

UNIVERSITY OF KENTUCKY

SENATE COUNCIL

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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STEPHANIE K. SCHLOEMER, COURT REPORTER

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
7 and have them approved in February. But if there is no
8 objection -- we only had one action item at the
9 December meeting -- I'd ask -- Well, I'll ask first if
10 there is an objection to approving them at this time?
11 (No 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
19 graduated from any college or university but is not
20 presently enrolled at U.K. And the way our rule reads,
21 you have to be enrolled to exercise the repeat option.
22 And at the request of the college, we did exercise
23 that -- excuse me -- we did waive that rule. I don't
24 believe there are any resolutions.

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

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

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

47 The ballot will go out probably about a
48 week from now, maybe a little later, and it will be due

1 back in February 15th. So we will have a faculty
2 representative on the Board of Trustees to replace Loys
3 Mather and in plenty of time to get an education about
4 Board matters before actually taking office on the 1st
5 of July.

6 The Senate Council ballots were as
7 follows. I think you all know this because you've
8 gotten the ballot but let me remind you. There were
9 three Senate Council vacancies. The terms of Jane
10 Wells, Chuck Coulston and myself ended on December
11 31st.

12 A number of people were nominated. Two
13 were elected on the final ballot, Peggy Saunier and Liz
14 Debski. Liz is here. Is Peggy here? Okay. Want to
15 stand up a minute?

16 (Peggy Saunier and Liz Debski stand.)

17 (APPLAUSE)

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

25 MR. FORTUNE: Thank you, Brad.

26 And Andy Spears, who is Chair of the
27 Academic Facilities Committee is here. Andy.

28 MR. SPEARS: I've been
29 representing the Council with the Master Planning Group
30 that's working the 10-Year Master Plan for the campus.
31 We've made arrangements for the architects to address
32 this group on Wednesday, February the 20th at 3:00 p.m.
33 in the College of Law Court Room. So I'd like for you
34 to get that on your calendars and please come. It's
35 very interesting to watch what they're doing with the
36 planning. They've divided the campus up in sectors or
37 precincts, as they call them. They're working on the
38 south part of the campus now. On February the 20th
39 they'll be transitioning to north campus. So there's
40 plenty of time for input from this group. And so I
41 urge you to come and be with us on February the 20th at
42 3:00 p.m. in the College of Law Court Room.

43 Thank you.

44 MR. FORTUNE: And that
45 obviously is an open meeting and you might spread the
46 word. I think there's been a concern about lack of
47 faculty input on campus planning in the past. And this
48 is really our opportunity at that meeting on the 20th.

1 Any other committees to report? (No response.)
2 Okay. If not, then we'll go on to the
3 action items. And the first action item is our
4 Honorary Degree candidates which will be presented by
5 Graduate School Dean Doug Kalika. Now, we are --
6 Under the governing regulations, we are to make
7 recommendations concerning Honorary Degree candidates.
8 We, of course, do not bestow the degrees. That has to
9 be done by Board action. So what we are doing is
10 preliminary in nature. And, for that reason, we're
11 asking that the names that you'll hear about be kept
12 confidential until the Board Meeting which is January
13 22nd.

14 If the members of the press -- and I see
15 at least one member of the press who is here -- will
16 agree to embargo the matter until then, then we have no
17 objection to the members of the press staying. But, if
18 not, I will entertain a motion that we go into
19 Executive Session, because I think this fairly can be
20 classified as a personnel matter. So I'll ask the
21 members of the press how they feel about that.

22 PRESS (STEVE): Thanks for
23 putting me on the spot.

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

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

29 MR. FORTUNE: I'm taking the
30 position that it does.

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

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

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

38 MR. FORTUNE: I understand.

39 MR. DURANT: I MOVE we go into
40 Executive Session.

41 MR. FORTUNE: Okay. There's
42 been a--

43 MR. GESUND: Second.

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

46 MR. DURANT: Yes.

47 MR. FORTUNE: Okay. David
48 Durant moved that we go into Executive Session for this

1 purpose only. Is there a second to that?
2 MR. GESUND: Second.
3 MR. FORTUNE: Hans Gesund
4 seconded. Okay. Is there a discussion of that issue?
5 Kaveh Tagavi?
6 MR. TAGAVI: Does that sort of
7 action apply to employees of the University only?
8 MR. FORTUNE: Kaveh, I do not
9 know. Honestly, I think that there may be a legitimate
10 issue with regard to this. But I know of no other way
11 to deal with the issue than the way I'm dealing with
12 it. Is there any further discussion? (No response.)
13 Okay. All in favor of going into
14 Executive -- Yes?
15 MR. (UNIDENTIFIED): I'm
16 voting.
17 (LAUGHTER)
18 MR. FORTUNE: Okay. All in
19 favor of going into Executive Session say aye.
20 ("AYE" VOICE COUNT: ALL)
21 Opposed say nay.
22 ("NAY" VOICE COUNT: NONE)
23 Okay. Steve, we are now in Executive
24 Session. So we will call you when we get through with
25 this.
26 (Press leaves the room.)
27

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
7 vote.

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

16 I might comment that the tradition at
17 the University is to limit the number of Honorary
18 Degree conferrals at spring commencement to a total of
19 three. However, there is also the option for conferral
20 of Honorary Degrees outside of commencement. And so,
21 in fact, two of these nominees are being considered for
22 a conferral during the spring prior to that date.
23

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

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

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

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

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

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

47 For his distinguished record of
48 leadership in industry, educational contributions, and

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1 service to the people of the Commonwealth of Kentucky,
2 Fujio Cho is recommended as the recipient of the 2002
3 Honorary Doctor of Engineering degree.
4 MR. FORTUNE: This comes to
5 you on the recommendation of the Graduate Faculty,
6 which is not a committee of this Senate. So we will
7 need a motion and a second to recommend the conferring
8 of this degree.
9 MR. GESUND: So move.
10 MR. FORTUNE: Okay. Hans
11 Gesund moves that we recommend the conferring of this
12 degree. Is there a second?
13 MR. TAGAVI: Second.
14 MR. FORTUNE: Kaveh Tagavi
15 seconds. Is there discussion? (No response.)
16 All in favor, signify by saying aye.
17 ("AYE" VOICE COUNT: ALL)
18 Opposed, say nay.
19 ("NAY" VOICE COUNT: NONE)
20

1 MR. KALIKA: Okay. Our second
2 nominee to put forward is also an individual for whom
3 an early conferral date is anticipated. This **NOMINEE**
4 **IS MS. LORETTA LYNN**. And the conferral is anticipated
5 to coincide for the National Conference of the Society
6 For American Music, which is to take place here in
7 Lexington 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
12 series of 74 charted country hits. Her ability to
13 affirm the rich cultural heritage of the mountains,
14 while at the same time presenting characteristics of
15 modern women in Appalachian Kentucky, is surpassed by
16 none.

