

# UNIVERSITY OF KENTUCKY

## SENATE COUNCIL

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### Regular Session

January 14, 2002  
3:00 p.m.

W.T. Young Library  
First Floor Auditorium  
Lexington, Kentucky

Professor William Fortune, Chair

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*WILLIAM FORTUNE, CHAIR*

*GIFFORD BLYTON, PARLIAMENTARIAN*

*CELINDA TODD, SECRETARY TO SENATE COUNCIL*

*JACKIE PERKINS, RECORDING SECRETARY*

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Executive Session/Closed Record .....	11 - 25
(in re: Honorary Degree Nominees)	

1 MR. FORTUNE: Good afternoon  
2 and Happy New Year.

3 The minutes of the December meeting were  
4 distributed electronically. And I think we have some  
5 paper copies of the minutes available. And if there is  
6 objection to approving them at this time, I will wait and  
7 have them approved in February. But if there is no  
8 objection -- we only had one action item at the December  
9 meeting -- I'd ask -- Well, I'll ask first if there is  
10 an objection to approving them at this time? (No  
11 response.)

12 Okay. If not, they will stand **APPROVED**  
13 as distributed electronically.

14 By way of Chair's announcements, we did  
15 have one rule waiver. This was at the December 14th  
16 Council meeting. We waived the repeat option to allow  
17 a student who is not currently enrolled to exercise the  
18 repeat option. This is the student who has not graduated  
19 from any college or university but is not presently  
20 enrolled at U.K. And the way our rule reads, you have  
21 to be enrolled to exercise the repeat option. And at the  
22 request of the college, we did exercise that -- excuse  
23 me -- we did waive that rule. I don't believe there are  
24 any resolutions.

25 Now, the Senate Committee Reports will be  
26 a standard agenda item on the Senate agendas. And we do  
27 have, I believe, two Committee Chairs who have indicated  
28 that they wish to make brief reports. And Brad Canon is  
29 here for Rules & Elections.

30 MR. CANON: I'm going to report  
31 on the Board of Trustees Election, first ballot. Four  
32 candidates were nominated for the Faculty Representatives  
33 for the Board of Trustees, as you know. The results were:  
34 Bill Fortune came in first with 322 votes; Mike Kennedy  
35 second with 315 votes; Davy Jones third with 165 votes;  
36 and Judith Lesnaw last with 138 votes.

37 Under the rules, the three top candidates  
38 will now go out on a second and final ballot and you will  
39 have -- or you will vote, of course, for a first choice.  
40 You will have the option of voting for a second choice.  
41 And if no candidate gets a majority of first choice votes,  
42 then we will count the second choice votes for the person  
43 eliminated and distribute them among the two candidates  
44 with the highest number of votes.

45 The ballot will go out probably about a  
46 week from now, maybe a little later, and it will be due  
47 back in February 15th. So we will have a faculty  
48 representative on the Board of Trustees to replace Loys  
49 Mather and in plenty of time to get an education about  
50 Board matters before actually taking office on the 1st

1 of July.

2                   The Senate Council ballots were as follows.  
3 I think you all know this because you've gotten the ballot  
4 but let me remind you. There were three Senate Council  
5 vacancies. The terms of Jane Wells, Chuck Coulston and  
6 myself ended on December 31st.

7                   A number of people were nominated. Two  
8 were elected on the final ballot, Peggy Saunier and Liz  
9 Debski. Liz is here. Is Peggy here? Okay. Want to  
10 stand up a minute?

11 (Peggy Saunier and Liz Debski stand.)

12 (APPLAUSE)

13                   Congratulations. And there's a runoff for  
14 the third position -- nobody got a majority -- between  
15 Ernest Bailey and Kaveh Tagavi. And the ballots are due  
16 in this Friday. You've all received them. If you haven't  
17 received them, yell to Jackie Perkins. And if you've  
18 received them but not returned them, please vote.

19                   MR. FORTUNE: Thank you, Brad.

20                   And Andy Spears, who is Chair of the  
21 Academic Facilities Committee is here. Andy.

22                   MR. SPEARS: I've been  
23 representing the Council with the Master Planning Group  
24 that's working the 10-Year Master Plan for the campus.  
25 We've made arrangements for the architects to address this  
26 group on Wednesday, February the 20th at 3:00 p.m. in the  
27 College of Law Court Room. So I'd like for you to get  
28 that on your calendars and please come. It's very  
29 interesting to watch what they're doing with the planning.  
30 They've divided the campus up in sectors or precincts,  
31 as they call them. They're working on the south part of  
32 the campus now. On February the 20th they'll be  
33 transitioning to north campus. So there's plenty of time  
34 for input from this group. And so I urge you to come and  
35 be with us on February the 20th at 3:00 p.m. in the College  
36 of Law Court Room.

37                   Thank you.

38                   MR. FORTUNE: And that  
39 obviously is an open meeting and you might spread the word.  
40 I think there's been a concern about lack of faculty input  
41 on campus planning in the past. And this is really our  
42 opportunity at that meeting on the 20th. Any other  
43 committees to report? (No response.)

44                   Okay. If not, then we'll go on to the  
45 action items. And the first action item is our Honorary  
46 Degree candidates which will be presented by Graduate  
47 School Dean Doug Kalika. Now, we are -- Under the  
48 governing regulations, we are to make recommendations  
49 concerning Honorary Degree candidates. We, of course,  
50 do not bestow the degrees. That has to be done by Board

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1 action. So what we are doing is preliminary in nature.  
2 And, for that reason, we're asking that the names that  
3 you'll hear about be kept confidential until the Board  
4 Meeting which is January 22nd.

5 If the members of the press -- and I see  
6 at least one member of the press who is here -- will agree  
7 to embargo the matter until then, then we have no objection  
8 to the members of the press staying. But, if not, I will  
9 entertain a motion that we go into Executive Session,  
10 because I think this fairly can be classified as a personnel  
11 matter. So I'll ask the members of the press how they  
12 feel about that.

13 PRESS (STEVE): Thanks for  
14 putting me on the spot.

15 MR. FORTUNE: Basically, will  
16 you agree to embargo it until January 22nd or not?

17 PRESS (STEVE): Does this --  
18 As far as an Open Meetings Law into personnel issue, does  
19 it fall under that privilege?

20 MR. FORTUNE: I'm taking the  
21 position that it does.

22 PRESS (STEVE): I really --  
23 At this point I don't know if it does or not, you know.  
24 But I need to check with our people on that. But...

25 MR. FORTUNE: So is that a maybe  
26 or what? Is that a no, I will not agree?

27 PRESS (STEVE): You know, I  
28 really don't feel too comfortable agreeing to any...

29 MR. FORTUNE: I understand.

30 MR. DURANT: I MOVE we go into  
31 Executive Session.

32 MR. FORTUNE: Okay. There's  
33 been a--

34 MR. GESUND: Second.

35 MR. FORTUNE: Wait. Let's get  
36 who made the motion. David Durant made the motion?

37 MR. DURANT: Yes.

38 MR. FORTUNE: Okay. David  
39 Durant moved that we go into Executive Session for this  
40 purpose only. Is there a second to that?

41 MR. GESUND: Second.

42 MR. FORTUNE: Hans Gesund  
43 seconded. Okay. Is there a discussion of that issue?  
44 Kaveh Tagavi?

45 MR. TAGAVI: Does that sort of  
46 action apply to employees of the University only?

47 MR. FORTUNE: Kaveh, I do not  
48 know. Honestly, I think that there may be a legitimate  
49 issue with regard to this. But I know of no other way  
50 to deal with the issue than the way I'm dealing with it.

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1 Is there any further discussion? (No response.)  
2 Okay. All in favor of going into Executive  
3 -- Yes?  
4 MR. (UNIDENTIFIED): I'm  
5 voting.  
6 (LAUGHTER)  
7 MR. FORTUNE: Okay. All in  
8 favor of going into Executive Session say aye.  
9 ("AYE" VOICE COUNT: ALL)  
10 Opposed say nay.  
11 ("NAY" VOICE COUNT: NONE)  
12 Okay. Steve, we are now in Executive  
13 Session. So we will call you when we get through with  
14 this.  
15 (Press leaves the room.)  
16

1 **(BEGIN EXECUTIVE/CLOSED SESSION)**

2 MR. FORTUNE: Okay. I'd like  
3 to recognize Doug Kalika. He's going to present five  
4 degrees -- five candidates for Honorary Degrees and we  
5 will vote on them separately. And after Doug presents  
6 each one of them, I will call for discussion and a vote.

7 MR. KALIKA: Good afternoon.  
8 The five candidates which I'm putting forward are  
9 individuals who were recommended by the Honorary Degree  
10 Committee. Tom Robinson, the Dean of College of Allied  
11 Health is this year's Chair of that committee. And all  
12 five of these individuals were considered by a meeting  
13 of the Graduate Faculty last week and were approved and  
14 forwarded.

15 I might comment that the tradition at the  
16 University is to limit the number of Honorary Degree  
17 conferrals at spring commencement to a total of three.  
18 However, there is also the option for conferral of Honorary  
19 Degrees outside of commencement. And so, in fact, two  
20 of these nominees are being considered for a conferral  
21 during the spring prior to that date.

22

1                   The first one, **THE NOMINEE IS FUJIO CHO.**  
2 And this is actually being considered for Award on January  
3 the 29th.

4                   Fujio Cho is a distinguished community and  
5 industrial leader who has had a profound impact on the  
6 Commonwealth of Kentucky. A native of Japan, he currently  
7 serves as President of Toyota Motor Manufacturing  
8 Corporation and was the general manager of Toyota Motor  
9 Manufacturing, U.S.A. in Georgetown from 1986 to 1994.

10                  Mr. Cho's vision to create a fusion of  
11 Japanese work methods and American individualism succeeded  
12 in building a plant that now employs over 7,000 team members  
13 from nearly every county in the Commonwealth. Toyota  
14 Motor Manufacturing prospered under Mr. Cho's direction.  
15 Toyota Motor Manufacturing has become Kentucky's number  
16 one exporter in the global marketplace and received gold  
17 plant quality awards from J.D. Power and Associates in  
18 both 1993 and 1994.

