approve the proposed
7 changes to the Senate Rules
8 related to University Scholars
9 Program. It looks like 83
10 approve and one abstain. So,
11 that motion carries. Next, we
12 have Senate Academic
13 Organizational Structure
14 Committee, Greg Rentfrow is the
15 Chair. So, this is a proposed
16 change from the College of
17 Engineering to the Stanley and
18 Karen Pigman College of
19 Engineering. Greg?

20 MR. RENTFROW: Yes. This is a recommendation to
21 change the name of the College of
22 Engineering to the Stanley and
23 Karen Pigman College of
24 Engineering. This was spurred on
25 by a large financial gift from

1 the family, which will be used to
2 advance undergraduate and
3 graduate education facilities,
4 faculty and research. This also
5 will make the college more
6 competitive for grants,
7 extramural funding and
8 philanthropic funding as well as
9 it will add prestige to the
10 college as there are very few
11 colleges throughout the -- of
12 College of Engineering throughout
13 the U.S. that are named as such.
14 On March 25th the faculty was
15 asked to vote on this. There
16 were 70 voting members of this,
17 all faculty voted in favor and
18 there was no concerns of the name
19 change. The committee, when we
20 reviewed this, was very concerned
21 about whether the donors would
22 have any influence over any
23 academic curriculum, there does
24 not appear to be any concerns
25 there. This is simply a name

1 change as putting the family's
2 name in front of the College of
3 Engineering. There's no
4 structural change to the college
5 at all.

6 MS. COLLETT: So, there is a recommendation
7 from the committee for Senate to
8 endorse a proposed name change
9 from the College of Engineering
10 to the Stanley and Karen Pigman
11 College of Engineering. Since it
12 comes from committee no second is
13 required. The motion is now on
14 the floor and open up to members
15 for question of fact and/or
16 debate. All right. Well, seeing
17 no hands raised it's time for a
18 vote. So, again, Senate is
19 voting to endorse a proposed name
20 change from the College of
21 Engineering to the Stanley and
22 Karen Pigman College of
23 Engineering. Seventy-eight
24 approve and six abstain. That
25 motion carries. Thank you. So,

1 next we have an update on
2 Employee-Student Safety Existing
3 Policies and Procedures. You all
4 received an email from me this
5 morning just to say, "Come with
6 some questions that you may
7 have." The Dean of Students
8 Trisha Clement-Montgomery is here
9 as well as the Vice President for
10 Student Success Kirsten Turner.
11 So, last semester and earlier
12 this semester various Senators
13 expressed some concerns about
14 what is the -- what is --
15 basically, perceived a lack of
16 like policies around protecting
17 employees and that includes like
18 faculty, staff, GAs, when
19 engaging with students in
20 exceptionally challenging
21 circumstances or situations. The
22 Dean of Students Office is part
23 of Student Success, so I've
24 invited both of them to attend
25 today to provide some information

1 to us about what policies are
2 actually in place at the
3 University that address difficult
4 or violent situations with
5 students, especially when they
6 involve people that are
7 considered employees, so staff,
8 faculty, graduate assistants,
9 etcetera. Also, joining today, I
10 believe, is Associate Dean for
11 Students Hannah Simms is here
12 with us today. So, just adding a
13 little bit of context as well,
14 background information, there was
15 a small group that met with the
16 President last month around the
17 times that we had SACS
18 Accreditation, so myself, Provost
19 DiPaola, President Capilouto Dean
20 of Students Dr. Clement-
21 Montgomery, Police Chief Joe
22 Monroe and EVPH -- PFA, sorry,
23 Eric Monday. And I think it was
24 really acknowledge during -- by
25 all attendees during that meeting

1 that there really isn't a central
2 repository of all of the policies
3 and procedures that we know that
4 we have on the University, but
5 they're kind of piecemealed in
6 different places and not
7 available in a large part for us
8 to find, which I think is
9 probably part of the larger issue
10 that we've had. So, I'd like to
11 start off with we've invited them
12 both to be here to actually just
13 -- for you all to ask questions,
14 comments, concerns, to get some
15 of the questions that were asked
16 over the last several months. We
17 don't have a Power Point
18 presentation, so this is kind of
19 where it begins. So, I'd like to
20 start off -- if you all want to
21 come down or you can -- it's up
22 to you if you want to be there or
23 come down. The speaker works,
24 yeah. You can do the speaker.
25 Perfect. And so, I'd like to

1 start with comments from Senators
2 like what specific issues or
3 challenges have you or your
4 colleagues kind of experienced or
5 what are your thoughts and ideas
6 that you would like to share with
7 our guests and really wanting
8 this to be a productive
9 conversation so we can get to
10 some -- I think some answers and
11 hopefully solutions for most
12 folks for the concerns that have
13 been brought up. So, questions?
14 I already have one hand raised
15 up. So, Bob Grossman.

16 MR. GROSSMAN: Hi. Thank you for coming. I
17 guess I just had my own
18 experience with actually a
19 difficult former student, not a
20 current one, where he came to my
21 classroom in the middle of the
22 semester wanting to talk to me,
23 interrupted the class -- the
24 class that came after mine.
25 Eventually, we learned that he

1 had -- already had a no-trespass
2 order at UK, but no one had told
3 us about this and they didn't
4 tell us the nature of the offense
5 that caused him to be given a no-
6 trespass order. If we had known
7 in advance what that had been our
8 actions might have been
9 different, but we were just told
10 he had an altercation with
11 someone in the Advising Office.
12 The nature of the altercation
13 wasn't given to us, so the best
14 we -- or the only thing we could
15 assume was that it was violent,
16 and so, then when he started to
17 have an altercation with me I was
18 concerned that it might escalate.
19 So, there's this lack -- there
20 was this lack of communication
21 that this person who was a former
22 chemistry major was on campus,
23 but that he wasn't supposed to be
24 on campus. Like I said, if we
25 had known that -- if someone had

1 told us that then some problems
2 might have been headed off down
3 the road. So, I guess, my
4 question is, what are the
5 structures that are limiting
6 getting back to the people who
7 might be affected by an unhinged
8 student?

9 MS. CLEMENT-

10 MONTGOMERY: Hello. Dr. Grossman, I'm happy
11 to take a stab at this, but I
12 also encourage my colleague,
13 Chief Monroe, who is online to
14 assist in answering this
15 question. Particularly, when it
16 comes to students that may have a
17 no trespassing order that -- that
18 usually is not widely
19 communicated to all of the UK
20 community, however, we do have
21 knowledge of it in our system.
22 So, we all work from one
23 particular system called Maxient
24 in which if there were any
25 concerns in terms of no-

1 trespassing orders things of that
2 nature we would be able to see
3 that and we communicate with each
4 other regularly about students
5 who have no-contact orders or
6 shouldn't be on our campus. We
7 communicate that information to
8 our University Police Office and
9 then our hope and expectation is
10 that if you ever feel as if a
11 student is threatening you or is
12 causing any type of behavior in
13 which they need to be removed
14 that we would receive a phone
15 call through UKPD to have that
16 student removed. They would be
17 aware that that person has a no-
18 contact order and should not be
19 on our campus, and so, they would
20 remove the student from that
21 space or whatever space that that
22 is. But as you probably likely
23 know, do to Privacy Rights we
24 wouldn't communicate that out to
25 the community largely for any

1 student that was trespassing.

2 Chief, did you want to add

3 anything to that?

4 MR. MONROE: Trisha, you're exactly right. I
5 mean and that's one of the
6 reasons that we encourage people
7 that if you have a disruptive
8 person or person of concern to
9 contact UK Police and that way we
10 know that if they've been
11 trespassed warned against coming
12 to the University then we can
13 deal with them appropriately.

14 MS. COLLETT: Can you potentially talk a little
15 bit about the process when it
16 comes to the caseworker and the
17 Behavior Contract when the
18 faculty member is involved in
19 that process. I know we talked
20 about that before, so.