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

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

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

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

42 MR. FORTUNE: We need a motion
43 and a second.

44 MR. PEN: (Raises hand.)

45 MS. KERN: (Raises hand.)

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

48 MS. KERN: Kathi Kern.

1 MR. FORTUNE: --Kathi Kern
2 seconds the motion. Is there discussion? (No
3 response.)

4 All in favor, signify by saying aye.
5 ("AYE" VOICE COUNT: ALL)
6 Opposed, say nay.
7 ("NAY" VOICE COUNT: NONE)

8
9 The following 8 pages of the transcript have been reinstated after
10 the Board of Trustees approved these candidates
11

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

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

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

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

48 On the basis of her leadership of a humanitarian

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1 organization that serves the poor across the world, as well as her
2 efforts to provide understanding of one of the most debilitating
3 diseases of the modern world, Sister Rosemary Howarth is
4 recommended as a recipient of the Honorary Doctor of Letters
5 degree.
6 MR. FORTUNE: Is there a motion to
7 recommend the conferring of this degree?
8 MS. MOLINARO: (Raises hand.)
9 MS. STATEN: (Raises hand.)
10 MR. FORTUNE: Mary Molinaro moves
11 the conferring of the degree and--
12 MS. STATEN: Ruth Staten.
13 MR. FORTUNE: Ruth--
14 MS. STATEN: Staten.
15 MR. FORTUNE: --right. I'm sorry --
16 Ruth Staten seconds. Any discussion? (No response.)
17 Okay. All in favor, signify by saying aye.
18 ("AYE" VOICE COUNT: ALL)
19 Opposed, say nay.
20 ("NAY" VOICE COUNT: NONE)
21

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
6 Kentucky House of Reform, later known as Kentucky Village. After
7 later teaching at his alma mater, Bate High School in Danville, he
8 became a teacher and assistant basketball coach at the original
9 Dunbar High School in Lexington where he taught Science, and
10 coached basketball for 24 years. He later served as assistant
11 principal and principal at the Lexington Junior High School.

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

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

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

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

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

47 For his distinguished record of service to the
48 community, to athletics, and to the University of Kentucky,

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1 Sanford T. Roach is recommended as a recipient of the 2002
2 Honorary Doctor of Humanities degree.
3 MR. FORTUNE: Do we have a motion to
4 confer that Degree?
5 MR. CANON: So move.
6 MR. FORTUNE: Brad Canon moves. A
7 second?
8 MR. CIBULL: Mike Cibull.
9 MR. FORTUNE: Mike Cibull seconds.
10 Any discussion? (No response.)
11 All in favor, signify by saying aye.
12 ("AYE" VOICE COUNT: ALL)
13 Opposed, say nay.
14 ("NAY" VOICE COUNT: NONE)
15

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

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

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

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

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

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

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

45 MR. FORTUNE: Do we have a motion?
46 MR. GESUND: So move.
47 MR. FORTUNE: Hans Gesund moves.
48 MR. HARRIS: I second. Larry

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1 Harris.
2 MR. FORTUNE: Larry Harris seconds.
3 Any discussion? (No response.)
4 All in favor, signify by saying aye.
5 ("AYE" VOICE COUNT: ALL)
6 Opposed, say nay.
7 ("NAY" VOICE COUNT: NONE)
8 Thank you. Thank you, Doug.
9 MR. KALIKA: All right.
10 MR. FORTUNE: I'm about to invite
11 the press back in. But let me ask you to keep this confidential
12 until the Board meets. I think that, particularly with regard to
13 Miss Lynn, the press might find this newsworthy and I do want to
14 respect the Board's prerogative to release the names.
15 (Press allowed to return at this time.)
16 -----
17

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
5 comes to you from the Senate's Committee on Academic
6 Organization & Structure and needs no second. And I
7 saw Lou Hersh in the back of the room who can answer
8 questions concerning this. I will open the floor for
9 discussion. (No 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;
22 Item C, which was this S and UN grade proposal; Item D,
23 which is the Graduate Council recommendation on a dual
24 degree role; and then Item E, which is the graduate
25 certificate rule. All of these proposals were
26 discussed at length in the Senate Committee on
27 Admissions and Academic Standards.

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

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

35 MR. KALIKA: Sure.

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

1 Graduate faculty. There are a number of rules which
2 are already codified in the Senate documents but these
3 are the ones that do not appear as such. And so that's
4 where we stand.

5 MR. FORTUNE: Kaveh Tagavi
6 sent an e-mail concerning one particular rule which he
7 felt should be voted on separately. And I certainly am
8 willing to do that. Let me ask you with regard to
9 that, Kaveh, would you like to take that first, that
10 particular provision, the change in the number of
11 votes?

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

20 For the convenience of my colleagues I
21 sent a Microsoft Word document. There are about 32
22 corrections in there, maybe half of them editorial but
23 some of -- the other half are substantial, not that it
24 should be the way I see it, but requires discussion
25 one-by-one.

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

35 MR. FORTUNE: That is a
36 perfectly proper motion, that you would move to have it
37 returned to -- You could either have it returned to
38 the Senate Committee on Admissions and Academic
39 Standards or I suppose, as you say, right back to
40 Graduate Council. And that is your motion, to return
41 it to--

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

46 MR. GESUND: Second.

47 MR. FORTUNE: Okay. The
48 motion then by Kaveh Tagavi is to return -- this is

1 action Item B, which the codification of the Graduate
2 School rules back to Graduate Council and that was
3 seconded by Hans Gesund. Now, we'll have discussion on
4 that motion. The motion is simply to have the matter
5 returned. It does not go to merits at this point.
6 Hans Gesund.

7
8 MR. GESUND: One of the
9 problems with this entire document is that it suffers
10 from anguished English considerably with sentences
11 like, the Director of Graduate Studies to the Graduate
12 School must report the results of the examination
13 within 10 days of its conclusion. I didn't know German
14 very well -- I did not write this, thank God -- but it
15 sounds like somebody wrote this in German and it got
16 translated word for word.
17 (LAUGHTER)

18 There are a good many other such gems in
19 this -- in the wording of these rules. And I think,
20 for one thing, it needs to come back to the Graduate
21 Council in order to be cleaned -- the English to be
22 cleaned up. And then there are some very substantive
23 corrections or questions that Kaveh has brought up.
24 And I think they need to be discussed, too, and
25 resolved.