19                  Under the leadership of Mr. Cho, the  
20 Georgetown plant brought new prosperity and prestige to  
21 Central Kentucky. In its December 1992 issue, the Lane  
22 Report stated that, "Cho has restored global faith in  
23 American manufacturing and destroyed the myth that the  
24 American worker is not capable of producing world-class  
25 consumer goods, and in Kentucky has led to a rebirth in  
26 pride that once fueled our nation's industrial machine."

27                  According to the Southern Growth Policies  
28 Board in Chapel Hill, North Carolina, Toyota's endeavor  
29 in Kentucky has been the single most important  
30 social-economic development initiative in the South in  
31 the last century. In the wake of Toyota's success in  
32 Georgetown, more than 100 additional Japanese companies,  
33 along with more than 50 German suppliers and over 30 French  
34 corporations, have also settled in Kentucky and given the  
35 Commonwealth a standing among the four leading automotive  
36 states in the nation.

37                  Ever responsive to the needs of the  
38 community, Mr. Cho fostered a spirit of philanthropy at  
39 Toyota that resulted in substantive support for the  
40 Kentucky Bicentennial, as well as funding for the W.T.  
41 Young Library at the University of Kentucky. He also  
42 initiated support for U.K.'s Center for Robotics and  
43 Manufacturing Systems' lean manufacturing pilot program.

44                  For his distinguished record of leadership  
45 in industry, educational contributions, and service to  
46 the people of the Commonwealth of Kentucky, Fujio Cho is  
47 recommended as the recipient of the 2002 Honorary Doctor  
48 of Engineering degree.

49                  MR. FORTUNE: This comes to you  
50 on the recommendation of the Graduate Faculty, which is



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1 not a committee of this Senate. So we will need a motion  
2 and a second to recommend the conferring of this degree.  
3 MR. GESUND: So move.  
4 MR. FORTUNE: Okay. Hans  
5 Gesund moves that we recommend the conferring of this  
6 degree. Is there a second?  
7 MR. TAGAVI: Second.  
8 MR. FORTUNE: Kaveh Tagavi  
9 seconds. Is there discussion? (No response.)  
10 All in favor, signify by saying aye.  
11 ("AYE" VOICE COUNT: ALL)  
12 Opposed, say nay.  
13 ("NAY" VOICE COUNT: NONE)  
14

1 MR. KALIKA: Okay. Our second  
2 nominee to put forward is also an individual for whom an  
3 early conferral date is anticipated. This **NOMINEE IS MS.**  
4 **LORETTA LYNN.** And the conferral is anticipated to  
5 coincide for the National Conference of the Society For  
6 American Music, which is to take place here in Lexington  
7 in March of 2002.

8 A native of Johnson County, Kentucky,  
9 Loretta Lynn has an outstanding record as a preeminent  
10 female country singer. Her creative accomplishments as  
11 both a writer and performer are manifested through a series  
12 of 74 charted country hits. Her ability to affirm the  
13 rich cultural heritage of the mountains, while at the same  
14 time presenting characteristics of modern women in  
15 Appalachian Kentucky, is surpassed by none.

16 Of international renown, Ms. Lynn is known  
17 for her real-life lyrics that have created an ethnographic  
18 record of the people of Appalachia and the coal mining  
19 culture. As awareness of the importance of American  
20 "roots" music as an authentic alternative to the popular  
21 music industry has increased, she has experienced new  
22 acclaim for her recording *Still Country*, which speaks with  
23 integrity and emotion of her rural Kentucky origins.

24 Ms. Lynn's autobiography, *Coal Miner's*  
25 *Daughter*, was on the *New York Times* best seller list for  
26 eight weeks and became a major feature film. She has also  
27 received over 150 honors and awards for her artistic and  
28 humanitarian work.

29 Although she now lives in Hurricane Mills,  
30 Tennessee, Ms. Lynn maintains close connections with her  
31 Kentucky roots. She has been involved heavily in efforts  
32 to eradicate illiteracy and recently appeared in benefit  
33 performances to assist in the establishment of the new  
34 Kentucky Music Museum.

35 For her remarkable creative career, her  
36 renown as a performer, and her ability to affirm the rich  
37 cultural heritage of Appalachian Kentucky, Loretta Lynn  
38 is recommended as the recipient of the 2002 Honorary Doctor  
39 of Arts degree.

40 MR. FORTUNE: We need a motion  
41 and a second.

42 MR. PEN: (Raises hand.)

43 MS. KERN: (Raises hand.)

44 MR. FORTUNE: Okay. Ron Pen  
45 moves for the conferring of the Honorary Degree and--

46 MS. KERN: Kathi Kern.

47 MR. FORTUNE: --Kathi Kern  
48 seconds the motion. Is there discussion? (No response.)

49 All in favor, signify by saying aye.

50 ("AYE" VOICE COUNT: ALL)

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1                   Opposed, say nay.  
2 ("NAY" VOICE COUNT: NONE)

3

4 The following 8 pages of the transcript have been reinstated after  
5 the Board of Trustees approved these candidates

6

7

                  MR. KALIKA: Okay. The nominees now  
8 that will follow are three individuals for whom conferral is planned  
9 for spring commencement. The first one is **SISTER ROSEMARY HOWARTH.**

10                   Sister Rosemary Howarth is the General Superior  
11 of the School Sisters of Notre Dame and has served as the international  
12 leader of the School Sisters since 1998. In this capacity, she  
13 oversees 4,000 sisters working in 33 countries. She provides  
14 leadership to the International Leadership Team of the Congregation  
15 and carries out all the legal and canonical duties of that  
16 organization. She is also the Congregational representative to the  
17 Internal Union of Superiors General and coordinates and assists in  
18 conducting all the international meetings of the School Sisters and  
19 provides opportunities for spiritual development for the entire  
20 membership.

21                   Sister Rosemary's work has had a direct impact on  
22 the University of Kentucky through her involvement with the Nun Study  
23 in which 2,500 sisters have undergone extensive examination and  
24 review, as well as a commitment at their death to donate their brains  
25 to the Sanders-Brown Center on Aging. The sisters' involvement in  
26 this study has resulted in significant advances and discoveries in  
27 the area of Alzheimer's disease as well as other neurological problems.  
28 The Nun Study has received national and international acclaim and  
29 has brought great credit to the University of Kentucky and its research  
30 programs.

31                   Prior to becoming the General Superior of the  
32 Congregation, Sister Rosemary served from 1995-1998 as a pastoral  
33 minister at Our Lady of Guadalupe Community in Ontario, Canada. In  
34 this program, she continued on the work she began in 1986 with the  
35 Hispanic population. From 1986-1993, she directed the parish work  
36 in Villa El Salvador, Peru where she was involved, among other duties,  
37 in developing youth leadership programs. In summary, Sister Rosemary  
38 has been heavily involved throughout her time with the School Sisters  
39 of Notre Dame with the poorest of the poor in an effort to bring physical  
40 and spiritual relief to their lives.

41                   On the basis of her leadership of a humanitarian  
42 organization that serves the poor across the world, as well as her  
43 efforts to provide understanding of one of the most debilitating  
44 diseases of the modern world, Sister Rosemary Howarth is recommended  
45 as a recipient of the Honorary Doctor of Letters degree.

46                   MR. FORTUNE: Is there a motion to  
47 recommend the conferring of this degree?

48                   MS. MOLINARO: (Raises hand.)

49                   MS. STATEN: (Raises hand.)

50                   MR. FORTUNE: Mary Molinaro moves the

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1 conferring of the degree and--  
2 MS. STATEN: Ruth Staten.  
3 MR. FORTUNE: Ruth--  
4 MS. STATEN: Staten.  
5 MR. FORTUNE: --right. I'm sorry --  
6 Ruth Staten seconds. Any discussion? (No response.)  
7 Okay. All in favor, signify by saying aye.  
8 ("AYE" VOICE COUNT: ALL)  
9 Opposed, say nay.  
10 ("NAY" VOICE COUNT: NONE)  
11

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1 MR. KALIKA: The next **NOMINEE IS MR.**  
2 **SANFORD T. ROACH.**

3 Sanford T. Roach has made major contributions to  
4 society in the areas of education, athletics, and public service.  
5 He began his career in education as a teacher and coach at the Kentucky  
6 House of Reform, later known as Kentucky Village. After later  
7 teaching at his alma mater, Bate High School in Danville, he became  
8 a teacher and assistant basketball coach at the original Dunbar High  
9 School in Lexington where he taught Science, and coached basketball  
10 for 24 years. He later served as assistant principal and principal  
11 at the Lexington Junior High School.

12 The salutatorian of his high school class, Mr. Roach  
13 received his bachelor's degree from Kentucky State College and a  
14 master's degree from the University of Kentucky, where he was one  
15 of the earliest African American students to attend this institution.

16 Mr. Roach is well known in the state for his coaching  
17 abilities. At Dunbar he amassed a record of 512 wins to 142 losses  
18 for a lifetime coaching record of 610 wins and 166 losses. His success  
19 as a coach contributed to his being appointed in 1974 by President  
20 Otis Singletary to the U.K. Athletics Association Board of Directors,  
21 the first African American to hold his position.

22 Mr. Roach is also a leader in the community and  
23 in his church. A long-time member of the St. Paul African Methodist  
24 Episcopal Church, he is a church steward, former trustee, class leader,  
25 and choir member. The Lexington Human Rights Commission, Lexington  
26 Transit Board, Lexington Kiwanis Club, Kentucky State University  
27 Alumni Association, and the National Association for the Advancement  
28 of Colored People, are just a few of the many social, civic, and  
29 community service programs with which he has been involved.

30 His work with children has benefitted many people  
31 in the community. He has served on the board of the Boy Scouts of  
32 America and Big Brothers/Big Sisters. His commitment to inspiring  
33 young people through sports has been evident as he directed basketball  
34 and cheerleading clinics, spending many hours with children from  
35 low-income backgrounds. He has been an inspiration to Lexington's  
36 youth.