21 MS. CLEMENT-

22 MONTGOMERY: Yeah. I wouldn't mind to start a
23 little bit, you know -- first,
24 let me also start by saying,
25 thank you all for having me and I

1 feel like I see a lot of familiar
2 faces in the room and online, and
3 so, I really appreciate the
4 opportunity to be able to explain
5 this process. That said, I
6 understand that our process is
7 also a very complex and unique
8 process, and so, I encourage
9 anyone, even after today's
10 conversation, if you have
11 questions feel free to reach out
12 to myself and/or Hannah to answer
13 any of those questions. We live
14 this day to day and there's a lot
15 of mandated laws, both federal
16 and state that sort of govern
17 what we do and how we manage it.
18 And so, I say all that to say, if
19 you have questions at all I
20 really do encourage you to come
21 and speak to anyone of us at any
22 time. That said, particularly
23 related to what you just shared
24 DeShana, when it comes to
25 Behavioral Agreements, so that

1 usually is a tool that is
2 facilitated through our Center
3 for Support and Intervention as
4 well as our Community of Concern
5 Office Committee and we'll talk a
6 little bit about the difference
7 between both, because I think
8 that also might be helpful. Our
9 Center for Support and
10 Intervention is actually an
11 office that our current Associate
12 Dean Hannah Simms, sitting next
13 to me, oversees. And that
14 particular office is really
15 dedicated to supporting students
16 who may be in crises. It's
17 important though to note that
18 when we actually are facilitating
19 or using BEA, a Behavioral
20 Expectation Agreement, that is
21 really designed to help the
22 student understand what is
23 expected in terms of behavior for
24 them in the community, and so,
25 it's not a tool to necessarily

1 catch them in poor behavior or
2 get them in any type of trouble,
3 but really help them to be able
4 to function in our community in
5 the ways that we expect and
6 hopefully still be -- continue to
7 be successful in that space. So,
8 our Center for Support and
9 Intervention has the opportunity
10 to facilitate that whenever we're
11 working with a student who may be
12 somewhat disruptive, they may
13 have a mental health disorder,
14 there may be all different types
15 of reasons as to why we would
16 facilitate a BEA for that
17 student. Our Community of
18 Concern usually manages and deals
19 with students who are at some
20 point a threat of harm to
21 themselves or to a member in the
22 community and we would facilitate
23 through COC the use of a BEA to
24 help them understand, once again,
25 "This is the type of behavior

1 that we expect and we want to
2 make sure that you don't cause
3 any harm to yourself as well as
4 to anybody else in the
5 community." So, there's two ways
6 that a BEA can be issued. In the
7 event that that BEA is drafted
8 and facilitated with the student
9 we would communicate to faculty,
10 more than likely that would be
11 the associate dean of that
12 particular college as well as the
13 faculty that that student is
14 registered in the class for. So,
15 you would have a meeting with
16 both myself and Hannah and we
17 would sit down and walk through
18 the parts that are important to
19 that particular faculty member
20 related to that student's BEA.
21 We don't communicate out largely
22 when a student has a BEA and the
23 reasons for that, once again, is
24 usually privacy related, but in
25 addition to that we don't want

1 any type of stigma or bias
2 towards that student once
3 somebody becomes aware of what
4 they may be going through
5 mentally or whatever the case may
6 be. So, we don't really share
7 that information out largely, but
8 we make sure to share it with the
9 individuals on a need-to-know
10 basis who might be in regular
11 communication with that student.
12 So, we meet with the associate
13 dean, we meet with the faculty
14 and we'll walk through what the
15 BEA says and then a case manager
16 would actually stay in regular
17 communication with the faculty
18 member as well as that associate
19 dean just to say, "How are things
20 going? How is the student
21 performing in the classroom? How
22 are things acting out or behaving
23 in that classroom space?" And
24 usually, what we find is that a
25 lot of our students and faculty

1 appreciate that regular
2 communication to be able to talk
3 through what they may be seeing
4 or witnessing in the classroom.
5 And then in addition to not only
6 meeting with the faculty member
7 or the associate dean we'll also
8 meet with the student on a
9 regular basis to continue to
10 reiterate the behaviors that we
11 expect of them in the BEA. So, I
12 don't know if that answers your
13 question? That may be a long way
14 and please let me know if I
15 forgot anything.

16 MS. COLLETT: That's fine. Thank you. Loka?

17 MS. ASHWOOD: Hi. This is Loka Ashwood. Can
18 you hear me?

19 MS. COLLETT: Yes.

20 MS. ASHWOOD: Hi. Thank you so much for
21 coming. I just have a few
22 follow-up questions based on your
23 description of the BEA Plan that
24 you mentioned. One of my first
25 questions is, in terms of BEA

1 when you have students in the
2 same classroom with a no-contact
3 order with another student who
4 may have been in violation of the
5 Student Code of Conduct or had a
6 Title IX determined to be non-
7 compliant with 6.1 Regs of Title
8 IX, how do you come to the
9 determination to remove the
10 student who is a victim in such a
11 situation and continue to have a
12 student in the classroom who has
13 been a perpetrator of bad
14 behavior?

15 (Ms. Ashwood's audio breaking up)

16 MS. COLLETT: Loka, you're kind of going in and
17 out on us.

18 MS. ASHWOOD: Can you hear me? Sorry.

19 MS. COLLETT: I can now. You were going in and
20 out. Can you hear me okay?

21 MS. ASHWOOD: I'm so sorry. No, no. I can
22 hear you good.

23 MS. COLLETT: That's okay.

24 MS. ASHWOOD: I can hear you good on my end.

25 MS. COLLETT: Okay. So, the last --

1 MS. ASHWOOD: Can you hear me?

2 MS. COLLETT: -- part of your question is, "How
3 do you balance --" and then you
4 had the second question and we
5 didn't hear any of that. Do you
6 want to start off with the first
7 question first?

8 MS. CLEMENT-

9 MONTGOMERY: We don't mind to start there.

10 MS. COLLETT: Okay.

11 MS. CLEMENT-

12 MONTGOMERY: And actually, what we may do if
13 it's okay with you all is tag
14 team this one.

15 MS. COLLETT: That's fine.

16 MS. CLEMENT-

17 MONTGOMERY: And so, my colleague Talethia
18 Routt, who I know is also online,
19 may be able to speak specifically
20 to 6.2 and then I know that
21 Hannah has some comments in
22 relation to the no-contact order.
23 I think it's really important to
24 first start that a no-contact
25 order that is issued by CSI or

1 COC is not the same as a
2 protective order that would be
3 issued from UKPD. Our no-contact
4 orders are essentially saying
5 that students are not allowed to
6 speak to each other, but there is
7 no distance restriction
8 requirement, so they can still be
9 in the same space. We just
10 essentially say, "We think it's
11 best that the two of you do not
12 connect with each other." If
13 there is a need to get something
14 a little bit more restrictive,
15 like an EPO you would have to
16 actually file for that in the
17 court system, but that is not
18 something that our office has
19 authority to be able to do.

20 MS. SIMMS: Yeah, that is actually where I
21 was going to start with calling
22 out what I think is a very --

23 MS. COLLETT: Yup, you have to --

24 MS. SIMMS: I'm sorry. Hannah Simms.

25 MS. COLLETT: Thank you.

1 MS. SIMMS: Calling out that a no-contact
2 order is an administrative
3 measure and I believe Talethia
4 can speak to her office, but
5 those coming from that space are
6 the same in that they do not
7 dictate distance restrictions.
8 And so, a no-contact order would
9 be violated if there was
10 intentional contact by the
11 parties involved or third parties
12 on their behalf, so you can't
13 instruct a friend or a colleague
14 to, you know, reach out to the
15 other party on your behalf, but
16 those are not distance space
17 restrictions.

18 MS. COLLETT: Okay.

19 MS. TURNER: It may be useful -- this is
20 Kirsten Turner. It may be useful
21 to --

22 MS. COLLETT: Is your mic pressed?

23 MS. TURNER: Yeah, it is pressed. Can you
24 hear me better now?

25 MS. COLLETT: I can.

1 MS. TURNER: Yeah. Trisha and Hannah
2 represent CSI and Conduct and our
3 part of the Community Concern.
4 6.1 and 6.2 is out of IEEO, which
5 is where Talethia Routt, our AVP
6 for Institutional Equity, and
7 Talethia feel free to jump in
8 here, we work hand and glove
9 together on a lot of these cases
10 because they cross, but we're
11 looking at conduct and threats to
12 yourself, harm to yourself or
13 others, those types of issues,
14 conduct violations, they're -- if
15 it becomes a 6.1 or 6.2, which is
16 harassment, both sexual or just
17 general harassment, that goes to
18 IEEO. So, sometimes we're
19 working on a single case with
20 multiple offices, but we can't
21 determine in Student Success
22 violations on 6.1 or 6.2, the
23 only people who can do that on
24 campus are -- is Talethia Routt's
25 office. So, Talethia, I don't

1 know if you want to talk about --
2 since that -- that question had a
3 6.1/6.2 piece to it.

4 MS. COLLETT: Talethia?

5 MS. ROUTT: This is Talethia Routt. I was
6 just going to reiterate the same
7 thing that Trisha and Hannah said
8 regarding the no-contact orders.
9 If a student feels like they need
10 more guidance, more structure to
11 their -- to a contact order they
12 need to go downtown and get one
13 from the police. As with Student
14 Conduct we have no control over
15 EPOs. We can only issue the no-
16 contact orders here on campus
17 and, like they said, these are
18 not distance based. These are
19 basically to have the parties
20 cease communicating with each
21 other either directly or
22 indirectly through third parties.