26 MR. FORTUNE: Any further
27 discussion? Doug Kalika.

28 MR. KALIKA: I guess my only
29 comment in the context is these rules exist in the
30 Graduate Bulletin and are being applied currently.
31 That does not -- Whether or not they move forward
32 today does not preclude, at least in my mind,
33 addressing individual ones at any time with the
34 Graduate Council. The Graduate Council is perfectly
35 open to consider procedures with respect to admission
36 and with respect to degree conferral at any point. And
37 so it's really -- It seems to me the Senate's pleasure
38 in terms of what's the best way to ultimately get
39 codification of these in a manner that's satisfactory.

40 MR. FORTUNE: Further
41 discussion? Jeff Dembo.

42 MR. DEMBO: It would sound
43 like the Senate's time would be served best if there
44 were several discreet rules where -- for instance,
45 Professor Tagavi disagrees with the reason or the
46 intent of them, but not to waste people's time with
47 wording which can easily be cleaned up later. So I
48 would recommend not treating them as a lump sum and
sending them back to anybody else but discussing here

1 those that really do have some substantive issues that
2 we should all discuss as a group.

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

6 MR. DEMBO: Yes.

7 MR. FORTUNE: Okay. Kaveh
8 Tagavi?

9 MR. TAGAVI: Yeah. Would it
10 help if I -- I agree, the editorial part is really not
11 a big deal. In fact, just before the meeting I talked
12 to Dean Kalika. We had an exchange of e-mail. I sent
13 a few editorial changes. And Dean Kalika added his
14 changes. And all of those changes were sent to the
15 Admission -- the Committee but somehow they sent the
16 wrong version. So that's another aspect of this. So
17 that's no problem. Those changes could be made. Would
18 it help if I bring up a couple of substantive matters?

19 MR. FORTUNE: The motion which
20 is before us is to recommit it to the Graduate Council.
21 So are you speaking to that motion? Are you for or
22 against that?

23 MR. TAGAVI: Yes. For it.
24 Let me give one example why something like this should
25 go back. For example, we are saying that people who
26 are not either U.S. citizens or permanent residents
27 should take it TOEFL. Take the case of a 17-year-old
28 who comes here, gets a high school degree, goes to
29 U.K., gets a BS and then wants to apply to Grad School.
30 The strict interpretation of this rule requires that
31 to have it TOEFL, if I'm not mistaken. Maybe there are
32 some other -- But I think anybody who has a degree
33 from an English-speaking university with English
34 language as the instruction language should be exempted
35 from that. That's just one. There is half a dozen
36 other items such as that, that I think should be
37 discussed that way.

38 MR. FORTUNE: Any other
39 discussion? If it helps you in making up your mind as
40 to how to vote, I believe after hearing this that in
41 the event that the motion is defeated that we will
42 discuss these and vote on them one at a time.

43 (LAUGHTER)

44 MR. FORTUNE: Mike Cibull.

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

48 MR. KALIKA: That's right. I

1 mean, we'll operate...
2 MR. CIBULL: And they can be
3 cleaned up somewhere other than here?
4 MR. KALIKA: Yeah.
5 MR. FORTUNE: Okay. Any
6 further discussion? (No response).
7 Okay. All in favor of the motion which
8 is to return Item B to the Graduate Council, signify by
9 saying aye.
10 ("AYE" VOICE COUNT: MAJORITY)
11 Opposed, say nay.
12 ("NAY" VOICE COUNT: TWO)
13 We don't need a show of hands. The ayes
14 have it.
15 Okay. Items C, D and E, although they
16 come to you in the same general document, really are
17 separate items. Item C, now this was developed by the
18 Admissions and Academic Standards Committee and at the
19 same meeting that the Graduate School rules were
20 approved. But it applies -- It would apply beyond the
21 Graduate School. It would apply to all units of the
22 University. And it is on page ten of the handout. And
23 it is intended to create a UN grade for certain kinds
24 of courses and to change the definition of the S grade.
25 And that, again, does not -- It comes to you on
26 Committee recommendation so it does not need a second.
27 Discussion of this item? Hans Gesund.
28 MR. GESUND: Two little
29 things. The last--
30 MR. FORTUNE: If they're
31 editorial, now, let's change them later--
32 MR. GESUND: Okay.
33 MR. FORTUNE: --rather than
34 try to do it on the floor.
35 MR. GESUND: Well, the last
36 sentence of 5.1.3.3 is redundant. It just says the
37 same thing that's already been said. And I have a
38 question about 5.1.3.4. Can someone graduate with a
39 Unsatisfactory in residence?
40 MR. FORTUNE: Residence is a
41 term that comes -- What is that? I'll ask Doug Kalika
42 what that means, this "residence." What is that?
43 MR. GESUND: (Unintelligible).
44 MR. KALIKA: Well, first of
45 all, let me make a distinction between residence
46 courses which carry academic credit and those that do
47 not. Our post-qualifying residency requirement
48 includes two semesters registered for nine credits of

1 each in resident status. And in that case I believe
2 the expectation is that one would have a grade of S in
3 order to satisfy that residency requirement and then be
4 in a position to graduate.

5 Beyond that, we then have zero-hour
6 residence courses which are used primarily for the
7 purposes of head count. And so the academic
8 expectations with respect to those courses are less
9 clear. And, in my mind, they're -- Other than the
10 requirement for a doctoral student that they remain
11 continuously enrolled, I don't believe there's any
12 stipulation currently to indicate that they would have
13 to receive a grade of S in those residence courses.
14 However, they would, of course, have to successfully
15 complete their dissertation in their defense.

16 MR. FORTUNE: Does that answer
17 your question, Hans?

18 MR. GESUND: Not really.
19 There are some residence courses that do confer credit.

20 At least in the past we have sometimes required
21 students to take one credit residence in order that
22 they be paying some money to the University for the
23 time that is spent by faculty in working over their
24 dissertations, their thesis, whatever. So what would
25 it mean then, if they got an Unsatisfactory in a one-
26 credit residence course?