37 Mr. Roach's list of honors and awards is a long  
38 one. He has been awarded an honorary degree from Kentucky State  
39 University, inducted into the Kentucky High School Athletic  
40 Association Dawahare's Hall of Fame, and the Kentucky Athletic Hall  
41 of Fame, to list a few. The new Paul Laurence Dunbar High School  
42 gymnasium has been dedicated the S.T. Roach Sports Center, where the  
43 S.T. Roach Basketball Classic occurs annually.

44 For his distinguished record of service to the  
45 community, to athletics, and to the University of Kentucky, Sanford  
46 T. Roach is recommended as a recipient of the 2002 Honorary Doctor  
47 of Humanities degree.

48 MR. FORTUNE: Do we have a motion to  
49 confer that Degree?

50 MR. CANON: So move.

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1 MR. FORTUNE: Brad Canon moves. A  
2 second?  
3 MR. CIBULL: Mike Cibull.  
4 MR. FORTUNE: Mike Cibull seconds.  
5 Any discussion? (No response.)  
6 All in favor, signify by saying aye.  
7 ("AYE" VOICE COUNT: ALL)  
8 Opposed, say nay.  
9 ("NAY" VOICE COUNT: NONE)  
10

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1 MR. KALIKA: Okay. The last **NOMINEE**  
2 **IS DR. WIMBERLY C. ROYSTER.**

3 From the time of his arrival at the University of  
4 Kentucky as a graduate student in 1946 to his retirement as the first  
5 Vice President for Research in Graduate Studies, Wimberly C. Royster  
6 has been one of the University's foremost leaders for half a century.

7 After a brief sojourn at Auburn University, Dr.  
8 Royster returned to U.K. in 1956 to begin an uninterrupted climb to  
9 the rank of professor in 1962.

10 His administrative roles, which have been many,  
11 began with the position of chair of mathematics, the director of the  
12 School of Mathematical Sciences, dean of the College of Arts and  
13 Sciences, dean of the Graduate School, vice chancellor for research;  
14 and in 1988 he was appointed the University's first vice president  
15 for Research and Graduate Studies.

16 Dr. Royster's accomplishments remain well known  
17 and highly visible within the university today. Under his leadership  
18 the Mathematics Program was awarded a major Basic Science NSF  
19 development Grant in 1968 that provided the impetus for developing  
20 one of the institution's most distinguished research and graduate  
21 education programs. In addition, Dr. Royster oversaw a period of  
22 rapid development of doctoral education at U.K. and the establishment  
23 of its first multidisciplinary research and graduate education  
24 centers.

25 At the national level, Dr. Royster served as  
26 president of the Conference of Southern Graduate Schools and President  
27 of the Council of Graduate Schools in the US and Canada, and was a  
28 member of numerous national boards. Following his retirement, he  
29 continued for two years as special assistant to the president in order  
30 to oversee completion of the ASTeCC Building. Also, since his  
31 retirement he has played a critical role in the acquisition of grants  
32 and contracts from NSF and other entities through his work with the  
33 Kentucky Center for Science and Technology. These grants and  
34 contracts have supported Mathematics and Science education in public  
35 schools in the Commonwealth, as well as in adjoining Appalachian  
36 states. He has also continued as the director of Kentucky's EPSCOR  
37 projects in research development for U.K. and other universities  
38 within the Commonwealth.

39 In view of his personal attributes and his  
40 professional accomplishments, his service to the university, the  
41 Commonwealth and the nation, Dr. Wimberly C. Royster is recommended  
42 as the recipient of the Honorary Doctor of Science degree.

43 MR. FORTUNE: Do we have a motion?

44 MR. GESUND: So move.

45 MR. FORTUNE: Hans Gesund moves.

46 MR. HARRIS: I second. Larry Harris.

47 MR. FORTUNE: Larry Harris seconds.

48 Any discussion? (No response.)

49 All in favor, signify by saying aye.

50 ("AYE" VOICE COUNT: ALL)

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1                                    Opposed, say nay.  
2 ("NAY" VOICE COUNT: NONE)  
3                                    Thank you. Thank you, Doug.  
4                                    MR. KALIKA: All right.  
5                                    MR. FORTUNE: I'm about to invite the  
6 press back in. But let me ask you to keep this confidential until  
7 the Board meets. I think that, particularly with regard to Miss Lynn,  
8 the press might find this newsworthy and I do want to respect the  
9 Board's prerogative to release the names.  
10 (Press allowed to return at this time.)  
11                                    -----  
12



1 (PUBLIC RECORD RESUMES)

2 MR. FORTUNE: We have, as our  
3 second action item or the next Agenda item, rather, the  
4 Creation of the Center on Structural Biology. This comes  
5 to you from the Senate's Committee on Academic Organization  
6 & Structure and needs no second. And I saw Lou Hersh in  
7 the back of the room who can answer questions concerning  
8 this. I will open the floor for discussion. (No  
9 response.)

10 No discussion? Okay. This will be a  
11 recommendation to the Board to create this Center.

12 All in favor, signify by saying aye.

13 ("AYE" VOICE COUNT: ALL)

14 Opposed, say nay.

15 ("NAY" VOICE COUNT: NONE)

16 Okay. Lou is leaving.

17 (LAUGHTER)

18 We have four recommendations from the  
19 Senate's Committee on Admissions and Academic Standards  
20 and these are broken down in your Agenda into Items B,  
21 which is the Graduate School Additions/Modifications; Item  
22 C, which was this S and UN grade proposal; Item D, which  
23 is the Graduate Council recommendation on a dual degree  
24 role; and then Item E, which is the graduate certificate  
25 rule. All of these proposals were discussed at length  
26 in the Senate Committee on Admissions and Academic  
27 Standards.

28 Doug Kalika is here for the Graduate School  
29 and can answer questions that might arise. And so we will  
30 simply put on the floor Item B, which are the Graduate  
31 School rules.

32 Doug, do you want to, as a preliminary  
33 matter, say something about how these rules -- why we're  
34 here?

35 MR. KALIKA: Sure.

36 Essentially, the history on this, I was approached about  
37 a year and a half ago by the Senate Council and specifically  
38 the Rules Committee, who I think noted the fact that there  
39 were many academic and procedural rules that were contained  
40 in the Graduate bulletin which, for whatever reason, had  
41 never been formally codified into the Senate Rules. So  
42 we undertook to identify those academic rules as they  
43 appeared and to put forth a document by which to codify  
44 them.

45 I might point out that all of the rules  
46 that we're bringing forward and have appeared in the  
47 Graduate bulletin have been through the appropriate  
48 channels with respect to Graduate Council and the Graduate  
49 faculty. There are a number of rules which are already  
50 codified in the Senate documents but these are the ones

1 that do not appear as such. And so that's where we stand.  
2 MR. FORTUNE: Kaveh Tagavi sent  
3 an e-mail concerning one particular rule which he felt  
4 should be voted on separately. And I certainly am willing  
5 to do that. Let me ask you with regard to that, Kaveh,  
6 would you like to take that first, that particular  
7 provision, the change in the number of votes?

8 MR. TAGAVI: I truly -- I  
9 meant, every numbered one should be discussed separately.  
10 It's against the spirit of Robert's Rules of Order that  
11 you have two items which are unrelated and then one gets  
12 passed because the other one has a lot of support. It's  
13 just fundamentally not correct. That's my wish. But,  
14 on the other hand, we might have to stay here till midnight.

15 For the convenience of my colleagues I sent  
16 a Microsoft Word document. There are about 32 corrections  
17 in there, maybe half of them editorial but some of -- the  
18 other half are substantial, not that it should be the way  
19 I see it, but requires discussion one-by-one.

20 So my preference is to ask if this could  
21 be sent back to Graduate Council, which is a very small  
22 group, much smaller than this, would be considered maybe  
23 with the input that I have said. And by the way, half  
24 of that input is from a colleague of mine; it's not from  
25 mine. I identified that in here. That's my preference.  
26 If not, if we have to do it now and there is a -- I'd  
27 like to make that motion. If that doesn't go, then I'd  
28 like to ask--

29 MR. FORTUNE: That is a  
30 perfectly proper motion, that you would move to have it  
31 returned to -- You could either have it returned to the  
32 Senate Committee on Admissions and Academic Standards or  
33 I suppose, as you say, right back to Graduate Council.  
34 And that is your motion, to return it to--

35 MR. TAGAVI: Mine is Graduate  
36 Council. Unless I'm mistaken, I don't think this has been  
37 discussed by Graduate Council very recently, perhaps  
38 several years ago. But that is my motion.

39 MR. GESUND: Second.

40 MR. FORTUNE: Okay. The motion  
41 then by Kaveh Tagavi is to return -- this is action Item  
42 B, which the codification of the Graduate School rules  
43 back to Graduate Council and that was seconded by Hans  
44 Gesund. Now, we'll have discussion on that motion. The  
45 motion is simply to have the matter returned. It does  
46 not go to merits at this point. Hans Gesund.

47 MR. GESUND: One of the problems  
48 with this entire document is that it suffers from anguished  
49 English considerably with sentences like, the Director  
50 of Graduate Studies to the Graduate School must report

1 the results of the examination within 10 days of its  
2 conclusion. I didn't know German very well -- I did not  
3 write this, thank God -- but it sounds like somebody wrote  
4 this in German and it got translated word for word.

5 (LAUGHTER)

6                   There are a good many other such gems in  
7 this -- in the wording of these rules. And I think, for  
8 one thing, it needs to come back to the Graduate Council  
9 in order to be cleaned -- the English to be cleaned up.  
10 And then there are some very substantive corrections or  
11 questions that Kaveh has brought up. And I think they  
12 need to be discussed, too, and resolved.

13                   MR. FORTUNE: Any further  
14 discussion? Doug Kalika.

15                   MR. KALIKA: I guess my only  
16 comment in the context is these rules exist in the Graduate  
17 Bulletin and are being applied currently. That does not  
18 -- Whether or not they move forward today does not  
19 preclude, at least in my mind, addressing individual ones  
20 at any time with the Graduate Council. The Graduate  
21 Council is perfectly open to consider procedures with  
22 respect to admission and with respect to degree conferral  
23 at any point. And so it's really -- It seems to me the  
24 Senate's pleasure in terms of what's the best way to  
25 ultimately get codification of these in a manner that's  
26 satisfactory.