23 MS. COLLETT: Okay. Aaron Garvey?

24 MR. GARVEY: And so, first of all, thanks a
25 lot for this information it's

1 been really -- really valuable.
2 I didn't know a lot of these
3 things. I did have a question.
4 So, this is -- most of the
5 information it seems to be very
6 student centered, so kind of
7 what's -- the procedure that the
8 student would go through, kind of
9 the -- how the behavior would be
10 monitored, but from a -- I was
11 interested if you could talk to
12 the faculty -- essentially, when
13 faculties face what could be
14 construed as aggression or
15 harassment that's not going to
16 involve the police. Right?
17 We're not at that point yet.
18 There's not been an assault or an
19 overt threat of violence, but
20 it's extremely aggressive
21 behavior, it's extremely
22 inappropriate behavior and it
23 signals that there's -- there's
24 the potential for it to escalate.
25 I'll give you -- maybe I can give

1 in that space to remove or ask a
2 student to leave who may be
3 disruptive or aggressive in that
4 particular manner. Of course, if
5 you feel like you are in
6 immediate threat and danger
7 immediately call UKPD and they
8 will have an officer in the
9 vicinity to help.

10 MR. GARVEY: Yeah, let me -- let me -- could I
11 -- if I could just say something
12 to that point though.

13 MS. COLLETT: Hold on Aaron. Hold on, Aaron,
14 just a second. I just want to
15 let her finish and then I'll --

16 MR. GARVEY: Okay.

17 MS. COLLETT: -- let you followup.

18 MS. CLEMENT-

19 MONTGOMERY: Thank you. But in all fairness,
20 honestly, you do have the
21 opportunity to ask a student to
22 leave the classroom. I would
23 probably say once you ask that
24 student to leave the classroom or
25 leave your office feel free to

1 then go ahead and file a report
2 with our Office of Student
3 Conduct and we would take them
4 through the due process to see if
5 there is actually a violation of
6 the Student Code of Conduct.
7 Particularly, if it's something
8 that is happening on a regular
9 basis, but if you feel like that
10 student is potentially
11 threatening you, you fear in
12 safety, in terms of fear of
13 safety for your own safety or
14 feel like this student will
15 become physical then we would
16 strongly encourage you to call
17 UKPD to help support that.

18 MS. COLLETT: Go ahead, Aaron, followup.

19 MR. GARVEY: Yeah. So, I should have
20 announced myself. Aaron Garvey,
21 Marketing Department. So, the --
22 I appreciate what you're saying
23 about faculty being in the power
24 position, but what I have
25 witnessed on two occasions is if

1 you have an aggressive student,
2 say you've got a large,
3 aggressive, 20-year-old male
4 student and a female faculty
5 member, they're not necessarily
6 in the power position to say,
7 "Get out of my office," now, I
8 mean they can and I appreciate
9 the -- having them do that. But
10 it's not necessarily a cop needs
11 to get involved situation, but
12 there's a definite violation of
13 the felt safety of the faculty
14 and do we have anything in place
15 for that?

16 MS. SIMMS: Hannah Simms, Associate Dean of
17 Students. Fair question. I
18 think what I would point to is,
19 as Dean Clement-Montgomery said,
20 if you can de-escalate that
21 situation in real time what I
22 would ask and what I think would
23 be the best way to handle that in
24 the -- in the aftermath would be
25 to make that Student Conduct

1 Report, because regardless of
2 whether or not that activity,
3 that action, that aggression,
4 rises to the level of a Code of
5 Conduct violation every report
6 that comes to our office, no
7 matter the level of behavior code
8 violation or not is addressed.
9 And so, if that is a student that
10 who is showing up in a rude,
11 disruptive or aggravated state,
12 we are going to work with that
13 student to address behavior.
14 Maybe it will be through the code
15 if it rises to the level that it
16 should be, but it also might be
17 through non-clinical case
18 management conversations around
19 classroom expectations, decorum
20 on campus, how you are supposed
21 to and required to, in our
22 spaces, treat faculty, staff --
23 honestly, anyone -- anyone that
24 you may encounter on our campus.
25 If a student is showing up in a

1 way that does not meet our
2 expectations that behavior will
3 be addressed either through the
4 code if it rises to that level or
5 through the Center for Support
6 and Intervention and that non-
7 clinical case management. The
8 other thing, and Corrine is
9 sitting here next to me, Dr.
10 Corrine Williams, that I will say
11 is, often in those conversations
12 and the reason that we -- you
13 know, after the immediate
14 situation is de-escalated that we
15 would really like to see reports
16 of that nature come to us, is
17 that -- I would say a very high
18 number of the reports like that
19 we get are connected to something
20 deeper happening in a student's
21 life, whether it's personal,
22 professional, financial, family
23 related, and so, having these
24 follow-up conversations about
25 their concerning behavior that

1 happened in your spaces allows us
2 to address root issues with the
3 student, again, through that non-
4 clinical case management and if
5 it rises to the level where they
6 need clinical support we can make
7 referrals to office and Dr.
8 Williams' shop to get a student
9 the support they need not only to
10 not continue to show up in that
11 way and make you and your
12 colleagues and other peers
13 concerned, but to actually
14 address the root cause of the
15 issue that caused them -- that
16 made them present that way in
17 real time. So, that is my
18 suggestion after the immediate
19 de-escalation because those --
20 that is the intention of CSI and
21 the Office of Student Conduct to
22 sort of suss out the root of that
23 behavior, that outburst and try
24 to start taking steps to get the
25 student the support they need

1 holistically to present in a way
2 that mirrors the expectations of
3 our community.

4 MS. TURNER: Kirsten Turner. Let me say a
5 couple things. One,
6 emphatically, nobody should feel
7 that they aren't safe at their
8 workplace, whether they're a
9 faculty, staff member or a GA or
10 an RA or whatnot. My team as
11 well we -- we have students come
12 in and yell at us and get in our
13 faces, and so, I absolutely know
14 the intensity of that. And so,
15 Dr. Garvey, to your question, one
16 of the things that we've been
17 working with at the Provost
18 Office, and I'm sitting here next
19 to Dr. Cardarelli, and also the
20 Office of Faculty Advancement, is
21 what can we also do as an
22 institution to help faculty in
23 those moments, because often
24 those moments happen without us
25 knowing that they're going to

1 happen; right, they just all of a
2 sudden -- the situation presents
3 itself. So, are there trainings
4 that can be built? Is there ways
5 that we can hard wire how do you
6 help a faculty member in that
7 moment? What are the resources
8 available? And then, how do you
9 support that person in the
10 immediate aftermath? Even if
11 these things aren't rising to the
12 level of imminent harm. To your
13 point, about going to the police,
14 there is still an emotional toll
15 when those situations happen and
16 there is still an issue of, "How
17 do I navigate this over the next
18 several days or even weeks or
19 months if I'm going to run into
20 the student?" And so, there is a
21 need -- and we're looking to our
22 colleagues in Faculty Advancement
23 in the Provost area as well as
24 our associate deans and our deans
25 to think about how do we build

1 out that toolkit on the front
2 end, so when the situation
3 presents itself we can all be as
4 prepared as one can in those
5 environments, because they can be
6 really, really intense and scary.
7 It happens in our office, I won't
8 say frequently, but it does
9 happen and I know how intense
10 that can be. But if anyone is
11 feeling scared or unsure we are
12 here to work with departments,
13 we're here to work in partnership
14 with Faculty Advancement and with
15 the Provost area to make sure
16 that our faculty, our staff and
17 our grad students and our student
18 workers are not in a place of
19 fear in the workplace.

20 MS. CLEMENT-

21 MONTGOMERY: And, Kirsten, if it's okay with
22 you --

23 MS. COLLETT: State your name again. I know --

24 MS. CLEMENT-

25 MONTGOMERY: I'm sorry. That's okay. I'm new

1 to this. So, I apologize. So,
2 Trisha Clement-Montgomery, Dean
3 of Students. And I just wanted
4 to provide an example of that
5 because we've actually worked
6 with some faculty if it's an
7 ongoing concern or a threat, so
8 speaking more to your question
9 of, what are the resources for
10 faculty? We've worked with deans
11 and associate deans to actually
12 have a class changed to a
13 different location. We've also
14 worked to have maybe a particular
15 faculty member move their office
16 to a different location so that
17 that student can't show up again
18 and be a recurring issue or a
19 problem or seek out that
20 particular faculty member. So,
21 just an example of a way that we
22 have worked with colleges to make
23 sure that our safety for both the
24 staff and the faculty is at the
25 forefront of whatever plan is

1 created and we have thankfully
2 been very successful in a lot of
3 the plans that we've put in
4 place.