27 MR. KALIKA: Depends on the
28 requirements for the degree. Okay? And, first, I did
29 make a distinction between credit-bearing and non-
30 credit bearing. Certain graduate programs at the
31 master's level require six credit hour -- completion of
32 768, for example. So if, in fact, that's part of the
33 requirement for their degree program, the expectation
34 would be that the student accrue six hours with grade
35 of Satisfactory. Again--

36 MR. GESUND: It doesn't say
37 that, though.

38 MR. FORTUNE: Wait a minute.

39 MR. KALIKA: I'm sorry?

40 MR. GESUND: It doesn't say
41 that.

42 MR. KALIKA: I would -- No, I
43 don't believe it does say that anywhere. But, anyway,
44 I mean, that's my interpretation of what that would
45 imply, you have to accrue six successful hours in that
46 regard.

47 MR. FORTUNE: Kaveh Tagavi.

48 MR. TAGAVI: Actually, it does

1 not distinguish between credit-bearing residency
2 courses and non-credit bearing. Under UN it says they
3 present the final grading courses carrying no academic
4 credit -- comma -- in graduate residence courses. That
5 means both credit bearing and non-credit bearing. So I
6 don't see that distinction. But, beyond that, I'd just
7 like to know how could a person could U in a residence
8 course. I'd just like to know. That's a slightly
9 different question than Professor Gesund's question,
10 can we allow somebody to graduate with a U. How could
11 you fail a residency course?

12 MR. FORTUNE: I don't know.
13 I'll ask Doug, again.

14 MR. (UNIDENTIFIED): Don't pay
15 your tuition.

16 MR. FORTUNE: Doug Kalika,
17 another question to you.

18 MR. KALIKA: The expectation
19 of continuous enrollment. On occasion, programs will
20 withhold assigning a grade -- that has been my
21 experience -- if students have been completely out of
22 contact. And so prior to the award of an S grade, they
23 at least need to provide some indication as to what
24 their progress is. So if they were completely absent,
25 then presumably they would get a grade of U or UN.

26 MR. FORTUNE: We have further
27 questions? Kaveh, you have another question for Doug?

28 MR. TAGAVI: No. Just a
29 follow up. That gives reasoning to have U as a
30 temporary grade, not as a permanent grade.

31 MR. FORTUNE: Let's see if
32 anyone else wants to speak to this. Would anyone else
33 other than Kaveh and Hans like to speak to this?
34 (LAUGHTER)

35 MR. (UNIDENTIFIED): Just a
36 question. In 5.1.3.4. there's a sentence that says:
37 "All UN grades must be replaced by a regular final
38 letter grade..." Isn't that the way to resolve a
39 student who is receiving it? That's referring to a
40 different thing but that's so that the student is a UN
41 and then they end up coming back and change the grade
42 to an S when they change their...

43 MR. FORTUNE: I think it's the
44 graduate residence course issue that has caused this,
45 the last sentence, in other words, that has caused this
46 debate.

47 Any further -- Hans, let me see if
48 anyone else wants to speak. Anyone who would like to

1 speak to this or ask a question? (No response.)
2 Okay. Hans.
3 MR. GESUND: I move we send
4 this back to the Graduate Council also for
5 clarification and repair of whatever needs repairing
6 here.
7 MR. FORTUNE: That will take
8 precedence. Second to that motion?
9 MR. TAGAVI: Second.
10 MR. FORTUNE: The motion then
11 is to return Item C to the Graduate Council. And,
12 actually, this would be Senate Committee on Admissions
13 and Academic Standards, as well, because it affects
14 undergraduates.
15 Discussion on this motion? Yes, Mike
16 Cibull.
17 MR. CIBULL: It strikes me
18 that the discussion between the previous discussers
19 suggests that one thinks he did say that and one thinks
20 he didn't. It sounds like an editorial problem and not
21 a problem of content. And I would move we go forward
22 and vote on this issue.
23 MR. FORTUNE: Any further
24 discussion on the motion to commit to the Graduate
25 Council? (No response.)
26 All in favor of the motion to commit to
27 the Graduate Council, signify by saying aye.
28 ("AYE" VOICE COUNT: FEW)
29 Opposed, say nay.
30 ("NAY" VOICE COUNT: MAJORITY)
31 The nays have it.
32 Further discussion on the motion --
33 excuse me -- on the recommendation? (No response.)
34 All in favor, then, of the acceptance of
35 Item C, signify by saying aye.
36 ("AYE" VOICE COUNT: MAJORITY)
37 Opposed, say nay.
38 ("NAY" VOICE COUNT: VERY FEW)
39 Ayes have it.
40 Okay. Item D. If there are -- In any
41 case in which there are purely editorial things, these
42 have not yet been codified and let us know and we will
43 change the wording. If the grammar needs correcting or
44 anything like that, Brad Canon and the Rules Committee
45 will make it read like Hemingway.
46 MR. CANON: I have a comma
47 adder and comma subtracter.
48 MR. FORTUNE: That's right.

1 Okay.
2 Item D, and I had some responsibility
3 for this one. We have no general rule right now
4 regarding dual degree programs. We have University
5 Scholars Rule and we have no other provision for dual
6 degree programs, although we've got a lot of them out
7 there. And so working with Doug Kalika and with the
8 Senate Committee on Admissions and Academic Standards,
9 this is a proposal to simply set out the general
10 guidelines for dual degree programs. And you can see
11 the rationale there. And it, again, needs no second.
12 Are there discussion on the motion? (No
13 response.)
14 Okay. All in favor, signify by saying
15 aye.
16 ("AYE" VOICE COUNT: ALL)
17 Opposed, say nay.
18 ("NAY" VOICE COUNT: NONE)
19 Okay. And, finally, Item E is --
20 Again, I had some response to some involvement in this.
21 We have nothing in the rules right now dealing with
22 graduate certificates, although there are a number of
23 them, as well, and they do have academic status now.
24 They're being indicated on the transcripts of students.
25 And the Senate Council felt that we
26 should have a provision in the Senate Rules governing
27 graduate certificates and setting out a procedure by
28 which these are approved. And we worked with Doug
29 Kalika, once again, and the Senate Committee to come up
30 with a rule. This is taken primarily from the existing
31 Graduate School guidelines and rules concerning these
32 things. And the floor is open for discussion of Item
33 E. Yes, Hans Gesund.
34 MR. GESUND: I move that we
35 delete under 2 a). I believe the Graduate faculty or
36 at least the Graduate Council should approve these. I
37 don't believe it should be left without approval by the
38 Graduate faculty. So if we delete a) and revise the
39 numbering of the other phrases, I think it would be
40 alright.
41 MR. FORTUNE: All right. So
42 it's been moved that we would strike the a) provision
43 in subsection 2. Second to that?
44 MR. TAGAVI: I second.
45 MR. FORTUNE: Okay. Kaveh
46 Tagavi seconds it. So the discussion is on the
47 amendment which is to delete that provision which would
48 take the Graduate faculty out of the loop. Discussion