27                   MR. FORTUNE: Further  
28 discussion? Jeff Dembo.

29                   MR. DEMBO: It would sound like  
30 the Senate's time would be served best if there were several  
31 discreet rules where -- for instance, Professor Tagavi  
32 disagrees with the reason or the intent of them, but not  
33 to waste people's time with wording which can easily be  
34 cleaned up later. So I would recommend not treating them  
35 as a lump sum and sending them back to anybody else but  
36 discussing here those that really do have some substantive  
37 issues that we should all discuss as a group.

38                   MR. FORTUNE: So your position  
39 is, we should not send it back to the Committee but rather  
40 discuss the individual rules here?

41                   MR. DEMBO: Yes.

42                   MR. FORTUNE: Okay. Kaveh  
43 Tagavi?

44                   MR. TAGAVI: Yeah. Would it  
45 help if I -- I agree, the editorial part is really not  
46 a big deal. In fact, just before the meeting I talked  
47 to Dean Kalika. We had an exchange of e-mail. I sent  
48 a few editorial changes. And Dean Kalika added his  
49 changes. And all of those changes were sent to the  
50 Admission -- the Committee but somehow they sent the wrong

1 version. So that's another aspect of this. So that's  
2 no problem. Those changes could be made. Would it help  
3 if I bring up a couple of substantive matters?

4 MR. FORTUNE: The motion which  
5 is before us is to recommit it to the Graduate Council.  
6 So are you speaking to that motion? Are you for or against  
7 that?

8 MR. TAGAVI: Yes. For it. Let  
9 me give one example why something like this should go back.  
10 For example, we are saying that people who are not either  
11 U.S. citizens or permanent residents should take it TOEFL.  
12 Take the case of a 17-year-old who comes here, gets a  
13 high school degree, goes to U.K., gets a BS and then wants  
14 to apply to Grad School. The strict interpretation of  
15 this rule requires that to have it TOEFL, if I'm not  
16 mistaken. Maybe there are some other -- But I think  
17 anybody who has a degree from an English-speaking  
18 university with English language as the instruction  
19 language should be exempted from that. That's just one.  
20 There is half a dozen other items such as that, that I  
21 think should be discussed that way.

22 MR. FORTUNE: Any other  
23 discussion? If it helps you in making up your mind as  
24 to how to vote, I believe after hearing this that in the  
25 event that the motion is defeated that we will discuss  
26 these and vote on them one at a time.  
27 (LAUGHTER)

28 MR. FORTUNE: Mike Cibull.

29 MR. CIBULL: There is no  
30 time-sensitive issue here; is that correct? These are  
31 all, you said, already on the books?

32 MR. KALIKA: That's right. I  
33 mean, we'll operate...

34 MR. CIBULL: And they can be  
35 cleaned up somewhere other than here?

36 MR. KALIKA: Yeah.

37 MR. FORTUNE: Okay. Any  
38 further discussion? (No response).

39 Okay. All in favor of the motion which  
40 is to return Item B to the Graduate Council, signify by  
41 saying aye.

42 ("AYE" VOICE COUNT: MAJORITY)

43 Opposed, say nay.

44 ("NAY" VOICE COUNT: TWO)

45 We don't need a show of hands. The ayes  
46 have it.

47 Okay. Items C, D and E, although they come  
48 to you in the same general document, really are separate  
49 items. Item C, now this was developed by the Admissions  
50 and Academic Standards Committee and at the same meeting

1 that the Graduate School rules were approved. But it  
2 applies -- It would apply beyond the Graduate School.  
3 It would apply to all units of the University. And it  
4 is on page ten of the handout. And it is intended to create  
5 a UN grade for certain kinds of courses and to change the  
6 definition of the S grade. And that, again, does not --  
7 It comes to you on Committee recommendation so it does  
8 not need a second. Discussion of this item? Hans Gesund.

9 MR. GESUND: Two little things.  
10 The last--

11 MR. FORTUNE: If they're  
12 editorial, now, let's change them later--

13 MR. GESUND: Okay.

14 MR. FORTUNE: --rather than try  
15 to do it on the floor.

16 MR. GESUND: Well, the last  
17 sentence of 5.1.3.3 is redundant. It just says the same  
18 thing that's already been said. And I have a question  
19 about 5.1.3.4. Can someone graduate with a Unsatisfactory  
20 in residence?

21 MR. FORTUNE: Residence is a  
22 term that comes -- What is that? I'll ask Doug Kalika  
23 what that means, this "residence." What is that?

24 MR. GESUND: (Unintelligible).

25 MR. KALIKA: Well, first of all,  
26 let me make a distinction between residence courses which  
27 carry academic credit and those that do not. Our  
28 post-qualifying residency requirement includes two  
29 semesters registered for nine credits of each in resident  
30 status. And in that case I believe the expectation is  
31 that one would have a grade of S in order to satisfy that  
32 residency requirement and then be in a position to  
33 graduate.

34 Beyond that, we then have zero-hour  
35 residence courses which are used primarily for the purposes  
36 of head count. And so the academic expectations with  
37 respect to those courses are less clear. And, in my mind,  
38 they're -- Other than the requirement for a doctoral  
39 student that they remain continuously enrolled, I don't  
40 believe there's any stipulation currently to indicate that  
41 they would have to receive a grade of S in those residence  
42 courses. However, they would, of course, have to  
43 successfully complete their dissertation in their defense.

44 MR. FORTUNE: Does that answer  
45 your question, Hans?

46 MR. GESUND: Not really. There  
47 are some residence courses that do confer credit. At least  
48 in the past we have sometimes required students to take  
49 one credit residence in order that they be paying some  
50 money to the University for the time that is spent by

1 faculty in working over their dissertations, their thesis,  
2 whatever. So what would it mean then, if they got an  
3 Unsatisfactory in a one-credit residence course?  
4 MR. KALIKA: Depends on the  
5 requirements for the degree. Okay? And, first, I did  
6 make a distinction between credit-bearing and non-credit  
7 bearing. Certain graduate programs at the master's level  
8 require six credit hour -- completion of 768, for example.  
9 So if, in fact, that's part of the requirement for their  
10 degree program, the expectation would be that the student  
11 accrue six hours with grade of Satisfactory. Again--  
12 MR. GESUND: It doesn't say  
13 that, though.  
14 MR. FORTUNE: Wait a minute.  
15 MR. KALIKA: I'm sorry?  
16 MR. GESUND: It doesn't say  
17 that.  
18 MR. KALIKA: I would -- No, I  
19 don't believe it does say that anywhere. But, anyway,  
20 I mean, that's my interpretation of what that would imply,  
21 you have to accrue six successful hours in that regard.  
22 MR. FORTUNE: Kaveh Tagavi.  
23 MR. TAGAVI: Actually, it does  
24 not distinguish between credit-bearing residency courses  
25 and non-credit bearing. Under UN it says they present  
26 the final grading courses carrying no academic credit --  
27 comma -- in graduate residence courses. That means both  
28 credit bearing and non-credit bearing. So I don't see  
29 that distinction. But, beyond that, I'd just like to know  
30 how could a person could U in a residence course. I'd  
31 just like to know. That's a slightly different question  
32 than Professor Gesund's question, can we allow somebody  
33 to graduate with a U. How could you fail a residency  
34 course?  
35 MR. FORTUNE: I don't know.  
36 I'll ask Doug, again.  
37 MR. (UNIDENTIFIED): Don't pay  
38 your tuition.  
39 MR. FORTUNE: Doug Kalika,  
40 another question to you.  
41 MR. KALIKA: The expectation of  
42 continuous enrollment. On occasion, programs will  
43 withhold assigning a grade -- that has been my experience  
44 -- if students have been completely out of contact. And  
45 so prior to the award of an S grade, they at least need  
46 to provide some indication as to what their progress is.  
47 So if they were completely absent, then presumably they  
48 would get a grade of U or UN.  
49 MR. FORTUNE: We have further  
50 questions? Kaveh, you have another question for Doug?

1 MR. TAGAVI: No. Just a follow  
2 up. That gives reasoning to have U as a temporary grade,  
3 not as a permanent grade.

4 MR. FORTUNE: Let's see if  
5 anyone else wants to speak to this. Would anyone else  
6 other than Kaveh and Hans like to speak to this?  
7 (LAUGHTER)

8 MR. (UNIDENTIFIED): Just a  
9 question. In 5.1.3.4. there's a sentence that says: "All  
10 UN grades must be replaced by a regular final letter  
11 grade..." Isn't that the way to resolve a student who  
12 is receiving it? That's referring to a different thing  
13 but that's so that the student is a UN and then they end  
14 up coming back and change the grade to an S when they change  
15 their...

16 MR. FORTUNE: I think it's the  
17 graduate residence course issue that has caused this, the  
18 last sentence, in other words, that has caused this debate.  
19 Any further -- Hans, let me see if anyone  
20 else wants to speak. Anyone who would like to speak to  
21 this or ask a question? (No response.)

22 Okay. Hans.

23 MR. GESUND: I move we send this  
24 back to the Graduate Council also for clarification and  
25 repair of whatever needs repairing here.

26 MR. FORTUNE: That will take  
27 precedence. Second to that motion?

28 MR. TAGAVI: Second.

29 MR. FORTUNE: The motion then  
30 is to return Item C to the Graduate Council. And,  
31 actually, this would be Senate Committee on Admissions  
32 and Academic Standards, as well, because it affects  
33 undergraduates.

34 Discussion on this motion? Yes, Mike  
35 Cibull.

36 MR. CIBULL: It strikes me that  
37 the discussion between the previous discussers suggests  
38 that one thinks he did say that and one thinks he didn't.  
39 It sounds like an editorial problem and not a problem  
40 of content. And I would move we go forward and vote on  
41 this issue.