5 MS. TURNER: Kirsten Turner. Another example
6 --

7 MS. COLLETT: Hold on. Hold on a second. Let
8 me -- Akiko.

9 MS. TAKENAKA: Akiko Takenaka, Arts and
10 Sciences. I want to followup on
11 the previous question. Talk
12 about situations where it's not
13 like yelling or aggression, but
14 it's a lot more subtle, so subtle
15 that the fear for the faculty --
16 like the faculty themselves would
17 kind of question their fear and
18 I'm talking from my own
19 experience from when I was a much
20 younger junior faculty where I
21 felt threatened by a student who
22 ended up having a lot of
23 emotional issues, but it wasn't
24 manifesting. And I kind of knew
25 because I had a better

1 relationship with this student,
2 like this was the second semester
3 that he was in my class and it
4 was so weird, sort of close to
5 inappropriate, close to sexual,
6 very weird. I went to my
7 department chair, he was an older
8 white male and he didn't get it;
9 right. And so, it was sort of
10 like -- so, how do I ask this
11 question. What do we do? What
12 do you advise when it's --
13 especially for younger women of
14 color; right, or younger women
15 where your concerns may not sort
16 of be appreciated as much; right,
17 depending on who they are talking
18 to. So, maybe like walk us
19 through like what -- who do we
20 contact first? Where do we go
21 first? And what are maybe the
22 possible languages that we can
23 use so that we -- maybe not me
24 anymore, but you know, younger
25 people can use so that may be

1 taken seriously from step one,
2 because I had to work for a month
3 and then, you know, it seems like
4 there was a line that the student
5 crossed and all of a sudden the
6 campus police started moving and
7 it was a very bizarre situation
8 where it was like there's a line.
9 There are these like taboo words;
10 right, and when it appeared in an
11 email, I don't even know what it
12 was, they just scrambled and came
13 to protect me. And it shouldn't
14 be like that; right? So, what
15 are the first effective steps to
16 take? Thank you.

17 MS. CARDARELLI: So, I'm happy to take a stab.
18 Katy Cardarelli, Office of the
19 Provost. So, first, I just want
20 to reiterate something that Dr.
21 Turner said, which is that there
22 should be no faculty and others
23 who feel unsafe in their working
24 environment. For a situation
25 like what you're describing,

1 Akiko, I would encourage you to
2 reach out to other leaders in the
3 college, such as the Associate
4 Dean for Faculty Affairs, there's
5 different titles in different
6 colleges. But if for some reason
7 you don't feel comfortable doing
8 that, any faculty can feel free
9 to reach out directly to Office
10 for Faculty Advancement and they
11 do field these, you know, any
12 kind of inquiry from faculty on a
13 daily basis. Faculty can, you
14 know, reach out in a confidential
15 way to OFA if that is their
16 preference. And as Dr. Turner
17 mentioned earlier there are folks
18 in OFA, CELT and others who are
19 looking at, you know, trying to
20 develop guides or, you know,
21 resource guides for faculty. But
22 no faculty should feel like just
23 because they maybe feel
24 uncomfortable talking to a
25 department chair or a school

1 director that they have no one.
2 And if all of that fails, anybody
3 can come to me in the Office of
4 the Provost and I will help
5 facilitate, you know, some kind
6 of resolution. You know, as I
7 think you're hearing today there
8 are lots of different units on
9 campus that work and we all work
10 together, you know, to try to
11 facilitate resolution, but the
12 complicating factors, I think
13 that you're hearing is that there
14 are protections that have to be
15 afforded to the students as well
16 as part of this process, but
17 please know that faculty should
18 not feel like they don't have
19 anyone to reach out to.

20 MS. COLLETT: Okay. Loka and then Jenn and
21 then I'll start around the room.

22 MS. ASHWOOD: Okay. Thank you. Sorry, I broke
23 up a bit earlier. Again, this is
24 Loka Ashwood. I am with the
25 College of Arts and Sciences.

1 There's two questions I have,
2 one, a lot of faculty are sharing
3 really important experiences that
4 they have had and I wanted to ask
5 you specifically, what are the
6 faculty's role in the Student
7 Code of Conduct reporting process
8 as well as their status as
9 complaining witnesses? Because
10 it's absolutely crucial that the
11 faculty, either if they
12 experience or if they witness
13 student code of conduct
14 behavioral issues that they have
15 a role in the process, that's
16 part of faculty governance. So,
17 I would like you to explain to
18 me, what are the faculty's role
19 as a complaining witness in the
20 Student Code of Conduct process?
21 My second question is that I
22 learned recently that you're
23 unveiling a new portal for us to
24 report our concerns and that
25 includes Student Code of conduct

1 concerns, Community concerns,
2 Support and Intervention concerns
3 as well as Title IX complaints.
4 So, I wanted to ask you, at that
5 trigger point where we go to
6 report, what is our capacity as
7 faculty and our rights as faculty
8 to be a part of the procedures
9 that may follow, whether or not
10 that's a hearing or an appeals
11 court? So, those are very
12 specific questions I'd like you
13 to answer. Thank you so much.

14 MS. COLLETT: Thank you, Loka. Who would like
15 to answer?

16 MS. SIMMS: Certainly. Hannah Simms,
17 Associate Dean of Students. As
18 to the role that faculty play as
19 a complainant that is all defined
20 in 410 with definitions and the
21 process that we follow. I will
22 say that being a reporter does
23 not by virtue of the process, if
24 you are the person that submits a
25 report, mean that you are

1 automatically engaged in the
2 process as a complainant. Our
3 code is written that we do not
4 have to have complainants to move
5 forward, so it is entirely
6 dependent on the unique facts of
7 a case as to what role somebody
8 would play in the process, that
9 is true to faculty, students,
10 non-UK/other community members as
11 well. So, to answer that
12 question broadly is quite
13 difficult because it really
14 depends on the unique facts of a
15 case as to what role someone
16 would play and what information
17 or additional information is
18 needed. I will also say that
19 there is -- I could get an actual
20 number on this and I will, but I
21 would venture to guess 95 percent
22 or more of our student conduct
23 cases are resolved through an
24 informal conduct process. The
25 goal and the mission of the

1 Office of Student Conduct is
2 education based and restorative
3 at it's core, meaning that it is
4 not -- it is meant to be a place
5 where a student can learn from
6 behavior and move forward,
7 restore harm or repair harm to
8 the community and restore
9 themselves as a positive
10 contributing member. So, in that
11 vein, much of what comes through
12 our office is resolved through
13 what's defined again in AR410, in
14 the code, as informal resolution,
15 meaning the student comes in,
16 works directly with a conduct
17 officer, talks about their
18 charges, accepts responsibility,
19 identifies what a reasonable
20 restorative action plan to repair
21 harm and achieve the learning
22 objectives unique to their
23 behavior that would restore them
24 as a member of the community.
25 So, again, the process that we

1 follow is all defined in 410, but
2 the way someone would participate
3 depends completely on the unique
4 facts of a case.

5 MS. TURNER: Kristen Turner. As it relates to
6 the process and appealing, so
7 when it does go to a hearing --
8 if the case goes to a more formal
9 it -- it goes to the Hearing
10 Board, which is set up of three
11 people, a faculty member, a staff
12 member and a student. We do a
13 call for Hearing Board members
14 every single fall, we send it to
15 the all the deans. We try to get
16 as many people who want to be a
17 part of the process to join us in
18 terms of being on those Hearing
19 Panels. I will tell you that we
20 tend to have to really, really
21 try to get people to do it, but
22 it is seated faculty, a staff and
23 a student, three-person Hearing
24 Panel. They can make a
25 recommendation when it becomes

1 some level to Trisha, as Dean of
2 Students, in terms of what should
3 the sanction be, say suspension,
4 say probation, whatnot. Trisha
5 -- in almost all cases, there was
6 a few cases where it's not like
7 this, but in most cases Trisha
8 can go with the Hearing Panel or
9 she can go higher or lower in
10 terms of those sanctions. I
11 would say from my experience, you
12 can ask her, she tends to go
13 higher in terms of the sanctions
14 than what the Hearing Panel
15 recommends. If the student wants
16 to they can then appeal to the
17 University Appeals Board, which
18 is seated by faculty and
19 students. No staff sit on the
20 University Appeals Board, it is
21 predominantly faculty, it's
22 around seven faculty members, two
23 student members. And the student
24 can then appeal Trisha's decision
25 to the University Appeals Board.

1 The Appeals Board hears the case,
2 what they determine stands. In
3 the three years I've been here I
4 don't know one time when the
5 Appeals Board went higher than
6 what Trisha did, more often than
7 not they lower the sanctions. In
8 fact, just this last week -- in
9 the last couple weeks, we had
10 recommended a pretty severe
11 suspension sanction on someone
12 and they went down to probation,
13 but not always, sometimes they
14 follow Trisha's recommendation,
15 but I don't know of a case where
16 they didn't -- they went higher
17 than what you did. That is
18 whether it goes to a hearing. I
19 have -- in my position as Vice
20 President I can do an interim
21 suspension immediately if I think
22 that there is harm to the campus
23 based on a student, while it is
24 being investigated. I can issue
25 that. I issue several of those a

1 year. I would probably venture
2 about four a year, maybe. A
3 student can then appeal that
4 immediately and that goes
5 straight to the University
6 Appeals Board. The University
7 Appeals Board has to hear it
8 within three days or so, business
9 days. The Appeals Board can back
10 my interim suspension or they can
11 overturn it and I would say about
12 half the time they back it and
13 about half the time they overturn
14 it, which means the student would
15 then remain on campus. So,
16 that's -- those are the two
17 boards. The Hearing Board is by
18 a faculty, staff and a student
19 member and then the Appeals Board
20 is seven faculty and two
21 students.

