

UNIVERSITY OF KENTUCKY

SENATE

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Regular Session

October 14, 2002  
3:00 p.m.

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

Dr. Jeffrey Dembo, Chair

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UNIVERSITY OF KENTUCKY SENATE  
October 14, 2002

***JEFFREY DEMBO, CHAIR***

***GIFFORD BLYTON, PARLIAMENTARIAN***

***CELINDA TODD, SECRETARY TO SENATE COUNCIL***

***STEPHANIE K. SCHLOEMER, COURT REPORTER***

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***Votes Taken***

***21***

***24***

***28***

***57***

***58***

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October 14, 2002

1 CHAIR DEMBO: Greetings.  
2 Welcome to the October meeting of the University  
3 Senate. We have a busy agenda today, so let me go over  
4 very briefly how we're going to structure the meeting.

5 There's not much to say about the  
6 minutes at present. The minutes from the last meeting  
7 are not available. This may not be as critical as in  
8 previous years since we have a full transcript at every  
9 meeting that's available as well, but the minutes from  
10 the September meeting will become available for your  
11 approval as soon as they are.

12 We have several resolutions, several  
13 announcements and then after that we will have some  
14 potential action items. We will have one discussion  
15 item, and then we have several reports from various  
16 people in the University community.

17 So, first in terms of announcements --  
18 Well, let's do the resolutions first.

19 The first resolution that we have will  
20 be presented by Jim Hougland from Sociology. It's a  
21 memorial resolution.

22 **MEMORIAL RESOLUTION**

23 MR. HOUGLAND: Good afternoon.

24 Willis A. Sutton, Jr., Professor

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**October 14, 2002**

1 Emeritus of Sociology at the University of Kentucky,  
2 passed away at the age of 85 on September 18, 2002. He  
3 was a faculty member at the University of Kentucky from  
4 1952 until his retirement in 1982. He remained an  
5 active part of the intellectual life of the Department  
6 and also the civic life of Lexington until only a few  
7 months prior to his death.

8 Willis received his degrees from the  
9 University of North Carolina at Chapel Hill and devoted  
10 his career to research, teaching and service related to  
11 his specialization in sociology of the community.

12 A few highlights of his career:

13 He served as Executive Director of the  
14 Bureau of Community Service from 1955 to 1965. He  
15 helped found and became the president in 1964 of the  
16 Kentucky Council for Community and Area Development.  
17 He directed a number of interdisciplinary training  
18 programs for development workers from India, Pakistan,  
19 the Philippines and Indonesia. He was an instructor in  
20 the University's training program for Peace Corps  
21 volunteers. In 1959 through 1960, under the auspices  
22 of the Ford Foundation, he lived in India and conducted  
23 research concerning the country's community development  
24 program. The research led to the publication of

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October 14, 2002

1 Village Level Workers and their Work, published by the  
2 Indian Government in 1962.

3 In the last several years before his  
4 official retirement, he served as Chair of the  
5 Department of Sociology. As Chair, he successfully  
6 encouraged open communication within a diverse  
7 department, worked for the effective integration of  
8 undergraduate education into a research-oriented  
9 university, and introduced many procedures that  
10 continue to be used by the department.

11 Willis had the personal characteristics  
12 that make for a wonderful colleague and a highly  
13 successful faculty member and department Chair. He had  
14 a lively sense of intellectual curiosity, a profound  
15 interest in local and global affairs, a disciplined and  
16 superbly organized approach to his work, and an  
17 unflagging commitment to the welfare of his colleagues.

18 Those of us who were junior colleagues during his time  
19 as Chair found -- I count myself among those -- were  
20 very fortunate in that he willingly took the time to  
21 help us understand the vagaries of academia and the  
22 mysterious workings of the University's administration.

23 Willis Sutton is survived by his wife of  
24 sixty years, Dorothy Drake Sutton, "Dot," by three

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October 14, 2002

1 children, six grandchildren, and one great grandson.  
2 He was an elder of Second Presbyterian Church and  
3 active in several civic organizations.