1 of the amendment? Greg Canon.
2 MR. CANON: Is the Graduate
3 Council in this loop?
4 MR. FORTUNE: Doug Kalika?
5 MR. KALIKA: Yeah. I would
6 say that the statement that precedes that, namely, that
7 they "shall be approved by the same process as are
8 programs" automatically implies that the Graduate
9 Council, in fact, does review and vote on these.
10 MR. CANON: How often does the
11 Graduate faculty meet, once a semester?
12 MR. KALIKA: Traditionally
13 once per year but as needed. So, for example, when we
14 pass a new degreed program, then we typically will
15 convene a meeting of the Graduate faculty. But it
16 usually does not exceed twice per year.
17 MR. CANON: I believe that
18 this might delay some programs unless we began calling
19 special sessions of the Graduate faculty.
20 MR. FORTUNE: By the way, we
21 never call these "programs." We call them Graduate
22 certificates for reasons that have to do with CPE
23 posting, apparently.
24 Any further discussion on the amendment
25 which is to take that provision out of the proposal?
26 (No response.)
27 All in favor of the amendment, signify
28 by saying aye.
29 ("AYE" VOICE COUNT: SEVERAL)
30 Opposed, say nay.
31 ("NAY" VOICE COUNT: SEVERAL)
32 I think we'll do a show of hands. All
33 in favor of the amendment, raise your right hand,
34 please. Okay. Counters.
35 COUNTER: Nine and five. 14.
36 ("AYE" HAND COUNT: 14)
37 MR. FORTUNE: Okay. All those
38 opposed?
39 ("NAY" HAND COUNT: MAJORITY)
40 Okay. That's more than 14.
41 Okay. The amendment fails.
42 Any further discussion of the proposal?
43 Kaveh Tagavi.
44 MR. TAGAVI: I have two quick
45 questions. Has this proposal been approved by Graduate
46 Council and Graduate faculty?
47 MR. FORTUNE: The existing
48 procedures but I don't know the answer to that. Doug?

1 MR. KALIKA: The existing
2 procedures have been approved by the Graduate Council.
3 MR. TAGAVI: Now, that wasn't
4 my question. This proposal, the one that we are
5 looking at it right now, not the procedure that it
6 refers in Item 6. Item 6 does not, for example, have
7 the part that the Graduate faculty is excluded. This
8 is a new proposal. I'd like to know if this proposal
9 has been approved by Graduate Council and Graduate
10 faculty.

11 MR. FORTUNE: Doug?
12 MR. KALIKA: The answer to
13 that is no.

14 MR. TAGAVI: Would you like to
15 entertain a parliamentary inquiry, since this is not
16 according to existing rules and send it back so it
17 would be approved through the correct chain of
18 commands?

19 MR. FORTUNE: Well, I will
20 certainly entertain a motion to commit this to the
21 Graduate Council. But I'm not sure I understand the
22 premise for which that motion is made. But...

23 MR. TAGAVI: I'll make that
24 motion. The premise is an existing Senate rule.

25 MR. FORTUNE: I don't know
26 that -- But your motion basically is to recommit this
27 to Graduate Council; correct? Is that right?

28 MR. TAGAVI: Yes.

29 MR. FORTUNE: Okay. Is there
30 a--

31 MR. GESUND: Second.

32 MR. FORTUNE: Seconded by Hans
33 Gesund.

34 Okay. Is there discussion of the motion
35 which is to send this particular proposal to Graduate
36 Council?

37 MR. BERGER: May I ask a
38 question about that? I'm not hearing -- Why do we
39 need to send it back? What's the rationale behind
40 that?

41 MR. TAGAVI: May I answer
42 that?

43 MR. FORTUNE: Yes.

44 MR. TAGAVI: This is a
45 proposal from Grad School. And, to my understanding,
46 all the proposals from Grad School should at least go
47 through Graduate faculty if not Graduate Council.
48 That's the rationale.

1 MR. BERGER: Is that a rule or
2 is that just a (inaudible) that we can follow?
3 MR. TAGAVI: Maybe the
4 Graduate Dean could clarify that.
5 MR. FORTUNE: Graduate Council
6 has--
7 MR. TAGAVI: Isn't that the
8 way it's done?
9 MR. FORTUNE: Graduate Council
10 has certain authority. I don't know that it's
11 necessarily implicit in that authority that this
12 proposal had to go through that body. But, Doug, do
13 you want to speak to this?
14 MR. KALIKA: I guess my
15 response to this would be that the guidelines for
16 Graduate certificate curriculum, which are consistent
17 with what is contained here, were considered and
18 approved by the Graduate Council.
19 As to this particular item, I'm not sure
20 that I would say that necessarily emanated directly
21 from the Graduate School. I think it was more similar
22 to the other codifications that are represented here in
23 that we were approached by Senate Council with respect
24 to getting something in the Senate rules that cover
25 graduate certificates.
26 MR. FORTUNE: Any further
27 discussion? Mike Cibull.
28 MR. CIBULL: Is it possible
29 for us to vote on this under the assumption that this
30 is legal and have the Senate look into that. If it
31 isn't legal, bring it back. If it is legal, let it go
32 forward if the vote passes? Is that reasonable? I
33 mean, if there is no rule that says that this has to go
34 through the Senate Council--
35 MR. KALIKA: Through Graduate
36 School.
37 MR. FORTUNE: It's been
38 through the Senate--
39 MR. CIBULL: Through Graduate
40 Council.
41 MR. FORTUNE: What you'd be
42 doing basically is asking the Rules Committee to decide
43 whether or not this particular proposal had to go
44 through Graduate Council before it was voted on here.
45 That's what you'd be deciding. That should be what
46 you'd be doing. That could be done.
47 I think it might be easier if there's a
48 serious question concerning this, frankly, to have it

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

8 Any further discussion? Jeff Dembo.

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

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

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

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

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

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

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

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

37 MR. GESUND: Yes.

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

40 ("AYE" VOICE COUNT: SEVERAL)

41 Opposed, say nay.

42 ("NAY" VOICE COUNT: MAJORITY)

43 The nays have it.

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

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

48 ("AYE" VOICE COUNT: MAJORITY)

1 Opposed, say nay.

2 ("NAY" VOICE COUNT: TWO)

3 Thank you both very much.

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

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

22 And so I think, without further ado, I
23 could have Tony Stoepfel, who -- I don't know if you
24 all know Tony. He's an extraordinarily conscientious
25 member of the Senate Council and an excellent Student
26 Representative of the College of Engineering. And he
27 is going to do the presentation for you on the whole
28 concept of graduation contracts.
29 (Mr. Stoepfel proceeds to set up for PowerPoint
30 presentation.)