22 MS. CLEMENT-

23 MONTGOMERY: I wanted to make sure that I
24 added or responded to the last
25 part of the question related to

1 the portal. So, there is not a
2 portal that is being created for
3 IEEO, Concerns, Conduct, and all
4 of that. There is a portal,
5 however, that is a combination --
6 and I don't want to call it a
7 portal, it's actually a form, in
8 which both our Center for Support
9 and Intervention and our TRACS
10 Team now have one particular
11 form. That form is, I think,
12 helpful, because what we've heard
13 from a lot of the community, "I
14 don't know when to send a student
15 to CSI and I don't know when to
16 send them to TRACS." So, what we
17 have been able to do is create
18 one form, whenever you are
19 dealing with a student in crises,
20 regardless of what it is, if you
21 think it's mental health, if you
22 think that they may be struggling
23 with food insecurity or maybe
24 they are just not necessarily
25 acting the way that they should

1 in the classroom space you send
2 that one particular concern to
3 the form and then we will do the
4 work on the back end to make sure
5 that it gets to the right person.
6 In that particular form we'll
7 respond and say we've received
8 it, so you may not be privy
9 depending on what the
10 conversation with the student --
11 you may not be privy to what
12 comes out of it, because they may
13 share something health related
14 that we just can't share, but all
15 of that is managed on the back
16 end by both the CSI and TRACS
17 Office to address those behaviors
18 and concerns.

19 MS. COLLETT: Okay. So, Jenn.

20 MS. CLEMENT-

21 MONTGOMERY: Yeah. And so, conduct and --
22 just to make sure, Conduct and
23 IEEO are still separate forms.

24 MS. COLLETT: Okay. Jenn?

25 MS. HUNT: Jenn Hunt, College of Arts and

1 Sciences. A number of my
2 colleagues in the Department of
3 Gender and Women Studies and
4 Psychology are concerned about
5 having a procedure that
6 emphasizes calling UKPD if a
7 student is disruptive and not
8 leaving class, but is not clearly
9 physically dangerous and this
10 relates to the thoughts of what
11 would happen to that student,
12 particularly if that student is a
13 student of color and also about
14 the affects on the class as a
15 whole if calling the police is
16 used or it's a resort during
17 class. And so, my question is,
18 what are options that faculty or
19 graduate student instructors have
20 to get support in real time if
21 there's a severe disruption issue
22 that don't involve bringing
23 police officers into the
24 classroom space?

25 MS. CARDARELLI: Hi, Jenn. This is Katy

1 Cardarelli again. So, this is
2 what Dr. Turner was talking about
3 earlier that OFA Leadership is
4 developing. So, the Center for
5 Enhancement of Learning and
6 Teaching, you know, are working
7 on a guide to help faculty. I
8 have spoken to several deans and
9 associate deans about situations,
10 I would say, somewhat similar to
11 what you were describing, Jenn,
12 in terms of disruptive behavior,
13 but maybe, you know -- maybe
14 something that a faculty does not
15 want to call UKPD to contain. As
16 Associate Dean Hannah mentioned
17 earlier, you know, it is the role
18 -- the faculty member has agency
19 in controlling the classroom, so
20 there are tactics to de-escalate
21 situations that CELT can help
22 faculty with. I hope that helps.
23 And if you -- you know, if you
24 all -- any of you faculty are,
25 you know, interested in a

1 workshop or a format, something
2 like that, I'm happy to pass that
3 on to Dr. Nokes and Trey Conatser
4 and ask them to think about
5 rolling out a series of
6 workshops, for example, if that
7 would be helpful.

8 MS. COLLETT: I'm going to go to Allison next.

9 MS. SOULT: Allison Soult, Arts and Sciences.
10 My question was about the form
11 for -- and you may have mentioned
12 about combining, because we've
13 had students where like, "Is it a
14 CSI issue? Is it a COC? Is it a
15 TRACS?" And so, then we feel
16 like we're filling out several
17 forms that are all asking the
18 same thing, but we don't know
19 what to do, so we're trying to
20 ire on the side of caution
21 because we don't know what it is
22 and even some of the -- I know
23 the Office of Institutional
24 Equity has different -- that's a
25 different level of issues. And

1 so, is the CSI the same as the
2 COC, is that the same form, are
3 they on two different websites?
4 So, where are we supposed to go
5 and how do we make that decision
6 about where we report it or are
7 all of those going to be combined
8 into one source, so that we can
9 -- "Okay. I'm going to report it
10 here and the people who are
11 professionals of this can figure
12 out, you know, who can help"?

13 MS. CLEMENT-

14 MONTGOMERY: So, TRACS and CSI are the two
15 offices that are combining their
16 form. IEEO, because the nature
17 of what they deal with, it's
18 federally mandated with sexual
19 misconduct, they will still
20 continue to have their own form
21 and then Conduct it has to be
22 clear conduct violation that will
23 go to the Conduct Form if you
24 wanted to report that. But TRACS
25 and CSI will have their combined

1 form and that is particularly
2 related to students who are in
3 crises or if it's a mental health
4 issue or whatever the case may
5 be. If you get it to that form,
6 to be completely honest, we work
7 so closely together it is going
8 to get to the right office. So,
9 I can assure you, even if you
10 sent something through that form
11 that was conduct related it would
12 still probably get to the Conduct
13 Office, because we have a team of
14 people who deal with these cases
15 day to day, they unpack it and a
16 lot of these cases we've seen,
17 unfortunately, don't just have
18 one -- it would be nice if it was
19 so clear cut and could have one
20 particular issue and we could
21 send it just straight to that
22 office, but they usually come
23 with these complex pieces and one
24 office particularly might be able
25 better suited to address one

1 aspect of it and another the
2 other. In those cases, we share
3 and split and divide and conquer
4 to support it. So, if you submit
5 anything on that form we'll get
6 it to the right place.

7 MS. SOULT: So, what is the COC -- is that --
8 I'm like we've got too many
9 acronyms.

10 (Over talking)

11 MS. CLEMENT-

12 MONTGOMERY: I'm glad you mentioned that.
13 Yeah. So, our Community of
14 Concern is pretty much a
15 committee that is actually
16 transdisciplinary in nature
17 because it literally -- it has
18 individuals who are seated from
19 different offices who have
20 different levels of expertise.
21 So, UKPD, legal is on there. We
22 have mental health clinicians. A
23 lot of individuals from Corine's
24 Well-being Shop is also on there.
25 Dr. Turner sits on that as well.

1 And so, our whole goal -- COC is
2 if a student is presenting any
3 type of harm possibly to
4 themselves or to any individuals
5 within our community, more than
6 likely they're going to end up on
7 COC's radar. COC gets a lot of
8 their cases from all of these
9 different offices. So, if you
10 think that the information is so
11 egregious and it needs to be on
12 COC's radar and all of those
13 individuals need to weigh in on
14 creating a plan for that
15 particular student then you can
16 submit a form, but likely we
17 receive individuals in COC who
18 have gone through CSI, who have
19 been in TRACS, who maybe have
20 touched with UKPD or whatever the
21 case may be. We all use the same
22 system, and so, that is a way --
23 we meet weekly. COC meets weekly
24 and then we as a committee will
25 sit down and create a plan for

1 the student who may have concerns
2 and make sure that we are
3 circumventing any possible harm
4 to themselves or the community.
5 Honestly, about a large portion,
6 I won't give a percentage, but a
7 large portion of our cases the
8 threat of harm to themselves or a
9 member of the community doesn't
10 necessarily materialize, which is
11 a good thing. That means that
12 the process we put in place is
13 good and its working, but
14 essentially we really sit down
15 and create a plan to make sure
16 that none of that harm comes.
17 You don't have to necessarily
18 submit a report directly to COC
19 for a student to get on COC's
20 radar, but that particular --
21 that particular committee is in
22 place and that's a different
23 thing.

24 MS. SOULT: It would be helpful if there was
25 one page that said, "Here's what

1 COC does. Here's what --" like
2 -- just to give a -- and it links
3 to all, it's like, "Is this the
4 problem? Is it a sexual
5 assault?" just so faculty know we
6 can go to one place and figure
7 out where to send the student,
8 because we want to help them, but
9 -- yeah.

10 MS. CLEMENT-

11 MONTGOMERY: Well, and I love that you
12 mentioned that, because we are
13 actually working with Dr. Nokes,
14 as well as Dr. Sarah Lyon to
15 create a presentation that will
16 hopefully do that -- just that.
17 Like we said, it is -- it's
18 complex, there's a lot of
19 different pieces, so we don't
20 expect people to be able to
21 understand all of that, but we
22 are currently working on a
23 presentation that will hopefully
24 outline all of that for faculty,
25 so they can see it all in one

1 space.