42 MR. FORTUNE: Any further  
43 discussion on the motion to commit to the Graduate Council?  
44 (No response.)

45 All in favor of the motion to commit to  
46 the Graduate Council, signify by saying aye.

47 ("AYE" VOICE COUNT: FEW)

48 Opposed, say nay.

49 ("NAY" VOICE COUNT: MAJORITY)

50 The nays have it.

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1 Further discussion on the motion --  
2 excuse me -- on the recommendation? (No response.)  
3 All in favor, then, of the acceptance of  
4 Item C, signify by saying aye.  
5 ("AYE" VOICE COUNT: MAJORITY)  
6 Opposed, say nay.  
7 ("NAY" VOICE COUNT: VERY FEW)  
8 Ayes have it.  
9 Okay. Item D. If there are -- In any  
10 case in which there are purely editorial things, these  
11 have not yet been codified and let us know and we will  
12 change the wording. If the grammar needs correcting or  
13 anything like that, Brad Canon and the Rules Committee  
14 will make it read like Hemingway.  
15 MR. CANON: I have a comma adder  
16 and comma subtracter.  
17 MR. FORTUNE: That's right.  
18 Okay.  
19 Item D, and I had some responsibility for  
20 this one. We have no general rule right now regarding  
21 dual degree programs. We have University Scholars Rule  
22 and we have no other provision for dual degree programs,  
23 although we've got a lot of them out there. And so working  
24 with Doug Kalika and with the Senate Committee on  
25 Admissions and Academic Standards, this is a proposal to  
26 simply set out the general guidelines for dual degree  
27 programs. And you can see the rationale there. And it,  
28 again, needs no second.  
29 Are there discussion on the motion? (No  
30 response.)  
31 Okay. All in favor, signify by saying aye.  
32 ("AYE" VOICE COUNT: ALL)  
33 Opposed, say nay.  
34 ("NAY" VOICE COUNT: NONE)  
35 Okay. And, finally, Item E is -- Again,  
36 I had some response to some involvement in this. We have  
37 nothing in the rules right now dealing with graduate  
38 certificates, although there are a number of them, as well,  
39 and they do have academic status now. They're being  
40 indicated on the transcripts of students.  
41 And the Senate Council felt that we should  
42 have a provision in the Senate Rules governing graduate  
43 certificates and setting out a procedure by which these  
44 are approved. And we worked with Doug Kalika, once again,  
45 and the Senate Committee to come up with a rule. This  
46 is taken primarily from the existing Graduate School  
47 guidelines and rules concerning these things. And the  
48 floor is open for discussion of Item E. Yes, Hans Gesund.  
49 MR. GESUND: I move that we  
50 delete under 2 a). I believe the Graduate faculty or at



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1 least the Graduate Council should approve these. I don't  
2 believe it should be left without approval by the Graduate  
3 faculty. So if we delete a) and revise the numbering of  
4 the other phrases, I think it would be alright.  
5 MR. FORTUNE: All right. So  
6 it's been moved that we would strike the a) provision in  
7 subsection 2. Second to that?  
8 MR. TAGAVI: I second.  
9 MR. FORTUNE: Okay. Kaveh  
10 Tagavi seconds it. So the discussion is on the amendment  
11 which is to delete that provision which would take the  
12 Graduate faculty out of the loop. Discussion of the  
13 amendment? Greg Canon.  
14 MR. CANON: Is the Graduate  
15 Council in this loop?  
16 MR. FORTUNE: Doug Kalika?  
17 MR. KALIKA: Yeah. I would say  
18 that the statement that precedes that, namely, that they  
19 "shall be approved by the same process as are programs"  
20 automatically implies that the Graduate Council, in fact,  
21 does review and vote on these.  
22 MR. CANON: How often does the  
23 Graduate faculty meet, once a semester?  
24 MR. KALIKA: Traditionally once  
25 per year but as needed. So, for example, when we pass  
26 a new degreed program, then we typically will convene a  
27 meeting of the Graduate faculty. But it usually does not  
28 exceed twice per year.  
29 MR. CANON: I believe that this  
30 might delay some programs unless we began calling special  
31 sessions of the Graduate faculty.  
32 MR. FORTUNE: By the way, we  
33 never call these "programs." We call them Graduate  
34 certificates for reasons that have to do with CPE posting,  
35 apparently.  
36 Any further discussion on the amendment  
37 which is to take that provision out of the proposal? (No  
38 response.)  
39 All in favor of the amendment, signify by  
40 saying aye.  
41 ("AYE" VOICE COUNT: SEVERAL)  
42 Opposed, say nay.  
43 ("NAY" VOICE COUNT: SEVERAL)  
44 I think we'll do a show of hands. All in  
45 favor of the amendment, raise your right hand, please.  
46 Okay. Counters.  
47 COUNTER: Nine and five. 14.  
48 ("AYE" HAND COUNT: 14)  
49 MR. FORTUNE: Okay. All those  
50 opposed?

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1 ("NAY" HAND COUNT: MAJORITY)  
2 Okay. That's more than 14.  
3 Okay. The amendment fails.  
4 Any further discussion of the proposal?  
5 Kaveh Tagavi.  
6 MR. TAGAVI: I have two quick  
7 questions. Has this proposal been approved by Graduate  
8 Council and Graduate faculty?  
9 MR. FORTUNE: The existing  
10 procedures but I don't know the answer to that. Doug?  
11 MR. KALIKA: The existing  
12 procedures have been approved by the Graduate Council.  
13 MR. TAGAVI: Now, that wasn't  
14 my question. This proposal, the one that we are looking  
15 at it right now, not the procedure that it refers in Item  
16 6. Item 6 does not, for example, have the part that the  
17 Graduate faculty is excluded. This is a new proposal.  
18 I'd like to know if this proposal has been approved by  
19 Graduate Council and Graduate faculty.  
20 MR. FORTUNE: Doug?  
21 MR. KALIKA: The answer to that  
22 is no.  
23 MR. TAGAVI: Would you like to  
24 entertain a parliamentary inquiry, since this is not  
25 according to existing rules and send it back so it would  
26 be approved through the correct chain of commands?  
27 MR. FORTUNE: Well, I will  
28 certainly entertain a motion to commit this to the Graduate  
29 Council. But I'm not sure I understand the premise for  
30 which that motion is made. But...  
31 MR. TAGAVI: I'll make that  
32 motion. The premise is an existing Senate rule.  
33 MR. FORTUNE: I don't know that  
34 -- But your motion basically is to recommit this to  
35 Graduate Council; correct? Is that right?  
36 MR. TAGAVI: Yes.  
37 MR. FORTUNE: Okay. Is there  
38 a--  
39 MR. GESUND: Second.  
40 MR. FORTUNE: Seconded by Hans  
41 Gesund.  
42 Okay. Is there discussion of the motion  
43 which is to send this particular proposal to Graduate  
44 Council?  
45 MR. BERGER: May I ask a  
46 question about that? I'm not hearing -- Why do we need  
47 to send it back? What's the rationale behind that?  
48 MR. TAGAVI: May I answer that?  
49 MR. FORTUNE: Yes.  
50 MR. TAGAVI: This is a proposal

1 from Grad School. And, to my understanding, all the  
2 proposals from Grad School should at least go through  
3 Graduate faculty if not Graduate Council. That's the  
4 rationale.

5 MR. BERGER: Is that a rule or  
6 is that just a (inaudible) that we can follow?

7 MR. TAGAVI: Maybe the Graduate  
8 Dean could clarify that.

9 MR. FORTUNE: Graduate Council  
10 has--

11 MR. TAGAVI: Isn't that the way  
12 it's done?

13 MR. FORTUNE: Graduate Council  
14 has certain authority. I don't know that it's necessarily  
15 implicit in that authority that this proposal had to go  
16 through that body. But, Doug, do you want to speak to  
17 this?

18 MR. KALIKA: I guess my response  
19 to this would be that the guidelines for Graduate  
20 certificate curriculum, which are consistent with what  
21 is contained here, were considered and approved by the  
22 Graduate Council.

23 As to this particular item, I'm not sure  
24 that I would say that necessarily emanated directly from  
25 the Graduate School. I think it was more similar to the  
26 other codifications that are represented here in that we  
27 were approached by Senate Council with respect to getting  
28 something in the Senate rules that cover graduate  
29 certificates.

30 MR. FORTUNE: Any further  
31 discussion? Mike Cibull.

32 MR. CIBULL: Is it possible for  
33 us to vote on this under the assumption that this is legal  
34 and have the Senate look into that. If it isn't legal,  
35 bring it back. If it is legal, let it go forward if the  
36 vote passes? Is that reasonable? I mean, if there is  
37 no rule that says that this has to go through the Senate  
38 Council--

39 MR. KALIKA: Through Graduate  
40 School.

41 MR. FORTUNE: It's been through  
42 the Senate--

43 MR. CIBULL: Through Graduate  
44 Council.

45 MR. FORTUNE: What you'd be  
46 doing basically is asking the Rules Committee to decide  
47 whether or not this particular proposal had to go through  
48 Graduate Council before it was voted on here. That's what  
49 you'd be deciding. That should be what you'd be doing.  
50 That could be done.

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1 I think it might be easier if there's a  
2 serious question concerning this, frankly, to have it  
3 looked at by Graduate Council. I mean, I don't think that  
4 the Graduate Council is going to have any particular  
5 problem with this, since this basically codifies the  
6 existing procedures. But if there is a question in your  
7 mind about whether or not that step should have been taken,  
8 then I think probably a better course of action is to send  
9 it there.

10 Any further discussion? Jeff Dembo.

11 MR. DEMBO: The Senate may not  
12 know. At the Admissions and Academic Standards Committee  
13 Meeting where this was considered, Jim O'Riley represented  
14 the Graduate School and took a big part in making sure  
15 that all these were consistent with processes that are  
16 already in place. So I believe we have the blessing of  
17 two deans at the Graduate School to accept this.