31 MR. STOEPPLE: Okay. As
32 Professor Fortune said, my name is Tony Stoepfel. I'm
33 a Student Government College of Engineering Senator.

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

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

48 Graduation Contracts, real briefly. The

1 students agree to certain provisions, to take
2 responsibility and monitor their own progress and they
3 will not go on academic probation, take courses that
4 their advisor tells them, so on and so forth, basic
5 fundamental responsibilities that we would expect every
6 student to do whether or not they signed a graduation
7 contract or not.

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

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

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

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

1 For example, myself, as an Agricultural
2 Engineering major, if I fail Calculus I my first
3 semester here in the fall, that's fine. I can take
4 Calculus I in the spring and then I can take Calculus
5 II during the summer, as long as I fulfill all of my
6 requirements within that first year. I have to meet
7 with my advisor once a semester and register when it's
8 my time to register, and successfully complete the
9 courses that I do enroll in, as long as I fulfill that
10 within the one-year cycle.

11 I have to accept responsibility for my
12 own progress. I cannot say, well, my advisor told me
13 blah, blah, blah and, therefore, I didn't get it done.
14 No. You are responsible to make sure that you're on
15 top of things. And the university helps the students
16 out with different catalogs and bulletins the student
17 can see. And it's quite simple, you must have
18 completed these courses by the end of your first year.
19 You must have completed these courses by the end of
20 your second year, very straightforward, not very
21 complicated.

22 Now, if -- You cannot be placed on
23 academic probation. And if graduation may be delayed,
24 you notify the executive officer, your department Chair
25 offering the course in question. Let me repeat that.
26 Myself, if I cannot get into one course, for whatever
27 reason, and the bulletin says I must have completed Com
28 181 by the first year here at the University of
29 Kentucky and I can't get in, I notify the department
30 Chair of Com 181. Other universities that we'll see, I
31 go tell my adviser. The adviser then contacts this
32 person and you get all this going back and forth stuff.

33 Iowa guarantees then if the student
34 fulfills what I just talked about, fairly
35 straightforward stuff, that the individual will
36 graduate. And if the individual does not graduate in
37 time, those courses that the individual has not taken,
38 they can be substituted, waived, or Iowa, the
39 University, pays for the student if the student needs
40 that extra semester. We'll see later that not all
41 universities are like that.

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

1 contract.

2 The next three graphs that I'm going to
3 show might be a little difficult to understand right
4 away. But what we have here is the 1995 cohort, the
5 first year that Iowa had their graduation contract.
6 And we'll look over here on the left side, "Entering."
7 56 percent of the freshmen that entered did not sign
8 their graduation contract, just like we've shown in the
9 previous graph. 44 percent did. But of this class
10 that then graduated four years later, 39 percent of
11 those that graduated did not sign the plan but an
12 amazing 61 percent did. So this shows those
13 individuals who signed the graduation contract tended
14 to have a higher probability of graduating on time.

15 This is the 1996 cohort. Again, 61
16 percent did not sign but only 47 percent of those who
17 graduated were non-signers. 39 percent signed a
18 graduation contract but then 53 percent of the
19 graduates were graduation contract people. 1997 the
20 same thing, about half and half, but yet 60/40 when it
21 comes to who's graduating.

22 University of Indiana, they called
23 theirs the Grad Pack. I'd like to commence talking
24 about them with one difference between Indiana and most
25 other institutions. Iowa is a four-year graduation
26 contract. Indiana has two different plans. They have
27 a four-year graduation contract and a 128 credit hour
28 plan. For example, myself, as an engineering major, I
29 might find it conducive to co-op sometime during my
30 tenure here at the university. If I would co-op, I
31 certainly cannot graduate in four years as an
32 engineering major. Therefore, programs like this 128
33 credit hour plan allows someone like myself to go off
34 campus to co-op but yet still graduate in a timely
35 manner. Again, you choose a major in which the Grad
36 Pack is available. You have to meet all of the
37 benchmarks that your department sets.

38 Indiana has this really neat system
39 called their automated wait list and rain check system.
40 I'd love to talk to you about that but I need to stick
41 to graduation contract stuff. Anyone that's heard of
42 it thinks it's great. So maybe in the future. Report
43 any scheduling problems to the school responsible for
44 my declared program promptly and established by that
45 school. Register my schedule registration. Remain in
46 good academic standing. Follow the requirements for
47 advising -- meet once a semester with your advisor --
48 and accept responsibility for knowing the contents of

1 your benchmarks and what their bulletin says. Again,
2 it is the student's responsibility to make sure that
3 they know where they're at and where they're going.

4 If courses were unavailable, they cannot
5 be waived or submitted and, therefore, the student's
6 next semester will be paid for. The student's
7 department pays the bill, not the university. That's
8 one big difference for faculty and administrators
9 between Iowa and Indiana. In Indiana the department
10 has to be on top of their students and make sure that
11 it's not their responsibility for why the student
12 didn't graduate or else, they have to foot the bill.

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

20 And let me explain this eligible but did
21 not participate. It's my understanding that when the
22 University of Indiana implemented their graduation
23 contract, it was at the whim of their president. He
24 woke up one day, said, I think we need to have a
25 graduation contract. And their university became a
26 graduation contract university. Everyone had to fumble
27 everything together so it could start at the next fall.

28 Well, because of that, they did not advertise it
29 whatsoever during summer orientation. Unless the
30 adviser told the incoming freshman, hey, we have a
31 graduation contract, you might be interested in signing
32 it, no one knew about it, none of the incoming
33 freshmen.

34 Minorities that found out about the
35 graduation contract and asked about it were discouraged
36 from signing it. Why? No one knows, at least the
37 people at the Grad Pack office at the University of
38 Indiana. But I think that does explain why so many of
39 the people that were eligible did not participate in
40 that. And, as you can see in this next graph, their
41 numbers are not quite as brilliant as Iowa's are with
42 only 21 percent entering signing their contract. And
43 then that number actually dropped.

44 But with conversations that we've had
45 with Dr. Jack Rhodes at Indiana University concerning
46 their graduation contract, he is very enthusiastic
47 about the program. Unfortunately, this is the only
48 year's worth of data that they have. And if you

1 remember the University of Iowa's, they actually had a
2 dip themselves but then it took off. So Dr. Rhodes is
3 almost certain that if we gave Indiana's -- if we had
4 all the data for them, that they would show the same
5 type of growth and participation that Iowa had.

