

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

UNIVERSITY OF KENTUCKY

UNIVERSITY SENATE COUNCIL MEETING

MAY 5, 2008

1
2
3
4

5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

3

1 A G E N D A

2
3
4
5
6
7
8
9
10

1. Minutes and announcements.
2. Academic Ombud Report.
3. Flexible Work Arrangements (FWA).
4. Revisions to Administrative Regulations II-1.7-2,
("Access to and Use of University Technology
Resources").
5. Annual "State of the Libraries" Address.
6. Proposed Changes to Health Care Colleges (HCC)

- 11 Professional Student Behavior Code.
12 7. Proposal to Expand Transfer Credit to Ph.D.
13 8. Revised Method of Graduate Faculty Appointment.
14 9. Closing remarks.

15
16
17
18
19
20
21
22
23
24
25

4

1 KEVEH TAGAUI: I'm going to go ahead and
2 I'm going to call this Senate meeting to order.
3 This microphone is not working. I'm sure more
4 people are going to show up but everybody wants
5 to go home early. I know I want to so let me
6 go on. Let me first do the minutes or they're
7 not available. That would be very quick.

8 Announcements. Before I go to
9 announcements please help me to finish this
10 last meeting expeditiously. Our colleagues
11 deserve their cases to be heard. Remember,
12 call the question and table your favorite
13 motions today. So please help me see if
14 something is not converging. If things are
15 converging, that's okay. If they're not,

16
17
18
19
20
21
22
23
24
25

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21

please help me do this.
The first announcement I want to tell you that Sheila is back here. Her back pain is gone and so is mine. This is my last meeting. You'll hear from regarding this later on. I have been trying to find a parliamentarian so the new chair doesn't have to and I have not been very successful until a week ago when I called Kate Seago. She agreed to attend this one just as a dry run. She hasn't promised me

5

yet, and I'm not going to tell her the last parliamentarian was here for 35 years. The election of faculty trustee, Doug Minor, will you give us the end results so we can move on very quickly.

DOUG MINOR: The election was concluded Friday afternoon. Dr. Everett McCorvey is your new faculty trustee. Three year term begins July 1st. Congratulations.

KAVEH TAGAUI: Just want to let you guys know the other parliamentarian received an honorary degree and it was an amazing occasion. I wish all of you were there. I wanted to have a picture but I don't.

Lastly, many of you who were here last time noticed what happened but for those of you who were not here I just want to tell you I was given a very precious gift. I was -- of any notion that this is an easy job, and I appreciate this was given to me by you senators. I also received another precious --

22 this was not a bad gift either that I got from
23 the provost (indicating). I do have other
24 suits, I promise you.

25 A couple more announcements.

6

1 Administrative AR II has been voted and the
2 vote of the Senate Council was forwarded to the
3 provost and we understand the motivation behind
4 the University's altering the vacation policy
5 as proposed. I'm sure you guys are familiar
6 with that. I didn't ask you to give me input
7 because, in all honesty, there was -- the
8 inputs were not going to be considered. So I
9 send it to you FYI. Still nobody could stop
10 you from giving your input even after the fact
11 to the provost and the president or send it to
12 me.

13 So this was an FYI and a very important
14 transmittal has been put on a ten-day
15 transmittal neither faculty initiated by the
16 provost. They are extremely important to the
17 lives of faculty. I have asked the senators
18 for comments. I asked senators to ask their
19 colleagues for comments. I asked every college
20 faculty council for comments. I received 50
21 pages of faculty council comments. The Senate
22 Council engaged the provost directly or
23 indirectly for it seemed forever and finally we
24 came up with some comments. I'm proud of those
25 comments. We have sent it to you. Those are

7

1 not FYI. If you -- actually, I can't remember.
2 Richard, can you help me? The Senate Council,
3 were those for FYI or should they send
4 comments?

5 RICHARD: They should.

6 KAVEH TAGAUI: Please send me comments.
7 It doesn't require approval but as important as
8 they are, I'm sure the provost wants to hear
9 any last comments that you might have. We did
10 waive one rule very quickly. Senate Council
11 heard the request to waive the rule requiring
12 RWA to be submitted within two years. We ruled
13 actually that the reinstatement committee
14 should hear it and rule upon it. They ruled on
15 it and the only ruling was that it should be
16 heard. I don't know the result of it if it can
17 be heard or not, but that's a different story.

18 Okay. First item is academic Ombud
19 report. Joel Lee. Have I seen Joel Lee yet?

20 WOMAN: I don't think he's here. I think
21 he's planning on coming.

22 KAVEH TAGAUI: We may come back, who
23 knows. So flexible work arrangement, Robynn
24 Pease. Is Robynn here?

25 ROBYNN PEASE: Yes. I'm here.

8

1 KAVEH TAGAUI: Come on up. She was here
2 last time and we ran out of time, I promised
3 her we would give her our full attention.

4 ROBYNN PEASE: I promise not to take up
5 too much of your time. I'm simply here to
6 report on a new type of guideline called

7 flexible work arrangements that originated out
8 of the work-life initiatives, the work-life
9 survey and then the work-life initiatives. To
10 begin with I wanted to just simply tell you
11 that allowing your employees an opportunity to
12 work in a way that is outside the traditional
13 8:00 to 5:00 norm is becoming an increasingly
14 popular and important way to work.

15 For example, in the January 2008 work-life
16 and Human Capital Solutions Trend Report you
17 see that providing work arrangements is the No.
18 1 trend or opportunity that organizations
19 across the US are providing to their employees.
20 It's their strategy for recruitment and
21 retention particularly in times when they're
22 very few opportunities for increases in wages.
23 The University of Kentucky is no exception, and
24 also our work-life survey results indicated the
25 need for managers and supervisors to allow

9

1 their employees an opportunity to provide -- to
2 have a flexible work schedule in order to meet
3 their challenging demands both here on campus
4 as well as in their personal lives.

5 Moreover, in the survey I just wanted to
6 point out that 41 percent of the managers and
7 supervisor respondents believe that they have,
8 to some extent, some responsibility to help
9 their employees address and manage their work
10 and life issues, and one way it's not the only
11 way, is offering a flexible work arrangement.

12 You'll see the guidelines, the report in
13 the guidelines in your packet. You can review
14 them. They're also online through the
15 work-life web site. We have -- if you look at
16 resources and you scroll down to workplace
17 flexibility, you'll see all that information on
18 our website for your review.

19 I want to just take a brief moment to tell
20 you what we expect with our guidelines. Again,
21 we are looking at guidelines not policy. That
22 means that the implementation of the flexible
23 work schedule is still at the discretion of the
24 supervisor or manager. So if somebody calls
25 employee relations, we can't say it's wrong

10

1 that your supervisor didn't allow it. We can
2 only offer consultation and support for the
3 consideration.

4 So we're looking at fairness in
5 consideration as opposed to equity in
6 distribution. That's what we tell managers.
7 You know, depending on your work unit, a
8 flexible schedule of some sort may or may not
9 be appropriate. Again, the supervisor has to
10 make those decisions.

11 As I said, flexibility means different
12 things to different folks, so in your
13 guidelines you'll see numerous examples of the
14 types of flexible schedules we're recommending.
15 Everything from compressed work week to just a
16 flexible schedule to maybe reduce job, face
17 retirement, telecommuting, job sharing, those

18 are all examples of what we consider a flexible
19 schedule.

20 Also please note that there is in the
21 template a letter of understanding. A letter
22 of understanding is very important because it's
23 the agreement that you, as a supervisor, and
24 the employee work, sign to use as sort of your
25 guideline for this arrangement. You ask the

11

1 employee to draft it. It helps the employee
2 understand what's all involved in entering into
3 this type of arrangement. It also provides an
4 opportunity to think about how you communicate,
5 and opportunities for revision and evaluation.
6 You may find that somebody's not really liking
7 that arrangement or that there are glitches in
8 the process that need to be worked out.

9 Just a few things about our expectations.
10 We are not advocating that a flexible schedule
11 be used in lieu of childcare or elder care. We
12 are not advocating that a flexible schedule
13 means that an employee comes and goes at will.
14 It means simply that we are asking for a
15 structured time, a structured schedule that is
16 different from the traditional 8:00 to 5:00
17 model that we've seen in the past.

18 Are there any questions so far? I have to
19 say that I was scheduled to come here months
20 and months ago seeking your endorsement for
21 flexible work arrangement guidelines. A number
22 of groups wholeheartedly endorsed the

23 guidelines, but on April 21st the president
24 actually has endorsed them so that they are in
25 place. Now we're asking you for your support

12

1 and input on how best to manage them.
2 I'll also let you know that the work-life
3 office gives training to supervisors. We have
4 a toolkit that we use that we've developed and
5 use. We also provide individual consultations
6 to both units as well as employees and
7 individual supervisors. So it's been amazing
8 to me to see that the number of inquiries
9 doubles each month. So I think people are
10 really getting on board and they want to
11 explore this for their departments and units.
12 How about that?

13 KAVEH TAGAUI: Thank you, Robynn. Perfect
14 timing, thank you. I forgot to mention that
15 one of the transmittals actually has four
16 critical items that normally would have come to
17 Senate life meeting, but as we explained in the
18 e-mail the Senate Council voted even the timing
19 in the year to be put on a ten-day transmittal
20 and it's your job and duty to review those and
21 if you have any objection, of course, that's
22 what the ten-day transmittal is all about. The
23 Senate Council puts only the ones that they
24 thought is very straightforward,
25 non-controversial on the ten-day transmittal.

13

1 Revisions to administrative regulations,
2 access to and use of University. This was the

3 one that I learned my lesson last time this is
4 not an easy job. We had two guests. Please
5 come on over, Penny and Marcy. You wanted to
6 have this not only your handout also have time
7 to think about it. One senator asked us to
8 send you new information and also sent it to
9 the two of you. So let's just -- since we've
10 already done this once, is there anything that
11 you want to add to whatever said before? You
12 all know what this is all about. Let's
13 directly go to questions. Name, please.