4 His passing represents a loss for the  
5 University of Kentucky, Lexington, and the discipline  
6 of Sociology.

7 Thank you.

8 CHAIR DEMBO: To pay tribute  
9 and in memoriam, could I ask that we all please rise  
10 for a moment.

11 (ALL RISE - SILENCE)

12 CHAIR DEMBO: If there are no  
13 objections, that will be recorded in the minutes of  
14 today's Senate meeting. (No response.)

15 I have another resolution to be entered  
16 in response to the resolution recognizing Bill Fortune  
17 for his contributions to the University Senate, we  
18 received a letter from him dated September 23 that  
19 reads as follows:

20 (Reading:) Dear Jeff and  
21 Senate Council:

22 Thank you for the Senate  
23 resolution. I enjoyed for the most part  
24 my two years as Council Chair.

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October 14, 2002

1 (LAUGHTER)

2 Being active in the Greater  
3 University brought me into contact with  
4 folks in every college, took me to  
5 places I never would have gone, and  
6 confirmed what I've always known: that  
7 UK faculty and staff are for the most  
8 part trying to do the best job possible  
9 to make UK a great University.

10 Sincerely, Bill.

11 Again, if there are no objections, I  
12 would like that to be entered in the University Senate  
13 minutes. (No response.)

14 And now a belated welcome to all of our  
15 new Senators, whom I failed to acknowledge at our first  
16 meeting. I thought we had a very nice orientation  
17 session following President Todd's discourse last time.

18 As a result of that there were several  
19 good ideas that were suggested. One of them you've  
20 already seen, and that is a reminder to be sent to all  
21 Senators prior to a Senate meeting to give Senators the  
22 opportunity to explain an absence in advance, and a few  
23 other ideas that we'd like to embrace over the rest of  
24 this year.

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October 14, 2002

1                   Other announcements:    There were three  
2   committee Chairs elected by different committees.  The  
3   Academic Planning and Priorities Committee.  Professor  
4   John Hahn from Engineering was elected from that  
5   committee.

6                   The Admissions and Academic Standards  
7   Committee.  Professor Mark Hanson was elected.

8                   And the Retroactive Withdrawals  
9   Committee.  Professor Bret Ripley from LCC was  
10  elected.

11                   Thank you all very much for agreeing to  
12  serve.

13                   Another announcement:  In the next week  
14  there will be a broadcast message sent by me to all  
15  faculty with a couple of items.  One of them is to  
16  enumerate the various administrative regulations that  
17  are up for consideration for revision.  And most of  
18  these are based on recommendations from SACs.  Some of  
19  them are based on internal reorganization, things  
20  relating to the Provost model, et cetera.  So all  
21  faculty will be asked for input but I hope, especially,  
22  that the Senators will take a good moment to take a  
23  look at these and to read carefully any changes that  
24  you think should be questioned or revisited.

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October 14, 2002

1                   There was also a suggestion made at the  
2 orientation meeting and by one committee: Why don't we  
3 broadcast to all faculty at the University a  
4 solicitation for suggestions on University Senate  
5 activity? There may be issues at the local college or  
6 departmental level or even broader issues that affect  
7 many faculty but for which the Senate up to now has not  
8 had a clearly organized response or has not examined  
9 certain issues. So that's another thing that all  
10 faculty will have the opportunity to do. And then the  
11 Senate Council will discuss that and figure out what  
12 the most appropriate ways might be to address the  
13 issues brought up.

14                   Again, in the way of announcements: I  
15 think that Professor Canon, as Chair of the Rules and  
16 Elections Committee, has an update for us on the Board  
17 of Trustees election.

18                   MR. CANON: Well, the deadline  
19 for nominations was last Friday at 4:30 and we received  
20 seven nominations, and I'll read them off in  
21 alphabetical order.