6 Next is the University of Wisconsin.
7 Theirs is slightly differently but pretty much the
8 same. You have to be entering as a freshman. You have
9 to have all the necessary course work needed so you can
10 start in right away. You have to meet with an advisor
11 two weeks after the agreement of orientation to develop
12 a four-year plan. And the intended measure again has
13 to be in or available to be a graduation contract
14 program. You can have -- They state this explicitly
15 but it goes the same with all the others, you can be a
16 double major and still do a graduation contract.
17 However, the graduation contract will only be for one
18 of the majors that you do.

19 What's interesting here is, with the
20 University of Iowa and Indiana, it's already drawn up.
21 You must take these courses by this date and these
22 courses by this semester and it's very specific. With
23 Wisconsin, the adviser and the student sit down --
24 After the student had summer orientation, they had this
25 agreement orientation, they've met with the adviser,
26 then they meet with the adviser again and they write
27 their own graduation contract. The adviser and the
28 student sit down and they can say, well, let's do it on
29 a semester-by-semester basis. Let's go ahead and make
30 this a four-year plan. Let's map out every class I'm
31 going to take from now until the day I graduate. They
32 can do whatever schedule they want. It's up to the
33 whim of the student and the adviser.

34 Again, the student has to consult with
35 an adviser once a semester, register during their
36 period. And if you cannot register for any of the
37 classes, you notify the chair of the major department,
38 just like at Indiana. With Iowa, the student goes to
39 the department chair. With Wisconsin and Indiana, the
40 student goes to their adviser. The adviser goes and
41 talks to the department chair, in that fashion.

42 Really, the same. Obtain at least one-
43 quarter of the credits per year and meet the gpa
44 requirements for your major. Promptly notify your
45 adviser if you have any problems. And the university
46 reserves the right, if you do not comply properly, to
47 be dismissed from the contract. Are there any
48 questions? Yes, ma'am.

1 MS. GONZALEZ: Well, did they
2 talk about what happens in the contract when you have
3 students that are applying to programs with selective
4 admission once they get in? Like, they may come into a
5 major at a junior level, rather than coming in as a
6 freshman.

7 MR. STOEPPEL: Such as...?
8 MS. GONZALEZ: Well, an
9 example would be, in Communication Disorders you come
10 in and take your general studies in your first and
11 second year. And then you apply in your second year
12 for acceptance in the major.

13 MR. STOEPPEL: Yes, that's --
14 Okay. Then, in that case, the major would say, you
15 must take these courses your first two years. At this
16 time you are then eligible to come in. It would work
17 just the same.

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

21 MR. STOEPPEL: Then the
22 contract is null and void.

23 MS. GONZALEZ: Okay.
24 MR. FORTUNE: That's Laurie
25 Gonzalez.

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

28 MR. FORTUNE: Not the court
29 reporter here. Okay.
30 Yes, Bill Thom.

31 MR. THOM: One of the
32 questions that I would have would be to find out any
33 information about the percentage of students that are
34 working 20 to 40 hours a week and what kind of effect
35 or influence that would have, because I see personally
36 a trend toward higher working hours to go with higher
37 fees and, therefore, a very high percentage that cannot
38 make these kind of contracts or would not be able to
39 maybe so much here at the University of Kentucky.
40 Maybe I'm misled but I think that has a very large
41 bearing on those that might want to participate.

42 MR. STOEPPEL: When you say 20
43 to 40 hours of work, you mean work, like, in a job off
44 campus?

45 MR. THOM: Yes.
46 MR. STOEPPEL: Okay. Yes.
47 The graduation contracts are not for every student.
48 I'll say that right now. The aim is -- Well, I guess

1 you could say the aim would be to 100 percent
2 participation. But that's never going to happen, you
3 know. You've got people that are going to come into
4 this University that are not prepared to sign the
5 graduation contract. Maybe they are going to fail
6 Calculus I. So they're going to -- That stuff's going
7 to happen and that's fine. But for those students who
8 come to this University that are diligent, hard working
9 and prepared, I think this University has the ability
10 to say, if you want to graduate in four years and you
11 have the mentality to do that, we will prepare the way
12 for you.

13 MR. THOM: That's not an
14 issue, I don't think, with the question I asked. The
15 question has nothing to do with preparation. It just
16 has something to do, do they have the financial ability
17 to support their desires and their intelligence and
18 their preparation.

19 MR. STOEPPEL: I guess I don't
20 understand your question, then.

21 MS. WALDHART: Tony, I think
22 what he's saying is, the contract can be written in
23 accord with whatever it is that the school is wanting.
24 So one of the things, for example, that we might
25 propose would be that a requirement is the student
26 cannot work more than X hours outside of, you know,
27 their going to school. That would be up to the
28 contract writing. Is that what you were indicating?
29 So that if they took--

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

31 MS. WALDHART: --12 credit
32 hours and worked, they probably wouldn't be eligible
33 for certain kinds of things.

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

37 MS. WALDHART: Right.

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

40 MS. WALDHART: Right.

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

48 MS. PRIDE-WELLS: Michaele

1 Pride-Wells. My question is: What is the situation
2 that motivates this proposal for the contracts? Is it
3 that courses aren't being offered or that students
4 aren't taking their careers seriously or ... What is
5 the situation?

6 MR. STOEPPEL: I think it's a
7 combination of the things you mentioned. I have
8 friends who are seniors this year and will not be able
9 to graduate this May because courses that -- they can't
10 get into. They're either not being offered when it's
11 conducive for their schedules or they're full by the
12 time they get into them. These are juniors and seniors
13 cannot get into the courses that they want to get into.

14 And, again, I'd like to point out the
15 fact that if you want to -- If you do have financial
16 strengths and, okay, we have the money to pay for
17 school for four years but no time after that, telling
18 the student, okay, we guarantee you if you do these
19 things, this is all you're going to have to be here
20 for. So financial concerns come into this mix, also.
21 Those students who want to go on to graduate school and
22 get their master's and Ph.D. or go on to a professional
23 school -- they don't want to spend five years working
24 on their undergraduate degree -- we'll say to them, if
25 you want to do that, here's a path that you can take
26 where at four years or 128 credit hours, possibly, till
27 you graduate. And a large variety of factors for
28 why...