14 MIKE CIBULL: I'm the paranoid senator
15 who --

16 KAVEH TAGAUI: Mike Cibull.

17 MIKE CIBULL: Mike Cibull. Asked that
18 news item be sent to everybody. I will go on
19 record as saying I have no problem with this
20 policy at all except for the fact that it is
21 somewhat understated in the lack of expectation
22 of privacy and confidentiality for the
23 individual faculty member which is fine. I
24 don't think that we have an expectation of
25 privacy or confidentiality, but I would like

14

1 that to be stated as explicitly as possible in
2 this document so that anybody who reads it
3 knows that. It's sort of woven into this
4 fairly long document but, in fact, there is no
5 expectation of privacy or confidentiality nor
6 is there probably in any university or large
7 business but I would like that stated

Xcript 4-13-08 Senate.txt
8 explicitly.

9 KAVEH TAGAUI: Are there any other
10 comments? What, you want to go home right
11 there?

12 BOB GROSSMAN: I can't let something go by
13 without commenting on it. Bob Grossman, Arts
14 and Sciences. I don't remember exactly where
15 it was but I believe I did read somewhere there
16 is an expectation of privacy. Oh, here it is.
17 It's page 19 of our packet, Section 3(a) in the
18 reg where it says: In general, information
19 stored and information technology resources is
20 S-S considered confidential whether protected
21 by the operating system or not, unless the
22 owner intentionally makes that information
23 available to other groups or individuals. It
24 continues on in the same vein. So I do think
25 it's pretty explicit. If you disagree, that's

15

1 fine.

2 WOMAN: You'll also see that's sentence
3 that says individuals do not acquire absolute
4 right of privacy. Our expectation is to honor
5 privacy, to honor confidentiality but in
6 circumstances where --

7 MIKE CIBULL: Except where they don't want
8 to.

9 WOMAN: -- litigation involved. In other
10 words, we're not going to go looking for no
11 reason. If there is a legal issue or open
12 records request beyond our control, we have to.
13 We're trying to say, yes, it's confidential but

14 you don't have an absolute right.

15 You're right, it is kind of -- I agree.

16 We really did struggle with how to put that.

17 MIKE CIBULL: You're better off by being
18 very blunt than you are by -- because if you
19 read the whole document -- but in fact, if
20 there worried you're breaking policy, if
21 they're worried you've released confidential
22 information, if they don't like it they can go
23 through e-mail, item after item after item,
24 which I am not against by the way. But I am
25 against the making people think that they have

16

1 those protections when they do not. You're
2 better off just saying, look, we'll protect
3 your privacy and confidentiality as much as
4 possible but, in fact, you do not have privacy
5 and confidentiality. If you put things on your
6 computer that you shouldn't, chances are you
7 will get caught just like everybody else who
8 puts junk on their computer gets caught.

9 WOMAN: We will go back and look at
10 Section I and look at confidentiality and see
11 if we can make that clearer. I think that's a
12 fine suggestion.

13 KEVEH TAGAUI: Any other questions? Name?

14 JIM HERTOOG: Jim Hertzog, communications.
15 Is there any requirement that you notify people
16 after you've gone through their files?

17 MARCY DEATON: No. I think there's a
18 section, isn't there, Penny, that if we can or

19 it's appropriate to the situation we would
20 notify you that there may be situations where
21 we can't.

22 KAVEH TAGAUI: Any other questions? Okay.
23 This is for input only but it doesn't mean we
24 cannot endorse. We have endorsed policies in
25 the past when we were not in a position to

17

1 approve or disapprove. I'm not pushing one way
2 or the other. This accommodation is not -- I
3 don't think it's made by Senate Council per se.
4 It's just a matter of voluntary endorsement.
5 So if anybody wants to endorse this, I would
6 hear it. If not, it will move on.

7 MR. GROSSMAN: I move it. There is a
8 recommendation.

9 KAVEH TAGAUI: Can you move it or --

10 MR. GROSSMAN: I think we should endorse
11 it. I think it's a wonderful -- you've done a
12 wonderful job balancing the issues and saying
13 so in plain English.

14 KAVEH TAGAUI: Is this language okay to
15 you?

16 MR. GROSSMAN: Yeah.

17 KAVEH TAGAUI: So we have a motion of
18 endorsement. Anybody want to second?

19 MR. GOLDSBY: Second.

20 KAVEH TAGAUI: Any further discussion?

21 KEN CALVERT: Ken Calvert, Engineering.
22 On the website there was a friendly amendment
23 from Professor Grossman regarding the wording
24 on pages 22 and top of 23. They're not in here

25 but it is highlighted.

18

1 KAVEH TAGAUI: I should have said that.
2 Actually we received the e-mail from two of our
3 guests that all of those have been adopted.

4 DIANE SNOW: Diane Snow. It appears in
5 the document you sent from the University of
6 Florida there were different regulations FOR
7 students and faculty, rules that applied to
8 each of those. Does this legislation apply to
9 all persons involved at the University of
10 Kentucky equally.

11 PENNY COX: (Nods head.)

12 KAVEH TAGAUI: Okay. Any other questions?

13 DEBRA ANDERSON: Debra Anderson, College
14 of Nursing. With the recommendation, does that
15 include the look at the confidentiality
16 statement?

17 PENNY COX: (Nods head.)

18 DEBRA ANDERSON: Thank you.

19 KEVEH TAGAUI: Ken Calvert?

20 KEN CALVERT: Ken Calvert, Engineering.
21 One other little thing. So the policy, as I
22 understand it, includes personal items stored
23 on University property and also allows for
24 essentially intercepting network traffic to and
25 from those such devices but it's not limited

19

1 that the interception to using -- there's
2 nothing that says it's limited to using campus
3 facilities. You might want to include some

4 kind of limitation that traffic that goes over
5 the campus university facilities could be
6 intercepted.

7 KAVEH TAGAUI: Any other comment? Since
8 this is the endorsement, we still need a vote.
9 Let's do a show of hands. If you need to
10 count, then we will count. Debra?

11 DEBRA ANDERSON: Just one last question.
12 Does this include your home computer if it's
13 used for University business?

14 WOMAN: It could if we get subpoena for
15 University documents and you were storing them
16 at home, it could.

17 DEBRA ANDERSON: I wanted to make sure.

18 KAVEH TAGAUI: Okay. Question?

19 JOE MILLER: Joe Miller, College of
20 Communications. What about home access through
21 the BPM? Does that extent when you use that
22 virtual private network the Cisco client, does
23 that make your home computer functionally part
24 of the University of Kentucky?

25 PENNY COX: That's your path to get into

20

1 the University equipment.

2 KEN CALVERT: The you use to run Outlook
3 say from home, would then other activities that
4 were personal fall under any of this umbrella?

5 PENNY COX: I don't believe so.

6 WOMAN: No.

7 PENNY COX: Specifically University
8 related. So if, by chance, you're checking
9 e-mail from your home computer, unless there's

10 a subpoena involved University would not --

11 JOE MILLER: While you're connected if
12 you're not checking e-mail, you're connected to
13 BPM your home computer's considered part of the
14 University?

15 MARCY DEATON: Only documents or data
16 that's University data that you choose to store
17 on your home computer is what we could access.

18 MIKE CIBULL: Except that you can go
19 through their entire computer to find those
20 documents. It's not like they're listed under
21 University of Kentucky documents.

22 PENNY COX: In a subpoena I think it would
23 have to be --

24 MIKE CIBULL: That's what I'm saying.
25 We're being very semantic here but, in fact, if

21

1 you have access to somebody's computer, you
2 have access to somebody's computer and people
3 should act accordingly.

4 KAVEH TAGAUI: Two more questions here
5 then go to.

6 SAM JASPER: Sam Jasper, Dentistry. Could
7 I have a little bit more clarification on the
8 for instance on this home computer?

9 MARCY DEATON: I can only think of a
10 subpoena, true state or federal law situation
11 where the University's received a subpoena for
12 something specific that somehow they think is
13 on your computer. Fishing expeditions we
14 couldn't go there on our own. The for

15 instances are very rare. It's hard to think of
16 them but they could happen.

17 PENNY COX: I know of one circumstance and
18 it was involving a criminal action. Also
19 remember that these policies apply to faculty,
20 staff and students and probably the biggest
21 complaint that we have is from the Digital
22 Millennium Copyright Act in the students
23 resident halls who are downloading music.

24 SHELLEY STEINER: Biology. Is there any
25 hierarchy of people who can set in motion a

22

1 desire to search? Who sets in motion -- who
2 has the right to set in motion the search
3 through somebody's computer?

4 MARCY DEATON: It wouldn't be a search.
5 It would be a group. We would get a subpoena,
6 for instance, in legal office. We would
7 consult with IT. We would have to consult with
8 the appropriate dean or executive vice
9 president or whomever. We wouldn't do this
10 lightly. We wouldn't just be searching. They
11 would have to have a specific subpoena already
12 knowing or suspecting that you were storing
13 something on your computer that they needed.
14 They couldn't just fish and say we want to see
15 what's on your computer.

16 CAROL DIEDRICHS: Carol Diedrichs from the
17 library. I think the faculty should be well
18 aware of the current level of activity in the
19 marketplace related to reserve material that
20 you put on reserve for your students, and that

21 the publishers are seeking to fine violations
22 of copyright law suing universities. And so
23 you would be well advised to work with us,
24 sorry, but rather than posting things for your
25 students yourself because it does leave the

23

1 University vulnerable if you don't follow
2 copyright laws.

3 MIKE CIBULL: A point in clarification.
4 When you said subpoena, you're referring to
5 somebody's private computer at home not their
6 computer at work --

7 MARCY DEATON: We've gotten them for
8 computers at work.

9 MIKE CIBULL: But you can access the
10 computer at works without a subpoena?

11 MARCY DEATON: Yeah, according to the
12 thing in the policy.

13 MIKE CIBULL: Right.

14 MARCY DEATON: Home computer would be
15 different.

16 DAN ROBERTS: Dan Roberts, Pharmacy.
17 There are some individuals that have University
18 equipment at home. That equipment is subject
19 to the same surveillance as their equipment at
20 work, right?