2 MS. COLLETT: And, Allison, I will say, I'm
3 actually on that work group as
4 well just recently, so I will be
5 involved.

6 MS. TURNER: DeShana, can I add one piece to
7 that answer?

8 MS. COLLETT: Yes.

9 MS. TURNER: Kirsten Turner. One thing, CSI
10 at any given time could have 1200
11 students that have been reported
12 and it can be anything from their
13 grandmother died and we think
14 that somebody needs to -- that
15 needs to be on somebody's radar
16 all the way to we think this
17 person has suicide ideas. I mean
18 it can run the whole gamut.
19 Every one of those cases is --
20 has a threat assessment on it,
21 and so, we know if they're at a
22 Level 1 or if they're all the way
23 to a Level 5, that they are -- we
24 have trained case managers that
25 try to say, "Okay. This is where

1 we think that we've got --" the
2 bulk of them are at just levels
3 of good to know, let's do an
4 outreach type of thing. The most
5 -- the cases that we're most
6 concerned about in terms of the
7 most that harm themselves or
8 others goes to the COC. On any
9 given week we could have anywhere
10 between six to about 12, is about
11 the most that we would do. We
12 meet for about an hour and a
13 half, it's is about 20 people
14 from across campus, all who have
15 been trained in threat
16 assessment, some who are
17 certified in threat assessment,
18 we have a really, really
19 wonderful set of individuals both
20 in Chief Monroe, who's nationally
21 known around threat assessment
22 and does speaking engagements
23 around that. Teresa Smith, who
24 many of you may have interacted
25 with, she wrote the CAFE

1 Standards in higher education on
2 COC and she is on our COC here at
3 the institution. We've had the
4 national expert on threat
5 assessment come and did a day-
6 long training on us. But those
7 are the cases that we kind of
8 workshop each week. Sometimes we
9 have students who are on our COC
10 docket, they could be on it for
11 four years and we're working with
12 them and we're all coming
13 together. Sometimes you might
14 see a student show up once, but
15 it's usually around about 10
16 cases a week that we're looking
17 at and I would say the vast
18 majority of those are more harm
19 to themselves than it is harm to
20 the campus community.

21 MS. COLLETT: (Inaudible).

22 MS. LANPHERE: Rosie Lanphere, College of
23 Education. So, I just wanted to
24 put a name to the face. I sent
25 you an email earlier today, Dean

1 Clement-Montgomery, and I also
2 made Senate Council Chair Collett
3 aware of this. This is maybe
4 part of a different conversation,
5 but kind of segways into what
6 we're talking about with campus
7 safety and security. You know,
8 our building in the Seaton Center
9 is very unsecured. Within the
10 past semester alone we've had
11 three incidents were unknown
12 individuals are coming into our
13 building. I mean it's kind of
14 funny, they were throwing cookies
15 down the hall, but what if it
16 wasn't cookies. What if it was
17 something else? We also had a
18 former employee come into the
19 building looking for old faculty
20 and also over one of the breaks
21 there was a shooter outside
22 Seaton Center. So, you know,
23 although it's not a student being
24 aggressive these are outside,
25 unknown people and I was just

1 kind of wondering and maybe this
2 is a question for the Provost
3 Office, and I'm glad that you're
4 here, what are we doing about
5 building safety and security?
6 What can we do about reeking our
7 building or limiting access to
8 these unknown outside people?

9 MS. CARDARELLI: Katy Cardarelli. I'll start
10 since the question was directed
11 to the Office of the Provost.
12 This is the first I've heard
13 about a shooter outside of
14 Seaton, so, you know, I'm
15 unaware, but I will say that, you
16 know, in matters such as this,
17 you know, we would defer to Chief
18 Monroe and his team as to the
19 safety needs of buildings. I
20 know I've been in one of their
21 many meetings that they hold
22 regularly to talk with the campus
23 community about safety concerns.
24 So, I know that they are
25 interested in feedback in terms

1 of, you know, concerns where
2 there may need to be additional,
3 you know, building security
4 measures taken or lighting or,
5 you know, blue phones in
6 different campus locations. So,
7 this would be a matter in which
8 we would defer to UKPD. We are
9 at the table in those
10 conversations, but we defer.

11 MS. COLLETT: Thank you, Rosie.

12 MR. MONROE: Joe Monroe. Can I answer --
13 follow up with that?

14 MS. COLLETT: Yes.

15 MR. MONROE: Yeah. I think what you're
16 referencing was a shooting that
17 an individual shot into a stolen
18 car. Nobody was injured and it
19 was in the middle of the night
20 and that was an isolated
21 incident. We did apprehend that
22 juvenile within 12 hours from
23 stealing that car. What we do is
24 we do a continual threat
25 assessment around the facilities

1 and then we make a list of
2 buildings that are higher threat
3 and need access control and we
4 start doing a work up of a plan
5 to implement access control into
6 that building and then we present
7 that for funding. So, that's
8 kind of how that process works.

9 MS. COLLETT: Thank you.

10 MS. BLASING: Molly Blasing, Arts and Sciences.
11 I think -- I want to say I'm
12 really grateful for everyone who
13 is contributing to this today
14 it's been really illuminating.
15 One of the things we're seeing, I
16 think, in this conversation is
17 just how varied and complicated
18 the situations that arise in this
19 area are. My question has to do
20 with the work that OFA and CELT
21 and are doing, so perhaps to Dr.
22 Turner or Dr. Cardarelli, if you
23 could talk about what options are
24 being considered and in
25 particular I'm interested in

1 whether UK is considering a
2 faculty ombuds person or a
3 faculty staff ombud. We have an
4 ombud for student academic
5 purposes, but we do not currently
6 have a faculty or staff employee
7 ombud. And the benefit of the
8 ombud is this is a person who is
9 not overseeing your tenure and
10 promotion, who's not in a
11 supervisory role, that's full
12 confidentiality, a person who
13 could be a great resource to help
14 direct us to many of the
15 different resources that we have
16 talked about today. I did a bit
17 of research on our benchmark
18 institutions and just about every
19 institution that are -- who
20 benchmarks has a faculty or staff
21 ombud, Alabama, Auburn, Florida,
22 University of Georgia, LSU,
23 Mississippi, Mississippi State,
24 University of Missouri,
25 University of South Carolina,

1 University of Tennessee, Texas
2 A&M, they all have faculty or
3 faculty/staff employee ombuds.
4 So, I was wondering if you could
5 talk about whether ombud is on
6 the table for this and are there
7 any concerns, any issues,
8 hesitations, things we might
9 think about in considering that
10 option.

11 MS. COLLETT: Katy?

12 MS. CARDARELLI: Katy Cardarelli. So, first of
13 all, Mollie, your question about
14 the specifics of what CELT and
15 OFA are working on, I'm afraid I
16 can't speak to that, but it might
17 be something that maybe they
18 could come and speak about in a
19 future meeting, I'm sure they'd
20 be happy to share and get input.
21 And then your question about a
22 faculty ombud, I'm not aware of
23 any, you know, specific
24 conversations about creating a
25 new position. I spent four years

1 in the Office for Faculty
2 Advancement, from my perspective
3 the range of issues that we dealt
4 with when I was in that office
5 are likely very similar to those
6 of a faculty ombud. And I
7 mentioned earlier that OFA does
8 have an open-door policy, so
9 anyone who reaches out can have a
10 confidential conversation if
11 that's the preference of the
12 faculty member. Again, I'm just
13 going to encourage faculty to
14 also talk with your associate
15 deans for faculty. You know, if
16 you feel like you're not making
17 progress with a department chair
18 for example or go to your dean,
19 but OFA, in my experience, you
20 name it that office, you know,
21 deals with it if it has to do
22 with faculty and their success.

23 MS. COLLETT: Hollie?

24 MS. SWANSON: Hollie Swanson, Faculty Trustee.
25 I'd just like to follow that up.

1 About 10 years ago I was part of
2 a Staff and Faculty Committee,
3 Joint Committee. We investigated
4 exactly what you said 10 years
5 ago and wrote a report and I'd be
6 happy, if I can find it, to
7 circulate it again.