29 MR. FORTUNE: Question down
30 here. Yes.

31 MS. SCHMITT: My name is Laura
32 Schmitt. I'm the Senator for the Graduate School. I
33 think I sort of have an interesting perspective because
34 I'm a graduate student and so I teach undergraduate
35 classes. And I'm also taking my own graduate courses
36 at the same time. This is my fifth year here and I
37 have noticed I have a lot of students who their main
38 concern is the course availability just isn't there.
39 Now, in the department I teach in, it's not so much a
40 problem because it's a smaller department.

41 But there are a lot of -- I don't want
42 to kick a class because I don't want to upset anyone
43 who might be teaching that course. But I think we owe
44 it to our students to do a constructive task force and
45 to talk about this so that we can cover the problems
46 of, you know, juniors and seniors not being able to get
47 into a class simply because it's just overbooked and,
48 you know, you just can never get in. That shouldn't be

1 a problem a student faces when they come to college.
2 And I think that's the biggest motivation I've seen for
3 coming up with a graduation contract.

4 MR. BERGER: I have a
5 question. If I understood correctly when you said the
6 graduation contract doesn't have to be time framed for
7 four years, it can be timed in credit hours, wouldn't
8 that proviso cover students that have financial
9 difficulties and cannot finish in four years? Wouldn't
10 they -- Would they not be eligible to do a 128 hour
11 credit, if the contract was drawn like that?

12 MR. STOEPPEL: Indiana has it
13 set up where the department decides whether it's a four
14 year or 128 credit hour graduation contract. That's
15 not up to the -- Now, the student can choose to be in
16 a 128 credit hour or a four year major. But the
17 department sets that standard.

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

21 MR. STOEPPEL: I think so.

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

25 MR. STOEPPEL: Yes.

26 MR. BERGER: --to, like, cover
27 that.

28 MR. FORTUNE: Yes, sir.

29 MR. FERRIER: Walter Ferrier.

30 I wanted to get a sense of the extent to which
31 students cash in on the program; that is, of the
32 students who participate in these contracts at
33 Wisconsin, Indiana and Iowa, I think, what proportion
34 of them have a valid claim at some point in their
35 curriculum or their tenure where they actually do go to
36 the department chair or the proper channels as governed
37 by those policies?

38 MR. STOEPPEL: Iowa and
39 Indiana -- I can't speak for Wisconsin -- since they've
40 instituted their graduation contracts have not had to
41 add one section to one class on their entire campus for
42 a degreed program that has a graduation contract.
43 They've also not had to pay for one student for one
44 extra semester. Now, part of that, I would think, is
45 some of their organizations that they've had to go
46 through to make sure that that has happened. But
47 classes are...

48 MR. FORTUNE: I might add to

1 that, that the Provost told me that at least part of
2 the reason was that those universities have kind of
3 worked it out with students, maybe through the ombuds
4 office or through department chairs and so on. So
5 they're doing equivalencies. If a particular required
6 course was not available, then they would find another
7 course which was available which would meet the
8 requirement, dealing with it that way.

9 MR. MURALIDHAR: Krish
10 Muralidhar, the College of Business. I'm more
11 interested in, what do you think would be the interest
12 from our students in terms of -- Do you have any idea
13 what percentage of our students, if you do give them a
14 contract, would pick it up?

15 MR. STOEPPEL: I haven't
16 polled any U.K. students, no. But I think -- As Laura
17 pointed out earlier, I think there is a sentiment
18 around campus they want that availability of courses,
19 just knowing that it's there.

20 MR. MURALIDHAR: Because that
21 would sort of answer your question, too, in terms of
22 whether they're eligible or whether they would opt for
23 it.

24 MR. THOM: Well, or whether --
25 Yes, the financial aspect of it.

26 MR. FORTUNE: Kathi Kern.

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

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

45 We have a really low tuition compared to
46 these other institutions you're comparing, just a much
47 more -- We've got people working. I really second the
48 gentleman up front who was talking about the numbers of

1 hours that our students are working in paid employment
2 and the way we must compete with those employers and
3 jobs for the students' time and resources. So I feel
4 like to create it like this, well, it's just -- The
5 issue of availability of courses really erases a lot of
6 the other social factors that are affecting our
7 students' length toward graduation.

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

20 MR. (UNIDENTIFIED): Not right
21 off the top of my head.

22 MR. FORTUNE: Enid Waldhart
23 back there.

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

37 MR. FORTUNE: Brad Canon.

38 MR. CANON: Yes. I mean, I
39 favor a task force. But let me bring up one question
40 that the task force, I think, ought to consider. And
41 this is the question for the freshman who doesn't
42 really know what he or she wants when he arrives here.

43 All of these contracts that were shown have to be
44 signed in the first two weeks you're on campus or
45 something like that. Many students may spend a year
46 before -- or more before they settle on a major.

47 And it would seem to me that if we
48 could, we ought to make the contract available, say, as

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

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

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

25 MR. FORTUNE: Let's take one
26 more question. Ruth Staten.

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

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

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

48 MR. FORTUNE: I think that

1 would be true.
2 MS. STATEN: But we might not
3 get to remedies of other problems.
4 MR. BERGER: Outside
5 (inaudible), yes.
6 MS. STATEN: That's my
7 concern.
8 MR. BERGER: It's a good
9 point, yes.
10 MR. FORTUNE: Let's have one
11 more comment from the back and then we'll--
12 MS. ARNOLD: Suzanne Arnold.
13 Implicit in that, we ought to also--
14 MR. FORTUNE: Excuse me. I'm
15 sorry.
16 MS. ARNOLD: Suzanne Arnold,
17 Medicine. Implicit in that, we ought to also be
18 looking at the issue of what appears to be a very
19 strong issue for the juniors and seniors in course
20 availability, because that's very important. If
21 they're not getting what they need in four years,
22 that's not right. So it shouldn't just be about
23 contracts. It should be about whether or not a
24 contract is a good idea and, if not, what's the
25 mechanism -- what's our mechanism for rectifying a lack
26 of courses.
27 MR. FORTUNE: I'm going to ask
28 for a vote on this. And the vote is simply to allow
29 the Senate Council to work with the Provost and other
30 interested persons in studying this issue with no
31 specific proposal before you. And so that is the
32 Senate Council's recommendation. And I would open that
33 for discussion. Any discussion of that proposal? (No
34 response.)
35 Okay. All in favor, signify by saying
36 aye.
37 ("AYE" VOICE COUNT: ALL)
38 Opposed, say nay.
39 ("NAY" VOICE COUNT: NONE)
40 Thank you all.
41 And thank you, Tony. Thank you for
42 coming.
43 (APPLAUSE)
44 =====
45 (SESSION CONCLUDED AT 4:35 P.M.)
46 =====