21 MARCY DEATON: Right.

22 KAVEH TAGAUI: Okay, friends. I'll
23 be happy --

24 KEN CALVERT: Call to question.

25 KAVEH TAGAUI: Okay. I don't see anybody

1 else's hand up so it's up -- voting twice. I
2 appreciate your help. Remember that for next
3 time but since nobody else's hand is up --
4 KEN CALVERT: Oh, sorry. I withdraw.
5 KAVEH TAGAUI: No. I haven't accepted it
6 so I'm just going to move on and let's go ahead
7 and vote. All those in favor of endorsing this
8 AR please indicate by raising your hand. Any
9 opposed? Any abstained. Let's count
10 abstained, please.

11 WOMAN: I think eight. Would you mind?

12 KAVEH TAGAUI: More than eight to me.

13 WOMAN: Did you get eight?

14 KAVEH TAGAUI: Okay. Eight is fine. Are
15 we satisfied or do you want to count the number
16 of those who voted positive? Okay. Then the
17 motion passes. Eight -- no opposition and
18 eight abstained. Thank you very much.

19 Next item. Oh, is Dean Di edri chs. Please
20 come on over. In October 2006 the Senate voted
21 to have a -- I thought it was annual but today
22 Sheila mentioned to me it's bi-annual. This is
23 the short one. David, you get the longer one.

24 CAROL DI EDRI CHS: Thank you. It is the
25 shorter version. I recognize all of us are

1 dealing with budget issue in reductions but I
2 think when the library's budget is cut as part
3 of this process, it will affect all of you.
4 That's part of what I wanted to talk to you a
5 little bit about today.

6 Before we get to budget cuts, in any given
7 year the inflation rate on library materials:
8 Books, journals, databases, is 8 to 10 percent
9 so the University tries to find an increase of
10 half a million dollars or more each year to
11 keep from reducing content. In the year ahead
12 FY09 we would need more than \$600,000 in order
13 to avoid any reductions in cost -- in content
14 for you and the students. That's before we
15 talk about any budget cuts. That's to pay the
16 recurring costs on all those things like
17 journals, databases technology hosting fees.

18 We're taking a 4 percent cut like the
19 other colleges are. This is the amount of
20 money that cut results in for the three primary
21 libraries in our system. Very close to -- over
22 \$800,000. The things that we've elected to do
23 that will have some impact on you first is that
24 the Young Library will begin to close when
25 school starts in the fall at 2 a.m. rather than

26

1 being open 24/5. Our data tells us that from 2
2 a.m. to 7 a.m. is our very lowest period of
3 time. I do anticipate when the students return
4 in the fall they will not be happy with this
5 change. Of course, that's music to our ears
6 but the truth of the matter is it's expensive
7 to keep it open 24/5 and this is the period of
8 time we can save a little bit of permanent
9 money by closing but remain open for the core
10 times that our students use the facility. We

11 will go back to a 24/5 schedule during dead
12 week and finals each semester.

13 The budget cuts that will go to the
14 materials budget, which is the content, the
15 books, journals, electronic databases, is about
16 \$450,000. So we will lose content, \$450,000
17 worth of content. Then on the budget that
18 remains, which is millions of dollars, will
19 have to deal with that 8 to 10 percent
20 inflation. So the cut and loss of content will
21 be deeper than the 450,000 so it could easily
22 reach \$600,000 or more in terms of loss
23 content.

24 There will be about seven positions lost
25 in this process for the library; four of those

27

1 are staff members, three are faculty positions.
2 They're all vacant but these are the
3 individuals who teach your classes, who make
4 sure that electronic resources actually get
5 bought and purchased and function, and all the
6 things that go on in the library. So there
7 will be, of course, an impact on all of us with
8 this budget cut.

9 As a result of needing to cut that much
10 content, we have a long timeframe. Journal
11 subscriptions run January through December.
12 The decision to renew them and continue them
13 for the next year has to be made no later than
14 August. So you can see back up the timeframe
15 in terms of the time in which we need to talk
16 to you, the faculty, the various faculty, has

17 to start back in February. It has started even
18 before we knew the magnitude of the cut we'd be
19 taking.

20 So in your College our librarians have
21 been consulting with the faculty. This often
22 comes in the form of whether you have a single
23 library liaison or library committee, whatever
24 is the choice of the College then that's the
25 mechanism that our librarians work with. That

28

1 has been going on. Once the decisions about
2 what to cancel and do away with has been made
3 there's one last review process that looks to
4 the interdisciplinary.

5 So we put together the list of all the
6 things we intend to cut, and we provide that
7 list again to librarians and to the faculty to
8 ensure maybe something's being purchased on
9 chemistry but you're a faculty member in
10 biology and that's of value to you. So one
11 last attempt to be sure we've gotten the best
12 consultation before we make what are difficult
13 decisions to begin with. Then we actually
14 begin in May and June with the actual process
15 of cancelling that content and usually it's
16 effective the following January. So you'll see
17 the reductions in that beginning in January of
18 '09.

19 The good news is that we've had great
20 success with the Hub at WTs. This is the area
21 in the lower level of the Young Library. It

22 was renovated to be more flexible and more
23 inviting for our undergraduate students. The
24 chairs roll. The tables move around. There's
25 rolling white boards and the students have been

29

1 enthusiastic, very enthusiastic, and the
2 students -- it's not just attracted
3 undergraduates. We have some faculty who hold
4 class hours or their office hours in the hub.
5 We have medical students who come over and draw
6 anatomical drawings on the white boards, study
7 and leave big notes that say, please don't
8 erase. We'll be back in the morning.

9 So it's been a terrific reaction to it and
10 we're really pleased with the funding we've
11 received at the University level. This is what
12 it looked like before the renovation and this
13 is what it looks like now (indicating).
14 There's much more -- there's food down there as
15 well in addition to -- there's Grub at the Hub,
16 a little more comfortable furniture.

17 You also can get -- there's been quite a
18 partnership between IT and the librarians in
19 terms of providing support and help. So a
20 student can come there not sure knowing whether
21 they need the help of a librarian or an IT
22 professional and get that all in the same
23 place.

24 Our science library, this is what many
25 people would call the King Library edition, the

30

1 part that faces Pence Hall. If you pass by

2 there today there's a big fan because it's
3 under significant renovation. It will become
4 our science library in the fall. It will
5 include our chemistry physics library, our math
6 library and geology library. At some stage
7 much down the road we would like engineering to
8 be in that library as well.

9 For those of you who live in that building
10 or used it there will be a new elevator. Very
11 exciting, if you've ever been in there. But
12 we're very excited about that. We'll be able
13 to run that. There will be a new entrance.
14 We'll be able to run that more as full scale
15 library with all of our science material there.

16 The last thing I'd like to do is invite
17 you on May 13th, next Tuesday, believe it or
18 not the Young Library is ten years old and
19 we'll be celebrating Tuesday night the tenth
20 anniversary. If you haven't seen it, we'll
21 have tours from 4:00 to 6:00. This is a
22 community-wide event. We'll have a reception
23 at 6:00 and then Gordon Gee, who is the
24 President of Ohio State University, will be our
25 speaker. Certainly our provost and president

31

1 will be there as well as many other people that
2 helped fund and build the library.

3 It will be a great opportunity to
4 celebrate what that icon and facility has been,
5 has meant on our campus. If you have never
6 heard Gordon Gee before, he is very engaging

7 presidential speaker, knows a lot about
8 libraries and their value but that's not all
9 he'll talk about. So we welcome your coming if
10 you're around on campus that night. That's it.

11 KAVEH TAGAUI: Are there any questions for
12 Dean Diedrachs? I gave you all the time you
13 wanted so can I ask you for input to become our
14 parliamentarian.

15 CAROL DIEDRICHS: I looked up. There was
16 not one over there that looked familiar to me.

17 KAVEH TAGAUI: Thank you. This is a major
18 piece of regulation. You have bulleted items
19 which are on your page as very kind of
20 summarizes it for you. This has been -- of
21 course, this has been for a long long time in
22 the works. I know myself it has been approved
23 by the Senate Council in April with a positive
24 recommendation. It requires Senate approval
25 meaning that it cannot be put in without our

32

1 approval. If not all of it, I'm sure a lot of
2 it requires Senate approval. Maybe there are
3 some provisions in there I don't know, but a
4 lot of it is requiring Senate approval.
5 Anybody wants to introduce this or to say
6 something about this behavior code?

7 Why don't we then directly -- I know many
8 of the deans of the health colleges are here
9 and there are others who can answer your
10 questions. Why don't we start your questions.
11 And this is the item that I thought might
12 take -- I don't want to encourage you -- but

13 half an hour, perhaps more. But it's a very
14 important piece of regulation. Name, please.
15 Always mention your name.

16 TOM GARRITY: Tom Garrity, medicine. I've
17 got a number of things to say, problems that I
18 see. Based on a couple of experiences with
19 students who were accused of offenses and I
20 shepherded them through or advised them through
21 the long process from internal College hearing
22 at which they were found guilty, up through the
23 University Appeals Board in which case it was
24 reversed.

25 There are a number of things that have

33

1 troubled me about the existing process of
2 dealing with student offenses and there are
3 some additional things that trouble me about
4 this change. I think the largest item that
5 gives me a problem right now is that no longer
6 will students have access to the University
7 Appeals Board. This proposal will cause
8 students in the healthcare colleges to go only
9 through an appeals body which is oriented to
10 healthcare colleges. It's called the Health
11 Care Colleges Appeals Board which means that
12 all of the potential jurors or people who would
13 sit on the Appeals Board come from Arts &
14 Sciences, Engineering, Law, every other
15 non-medical center unit would not be eligible
16 to sit on the board.