18 MR. FORTUNE: That is correct.  
19 Certainly. Kaveh Tagavi.

20 MR. TAGAVI: The real question  
21 is, has Item 2 been ever approved by the Graduate faculty.  
22 Think about it. Exclude the Graduate faculty. In a  
23 proposal that doesn't go to the Graduate faculty, it's  
24 a little bit uncomfortable. This proposal excludes  
25 Graduate faculty, which the Graduate faculty could  
26 delegate or debark on their own. But it just doesn't have  
27 a good taste to it.

28 MR. FORTUNE: Further  
29 discussion? (No response.)

30 All in favor of the motion which is to send  
31 this proposal to the Graduate Council, correct--

32 MR. (UNIDENTIFIED): I don't  
33 know.

34 MR. FORTUNE: Well, I believe  
35 the motion was to the Graduate Council--

36 MS. (UNIDENTIFIED): Yeah, it was  
37 to the Council.

38 MR. GESUND: Yes.

39 MR. FORTUNE: --signify by  
40 saying aye.

41 ("AYE" VOICE COUNT: SEVERAL)

42 Opposed, say nay.

43 ("NAY" VOICE COUNT: MAJORITY)

44 The nays have it.

45 Okay. Any further discussion of the  
46 proposal? (No response.)

47 Okay. All in favor, signify by saying aye.

48 ("AYE" VOICE COUNT: MAJORITY)

49 Opposed, say nay.

50 ("NAY" VOICE COUNT: TWO)

1 Thank you both very much.

2 The final matter on the Agenda, the issue  
3 of graduation contracts has been before the Senate Council.  
4 And we have a very interesting presentation on the concept  
5 by Tony Stoeppel who is here and is going to do a PowerPoint  
6 demonstration for you.

7 Where we came to on the whole issue at our  
8 December 14th meeting was that we ought to have a  
9 presentation to you but not with the idea that we would  
10 be asking the Senate to approve any particular form of  
11 graduation contract or even the concept of graduation  
12 contracts, but rather that we would -- we'd make the  
13 presentation to you and then ask you to ask us -- it's  
14 an odd thing -- but ask you to ask us to work with the  
15 Provost and work with Dean Kraemer and others to form a  
16 committee to come up with a specific proposal for a  
17 graduation contract and how and when that would be  
18 implemented.

19 And so I think, without further ado, I could  
20 have Tony Stoeppel, who -- I don't know if you all know  
21 Tony. He's an extraordinarily conscientious member of  
22 the Senate Council and an excellent Student Representative  
23 of the College of Engineering. And he is going to do the  
24 presentation for you on the whole concept of graduation  
25 contracts.

26 (Mr. Stoeppel proceeds to set up for PowerPoint  
27 presentation.)

28 MR. STOEPPEL: Okay. As  
29 Professor Fortune said, my name is Tony Stoeppel. I'm  
30 a Student Government College of Engineering Senator.

31 Just real brief on why we got into  
32 graduation contracts. When Tim Robinson, the Student Body  
33 President, ran for student body president last fall, his  
34 task force that he had said that a graduation contract  
35 would be something that would be good for his campaign,  
36 as a campaign promise.

37 Once he was elected and I was elected, also,  
38 I asked him if this was something that I could take on.  
39 And myself and several others, Edwin Owens in the back,  
40 have helped me a great deal with this. And what I'm going  
41 to do today is just briefly talk about three of our  
42 benchmark institutions and the types of graduation  
43 contracts that they have, the University of Iowa, Indiana  
44 and Wisconsin.

45 Graduation Contracts, real briefly. The  
46 students agree to certain provisions, to take  
47 responsibility and monitor their own progress and they  
48 will not go on academic probation, take courses that their  
49 advisor tells them, so on and so forth, basic fundamental  
50 responsibilities that we would expect every student to

1 do whether or not they signed a graduation contract or  
2 not.

3                   In reply, if the student does these things,  
4 the University guarantees that that student will graduate  
5 in a timely manner. And to do that, if the student was  
6 not able to graduate because a course was not offered the  
7 University or Department can substitute that course that  
8 the student was not able to take for another course, waive  
9 that course requirement completely, or pay for that  
10 individual's tuition for one more semester so they can  
11 take that course.

12                   Real briefly just look at some four-year  
13 graduation rates. You see the blue lines are the  
14 University of Kentucky. We've hovered around 20 percent,  
15 went as low as 16 but pretty much hovered around 20 percent.  
16 Iowa, as you notice, they've had a slight increase and  
17 particularly over these last three years. They started  
18 their graduation contract with this cohort right here.  
19 You can see that they've had some growth, the same amount  
20 of growth over these three years as they had the previous  
21 six.

22                   University of Indiana, we only have one  
23 year's worth of data on them, the one year that they  
24 instituted their graduation contract. Unfortunately,  
25 some of these universities, it's very difficult to get  
26 their institutional data and that just goes to show right  
27 there. Also in this presentation is the University of  
28 Wisconsin's graduation contract. And, as you'll see, I  
29 have no numbers there. For some reason, the University  
30 of Wisconsin hasn't returned any phone calls or e-mails.  
31 I can't answer any number of questions from the University  
32 of Wisconsin.

33                   Real briefly, Iowa's graduation contract:  
34 You begin as a first-year student and you are prepared  
35 to start in the major that can be accepted as a graduation  
36 contract major immediately. In other words, you don't  
37 have to go somewhere or take some catch-up courses to be  
38 prepared. The day you enter this university, you are ready  
39 to go. You have to stay on track -- and this is in Iowa  
40 -- by completing a minimum of one-quarter of the courses  
41 per year. One year does not constitute a fall and a spring  
42 semester, but a fall, spring and a summer semester.

43                   For example, myself, as an Agricultural  
44 Engineering major, if I fail Calculus I my first semester  
45 here in the fall, that's fine. I can take Calculus I in  
46 the spring and then I can take Calculus II during the  
47 summer, as long as I fulfill all of my requirements within  
48 that first year. I have to meet with my advisor once a  
49 semester and register when it's my time to register, and  
50 successfully complete the courses that I do enroll in,

1 as long as I fulfill that within the one-year cycle.

2 I have to accept responsibility for my own  
3 progress. I cannot say, well, my advisor told me blah,  
4 blah, blah and, therefore, I didn't get it done. No.  
5 You are responsible to make sure that you're on top of  
6 things. And the university helps the students out with  
7 different catalogs and bulletins the student can see.  
8 And it's quite simple, you must have completed these  
9 courses by the end of your first year. You must have  
10 completed these courses by the end of your second year,  
11 very straightforward, not very complicated.

12 Now, if -- You cannot be placed on  
13 academic probation. And if graduation may be delayed,  
14 you notify the executive officer, your department Chair  
15 offering the course in question. Let me repeat that.  
16 Myself, if I cannot get into one course, for whatever  
17 reason, and the bulletin says I must have completed Com  
18 181 by the first year here at the University of Kentucky  
19 and I can't get in, I notify the department Chair of Com  
20 181. Other universities that we'll see, I go tell my  
21 adviser. The adviser then contacts this person and you  
22 get all this going back and forth stuff.

23 Iowa guarantees then if the student  
24 fulfills what I just talked about, fairly straightforward  
25 stuff, that the individual will graduate. And if the  
26 individual does not graduate in time, those courses that  
27 the individual has not taken, they can be substituted,  
28 waived, or Iowa, the University, pays for the student if  
29 the student needs that extra semester. We'll see later  
30 that not all universities are like that.

31 This is a graph of the participation in  
32 Iowa's four-year graduation plan. As you can see, it  
33 started out about 55/45, blue being the participants in  
34 their graduation contract, and actually dipped the first  
35 year. But since then, it's just taken on extreme growth.  
36 And now three out of every four students that enter the  
37 University of Iowa sign their graduation contract.

38 The next three graphs that I'm going to  
39 show might be a little difficult to understand right away.  
40 But what we have here is the 1995 cohort, the first year  
41 that Iowa had their graduation contract. And we'll look  
42 over here on the left side, "Entering." 56 percent of  
43 the freshmen that entered did not sign their graduation  
44 contract, just like we've shown in the previous graph.  
45 44 percent did. But of this class that then graduated  
46 four years later, 39 percent of those that graduated did  
47 not sign the plan but an amazing 61 percent did. So this  
48 shows those individuals who signed the graduation contract  
49 tended to have a higher probability of graduating on time.

50 This is the 1996 cohort. Again, 61 percent

1 did not sign but only 47 percent of those who graduated  
2 were non-signers. 39 percent signed a graduation contract  
3 but then 53 percent of the graduates were graduation  
4 contract people. 1997 the same thing, about half and half,  
5 but yet 60/40 when it comes to who's graduating.

6 University of Indiana, they called theirs  
7 the Grad Pack. I'd like to commence talking about them  
8 with one difference between Indiana and most other  
9 institutions. Iowa is a four-year graduation contract.  
10 Indiana has two different plans. They have a four-year  
11 graduation contract and a 128 credit hour plan. For  
12 example, myself, as an engineering major, I might find  
13 it conducive to co-op sometime during my tenure here at  
14 the university. If I would co-op, I certainly cannot  
15 graduate in four years as an engineering major.  
16 Therefore, programs like this 128 credit hour plan allows  
17 someone like myself to go off campus to co-op but yet still  
18 graduate in a timely manner. Again, you choose a major  
19 in which the Grad Pack is available. You have to meet  
20 all of the benchmarks that your department sets.

21 Indiana has this really neat system called  
22 their automated wait list and rain check system. I'd love  
23 to talk to you about that but I need to stick to graduation  
24 contract stuff. Anyone that's heard of it thinks it's  
25 great. So maybe in the future. Report any scheduling  
26 problems to the school responsible for my declared program  
27 promptly and established by that school. Register my  
28 schedule registration. Remain in good academic standing.  
29 Follow the requirements for advising -- meet once a  
30 semester with your advisor -- and accept responsibility  
31 for knowing the contents of your benchmarks and what their  
32 bulletin says. Again, it is the student's responsibility  
33 to make sure that they know where they're at and where  
34 they're going.