8 MS. COLLETT: Marilyn?

9 MS. DUNCAN: Marilyn Duncan, College of
10 Medicine. I appreciate all the
11 things that you've told us. I've
12 learned a lot and I know there
13 are a lot of offices that work on
14 issues that relate and sort of
15 interrelate. But I think
16 faculty, from what I'm hearing
17 today and things we've talked
18 about before, I think sometimes
19 we don't feel that we get enough
20 support or enough advocacy. A
21 lot of these offices, clearly by
22 their names, are for supporting
23 students and that's good of
24 course there should be these
25 offices to support students, but

1 faculty have a lot of concerns
2 that influence how well we can
3 teach and how well we can mentor
4 students and feeling unsafe or
5 simply not understanding certain
6 situations and what to do. I'm
7 not trained in psychology. You
8 know, I don't necessarily know
9 how to deal with these
10 situations. I've dealt with a
11 certain number of what I thought
12 was odd or weird student
13 behavior, but where's the line.
14 And as Akiko mentioned sometimes
15 these things are sort of
16 borderline, but you don't know
17 where you can go to talk with
18 someone or get more information.
19 And again, we get emails every
20 year about what you need to do,
21 because it's midterm exams and
22 you need to turn in your grades
23 or what you need to do at finals
24 or you get reports at the
25 beginning of the semester on, you

1 know, make sure your syllabus
2 list the next 100 things or your
3 syllabus isn't inline with the
4 course provisions, but you know,
5 as one of my colleagues says, "If
6 your syllabus is less than 100
7 pages long you have to have
8 forgotten something." But
9 anyway, sorry for getting off
10 track. But I think we don't
11 necessarily know -- again, I've
12 taught -- you know, I started off
13 teaching in the College of
14 Medicine, but I've taught in a
15 number of other professional
16 colleges, I've taught
17 undergraduate students through
18 Colleges of Arts and Sciences and
19 I don't necessarily know where to
20 turn and why shouldn't I know
21 after 30 years. I mean I have
22 heard of Community of Concern and
23 I've reported students for that.
24 I didn't necessarily get any
25 followup. I didn't know if

1 anything had happened and I can
2 appreciate that you probably get
3 lots and lots of students. But I
4 think faculty need a portal to go
5 to or an office to go to in order
6 to sort of sort these things out,
7 where do we go, what kind of help
8 can we get, how can we figure
9 these things out. Thank you.

10 MS. COLLETT: Leslie.

11 MS. TURNER: Can I respond to that real quick?

12 MS. COLLETT: Hold on just a second. Let me go
13 ahead -- because I think your --
14 I think hers was more of a
15 statement as well and I think
16 we've discussed how there needs
17 to be a central repository and
18 kind of all of this information,
19 I do believe maybe the module or
20 things that OFA is going to do,
21 but let me let Leslie go first
22 and then --

23 MS. VINCENT: Leslie Vincent, Gatton College of
24 Business and Economics. I just
25 wanted to echo what Marilyn said.

1 I think where faculty are feeling
2 -- what I've heard from
3 colleagues in my department is,
4 "Who is standing up to support us
5 when these situations arise?" I
6 think faculty feel like they're
7 very alone and on an island,
8 maybe it's a lack of knowledge,
9 maybe it's a perception of having
10 their own advocate within the
11 University, but these are
12 conversations that are happening
13 in the hallways. The safety is
14 very much at the top of all
15 faculty's mind. We are very open
16 to resources, but also open to
17 knowing that, you know, we're
18 being supported and not just
19 faculty staff too, you know, I
20 think that's a very valid point
21 is, you know, "We're coming here
22 to do our jobs and who's
23 protecting us while we're here on
24 this campus doing the work that
25 we need to do?"

1 MS. COLLETT:

Now, you can respond.

2 MS. TURNER:

3 Thank you. Kirsten Turner I
4 couldn't agree more, and so, what
5 I would say is, we found
6 ourselves over the last two or
7 three years finding ourselves
8 trying to do both; right. I mean
9 at one point we had some faculty
10 who didn't feel comfortable
11 proctoring their exam because the
12 student wasn't -- I wouldn't
13 consider it a threat, but they
14 felt uncomfortable and no one --
15 we couldn't -- I ended up
16 proctoring the exam and I was
17 very uncomfortable with this, but
18 the chair and the dean they all
19 signed off on it because no one
20 -- and I was like, "This doesn't
21 seem right," and so, we've been
22 really trying to figure out --
23 and that's why we've been working
24 with the Office of the Provost
25 and the Office of Faculty
Advancement of where is it --

1 because our world is, how do we
2 adjudicate and this and develop
3 the students, but there needs to
4 be -- to both of your points,
5 because we have found -- I'm
6 looking at Trisha, because Trisha
7 and I have found ourselves in
8 these situations over the last
9 several years of how do we
10 navigate this, because we want to
11 help the faculty and we
12 understand that palpability of
13 concern, because frankly we've
14 had it too. But -- but we need
15 to put this into the role of the
16 colleges, into the role of the
17 Provost, and so, where -- and
18 that's one of the things that
19 we've been trying to work on is,
20 okay, what's the role for the
21 faculty, the resources for the
22 faculty, what's the role for the
23 resources of the students and we
24 haven't felt necessarily
25 appropriate -- it hasn't been

1 like horrible, but I'm saying
2 there have been times when we've
3 been trying to rush in there to
4 help and it probably isn't our
5 role to be doing that. And so, I
6 guess what I'm just trying to say
7 is, I couldn't agree with you
8 guys more.

9 MS. COLLETT: Okay. I'm going to take one more
10 question. Elizabeth Sault?

11 MS. SAULT: Yeah. So, my question is, you
12 mentioned that colleges handle
13 this, is there a budget for
14 colleges for managing safety
15 issues?

16 MS. CARDARELLI: Katy Cardarelli. So, Elizabeth,
17 if you're asking if the Office of
18 the Provost, for example, gives a
19 specific budget to the colleges
20 for this, as I look at my dean
21 colleagues around the room, no,
22 we don't -- we don't tell deans
23 how they have to spend their
24 money. So, there is not a
25 specific budget that is allocated

1 for the institutions. The last
2 thing, since I have the floor, I
3 just want to mention is that I'm
4 listening in particular to Leslie
5 and Marilyn and I just mentioned
6 I was an OFA for four years
7 before I came into my current
8 role. I consider myself a pretty
9 strong faculty advocate. There
10 are a lot of things I would like
11 to see the Office of the Provost
12 do to support faculty more. We
13 have been challenged by having an
14 Acting Associate Provost and
15 before that someone who was
16 leaving the role, so it is my
17 sincere desire that when we fill
18 this position that we can see
19 some initiatives coming from that
20 office that would be specific to
21 supporting faculty. I have a
22 list of ideas. And I believe I
23 talked with Aaron Kramer about
24 this before he left his Senate
25 Council Chair, this is how long,

1 you know, I've been talking about
2 this. So, just know that we hear
3 you and we want to invest in
4 faculty success and well being
5 and I'm going to push for that.
6 MS. COLLETT: Okay. Thank you all so much for
7 your time and being here and
8 answering all the questions, it
9 was fruitful. I think there's
10 more to come, more for us to look
11 forward to as we work towards --
12 just working together as a team
13 and getting those resources kind
14 of complied and processes more
15 clear for everybody. Thank you
16 all. Next, I have UK Work-Life
17 and Well Being Services.
18 MS. BEATTY: Hello, everyone.
19 MS. COLLETT: Oh. Well, Azetta, I was going to
20 introduce you.
21 MS. BEATTY: I'm sorry. I'll wait.
22 MS. COLLETT: Ms. Beatty -- Ms. Beatty is an HR
23 Work-Life Manager. So, you may
24 have noticed there's been some
25 information come through on the

1 previous Senate Newsletters
2 concerning resources available to
3 faculty through HR, so I invited
4 Ms. Beatty here today to provide
5 Senators with an update on
6 resources that could possibly
7 help with their work-life and
8 well being. There you go, Ms.
9 Beatty.

10 MS. BEATTY: Thank you. All right. So, let
11 me minimize my screen here a
12 little bit. So, first of all,
13 thank you so much for having me
14 here. My colleague, Gail Carbol,
15 is also on with me, she is an HR
16 Manager for Benefits. And we are
17 just pleased to be able to take a
18 few minutes to just give you some
19 high level overview of our
20 services that we provide and I
21 encourage you wholeheartedly to
22 take the pdf that was included
23 with the presentations, like on
24 the website there's about maybe
25 six or seven slides, you're

1 welcome to take that and share it
2 directly with your departments or
3 with your units or with your
4 colleges, because it's a very
5 condensed version and you may
6 find that it's very easy to share
7 with the faculty in your area.
8 You can move to the next slide.
9 So, with our services we're
10 focusing on work-life and well
11 being, because that is of course
12 what we're so very interested in
13 for our faculty and our staff at
14 the University, all of our
15 employees, just trying to make
16 sure we provide resources and
17 service and benefits to you in
18 those areas. And we also
19 understand that sometimes we are
20 all balancing that, "What do I
21 need?" versus, "What do I want?"
22 and sometimes that can be a
23 little bit challenging when you
24 are balancing work needs and life
25 needs. And so, we hope that some

1 of the resources that we provide
2 will assist you on that journey.
3 Go to the next slide. This is
4 just a screen shot of our
5 website. If you've never been to
6 our work-life and well being
7 website I just wanted to share
8 this screen shot with you so that
9 when you go there -- and you can
10 see the weblink at the top of the
11 page here, I invite you to go
12 there and you will see all these
13 different categories of resources
14 related to mental health,
15 personal finance, personal
16 resilience, nutrition, physical
17 fitness, flex work, working
18 parents and our elder care
19 services. Go to the next slide.
20 So, just to break that down just
21 a little bit. We want to help
22 you as you are prioritizing that,
23 we know that we bring our whole
24 selves to work and, you know, you
25 don't just check your life things