17 My observations going through this with my

18 students has been that the most helpful thing
19 for the student is that they get out of the
20 healthcare setting, they get out of the College
21 of Medicine setting in that particular case and
22 open up their situation to a spectrum of people
23 with different points of view, different
24 experiences who could listen to the whole story
25 from both sides and then talk about it and

34

1 decide was this a sensible decision that was
2 made.

3 And as far as I'm concerned, an appeal
4 that appeals within the system of healthcare
5 colleges, I mean the worst of all would be an
6 appeal that occur within the College that found
7 the student guilty or responsible is what they
8 say. I think it's only a little bit better to
9 have the students appealing to the healthcare
10 colleges corporately, and I think it's much
11 better the way we have it right now in terms of
12 the University Appeal Board where you have the
13 greatest likelihood of being heard by people
14 who are really very impartial. A lot of them
15 do not have loyalty to the health colleges,
16 loyalties to the department or faculty who are
17 in the departments that were involved in the
18 finding of responsibility or guilt.

19 And I'm very troubled if there is a Health
20 Colleges Appeal Board that this sense of
21 loyalty that I think we all naturally feel to
22 our closest College will create some conflict
23 of loyalty or conflict of interest, if you want

24 to put it that way. So that troubles me.

25 Now, there are several other things. I

35

1 don't know. It might be wise to talk about
2 what I just said because some of the other
3 things are a little different.

4 KAVEH TAGAUI: Okay. I can always come
5 back to you if you raise your hand. Any
6 response or any other comments?

7 PEGGY PASS: Peggy Pass, Pharmacy. I
8 guess I would disagree with Dr. GARRITY. I
9 served on the University Appeals Board and I
10 find I have a better understanding of issues in
11 cases that come from the healthcare colleges.
12 Sometimes I have difficulty understanding all
13 the issues when it comes from a College that
14 are different from my own experience, and I
15 think it's actually more fair to the student to
16 be heard within the healthcare colleges where
17 certainly you would not want people from the
18 College where the supposed offense occurred to
19 be on the board that would be like another
20 internal committee. And I would assume, as we
21 do on the other appeals board, if you have any
22 connection to anyone in the case, you would
23 recuse yourself or not be permitted to hear the
24 case.

25 So I don't have a concern that there's

36

1 going to be loyalties on the part of anyone who
2 hears a particular case. That's not the case

3 in the University Appeals Board and it should
4 not be a case in this situation either. So I
5 believe that it actually is more fair or is
6 helpful to the student to have those who
7 understand the issues.

8 BOB GROSSMAN: Bob Grossman, Arts &
9 Sciences. I just had a question. Can you
10 summarize the process that led to this new
11 policy? How many committees has it been
12 through, how many councils has it been through
13 et cetera?

14 KAVEH TAGAUI: Who is going to help me
15 with that?

16 MR. GREISSMAN: I suppose -- I am Richard
17 Greissman. It's been not only through the
18 University of Committee HCC, HCCC, Health Care
19 College Council, Senate Council several times,
20 lawyers, faculty committees, deans, associate
21 deans, back to Senate Council, back to the
22 HCCC. It's languished for four years the
23 provost at the behest of the deans in
24 healthcare College said could you please put us
25 out of our misery either by shepherding us

37

1 through a process that comes to a conclusion or
2 tell us we're never going to happen.

3 So it has been floating around for four
4 years. I couldn't give you the specific
5 chronology, Bob, but it's been so thoroughly --
6 it gives new meaning to a process of
7 deliberation.

8 If I could speak to Tom's concern. It's a
Page 30

9 legitimate concern and I want to try to give
10 the logic that I'm not sure will satisfy you
11 but let me give the logic because I came in as
12 an impartial mediator. I simply wanted to see
13 this thing come to a conclusion or we simply
14 throw in the towel and say we're not going to
15 do it. What I started was to suggest by saying
16 they're really two process: The student has a
17 relationship to his or her College; the student
18 has a relationship to the University.

19 In the case of the healthcare colleges we
20 felt it was important to have the process by
21 which the healthcare colleges could define and
22 then judge a student's relationship to a
23 specific program in that College. It doesn't
24 supersede the University's right to intervene
25 if a student's conduct warrants a University

38

1 purview. So, for instance, as unlikely as it
2 seem a student could do something that a
3 healthcare College thinks is not particularly
4 appropriate but not actionable. Meanwhile the
5 Dean of Students Office can say that's an
6 offense heinous enough to warrant some pretty
7 definitive office vis-a-vis the University.

8 So what we try to do is not interfere with
9 the process by which the University defines its
10 relationship to a student. And only the
11 University can take some reaction against a
12 student to have him or her expelled from the
13 University.

14 What we also felt was that given the
15 nature of healthcare College work, given the
16 nature of a professional College where
17 licensure and professional standing is
18 ultimately the argument when you get a job,
19 that the healthcare colleges have an
20 appropriate oversight of student behavior in
21 terms of professional conduct, and that that
22 conduct really is within the professional
23 setting. The example I would give is I would
24 argue that it would probably be rather odd if,
25 in a medical situation, that issues of

39

1 licensure and professional conduct went outside
2 that professional domain for lots of reasons
3 having to do with College judging colleagues.

4 So on the one hand this is a rather
5 limited policy affecting students vis-a-vis
6 their colleges or programs. You are right to
7 say that it is still a policy with lots of
8 teeth in that it could produce the expulsion of
9 a student from the program and obviously that's
10 not trivial. We did want to demarcate the
11 relationship of College to student, student to
12 College and relationship of student to the
13 University and that's why the separate appeals
14 boards. If that helps at all.

15 KAVEH TAGAUI: I have to go to everybody
16 once before I go to somebody twice. There was
17 a hand up here and I'm going to go back there.

18 DIANE SNOW: Diane Snow. These are pretty
19 far apart views and everything people have said

20 are very sensible. I was wondering, Tom, if
21 you could give a more specific example of how
22 having somebody on that committee who is
23 outside of the medical setting actually turned
24 things around in a positive way for them
25 without naming names or anything can you say

40

1 why that was so important.

2 TOM GARRITY: I think your question is how
3 was it helpful when we had people who were
4 non-healthcare folks?

5 DIANE SNOW: Yes.

6 TOM GARRITY: No, I can't really give a
7 specific but let me tell you that the kinds of
8 offenses that I have been dealing with were
9 cheating in examinations; that was the
10 allegation. And I guess I would like to say
11 that the notion that only healthcare colleges,
12 or in my case the College of Medicine, only our
13 College can make an adequate judgment about the
14 culpability of the student cheating in an exam,
15 I think that's not true. I think that is kind
16 of a smokescreen that says if we can handle it
17 ourselves inside the College, then we should
18 because these are medical students and only we
19 can really make an adequate judgment about
20 whether medical students are cheating.

21 Well, I think that's nonsense. I think
22 everybody on the University Appeals Board who
23 is academic, both students and faculty, have
24 dealt with cheating issues and know how, you

25 know, you become certain that it's actually

41

1 happened or maybe not happened. I think an
2 awful lot of the things that come out of the
3 healthcare colleges including the College of
4 Medicine are of this sort of thing. There are
5 plagiarism issues that come up. They come up
6 all over the University. There's cheating of
7 all sorts that comes up all over the
8 University, various dishonesties.

9 Now, you can say what about a third year
10 or fourth year medical student falsifies a
11 medical record. That's really medical stuff.
12 You know, only a College of Healthcare can
13 really judge that. Well, I think that's not
14 true. I think this is a basic dishonesty of
15 changing a record; that is the offense. It's
16 not whether it has had to do with appendectomy
17 or brain surgery. It's a dishonest
18 presentation of records.

19 Abusive behavior against a patient.
20 That's got to be handled by a Health Care
21 College Board because this is a patient. Well,
22 abuse towards another person, be it a patient
23 or another student or a faculty member, this is
24 abusive behavior and it seems to me that the
25 University-wide Appeals Board can make

42

1 judgments about evidence presented in relation
2 to all these kind of offenses.

3 So in the rationale section of this
4 proposal, which is the lead in part, there is a

5 broad implication that because we are
6 healthcare colleges and there are patients
7 involved, we really have to have our own
8 appeals board and own unique processes. It's
9 that that I'm speaking against. I think
10 University-wide Board can make judgments that
11 affect healthcare colleges and non-healthcare
12 colleges.

13 KAVEH TAGAUI: Yes, back there.

14 BILL LUBAWY: Bill Lubawy, College of
15 Pharmacy. I was involved in four of the five
16 committees that have been working on this for
17 the last four or five years. The previous
18 version of the document had the appeal going to
19 the chancellor and the new version would be to
20 the provost. This idea of an appeal board is
21 really a way to widen that spectrum and give it
22 a different sort of appeals process. Things
23 like basic cheating or academic dishonesty,
24 they usually are handled by a regular appeals
25 board. The one you had in the College of

43

1 Medicine did go to the University Appeals
2 Board. I think that's different from some of
3 the behaviors described in this code.

4 The other thing I think is a critical
5 issue here is that we're dealing with students
6 who ultimately who may be involved in patient
7 care. The healthcare colleges has the
8 responsibility to the patient for ensuring that
9 patient care. I think a group that's

10 responsible for the outcome ought to be the
11 group is listening to the appeals that what
12 goes on with that process. They have to
13 essentially protect that patient. That's what
14 makes this whole process I think so much
15 different from a non-patient care environment
16 and non-patient care.

17 KEN CALVERT: Ken Calvert, Engineering. I
18 have a question. So this has been -- this is,
19 I guess, similar to Dr. Grossman's question.
20 Has this been approved by all the colleges that
21 are under the HCC, the faculty of those
22 colleges?