35 If courses were unavailable, they cannot  
36 be waived or submitted and, therefore, the student's next  
37 semester will be paid for. The student's department pays  
38 the bill, not the university. That's one big difference  
39 for faculty and administrators between Iowa and Indiana.  
40 In Indiana the department has to be on top of their  
41 students and make sure that it's not their responsibility  
42 for why the student didn't graduate or else, they have  
43 to foot the bill.

44 Indiana's participation -- This is drawn  
45 up a little bit differently. Remember, we only have one  
46 year's worth of information on this one. The red are those  
47 who participate in their graduation contract. Almost --  
48 Over 50 percent were eligible but did not participate  
49 and, as you can see, a significant number were not eligible.

50 And let me explain this eligible but did



1 not participate. It's my understanding that when the  
2 University of Indiana implemented their graduation  
3 contract, it was at the whim of their president. He woke  
4 up one day, said, I think we need to have a graduation  
5 contract. And their university became a graduation  
6 contract university. Everyone had to fumble everything  
7 together so it could start at the next fall. Well, because  
8 of that, they did not advertise it whatsoever during summer  
9 orientation. Unless the adviser told the incoming  
10 freshman, hey, we have a graduation contract, you might  
11 be interested in signing it, no one knew about it, none  
12 of the incoming freshmen.

13 Minorities that found out about the  
14 graduation contract and asked about it were discouraged  
15 from signing it. Why? No one knows, at least the people  
16 at the Grad Pack office at the University of Indiana.  
17 But I think that does explain why so many of the people  
18 that were eligible did not participate in that. And, as  
19 you can see in this next graph, their numbers are not quite  
20 as brilliant as Iowa's are with only 21 percent entering  
21 signing their contract. And then that number actually  
22 dropped.

23 But with conversations that we've had with  
24 Dr. Jack Rhodes at Indiana University concerning their  
25 graduation contract, he is very enthusiastic about the  
26 program. Unfortunately, this is the only year's worth  
27 of data that they have. And if you remember the University  
28 of Iowa's, they actually had a dip themselves but then  
29 it took off. So Dr. Rhodes is almost certain that if we  
30 gave Indiana's -- if we had all the data for them, that  
31 they would show the same type of growth and participation  
32 that Iowa had.

33 Next is the University of Wisconsin.  
34 Theirs is slightly differently but pretty much the same.  
35 You have to be entering as a freshman. You have to have  
36 all the necessary course work needed so you can start in  
37 right away. You have to meet with an advisor two weeks  
38 after the agreement of orientation to develop a four-year  
39 plan. And the intended measure again has to be in or  
40 available to be a graduation contract program. You can  
41 have -- They state this explicitly but it goes the same  
42 with all the others, you can be a double major and still  
43 do a graduation contract. However, the graduation  
44 contract will only be for one of the majors that you do.

45 What's interesting here is, with the  
46 University of Iowa and Indiana, it's already drawn up.  
47 You must take these courses by this date and these courses  
48 by this semester and it's very specific. With Wisconsin,  
49 the adviser and the student sit down -- After the student  
50 had summer orientation, they had this agreement

1 orientation, they've met with the adviser, then they meet  
2 with the adviser again and they write their own graduation  
3 contract. The adviser and the student sit down and they  
4 can say, well, let's do it on a semester-by-semester basis.  
5 Let's go ahead and make this a four-year plan. Let's  
6 map out every class I'm going to take from now until the  
7 day I graduate. They can do whatever schedule they want.  
8 It's up to the whim of the student and the adviser.

9                   Again, the student has to consult with an  
10 adviser once a semester, register during their period.  
11 And if you cannot register for any of the classes, you  
12 notify the chair of the major department, just like at  
13 Indiana. With Iowa, the student goes to the department  
14 chair. With Wisconsin and Indiana, the student goes to  
15 their adviser. The adviser goes and talks to the  
16 department chair, in that fashion.

17                   Really, the same. Obtain at least  
18 one-quarter of the credits per year and meet the gpa  
19 requirements for your major. Promptly notify your adviser  
20 if you have any problems. And the university reserves  
21 the right, if you do not comply properly, to be dismissed  
22 from the contract. Are there any questions? Yes, ma'am.

23                   MS. GONZALEZ: Well, did they  
24 talk about what happens in the contract when you have  
25 students that are applying to programs with selective  
26 admission once they get in? Like, they may come into a  
27 major at a junior level, rather than coming in as a  
28 freshman.

29                   MR. STOEPPEL: Such as...?

30                   MS. GONZALEZ: Well, an example  
31 would be, in Communication Disorders you come in and take  
32 your general studies in your first and second year. And  
33 then you apply in your second year for acceptance in the  
34 major.

35                   MR. STOEPPEL: Yes, that's --  
36 Okay. Then, in that case, the major would say, you must  
37 take these courses your first two years. At this time  
38 you are then eligible to come in. It would work just the  
39 same.

40                   MS. GONZALEZ: Except if they  
41 don't get in at that pass in their sophomore year, some  
42 students hang around another year and apply again.

43                   MR. STOEPPEL: Then the  
44 contract is null and void.

45                   MS. GONZALEZ: Okay.

46                   MR. FORTUNE: That's Laurie  
47 Gonzalez.

48                   MS. GONZALEZ: Oh, I'm sorry.  
49 I just figured everybody knew who I was.

50                   MR. FORTUNE: Not the court

1 reporter here. Okay.

2 Yes, Bill Thom.

3 MR. THOM: One of the questions  
4 that I would have would be to find out any information  
5 about the percentage of students that are working 20 to  
6 40 hours a week and what kind of effect or influence that  
7 would have, because I see personally a trend toward higher  
8 working hours to go with higher fees and, therefore, a  
9 very high percentage that cannot make these kind of  
10 contracts or would not be able to maybe so much here at  
11 the University of Kentucky. Maybe I'm misled but I think  
12 that has a very large bearing on those that might want  
13 to participate.

14 MR. STOEPPEL: When you say 20  
15 to 40 hours of work, you mean work, like, in a job off  
16 campus?

17 MR. THOM: Yes.

18 MR. STOEPPEL: Okay. Yes.  
19 The graduation contracts are not for every student. I'll  
20 say that right now. The aim is -- Well, I guess you could  
21 say the aim would be to 100 percent participation. But  
22 that's never going to happen, you know. You've got people  
23 that are going to come into this University that are not  
24 prepared to sign the graduation contract. Maybe they are  
25 going to fail Calculus I. So they're going to -- That  
26 stuff's going to happen and that's fine. But for those  
27 students who come to this University that are diligent,  
28 hard working and prepared, I think this University has  
29 the ability to say, if you want to graduate in four years  
30 and you have the mentality to do that, we will prepare  
31 the way for you.

32 MR. THOM: That's not an issue,  
33 I don't think, with the question I asked. The question  
34 has nothing to do with preparation. It just has something  
35 to do, do they have the financial ability to support their  
36 desires and their intelligence and their preparation.

37 MR. STOEPPEL: I guess I don't  
38 understand your question, then.

39 MS. WALDHART: Tony, I think  
40 what he's saying is, the contract can be written in accord  
41 with whatever it is that the school is wanting. So one  
42 of the things, for example, that we might propose would  
43 be that a requirement is the student cannot work more than  
44 X hours outside of, you know, their going to school. That  
45 would be up to the contract writing. Is that what you  
46 were indicating? So that if they took--

47 MR. THOM: Except I don't--

48 MS. WALDHART: --12 credit  
49 hours and worked, they probably wouldn't be eligible for  
50 certain kinds of things.

1 MR. THOM: Except I think our  
2 surveys are showing at least -- We have a very high  
3 percentage that need to work--

4 MS. WALDHART: Right.

5 MR. THOM: --to be able to. So  
6 therefore yes, they're probably not eligible.

7 MS. WALDHART: Right.

8 MR. THOM: The question then,  
9 what kind of -- To me, in my mind, what kind of image  
10 does that leave? Is that something for every student or  
11 does it say that only students on a scholarship and those  
12 with sufficient funds are really going to be eligible for  
13 this? And that kind of distorts, I think, the image that  
14 we'd like to create.

15 MS. PRIDE-WELLS: Michaele  
16 Pride-Wells. My question is: What is the situation that  
17 motivates this proposal for the contracts? Is it that  
18 courses aren't being offered or that students aren't taking  
19 their careers seriously or ... What is the situation?

20 MR. STOEPPEL: I think it's a  
21 combination of the things you mentioned. I have friends  
22 who are seniors this year and will not be able to graduate  
23 this May because courses that -- they can't get into.  
24 They're either not being offered when it's conducive for  
25 their schedules or they're full by the time they get into  
26 them. These are juniors and seniors cannot get into the  
27 courses that they want to get into.

28 And, again, I'd like to point out the fact  
29 that if you want to -- If you do have financial strengths  
30 and, okay, we have the money to pay for school for four  
31 years but no time after that, telling the student, okay,  
32 we guarantee you if you do these things, this is all you're  
33 going to have to be here for. So financial concerns come  
34 into this mix, also. Those students who want to go on  
35 to graduate school and get their master's and Ph.D. or  
36 go on to a professional school -- they don't want to spend  
37 five years working on their undergraduate degree -- we'll  
38 say to them, if you want to do that, here's a path that  
39 you can take where at four years or 128 credit hours,  
40 possibly, till you graduate. And a large variety of  
41 factors for why...

42 MR. FORTUNE: Question down  
43 here. Yes.

44 MS. SCHMITT: My name is Laura  
45 Schmitt. I'm the Senator for the Graduate School. I  
46 think I sort of have an interesting perspective because  
47 I'm a graduate student and so I teach undergraduate  
48 classes. And I'm also taking my own graduate courses at  
49 the same time. This is my fifth year here and I have  
50 noticed I have a lot of students who their main concern

1 is the course availability just isn't there. Now, in the  
2 department I teach in, it's not so much a problem because  
3 it's a smaller department.

4 But there are a lot of -- I don't want to  
5 kick a class because I don't want to upset anyone who might  
6 be teaching that course. But I think we owe it to our  
7 students to do a constructive task force and to talk about  
8 this so that we can cover the problems of, you know, juniors  
9 and seniors not being able to get into a class simply  
10 because it's just overbooked and, you know, you just can  
11 never get in. That shouldn't be a problem a student faces  
12 when they come to college. And I think that's the biggest  
13 motivation I've seen for coming up with a graduation  
14 contract.