1 at the door when you get to work
2 just like when you go home all
3 the times you take work things
4 home with you, even if it's just
5 you're thinking about them
6 mentally, but we wanted to let
7 you know that we do have some
8 services to support you. And one
9 way that we offer these resources
10 is through workshops. We have
11 consultations, they can be one-
12 on-one consultations, it could be
13 group consultations. We do a lot
14 of presentations. We're able to
15 come to your departments or units,
16 your college meetings and do a
17 five-ten-minute presentation, an
18 hour-long presentation on a
19 variety of topics in all of these
20 areas. We can get very specific
21 or we can be really general. We
22 also can do outreach, if you had
23 like a tabling event or just
24 wanted us to come and show up in
25 your space and hang out for a few

1 hours just to connect with your
2 employees or your faculty we'd be
3 happy to do that. So, I just
4 want to run through this list
5 pretty quickly here. We have
6 elder care resources. There's an
7 elder care consultant that can
8 assist you if you are a care
9 giver for elderly loved ones and
10 we know that that varies, it
11 could be you're providing a very
12 little bit of care or you could
13 be really providing a lot of care
14 or you may be in the position
15 where you say, "In the next few
16 years I could see myself in a
17 position where I have to assist a
18 lot." So, we encourage you to
19 check out our website and to
20 connect with our consultant on
21 that. We also have mental health
22 clinicians, we have four in house
23 and then we have three contract
24 clinicians that can do virtual or
25 in-person appointments and all

1 employees get five free sessions
2 per fiscal year and there's a lot
3 of other resources that they can
4 provide you as well, lots of
5 topic presentations, such as
6 self-care and so forth. We have
7 dietitians that can assist with
8 the nutrition area. We also have
9 parenting resources. We have a
10 parenting network, we just call
11 our Working Parents Network. We
12 also have something we call Big
13 Blue Family Care, which can
14 assist you with like babysitting,
15 connecting with the UK students
16 who provide babysitting services.
17 And then also we're responsible
18 for the lactation spaces on our
19 campus. Also, we have personal
20 finance support. We just
21 recently added a resource called
22 CAP Trust, which is like a third-
23 party organization that can
24 assist you with evaluating your
25 resources and evaluating your

1 retirement plans, evaluating your
2 financial plans and what you may
3 want to plan for and that's
4 something we've added recently.
5 And then we have Enrich and a
6 variety of others there. Also,
7 personal resilience, these are
8 health coaches. Sometimes people
9 will like to talk to our health
10 coaches about just different
11 things you're dealing with, it
12 could be emotional, it could be
13 sleep, it could be just anxiety
14 or stress. And so, in some ways
15 they're a little bit similar to
16 the mental health clinician, but
17 they are not the same, but they
18 do provide one-on-one as well as
19 group presentations. And then we
20 have the physical fitness and you
21 may be familiar that we have a
22 few gyms on campus and we have
23 three fitness membership options,
24 we have one that's strictly
25 online, we have one where you can

1 go to some of the gyms and then
2 we have another one where you can
3 go to all of the gyms that we
4 have through the University. You
5 can move on. On this slide I'm
6 just simply making -- pulling up
7 a few additional things that
8 sometimes kind of slips between
9 the cracks. When we think about
10 our benefits we are so aware that
11 we have so many at the University
12 that it's very easy to miss them
13 or it's very easy to kind of
14 forget they're there until you
15 need them. But here's just a few
16 quick ones, for one we did change
17 the URL for HR. If you have any
18 HR links on your college or unit
19 websites I just want to mention
20 this to you so that you can go
21 and update them, because the
22 links changed about a month or so
23 ago and if someone tries to go
24 there it may not work from your
25 website. So, if you do have any

1 kind of links linking to HR
2 websites I encourage you to go
3 double check them and make sure
4 you get the correct links. I
5 mentioned also that we can do
6 speakers. We can come and talk
7 to your groups on a variety of
8 topics. Most people know that we
9 do have the employee discount
10 webpage, but it's not just for
11 local resources, it could be
12 things in other states, so I
13 encourage you to check that out.
14 Something as simple as you want
15 to go to an amusement park or you
16 need tires, it's such a really
17 long list, discount for
18 childcare, hotels, whatever, it
19 goes on and on. I encourage you
20 to check that out before you
21 purchase things or just encourage
22 your employees that's one way
23 that we can assist them with just
24 their money management. And then
25 we have a tuition assistance

1 program, Live Health, Anthem
2 Emotional Health, Hinge Health is
3 the musculoskeletal resource that
4 we added last fiscal year and
5 Wynn Fertility, if you know of
6 anyone that needs assistance or
7 would like to talk to someone
8 about their fertility efforts and
9 journey that is a resource that
10 we have. And then the flexible
11 spending accounts and then Med
12 Law. Med Law is an additional
13 type of insurance that you can
14 add that gives you access to
15 attorneys for a variety of
16 reasons. And I think the last
17 slide is just saying thank you
18 for having us and I was trying to
19 talk really fast because I know
20 we're at the end here, but I'm
21 happy to talk to any of you guys
22 and come and talk to your groups
23 and share resources or take a
24 little longer to talk through any
25 of these topics of interest to

1 you. Thank you.

2 MS. COLLETT: Thank you so, so much. It was a
3 lot of information. I'm sure
4 everybody will go to the website.
5 Believe me I have used UK
6 Employee Discounts quite a lot,
7 especially with the new Kroger
8 discount on Friday and Saturday,
9 so 10 percent off your Kroger
10 groceries. So, moving on. We
11 have items from the floor, time
12 permitting, which we don't really
13 have any time. So, as there's no
14 further business to conduct
15 there's an opportunity obviously
16 for Senators to raise issues that
17 are not on the agenda, ask any
18 questions or suggest a topic for
19 later. So, the floor is open if
20 there are any. Okay. I have two
21 hands. Sean?

22 MR. PEFFER: Sean Peffer, School of Business.
23 Yeah. I just wanted to make kind
24 of a quick statement. I heard
25 something very destructive, very

1 destructive. When you start each
2 meeting with, "We are going to
3 have respect. We are going to do
4 all this within respect. We're
5 going to -- etcetera," and I
6 heard a statement, "He was an old
7 white male, so he did not care."
8 That was the statement I heard.
9 If I had said -- and I had a
10 black woman dean at one point in
11 time, so I would say a -- "My
12 black woman dean she did not
13 understand because she was a
14 black woman dean," or anything
15 along those lines, why do those
16 adjectives go in there? We have
17 struggled so hard at this
18 University, I've been here 25/30
19 years to get rid -- rid of, they
20 do this because of their race and
21 gender. By the way, warning, I'm
22 an old white male. But anyway,
23 to get rid of race and gender I
24 really want it on the record that
25 I don't think there is any room

1 from any side to throw out they
2 were a blank, blank, race gender
3 therefore, that's baseless.
4 Therefore, I really just wanted
5 to get that on the record today
6 and if I wasn't old enough to
7 retire that would have scared the
8 crap out of me to hit this button
9 and talk, but I've been here 30
10 years. I've been through trying
11 to get rid of that and then I
12 hear it. I couldn't believe that
13 got let go. So, I would like
14 that on the record and I would
15 like to say that I'm personally
16 offended by that comment. So,
17 thank you. I'm done speaking.

18 MS. COLLETT: Okay. Thank you. It's noted for
19 sure. Jenn?

20 MS. HUNT: I just had a comment for Azetta.
21 Thank you so much for the
22 presentation. And I wonder if
23 there is a way to get graduate
24 assistants some kind of
25 documentation that would allow

1 is the right thing to do and
2 that's a moment of reflection now
3 so that doesn't occur again in
4 the future. So, I do thank you
5 for doing that.

6 MR. PEFFER: Thank you.

7 MS. COLLETT: So, next --

8 MS. BEATTY: And I just want to say, Jenn --
9 oh, I'm sorry. Can I comment to
10 Jenn real quick?

11 MS. COLLETT: Oh, Azetta. Okay. I'm sorry I
12 couldn't see who was speaking. I
13 apologize.

14 MS. BEATTY: Yes. No problem. I was just
15 going to say I can check on that.
16 That is a corporate discount,
17 it's actually not officially
18 through the Office of Benefits,
19 but it's a UK Corporate
20 agreement, but I can check and
21 see -- try to get some
22 information on that and followup.

23 MS. HUNT: Thank you.

24 MS. BEATTY: You're welcome.

25 MS. COLLETT: So, I think it's time for us to

1 move to adjournment. The next
2 Senate Meeting will be May 1st,
3 2023. If there are no objections
4 at this time we are going to
5 adjourn. No objections? Okay.
6 It is 5:06. Adjournment. Have a
7 great day.