22                   **Glen Collins** of the College of  
23 Agriculture. We have pictures, Jeff tells me, that are  
24 taken off the Web and may not actually represent --

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October 14, 2002

1 (LAUGHTER)

2 Second, **Fred Debeer** of the College of  
3 Medicine;

4 Third, **Boyd Haley** of the Arts and  
5 Sciences, Chemistry Department;

6 Fourth, **Davie Jones** of the Graduate  
7 School of Toxicology;

8 Fifth, **Roy Moore** of the College of  
9 Communication, Information Science in the Journalism  
10 Program;

11 Sixth, **John Pacaro** of the College of  
12 Pharmacy; and

13 Seventh, **Ernest Yanerella** of the College  
14 of Arts and Sciences, Department of Political Science.

15 That's not too bad.

16 (LAUGHTER)

17 The procedure is as follows:

18 The seven nominees will be sent to you  
19 by an electronic ballot, probably around the middle of  
20 next week, say around the 23rd of October. And, you  
21 know, we would probably ask you to respond back by the,  
22 I think it's the 8th of November would be the Friday.  
23 Things could get delayed a little, but this is what  
24 we're planning on. And there will be no information

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October 14, 2002

1 about the candidates distributed with the first ballot.

2 The three persons with the highest vote  
3 will then be put on a second ballot, unless one of the  
4 seven gets a majority. Otherwise, the three persons  
5 with the highest vote will be put on a second ballot  
6 and biographical information and statements about  
7 candidacy will be included for each of the three  
8 candidates. And you will be able to vote for a second  
9 choice on that ballot in case your first choice is not  
10 among the top two.

11 Now, we have a problem. The Senate  
12 Council has asked all of the colleges to get a list of  
13 eligible members of the faculty in, and only half have  
14 done so. And I'm going to name the delinquent colleges  
15 -- (laughter) -- and if any of the Deans are here of  
16 these colleges, get your staff working on it. We're  
17 going to need these names in as soon as possible and if  
18 you don't get them in, your faculty will be  
19 disfranchised. (Laughter)

20 Okay, we have not heard from Health  
21 Science; Architecture; Arts and Sciences, a big  
22 college; Communication and Information Studies;  
23 Education; the Graduate School; Law; Nursing; and LCC,  
24 also a big group. So get on your Deans or Associate

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October 14, 2002

1 Deans to get these in. They've been sitting in the  
2 Dean's office for a month.

3 CHAIR DEMBO: Thank you, Brad.

4 MR. \_\_\_\_\_: Brad?

5 MR. CANON: Yes.

6 MR. \_\_\_\_\_: The electronic  
7 ballot -- how are we going to handle the faculties that  
8 don't have an e-mail address or maybe it's incorrect,  
9 the one that's in the directory right now?

10 MR. CANON: I don't know. I'm  
11 not the technical person on this. Jeff is meeting with  
12 a technical person on Wednesday. This could be a  
13 problem -- people with incorrect e-mail addresses. Is  
14 there anybody who doesn't have e-mail?

15 MR. KENNEDY: Yes, there are.  
16 I think there are 400 faculty who do not have e-mail  
17 addresses.

18 MR. CANON: Four hundred  
19 faculty? That's a lot.

20 MR. KENNEDY: I asked for all  
21 of the e-mail addresses from the faculty and was told I  
22 got all but 400.

23 COURT REPORTER: May I have  
24 your name, please?

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October 14, 2002

1 MR. KENNEDY: Michael Kennedy.

2 MR. CANON: I don't know if I  
3 can top that. That seems like an awfully large number.  
4 What are we, a backward University? (Laughter)

5 I mean, I can see certain people who  
6 sort of live ephemerally in their ivory tower not  
7 having e-mail.

8 CHAIR DEMBO: One advantage  
9 that we have in this particular case, since each  
10 college will be submitting an Excel spreadsheet a  
11 qualified faculty, then we don't necessarily have to  
12 rely on e-mail IDs, but it might require faculty to go  
13 to a computer to actually put their vote in. So that's  
14 what I have to work out with John Soherd from  
15 programming this week. Question--