23 BOB GROSSMAN: Yes.

24 KAVEH TAGAUI: Is that -- couple of those
25 colleges tell us if that's -- A couple deans

44

1 tell us if that's the case or not?

2 WOMAN: Yes, for Nursing.

3 MAN: Yes, for Pharmacy.

4 JEANINE BLACKWELL: I think it's been
5 approved by all faculties of the HCC and
6 itself.

7 KAVEH TAGAUI: I kind of lost track.

8 JOEL LEE: I'm Joel Lee from the College
9 of Public Health. I'm the academic Ombud.
10 Just as an observation it seems there may be
11 different schedules. Last summer we had an
12 appeal in the med center where we -- normally
13 the Appeals Board does not meet during the
14 summer. Anything that happens this week will
15 be carried over until next fall. We had to try

16 to pull together enough people during the
17 summer to deal with the critical issue in the
18 medical center. So there may also be a
19 scheduling consideration in this process.

20 J. B. YATES: J. B. Yates, College of
21 Education. I guess I'm confused based on your
22 comments there that does cheating go through
23 one appeals board and then other things go
24 through another appeals board? That seems to
25 be a pretty strong difference than what Tom was

45

1 saying earlier. Is that what you're suggesting
2 happens, there's two different appeals
3 processes?

4 BILL LUBAWY: It has a set of rules on
5 academic dishonesty. Each College has a
6 procedure whether or not they have an honor
7 code independent of this. So honesty -- would
8 apply which goes to University Appeal Board.

9 If I can mention while I'm standing with
10 Joel. We had a case in our College which took
11 the Appeals Board almost eight months to handle
12 a case. If you have a student involved in a
13 clinical setting and you're trying to decide
14 how to deal with them, there's been behavioral
15 complications, we don't have the luxury of
16 pulling them off for eight months and letting
17 them sit around. Nor do we have the luxury of
18 putting them on a floor taking care of other
19 patients when they have some charge pending
20 against them.

21 I think the whole idea of a separate board
22 is that way -- cases much more rapidly. Many
23 College have issues where the clinical
24 activities are it required and the students
25 pulled out for more than a month delaying their

46

1 graduation. If you have to take a course -- if
2 you have a problem in one course, for instance,
3 your course taught by lecture, and you have a
4 case of cheating case or anything against you
5 and while you're appealing that process you're
6 allowed to continue with everything else that's
7 going on. That's perfectly fine since
8 there's -- you can't take other courses,
9 receive graduation or go through the program.
10 You move along without difficulty. But in a
11 clinical environment that can't be the case.

12 I think we've got such unique kind of
13 things this requires a more prompt kind of
14 action by a group that I think understands the
15 issues a little. I think it's a matter of such
16 complexities with healthcare so many
17 responsibilities it requires a different kind
18 of --

19 KAVEH TAGAUI: Okay. We'll go to Mike
20 Ci bull now.

21 MIKE CIBULL: Mike Ci bull, Medicine. I
22 guess I'm a little concerned, Tom. In reading
23 this, it seems to me that academic offenses and
24 the usual offense of cheating and so forth --
25 maybe I'm wrong and you can correct me -- would

47

1 go through the usual University Appeals
2 process. Article 3, page 32, lists a bunch of
3 possible offenses that would be covered under
4 this and several of them, maybe not all of
5 them, but several of them I think require
6 professional judgment as to whether or not the
7 offense took place.

8 For instance, if you engage in conduct
9 failure to carry out appropriate or assigned
10 duties, yadda, yadda, yadda, the decision to
11 what is an appropriate duty for a physician I
12 think is best judged by physicians and not
13 necessarily by members of the Appeal Board.
14 While falsifying -- I agree, that's pretty
15 straightforward but failing to make an entry
16 that is critical is not so straightforward.
17 What is a critical entry? I think that is the
18 kind of thing that ought to be judged by
19 professionals in that area rather than by
20 people in other areas.

21 So I think this may be should be
22 strengthened to separate purely academic
23 offenses from what are truly professional
24 misconduct and behavioral misconduct that
25 pertains to professional activity. I agree. I

48

1 don't see very many first or second year
2 students who ought to undergo this unless they
3 do something while dealing with a patient and,
4 there again, being judged by people who deal
5 with patients would probably be appropriate.

6 I'm in favor of a separate Code of Conduct.
7 This may not be exactly perfect but I'm in
8 favor of the idea.

9 KAVEH TAGAUI: Richard wanted to clarify
10 something.

11 MR. GREISSMAN: In answer to your
12 important question, Tom, I should have started
13 off on page 31 of the packet, last paragraph,
14 Article 2 of the Revised University of Kentucky
15 Code of Student Conduct states -- in some sense
16 that's really the essence of what we're talking
17 about here -- what happens when the University
18 is satisfied or not that the behavior doesn't
19 warrant further action by the University but a
20 professional College feels compelled -- for the
21 reasons, Bill, has nicely explained -- to take
22 further action.

23 So, for instance, the University might
24 decide that a student who has been accused of
25 several instances of intoxication, public

49

1 intoxication, is a student who needs to be
2 dealt with in a sensitive and appropriate way
3 but it wouldn't warrant what it might if that
4 same student were in a clinical setting where
5 the student repeatedly came drunk. One could
6 imagine a student comes drunk to class. The
7 Dean of Students handles it in a way that is
8 appropriate but is not -- a student comes to do
9 rounds as a third or fourth year medical
10 student and is drunk. Those two circumstances,
11 in some ways, I think identify very different

12 circumstance and the standard that a student
13 has to be held in one setting versus the other.

14 So it's a question of whether the behavior
15 affects the student's performance or standing
16 in the program versus the University setting at
17 large, and I think that Article 2 confession
18 mif you will, is what prompted the need for a
19 separate code.

20 KAVEH TAGAUI: I don't want to stifle
21 anybody at all but one way to have order and
22 converse is to require a motion. So if I
23 could -- Sally, see the motion. Actually, I
24 take that back. This is from Senate Council,
25 doesn't require a motion or second. Ken, I

50

1 have to let everybody who hasn't spoken once on
2 this issue. Have you spoken once already?

3 KEN CALVERT: I have.

4 KEVEH TAGAUI: Joe Miller, College of
5 Communication. I guess one of the things that
6 we're -- that I conceive in Article 5 on
7 jurisdiction which is on page 33, it seems to
8 make it fairly clear the two policies are --
9 the University's Code of Conduct and the health
10 colleges one are designed to work together. I
11 wasn't quite clear from the language where it
12 says the Dean of the College can sort of make
13 the decision about which policy would be
14 enforced. Should we assume that it was an
15 academic violation or something that falls
16 under the umbrella of being the University's

17 code of conduct that that would be the avenue
18 that that case would fall? I'm posing a
19 question to anybody.

20 KAVEH TAGAUI: Can anyone respond to that
21 specifically then I go next to Connie?

22 MR. GREISSMAN: What we mentioned
23 happening in instances where the University and
24 the College have an interest, if you will, is a
25 discussion between the office and the dean

51

1 where the likelihood is that an action could or
2 should be taken at the University level, the
3 University would -- I think there's no choice
4 there because there is no way to usurp the
5 Senate rule or academic policies but other
6 things.

7 So, for instance, to give an extreme
8 example. It would be silly for a dean to
9 wonder what to do if the Dean of Students,
10 given the nature of the offense, expulsion is
11 the only remedy. On the other hand, one could
12 imagine a student in the College of Medicine
13 expelled from a program and then moves to
14 another College in their program to pursue
15 Ph.D. It works both ways.

16 So we were so careful to make sure that
17 any decision made by healthcare colleges would
18 be restricted to programs in that College and
19 not to students University stem that is the
20 sole purview of the Dean of Students' office.

21 CONNIE WOOD: Connie Wood, Arts &
22 Sciences. I share Tom Garri ty's concern over

23 the academic offenses. A previous questioner
24 asked for a specific circumstance where this
25 may have played a useful role. As a

52

1 statistician I have been a consultant to the
2 University Appeals Board on many issues where
3 cheating and issues of probability and
4 statistics have played a role. I'm not talking
5 about statistics courses or but use of
6 statistics in both of charge and offense.

7 I concur with Tom in that I'm very
8 concerned that academic offenses should
9 continue to go to the University Appeals Board
10 and we're getting different messages here. Our
11 Ombud -- perhaps I did not interpret Joel's
12 comments correctly but you seem to say that the
13 academic offenses would go to this board, which
14 is it?

15 JOEL LEE: I was just referring to the
16 fact that if the schedule on the medical center
17 conflicts with the suspension of current
18 Appeals Board activity during the summer.

19 CONNIE WOOD: But is that relevant -- I
20 guess my question is do academic offenses go to
21 the University Appeals Board under this system
22 or not? Now, let me tell you -- and perhaps
23 this is where we need the advice of legal
24 counsel -- because if you look under Article 3,
25 and I think this is the fly in the ointment, if

53

1 you'll -- excuse the colloquial, Article 3 on

2 page 32. It says, this article summarizes a
3 representative but non-comprehensive list of
4 violations of the HCCC code that are punishable
5 disciplinary offenses.

6 Here's where the question arises. The
7 list includes items specific to the training
8 programs of the healthcare colleges as well as
9 those in the University of Kentucky Student
10 Code of Conduct. Plagiarism is in the Student
11 Code of Conduct. My question is, and I think
12 before we actually decide on this issue, I
13 would like a very clear answer as to whether
14 academic plagiarism, cheating, go to this board
15 or would go to the -- continue to go to the
16 University Appeals Board.

17 KEN CALVERT: That in response to that
18 connection?

19 MR. GREISSMAN: Sure.

20 KAVEH TAGAUI: Go ahead.

21 MR. GREISSMAN: This code does not
22 supersede the Senate rules and University code
23 of conduct. Academic offenses, by Senate
24 policy, go from College to the University
25 Appeals Board and this code doesn't breach

54

1 that.