15 MR. BERGER: I have a question.  
16 If I understood correctly when you said the graduation  
17 contract doesn't have to be time framed for four years,  
18 it can be timed in credit hours, wouldn't that proviso  
19 cover students that have financial difficulties and cannot  
20 finish in four years? Wouldn't they -- Would they not  
21 be eligible to do a 128 hour credit, if the contract was  
22 drawn like that?

23 MR. STOEPPEL: Indiana has it  
24 set up where the department decides whether it's a four  
25 year or 128 credit hour graduation contract. That's not  
26 up to the -- Now, the student can choose to be in a 128  
27 credit hour or a four year major. But the department sets  
28 that standard.

29 MR. BERGER: Yes. But I'm  
30 asking, if the program is set up, if it is set up at U.K.,  
31 now, wouldn't it be possible to have that--

32 MR. STOEPPEL: I think so.

33 MR. BERGER: --agreement set  
34 that for those who cannot financially do four years  
35 exclusively, there would be an alternative option--

36 MR. STOEPPEL: Yes.

37 MR. BERGER: --to, like, cover  
38 that.

39 MR. FORTUNE: Yes, sir.

40 MR. FERRIER: Walter Ferrier.

41 I wanted to get a sense of the extent to which students  
42 cash in on the program; that is, of the students who  
43 participate in these contracts at Wisconsin, Indiana and  
44 Iowa, I think, what proportion of them have a valid claim  
45 at some point in their curriculum or their tenure where  
46 they actually do go to the department chair or the proper  
47 channels as governed by those policies?

48 MR. STOEPPEL: Iowa and Indiana  
49 -- I can't speak for Wisconsin -- since they've instituted  
50 their graduation contracts have not had to add one section

1 to one class on their entire campus for a degreed program  
2 that has a graduation contract. They've also not had to  
3 pay for one student for one extra semester. Now, part  
4 of that, I would think, is some of their organizations  
5 that they've had to go through to make sure that that has  
6 happened. But classes are...

7 MR. FORTUNE: I might add to  
8 that, that the Provost told me that at least part of the  
9 reason was that those universities have kind of worked  
10 it out with students, maybe through the ombuds office or  
11 through department chairs and so on. So they're doing  
12 equivalencies. If a particular required course was not  
13 available, then they would find another course which was  
14 available which would meet the requirement, dealing with  
15 it that way.

16 MR. MURALIDHAR: Krish  
17 Muralidhar, the College of Business. I'm more interested  
18 in, what do you think would be the interest from our  
19 students in terms of -- Do you have any idea what  
20 percentage of our students, if you do give them a contract,  
21 would pick it up?

22 MR. STOEPPEL: I haven't polled  
23 any U.K. students, no. But I think -- As Laura pointed  
24 out earlier, I think there is a sentiment around campus  
25 they want that availability of courses, just knowing that  
26 it's there.

27 MR. MURALIDHAR: Because that  
28 would sort of answer your question, too, in terms of whether  
29 they're eligible or whether they would opt for it.

30 MR. THOM: Well, or whether --  
31 Yes, the financial aspect of it.

32 MR. FORTUNE: Kathi Kern.

33 MS. KERN: I've been a professor  
34 in the History Department for 13 years and part of my job  
35 is advising my students. And I guess it just seems to  
36 me that the situation is much more complicated than just  
37 the availability of courses. And I would be interested  
38 in any kind of statistical information you have about U.K.  
39 students whose graduation has to be postponed because of  
40 a course unavailability. And are these courses general?  
41 Are they University sites requirements? Are they courses  
42 in special programs and majors?

43 My experience is that the students will  
44 not start their University requirements -- They'll even  
45 sign off with me. And then they leave and something  
46 changes. I don't know what happens but they don't start  
47 them. They won't start their foreign languages until  
48 their junior or senior year. They can drop courses here  
49 for a really long time.

50 We have a really low tuition compared to

1 these other institutions you're comparing, just a much  
2 more -- We've got people working. I really second the  
3 gentleman up front who was talking about the numbers of  
4 hours that our students are working in paid employment  
5 and the way we must compete with those employers and jobs  
6 for the students' time and resources. So I feel like to  
7 create it like this, well, it's just -- The issue of  
8 availability of courses really erases a lot of the other  
9 social factors that are affecting our students' length  
10 toward graduation.

11 MR. STOEPPPEL: The availability  
12 of courses is just one reason, you know. Students are  
13 assured classes are going to be available. And you talk  
14 to people at Iowa and Indiana and they'll tell you that  
15 even if Student A did not sign the graduation contract,  
16 because Student B did they're both being helped, because  
17 the university had to conform to the fact that they might  
18 have individuals who need to get in classes. Therefore,  
19 the entire student body is rewarded because a hand select  
20 few decided to sign the contract. As for the data, Edwin,  
21 do you know if any of that's available?

22 MR. (UNIDENTIFIED): Not right  
23 off the top of my head.

24 MR. FORTUNE: Enid Waldhart  
25 back there.

26 MS. WALDHART: Is that not one  
27 of the reasons why we were suggesting that some kind of  
28 a task force look at U.K. to see what kinds of things  
29 -- the kind of stuff that you're raising the questions  
30 about, can we do it, should we do it, what kinds of factors  
31 do we want to take into account? As it is right now,  
32 nothing is going to happen until something goes forward.  
33 And so asking the Provost to appoint this kind of a task  
34 force would at least allow those things to be studied.  
35 And maybe nothing will actually happen from it. But I  
36 think that this is a chance to start looking at what kind  
37 of options might be available here on campus.

38 MR. FORTUNE: Brad Canon.

39 MR. CANON: Yes. I mean, I  
40 favor a task force. But let me bring up one question that  
41 the task force, I think, ought to consider. And this is  
42 the question for the freshman who doesn't really know what  
43 he or she wants when he arrives here. All of these  
44 contracts that were shown have to be signed in the first  
45 two weeks you're on campus or something like that. Many  
46 students may spend a year before -- or more before they  
47 settle on a major.

48 And it would seem to me that if we could,  
49 we ought to make the contract available, say, as late as  
50 the beginning of the sophomore year urging students who

1 just don't have a major yet to take the general university  
2 studies and, you know, not waste their time, but that the  
3 contract ought to be available if a student is still  
4 eligible at the beginning of the sophomore year.

5 MR. STOEPPPEL: Three responses  
6 to that. First, you are allowed to change your major even  
7 if you sign a graduation contract. I can start out in  
8 Ag Engineering and I can go change my major to Ag Economics  
9 as long as at the date that I say I'm going to go change  
10 my major, I still have to fill all of the requirements  
11 that are listed in the bulletin. That's the way Iowa and  
12 Indiana do it.

13 The University of Florida, who isn't  
14 mentioned here but they have a very interesting degree  
15 audit system. I know a little bit about that. Typically  
16 their students go through their community college ranks.  
17 But those that do start out as incoming freshmen typically  
18 take the same classes their first and second year. There  
19 are certain exceptions with different majors needing more  
20 math or more Science or more one or the other. But, for  
21 the most part, they're taking the same courses their first  
22 two years.

23 MR. FORTUNE: Let's take one  
24 more question. Ruth Staten.

25 MS. STATEN: When people are  
26 suggesting a task force, are you suggesting they look at  
27 the issue of graduation rates comprehensively or a task  
28 force to look at contracts? I would be in favor of really  
29 looking at this broader issue. When you look at the  
30 graduation rates, compared to the other schools, there's  
31 obviously some concern there.

32 MR. FORTUNE: I think our  
33 proposal was to have the task force look at the issue of  
34 graduation contract. I think it might be implicit in that,  
35 that we would get into graduation rates. But I think the  
36 focus would be on whether or not to propose some kind of  
37 contract ultimately to the Board of Trustees, I assume,  
38 because of the financial implications. And I think that  
39 would be the thrust of it. Rolando.

40 MR. BERGER: It would appear to  
41 me it would be a given that you're going to look at contract  
42 eligibility and advisability, you would have to have very  
43 hard data as to what the graduation rates are, that there  
44 would be no way to judge it otherwise.

45 MR. FORTUNE: I think that would  
46 be true.

47 MS. STATEN: But we might not  
48 get to remedies of other problems.

49 MR. BERGER: Outside  
50 (inaudible), yes.



University Senate Council Session - January 14, 2002

1 MS. STATEN: That's my concern.  
2 MR. BERGER: It's a good point,  
3 yes.  
4 MR. FORTUNE: Let's have one  
5 more comment from the back and then we'll--  
6 MS. ARNOLD: Suzanne Arnold.  
7 Implicit in that, we ought to also--  
8 MR. FORTUNE: Excuse me. I'm  
9 sorry.  
10 MS. ARNOLD: Suzanne Arnold,  
11 Medicine. Implicit in that, we ought to also be looking  
12 at the issue of what appears to be a very strong issue  
13 for the juniors and seniors in course availability, because  
14 that's very important. If they're not getting what they  
15 need in four years, that's not right. So it shouldn't  
16 just be about contracts. It should be about whether or  
17 not a contract is a good idea and, if not, what's the  
18 mechanism -- what's our mechanism for rectifying a lack  
19 of courses.  
20 MR. FORTUNE: I'm going to ask  
21 for a vote on this. And the vote is simply to allow the  
22 Senate Council to work with the Provost and other  
23 interested persons in studying this issue with no specific  
24 proposal before you. And so that is the Senate Council's  
25 recommendation. And I would open that for discussion.  
26 Any discussion of that proposal? (No response.)  
27 Okay. All in favor, signify by saying aye.  
28 ("AYE" VOICE COUNT: ALL)  
29 Opposed, say nay.  
30 ("NAY" VOICE COUNT: NONE)  
31 Thank you all.  
32 And thank you, Tony. Thank you for coming.  
33 (APPLAUSE)  
34 =====  
35 (SESSION CONCLUDED AT 4:35 P.M.)  
36 =====