16 MR. GESUND: Hans Gesund,  
17 Engineering. What happens to secret ballots?

18 MR. CANON: E-mail identifies  
19 the sender.

20 CHAIR DEMBO: Without going  
21 into to all the details, the way that this worked for  
22 the Staff Senate election was that when a vote comes in  
23 electronically, it goes into two databases. One, into  
24 the personnel database indicating that somebody in fact

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October 14, 2002

1 voted one time and cannot vote again. And then  
2 separated from that is the vote that goes into a  
3 separate database to tally the number of votes for a  
4 particular candidate. And the only person who would  
5 have access to matching the two would be the systems  
6 programmer. That's the way the Staff Senate election  
7 did it, and it seemed like a good model to follow.

8 Professor Kraemer, did you have  
9 another--

10 MR. KRAEMER: I just wanted to  
11 point out that since the undergraduate council had the  
12 distinct pleasure of running the elections for council  
13 members, we discovered that there are some faculty who  
14 are principally opposed to e-mail. So this is no  
15 just-technical issue of how you get the ballots out  
16 there. But perhaps at some point we have discussions  
17 in the Senate that we want to dissuade anyone from  
18 being principally opposed to electronic communications.

19 (Laughter)

20 CHAIR DEMBO: And we didn't  
21 get a SACs recommendation for that?

22 MR. KRAEMER: Maybe next time,  
23 Jeff.

24 CHAIR DEMBO: Okay. Next on

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October 14, 2002

1 the agenda are announcements we have to make of Senate  
2 Council actions. There were three rules waivers by the  
3 Senate Council since the Senate last met. Two were  
4 student reinstatements concerning students that had  
5 been suspended two times. The other was a grade  
6 change.

7                   There was another Senate Council action  
8 based on a request from the College of Dentistry, Dr.  
9 Karen West. A clerical error had been made in  
10 publishing the College of Dentistry's calendar. The  
11 intent had been to have the graduation date coincide  
12 with the University's graduation date, but the wrong  
13 date was put in. The Council approved the request, the  
14 changes, and if there are no objections at the Senate  
15 level, then these changes will be put forward to the  
16 Registrar and other officials of the University. (No  
17 response.)

18                   Okay, before we start on some of the  
19 action items, there's one report that we'll give right  
20 now. Professor Scollay from the Academic Ombud Office  
21 has to leave a little bit early, so instead of having  
22 her go later in the program, I'd like for her to come  
23 up right now and introduce herself and talk a little  
24 bit about the Ombud Office.

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October 14, 2002

1 MS. SCOLLAY: Thanks, Jeff,  
2 and thanks for the opportunity to speak with you all.

3 I don't have a report like the Ombud  
4 usually issues in terms of how many complaints and what  
5 kinds of complaints and from what colleges, but I would  
6 be happy to prepare that with the data from last year  
7 that the previous Ombud collected. If it would be  
8 informative to you, I'd be happy to get that for you.

9 Jeff asked me to spend just a couple of  
10 minutes talking with you about the Ombud office and my  
11 approach to the Ombud office, given that I'm new in  
12 that position, though I've been here at the University  
13 of Kentucky for quite a long time.

14 When I interviewed with the Selection  
15 Committee at the beginning of the process that led to  
16 me being here today, they asked why do you want to do  
17 this, and I said that it was another way of University  
18 service and it would provide me an opportunity to get  
19 into parts of the University that I hadn't been in in  
20 quite a while, and I thought it would be another  
21 opportunity to work with students, particularly  
22 undergraduate students. So that was my initial  
23 approach.

24 Since becoming Ombud, I've had the

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October 14, 2002

1 opportunity to learn much about the profession of  
2 Ombudding. I didn't know that it was a profession, but  
3 it is in fact. There are several national and  
4 international organizations of Ombuds, and my approach  
5 to the responsibilities that I now have is somewhat  
6 more complex than it was when I first started the job.