2 CONNIE WOOD: All academic offenses will
3 continue to go -- this is going into the
4 minutes -- all academic offenses would continue
5 to go to the University Appeals Board; is that
6 correct?

7 MR. GREISSMAN: Yes.

8 KAVEH TAGAUI: Let me go to Bob Grossman.

9 BOB GROSSMAN: Yeah. I know a little bit
10 about the academic offenses policy. First of
11 all, it isn't true that all academic offenses
12 must go to the University Appeals Board because
13 there are cases of colleges with honor codes
14 and so it's not clear -- this doesn't say this
15 is not an honor code, but it appears to me that
16 it should make it clear.

17 I think a lot of the questions here would
18 be helped if it made it clear. Now, I am not
19 in favor of modifying a document that's gone
20 through so many committees and councils, four
21 years modifying on the floor of the Senate, and
22 I certainly understand that sometimes just some
23 of these details get -- even though they're
24 very significant do get missed. I don't
25 disagree with the purpose of the policy as a

55

1 whole as it's been laid out here. But I do
2 think that if we vote on this and accept it, I
3 would look forward to some clarifications on
4 this matter. For example, a line saying that
5 academic offenses in regular course work shall
6 be handled by this mechanism laid out in these
7 rules to make it clear that this policy is not
8 meant to handle those cases.

9 KAVEH TAGAUI: By regular, you mean
10 non-clinical, is that the way you're using
11 "regular"?

12 MR. GROSSMAN: Yeah.

13 KAVEH TAGAUI: Or using more --

14 MR. GROSSMAN: Yes. I guess I mean
15 non-clinical. I'm not in the healthcare
16 colleges so I'm not sure of the lingo.

17 KAVEH TAGAUI: Ken and then --

18 KEN CALVERT: Without -- and I agree with
19 the earlier speakers and everybody is making
20 sense here. I think everybody has good motives
21 and I can certainly understand the desire for
22 the healthcare colleges to maybe enforce a
23 higher standard. However, what we're going to
24 vote on is the text of the policy. I think
25 that has to be clear. What I'm concerned about

56

1 is a kind of double jeopardy with respect to
2 process.

3 So for a specific example, if a student is
4 accused for let's say a second or third time
5 for plagiarism and goes through the University
6 Appeals process and is exonerated multiple
7 times, the way I understand this -- and I
8 haven't seen it before today -- the way I read
9 this it would be within this policy for the
10 HCC -- under the HCC code that might
11 potentially be deemed to reflect adversely on a
12 student's professional and moral character, and
13 the student might be punished under this code;
14 is that true or not?

15 KAVEH TAGAUI: Quick and then I have to go
16 to other people to speak.

17 MR. GREISSMAN: Sure. It's not true.
18 What's true is that the University Appeals

19 Board can find the student responsible and
20 decide on a punishment that may involve delayed
21 class, it may involve suspension for a
22 semester, that kind of thing. This policy does
23 allow the HCC code to kick in and decide that
24 as a statement stipulation to the University,
25 that's fine. But there's a separate

57

1 relationship from the students and the College
2 and the double jeopardy, if you want to use
3 that term, could be that the student is told,
4 sorry, you're no longer in a medical College.

5 KEN CALVERT: It's not with respect to
6 process but it's respect to outcome?

7 MR. GREISSMAN: Outcome, right. So the
8 differential is in the outcome.

9 KEN CALVERT: I would like to see that
10 clarified in here.

11 KAVEH TAGAUI: Yes. Bill Kramer.

12 BILL KRAMER: Kind of a question. I guess
13 I understand the rationale of the code but
14 would that committee be the last course of
15 appeal for a student? In other words, could a
16 student be suspended from the University and
17 have no other point of appeal? Could they
18 appeal a decision of this HCCC court to a
19 higher authority?

20 KAVEH TAGAUI: Correct me if I'm wrong,
21 it's my understanding that the maximum penalty
22 is termination from the program not from the
23 University. This appeal board doesn't have the

24 authority to terminate students from the
25 University.

58

1 Now, timing is becoming an issue. I don't
2 want to -- I don't have any -- Rather than
3 amending this on the floor, something that has
4 been in the work for four years, perhaps it has
5 to come from you. You could approve this for
6 three or five years and then revisit, meaning
7 that the Senate would get another chance in
8 five years to perhaps, based on the report from
9 this panel to revisit it, but that's really up
10 to you. I have to go to back there. Yes?

11 JANE KIRSCHLING: Jane Kirschling from
12 Nursing. I think the justification statement
13 on page 33 helps clarify that these students
14 will be under three code when, in fact -- So
15 the people would take a look at it. I think
16 that answers some of the questions in terms of
17 at whose discretion is it which process they go
18 through because it says if you have a violation
19 in either the HCC code or that you UK CFC code
20 or selected rules, what happened in terms of
21 who's involved in determining the right
22 process.

23 So as I read that is it solely UK CFC that
24 will go through UK CFC. If the UK CFC, in
25 combination with the two other codes to help

59

1 students, then it has to be negotiated with the
2 various players of those want to go.

3 KAVEH TAGAUI: You had a question. You
Page 48

4 wanted to speak earlier and I didn't let you.
5 But if you want to, you can go after.

6 TOM GARRITY: I would say it's obvious
7 there's a lot of ambiguities here. When these
8 ambiguities pop up, you know who makes the
9 decisions, the dean and dean's staff of the
10 involved College. And, you know, I really
11 think we need to get the ambiguities out of
12 here. We've been talking sensibly about
13 academic offenses like plagiarism and cheating
14 on an exam; they maybe should go to a different
15 kind of appeals board more clinically-oriented
16 sort of offense. Well, that's not what I read
17 when I read this document.

18 Everything goes through the Health Care
19 Colleges Appeals Board and that seemed very
20 final to me when I got done reading this. I
21 think if that's not the case or there's some
22 uncertainty about it, that needs to be cleaned
23 up. I don't think we can do it here and I
24 think I don't like the idea personally of
25 giving it a trial for a few years because in

60

1 that period of time there can be two or three
2 students who have already invested years in
3 moving toward their professional degree who
4 will be gone and I think it needs to be clear
5 before this changes.

6 MR. GROSSMAN: I have a point of order.

7 KAVEH TAGAUI: Go ahead.

8 MR. GROSSMAN: Yes. I believe that these

9 rules qualify as a major change to the Senate
10 rules. And if so, there needs to be a hearing
11 at one meeting. We can't vote on it at that
12 meeting. The vote needs to be delayed to the
13 following meeting. If that's the case, then
14 the discussion that we've had here can go back
15 to the people who put this together and they
16 can tighten up some of the language and bring
17 it forward for a vote in September.

18 KAVEH TAGAUI: Maybe that's the time to
19 use my parliamentarian.

20 MIKE CIBULL: I'll make it easier. I move
21 to table this.

22 SHEILA BROTHERS: Until?

23 MIKE CIBULL: That requires an immediate
24 vote, I believe.

25 SHEILA BROTHERS: A date to move to table

61

1 until?

2 MIKE CIBULL: To the next Senate meeting
3 which is in September.

4 KAVEH TAGAUI: Do I not to have to answer
5 his parliamentary question?

6 KATE SEAGO: Unfortunately I'm not
7 familiar with the Senate enough Senate rules to
8 rule on that.

9 KAVEH TAGAUI: Bob is correct, as always,
10 or almost always but my answer would have been
11 but it's here right now and I was going to ask
12 for a motion to table it which he can read my
13 mind, I guess. So I hope everybody's satisfied
14 from a parliamentary point of view. Do we have

15 a second? There is no debate on that, correct?

16 CONNIE WOOD: Second.

17 KAVEH TAGAUI: Is there brief debate?

18 MIKE CIBULL: No debate.

19 KATE SEAGO: You just call for a vote.

20 KAVEH TAGAUI: Just call for the vote to
21 table this until?

22 MIKE CIBULL: The next Senate meeting
23 which is on September the 8th.

24 KAVEH TAGAUI: Okay. We cannot debate
25 that.

62

1 SHEILA BROTHERS: Who was the second?

2 KAVEH TAGAUI: Connie. Let's vote on
3 that. All those in favor of tabling this
4 proposal indicate by raising hands.
5 Please count.

6 WOMAN: I count 30. I have 36. Some of
7 them don't raise their hands very high.

8 KAVEH TAGAUI: Those opposed.

9 WOMAN: 14.

10 KAVEH TAGAUI: We are going to go as of
11 now 36 to 14. Any abstain? Two. 36, 14, two.
12 The motion passes. We are done debating that
13 item. Proposal to expand credit to the Ph.D.

14 WOMAN: Joel Lee is here. Maybe we should
15 go ahead and allow him to do his Ombud report.

16 KEVEH TAGAUI: I did not forget Joel. I
17 was going to go after that to Joel.

18 WOMAN: Please go right ahead.

19 JOEL LEE: I'm so embarrassed to be late.

20 I have a dual time zone watch and I must have
21 bumped it. I was sitting in my office
22 polishing a few slides for the presentation.

23 KAVEH TAGAUI: Embarrassment results in
24 any shortage of time. Real quickly.

25 JOEL LEE: I'm Joel Lee, current academic

63

1 Ombud in a long line. I'll show you a list of
2 the past Ombuds in a moment. One of the things
3 that stands out to me in reviewing Senate
4 minutes, past ombuds have approached this in a
5 variety of different ways: Reporting data,
6 discussing issues, Lee Egderson composed
7 poetry, which is part of the Senate minutes. I
8 thought I'd try to again do something slightly
9 different today and summarize a series of
10 issues. Since everybody has the data in their
11 hands that I wouldn't go into that in great
12 detail. I'll point out some of the issues.

13 So the Ombud office. I almost feel like
14 the beginning of the Ghostbusters, the song,
15 when people talk about the Ombud office. As I
16 was saying, data, process, poetry. Now it's
17 not advancing to the next one. Perhaps we
18 should do the Ph.D. issue while it's loading
19 the rest of my slides. It's just I hate to
20 take time. What do you think?