7 Basically, my approach now comes from three different  
8 sets of wisdom and tradition and values.

9 Coming first out of the Center for  
10 Academic Integrity, of which the University of Kentucky  
11 is a member, and it's headquartered at Duke University,  
12 are the fundamentals values of the office as I am  
13 running it. They include honesty, trust, fairness,  
14 respect and responsibility, both on the part of  
15 students and on the part of faculty and staff to the  
16 extent that they get involved in upholding the  
17 tradition of academic integrity.

18 Second, the scope of the work obviously  
19 comes from the Senate rules. Three major sections of  
20 the Senate rules, those that enumerate student academic  
21 rights, as one of my functions as Ombud is to protect  
22 student academic rights. Secondly, the section that  
23 delineates academic offenses and other specific  
24 offenses that students commit during their academic

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October 14, 2002

1 program. And third, the Code of Faculty  
2 Responsibilities. I admitted to our Provost when I was  
3 talking to him not too long ago something that I  
4 probably shouldn't have and that was before I became  
5 Ombud, I didn't know there was a Code of Faculty  
6 Responsibilities. (Laughter)

7                   Yeah, there is. And it's very  
8 important. And it has rather strong and powerful  
9 language in it about how we are to deal with one  
10 another and how we are to deal with students, and I  
11 have found that language to be very useful in a couple  
12 of cases already where students haven't been treated  
13 particularly appropriately by the instructors in their  
14 courses. So that's a very important document that I  
15 work with.

16                   And, finally, from UCOA, the University  
17 and College Ombud Association, comes the governing  
18 principals through which my office functions, the  
19 procedures of my office. And those are independence,  
20 neutrality, and confidentiality. I think those are all  
21 very, very important and even though I've only been on  
22 the job three months, barely three months, I've had  
23 enumerable opportunities, occasions and challenges to  
24 invoke all three of those principals.

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October 14, 2002

1                   My primary objective for this year --  
2    You may or may not know it, the Ombud position is a  
3    one-year appointment. I think that's to allow the  
4    University to correct a mistake if its made one and  
5    also to allow the Ombud to correct a mistake if he or  
6    she has made one in taking on the responsibilities.

7                   My primary objective for this year is to  
8    raise the profile of the Ombud and the Office of  
9    Academic Ombud Services, particularly as a voice for  
10   academic integrity. And I've already been doing that  
11   in a variety of ways. I have spoken to several UK 101  
12   classes. Jeff suggested that I tell you exactly how  
13   many, and I don't have that many fingers and toes. I  
14   think I've talked to about 28 UK 101 classes so far.  
15   That's 50-minute discussion of academic integrity,  
16   student rights and student academic offenses. I've  
17   also met with three or four different sets of new  
18   graduate students in their graduate student orientation  
19   and talked about issues of academic integrity and  
20   professionalism. And I met with the new TAs, and gave  
21   them a session on academic integrity, student rights  
22   and student offenses, academic offenses.

23                   We have the brochure, which was  
24   developed by an earlier Academic Ombud. It's been

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October 14, 2002

1 revised, and I think you all have a copy of it. And we  
2 have a Web site in process. It's actually up on the  
3 Web; the challenge is to find it. It is not part of  
4 the search indexes yet on the University of Kentucky  
5 Web page, but it will be soonly, and it's a work in  
6 progress. So over the course of this year, I hope to  
7 get out the beginning-of-semester reminders, the end-  
8 of-semester reminders, work on plagiarism and some work  
9 on academic integrity in addition to the material  
10 that's basically in the brochure.

11 So, again, I appreciate the opportunity  
12 to serve the University in this capacity. I hope I  
13 don't hear from any of you; but if I do, I hope I can  
14 help you out. Michele Soner is in the office about 12  
15 hours every day. We accept e-mail, phone calls, drop-  
16 ins, whatever. Just contact us any way you can if you  
17 have a question or a concern.

18 Thank you very much.

19 CHAIR DEMBO: Later in the  
20 Agenda, Joe Anthony, the Academic Ombud at LCC, will be  
21 giving a report on his activity.