21 MAN: Can you just walk through it? Do we
22 need the slides?

23 JOEL LEE: I think it would be helpful in
24 terms of summarizing them. As I said, process.
25 I thought about titles for this. I suppose one

1 would be Tales From The Dorm Zone Located in
2 109 Bradley Hall, which is a former dormitory.
3 I feel like there are a series of stories we
4 could tell about the events that are just
5 fascinating. As an example of an issue, this
6 was in the Kernel a week ago, a column making
7 the point that dead week is just another cruel
8 joke UK plays at its students' expenses. I
9 think many of the calls we received there was a
10 problem in terms of faculty conforming to the
11 dead week policies.

12 Before I go on I have to note a couple
13 people. Michelle Soner who is sitting over
14 there who has taught me my job along with many
15 of the past Ombuds. So she's the heart of the
16 office and just critical to our operations.
17 The Appeals Board, which takes care of the
18 things we cannot remedy. UK legal council, we
19 count on them regularly. The Dean of Student's
20 Office, Disability Resource Center and Office
21 of Institutional Equity are all regularly
22 called phone numbers from the Ombud office. We
23 still rely on past Ombuds for a variety of
24 things and they've been critical to our
25 process.

1 So perceptions of the Ombud, that in some
2 ways we save lives, both faculty and student
3 lives, and it really does seem quite
4 interesting, the perceptions. Some people

5 think we're the complaint department for the
6 University, not simply on academic matters but
7 a variety of other things, that we can break
8 down walls and cut through red tape, and that
9 in some way we can avenge wrongdoing. Other
10 people simply think we're the 90-pound weakling
11 and we have no power, which is probably the
12 most accurate answer.

13 But it's a balancing act that we're
14 involved in in the Ombud office and we do
15 stuff. We do a lot of hand holding for faculty
16 as well as students. The topic that came up
17 earlier is the probably the thing that's most
18 distressing to faculty: Dealing with issues of
19 dishonesty. Faculty members call just so
20 disappointed about an event that's occurred in
21 their class. We listen to people. Michelle is
22 first contact and listens to anybody who calls
23 or walks in the door and has more patience than
24 probably most of us combined. We explain to
25 both students and faculty members what their

66

1 rights are. We explain rules and regulations
2 of the University.

3 We have recently modified website. One of
4 the things I think about -- I've been at UK 24
5 years. I looked it up last night and it scared
6 me. I can recall the Ombud office when I first
7 arrived sent out this I think it was this
8 yellow paper, this one-page set of instructions
9 advising of policy. Over the years that's
10 grown and grown and grown. I think that the

11 last time we sent it out it was about eight and
12 a half pages.

13 This year rather than sending that out we
14 sent out a short e-mail with links to this
15 website and up in the top corner it has
16 reminders for faculty with drop-down menus
17 discussing many of the issues that were in that
18 long report in the past, explaining course
19 syllabi, the various components as an example.
20 We also have links to the new academic offense
21 policy which began two years ago, some
22 information for student on plagiarism, also
23 details in regard to the University Appeal
24 Board and its process.

25 The current Ombud and post Ombuds actively

67

1 participate in the UK one-on-one orientation
2 program for students explaining both student
3 rights and policies related to plagiarism and
4 cheating, but there are so many sections of
5 that it's becoming increasingly difficult, and
6 it's our plan that this summer we'll be
7 developing a series of short videos which will
8 be linked to various points on the UK website.
9 Those will be presented by past Ombuds.

10 Students we deal with: One perception,
11 another, a third. One of the things I think we
12 run into are students who are under stress and,
13 in many cases, making bad decisions and I think
14 that's the most common thing people under
15 pressure making a bad judgment. Perceptions of

16 faculty by students. Variety of perceptions,
17 that we great teachers. I've met some people
18 on campus that I never encountered in the past
19 that are just extraordinary faculty, and that's
20 been one of the delights of the job.

21 Faculty as mentors. I have to tell you
22 one story about this cartoon. My first call to
23 a faculty member as academic Ombud was to a
24 full professor, and I suspect some of you have
25 heard this story previously. I introduced

68

1 myself and before I was able to get to the
2 topic of my phone call, the faculty member's
3 response was well, if you're the Ombud you must
4 like students. That was my introduction to the
5 office, and I started to think what did I get
6 myself into. We've also become policemen in a
7 number of ways.

8 Unfortunately, I had never heard this
9 before I became Ombud but I've had a number of
10 student who've come to the Ombud office
11 indicating that they are dealing with a faculty
12 member who is a bully and that was something of
13 a surprise to me. Graduate teaching
14 assistants. One of the things that stands out
15 to me looking at the past information is many
16 of our problems that exists with TA's in the
17 past have been remedied through the thorough
18 preparation of teaching assistants at the
19 beginning of the year. I think that -- while
20 we still have some issues my sense is it's far
21 less of an issue than it has been in the past.

22 However, the more serious problem that's
23 come up are part-time faculty. Despite sending
24 out an advisory at the beginning of the
25 semester urging deans, department shares,

69

1 directors to share information with part-time
2 faculty I've seen course syllabi that are less
3 than a paragraph in length. People who show up
4 to class irregularly, and I think that this is
5 one of our problems for the future: How do we
6 imagine part-time faculty to make them
7 successful in the classroom.

8 Why people contact the Ombud office? As
9 you'll note in the handout, they're four
10 primary reasons: Issues related to grades,
11 progress and promotion, instruction and finally
12 University policy. But what are the things
13 they're really talking about when they come to
14 see us? Issues, poor communication between
15 students and faculty, lack of explicit
16 criteria.

17 One that I hear frequently is in regard to
18 the use of class participation as a criteria in
19 the final grade. Many students view this as a
20 fudge factor for faculty to reward some
21 students and penalize others. How do you
22 develop explicit criteria for class
23 participation? Issues of power,
24 superior-subordinate relationships. Faculty
25 are intimidating to a lot of our students.

70

1 There are a few exceptions but there are these
2 issues of power. What we end up doing is
3 talking about mediation. Grade expectations,
4 when I call students or faculty occasionally
5 about student concerns in regard to grades,
6 we've talked for years about grade inflation,
7 many of the students are very concerned about
8 an A being the expected grade. I paid my
9 tuition, I deserve an A.

10 Other issues: Excused absences. With the
11 advent of the HIPAA legislation, the
12 information that's provided by Student Health
13 Service in the case of medical excused absences
14 has become very fuzzy. Student Health Service
15 provides documentation that says the following
16 student visited Student Health Service on the
17 following date at the following time. How do
18 you assess the magnitude of that issue? We've
19 had faculty members advise students that the
20 death of a grandparent is not a member of the
21 immediate family and it's not an excused
22 absence. There's miscommunication.

23 One of the interesting things, and it may
24 be a cultural change, is the fact that students
25 come to the office and say this instructor did

71

1 not do a good job, I deserve my money back.
2 Give me my tuition back for this course or
3 these three lectures where the professor didn't
4 show up. There is a changing demand related to
5 that and it may be related to the increasing
6 cost of tuition. I think time management on

7 both faculty and student sides has become an
8 issue that ends up in the Ombud office.

9 We've had problems with blackboard
10 malfunctions and recording information, systems
11 shutting down periodically. I think that's
12 slowly being resolved but we've had a series of
13 those issues. Anger, how do we deal with that?
14 I've seen both faculty and students who are
15 very angry at the other party. Issues of
16 respect. I had an e-mail last night from a
17 graduate teaching assistant where she said, if
18 I were a man or if I were older they would show
19 me respect. How do we manage those issues?

20 As examples of some of these things I was
21 informed UK one-on-one classes and I think
22 this -- no, the room next to us is an example.
23 There are rooms on campus that have dead bolt
24 locks on the doors where faculty members, as
25 the clock ticks to the hour, turn the door lock

72

1 and students who aren't in the room are not
2 permitted to enter. I had that happen with a
3 student hiking across campus on crutches.
4 Disruptive behavior, reading a newspaper before
5 class as an example of a disruptive behavior,
6 use of cell phones in class, sleeping in class,
7 all of those have come up.

8 The most interesting recent one is
9 helicopter parents. We get phone calls with
10 parents and we're not able to speak with them
11 because they're upset about their son or

12 daughter receiving a low grade in a particular
13 course or a problem with a faculty member. So
14 we have a new audience we're speaking with on a
15 regular basis. The issues of dishonesty.
16 These are the things we used to think about as
17 cheating. Looking over somebody's shoulder.
18 We've had a number of instances and it's really
19 a problem for faculty in regard to documenting
20 this if it end up at the Appeal Board level.

21 One of the things that I was called about
22 last semester was a faculty member who set up a
23 video camera at the front of the room pointed
24 at the class during examinations as a
25 protective measure. Students were saying can

73

1 he do that. I spoke with them and we agreed
2 that as long as he was advising the students
3 that it was there, it seems as though he had
4 the right to do so. Changing patterns from
5 that handwritten note. Electronics, people
6 using iPods and cell phone for a variety of
7 reasons: Photographing exams, text messaging,
8 a variety of activities that wouldn't have
9 occurred in the past.

10 Here's an example from another University.
11 Six out of the nine students in this image, if
12 you follow the arrows, are looking at notes or
13 electronic devices in some way cheating. How
14 do we control in at Memorial Hall in a big
15 exam. Issue of plagiarism has been really
16 quite interesting for me. I think that the
17 computer and the ability to cut and paste has

18 made it a more severe problem. I've also had
19 this alternative. Really someone told me it's
20 not plagiarism if they're not dead. I hear,
21 well, that would have been okay at my high
22 school. That would have been okay in my home
23 country. My response is, well, you're not in
24 your high school. You're not in your home
25 country. It's not okay at UK.

74

1 We have issues related to understanding
2 the expectation. Nationally that's been an
3 ongoing issue where at least one University has
4 a president who's dissertation has been
5 reviewed for plagiarism. The new Senate rule,
6 Dr. Grossman can jump in on this. All of this
7 looked fine on my computer. The issue of
8 unreported events. I think there's still a lot
9 of under-the-table activity dealing with
10 dishonesty. We don't have a good handle on
11 that. How many unreported events are taking
12 place? How many instances is it being
13 overlooked? Our current reporting I think is
14 getting better, and I'll show you some data in
15 a moment, but we do have these missed events.

16 If you like this, you can credit
17 Dr. Grossman for it. This is a flow chart of
18 the process under the new Senate rules to deal
19 with plagiarism and cheating. Most people have
20 indicated they found it very helpful, although
21 it looks very complex and in small print.
22 Evidence becomes the issue. I think that's the

23 reason plagiarism is easier to document;
24 cheating in classrooms is more difficult than
25 the evidence is -- the data.

75

1 Here are the trends in terms of the number
2 of actual cases the Ombud office has handled
3 over the past five years: Slow growth. You
4 have this information. Four most frequent
5 complaints: Grades, promotion, instruction and
6 University policy. Each one, again, slowly
7 growing. Under the new Senate rules the number
8 of charges related to plagiarism and cheating,
9 139 in the first academic year. Of that, in
10 all students when they are charged with
11 plagiarism are advised they have ten days to
12 contact the Ombud office if they disagree with
13 the charge. Of that, 113 did not contact us.
14 Of the 23 who did -- I'm sorry, of those who
15 did, 23 did not pursue an appeal further.
16 Three went to the Appeals Board on charges of
17 plagiarism and dishonesty, and two of three
18 cases the student was successful and their
19 appeal was upheld.

20 We're almost finished. Some of the events
21 that have occurred that may require attention
22 of the Senate in the future. We've had some
23 issues in biology classes in regard to
24 evolution and the response of students to that
25 topic. Relevance of specific topics. This is

76

1 '06-'07 and this is '07-'08. Students saying I
2 was required to hear a speaker talk about Iraq

3 in a course unrelated to policy and I don't
4 agree with the speaker I was required to listen
5 to. This year at least one poster in regard to
6 Tibet that was torn down by another individual
7 who is from China. Again, the same sort of
8 thing, required to attend an activity for Earth
9 Day.

10 In regard to plagiarism, one of the things
11 that I've discovered is most faculty detect
12 plagiarism by sitting and typing information
13 into Google and searching for key phrases. I
14 spoke with somebody this morning who will enter
15 a phrase from each paragraph of a ten-page
16 paper and all but one paragraph had been cut
17 and pasted. This was at the graduate level.
18 It's really labor intensive for faculty members
19 to pursue this.

20 I've spoken with the provost about
21 software which was available a number of years
22 ago when Jeff Dembel was the Ombud as a trial
23 turned it in on software. He felt that this is
24 something that would be appropriate for the
25 Senate to decide whether we should explore it

77

1 or not rather than it being an administrative
2 decision. We have an offer as a demo of
3 turnitin.com if we want to use it next fall.
4 They will site license it to the University for
5 \$500 a semester. If we decide we want to
6 retain it, then it's based on enrollment and
7 some other measures. But I would encourage the

8 Senate to consider setting up turnitin.com
9 prior to fall semester. Perhaps Senate Council
10 can look at that over the summer. It not only
11 looks at the published literature but any
12 student papers that entered for testing become
13 part of its database. As a result, if a
14 student has a friend at another University that
15 uses this product and the friend shares a paper
16 with them, it will be flagged.

17 The issue of honor codes that we were
18 discussing earlier, the issue of what are we
19 going to do about part-time faculty. It
20 appears to me we have a growing number of
21 part-time faculty teaching on campus. Medical
22 expenses, what are we going to do in compliance
23 with Federal HIPAA legislation in order to
24 document appropriate medical excuses. Here's a
25 company that sells medical excuses online. I

78

1 guess students can just create their own on the
2 computer. This issue of bullies, I don't know
3 what to do about that but we certainly have it
4 occurring. It does concern me. I guess what
5 are we going to do?

6 How about the model if you're unhappy for
7 any reason, we'll feel really bad. My
8 experience is when students feel that they were
9 incorrectly treated, they tell everyone they
10 know about a bad experience at the University
11 of Kentucky whether it's simply a perception or
12 a valid experience. I guess what we're talking
13 about is how do we achieve the highest quality

14 in serving our students.

15 Jim Soover, a former faculty member who
16 has passed away, was a mentor to me. What
17 stands out to me was he had this hanging on his
18 wall and now in the College of Public Health we
19 have it in a number of places, the point that
20 students are not an interruption of our work.
21 They are the purpose of it. I guess that's why
22 I do like students and I'm the Ombud. But I
23 think there are a number of issues that I would
24 encourage the Senate to explore for the future
25 as the environment changes, and I thank you for

79

1 the opportunity to speak.

2 KAVEH TAGAUI: Thank you. Dean Blackwell,
3 are we going with the next proposal?

4 JEANINE BLACKWELL: With the next one,
5 right.

6 KAVEH TAGAUI: Please, if you can, don't
7 leave. We have only a few more minutes. Item
8 No. 7 came to you, you requested actual
9 language some what was already discussed. We
10 have the language in front of you. Hopefully
11 we can -- hopefully we can dispose of this
12 quickly. Are there any questions on that?

13 This has been reviewed but was tabled by
14 the Senate. Concrete language, it has been
15 recommended by the Senate Council with a
16 positive recommendation and we have it.

17 J. B. YATES: J. B. Yates, College of
18 Education. You say on the very first sentence

19 you say, on request of the DGS total of nine
20 hours or 25 percent of course degree
21 requirements. Is there anytime where those two
22 differ?

23 JEANINE BLACKWELL: Yes. There's some
24 masters programs as well as pre-qualifying
25 doctoral programs that require more hours,

80

1 significantly more hours, and in those cases we
2 would take 20 -- the amount of 25 per of the
3 minimum required hours.

4 J. B. YATES: On one of your other pages
5 here you used the statement "whichever is
6 greater". As I look back and read this on page
7 46, I think, you say the current -- this is
8 dealing with maybe the masters degree but you
9 say four, 25 percent of regular course degree
10 requirements whichever is greater. Does that
11 still apply here whichever is greater or is
12 nine the maximum?

13 JEANINE BLACKWELL: It's nine hours or 25
14 percent of the regular requirements in that
15 degree program, whichever is greater.

16 KAVEH TAGAUI: That's the language.

17 J. B. YATES: I would propose we add
18 "whichever is greater" to that phrase. I'll
19 make an amendment we add "whichever is
20 greater".

21 KAVEH TAGAUI: Dean Blackwell, is that
22 acceptable? Any other --

23 WOMAN: Did you look at Jim Lindsay's
24 e-mail on May 30th, second doctorate degree.

25 It's on page 47 of that handout.

81

1 JEANINE BLACKWELL: Yeah. It was
2 answered. That's one of those in a sequence
3 and I don't have it right at hand. Let me just
4 grab it and respond to that. The answer is if
5 the course work has already been counted toward
6 another degree it cannot be transferred in.
7 It's part of a finished graduate degree then it
8 cannot be used. That's if it's graduate course
9 work.

10 If it is course work in a professional
11 degree program, the DMP or the doctor of
12 physical therapy or an EMD, we cannot use that
13 course work. It has to be regular graduate
14 course work taken as a graduate student in a
15 graduate degree program. So not from
16 professional degree programs.

17 KAVEH TAGAUI: Any other questions?

18 CONNIE WOOD: Does this also apply to the
19 joint and cooperating doctorate?

20 JEANINE BLACKWELL: The joint and
21 cooperative doctorates, good question. Yes.
22 I'm spinning through the Rolodex right now.

23 KAVEH TAGAUI: Next question?

24 CONNIE WOOD: Okay. I'll accept the "yes"
25 but then I'll go why.

82

1 KAVEH TAGAUI: Any other questions? Let's
2 go ahead and vote on this, please. All those
3 in favor of this proposal indicate by raising

4 your hand. Any opposed? Oppose one. Any
5 abstain? Abstain one. Motion carried.
6 Please give me 60 seconds of personal
7 time. Okay? First I want to give special
8 thanks to all those small people. All of your
9 names are over there. I challenge you to
10 object to it that your name is not there. The
11 Senate Council has been really nice to me. I
12 have used them and abused them and they have
13 kept standing next to me and supporting me.
14 Stephanie Aken, Debra Anderson, Raphael Finkel
15 who I coined him to be the motion whisperer.
16 He is an amazing motion maker. He's sitting
17 here. Raise your hand so everybody sees you.
18 Doug Michael, Peggy Piascik, Hollie Swanson,
19 Connie Wood.

20 Previous members Tony Baxter, Mike Cibull,
21 Davy Jones, which I think he's like the
22 Energizer faculty, and some of you might get
23 this reference, I don't know, but for me he is
24 the faculty employee of the decade. Mary Duke,
25 Bob Grossman, Debra Harley, Judith Lesnaw and

83

1 John Thelin who I have had many Koffee and
2 Konversations with him. He's a dear friend of
3 mine.

4 Special thanks to Larry Grabau and David
5 Randall. They have been wonderful to me. I
6 really appreciate their support. I thank the
7 provost and the president for making this job
8 really easy for me and more pleasant. I have
9 to admit I'm so embarrassed I forgot Michelle's

10 name. I wasn't thinking. She was always here.
11 And Richard Greissman, provost's liaison, made
12 my life. He was more than just a provost
13 liaison to me. Sheila Brothers who makes
14 everything here so much easier, many advise
15 that included socks. I knew the message when
16 she said that. We are done. Thank you very
17 much for all of your support.

18 (Meeting adjourned at 5:00 p.m.)

19
20
21
22
23
24
25