22 I want to review for Senators what the  
23 ten-day rule is and put it in perspective. The Agenda  
24 for the Senate, plus all recommendations, shall be

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October 14, 2002

1 circulated to all members at least ten days prior to  
2 the Senate meeting. This particular Senate meeting,  
3 there were a number of committees and items that came  
4 up in such a time that it was not possible to get it to  
5 the Senate for the Agenda to comply with the ten-day  
6 rule. However, all the matters were considered by the  
7 appropriate committees and by the Senate Council.

8                   So what I'd like to do is to, with  
9 general consensus and without objections, to put three  
10 items on the Agenda for today that would be action  
11 items. One of them is a proposal to amend the Senate  
12 Rules to adopt the term of what a "major" means. The  
13 second is to change the Senate Rules to allow for a  
14 specification of IB credit. And the third is a  
15 proposal to establish a College of Design and a School  
16 of Architecture. These are just the general  
17 descriptions and having no objections means we can put  
18 it on the floor at least for consideration and for  
19 possible action.

20                   MR. GESUND: So moved.

21                   MR. CANON: Second.

22                   CHAIR DEMBO: All in favor?

23 ("AYE" VOICE VOTE: ALL)

24                   CHAIR DEMBO: Thank you. All

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October 14, 2002

1       opposed.

2       ("NAY" VOICE VOTE:  NONE)

3                               CHAIR DEMBO:  Okay.  So to  
4       start off with, we have Professor Waldhart, who is the  
5       Vice Chair of the Senate Council, to present the first  
6       topic.

7                               MS. WALDHART:  SACs reminded  
8       us that we do not have the definition of a "major" and  
9       that when they searched through our bulletin and  
10      through our regulations they discovered that we had no  
11      definition of a "major."  So now we're proposing that  
12      we have a definition of a "major."

13                              This has gone through the -- I was  
14      getting ready to say the Committee.  The Office of the  
15      Registrar proposed this, it came to the Senate Council,  
16      the Senate Council made some adjustments in terms of  
17      wording, and this is what we propose for you.

18                              A major is a primary area of  
19                              study defined by a set of course and/or  
20                              credit-hour requirements within  
21                              specified disciplines.  Within degreed  
22                              programs, majors may be further defined  
23                              by requirements in an area of emphasis,  
24                              also known as an option.

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October 14, 2002

1 We offer this with the recommendation of the Senate  
2 Council, so it needs no second. It's up to you.

3 CHAIR DEMBO: So it is on the  
4 agenda. It's on the floor now because the Senate  
5 Council put it there. What discussion do you have, or  
6 questions?

7 MR. ROWLAND: I was just  
8 wondering--

9 CHAIR DEMBO: Please announce  
10 your name.

11 MR. ROWLAND: Dan Rowland from  
12 the Department of History.

13 Many majors are interdisciplinary and  
14 she used the word "discipline." I don't want to delay  
15 the discussion on a lot of other important things but  
16 maybe they don't -- "...within specified disciplines."

17 It seems to me many majors are interdisciplinary, by  
18 definition. So, maybe you could just strike that  
19 "within specified disciplines," or you could say it  
20 "within specified disciplines or among disciplines."

21 CHAIR DEMBO: Okay. Any  
22 responses? (No response.)

23 So the suggestion was to take out the  
24 term "specified disciplines," because there are some

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October 14, 2002

1 interdisciplinary majors.

2 MR. ROWLAND: Right.

3 CHAIR DEMBO: I think the  
4 sentiment of the Senate Council was that it was  
5 important to say that there were recognized disciplines  
6 within which a major would be pursued, but I think the  
7 word -- that the letter "s" after disciplines could  
8 also be construed as to embrace what you're talking  
9 about.

10 MR. ROWLAND: That's fine with  
11 me. I don't want to delay anybody, but that's not the  
12 way that I would have read it.

13 CHAIR DEMBO: Any other  
14 comments? (No response.)

15 Okay, so it's on the floor now. Is  
16 there a motion to accept?

17 MR. GESUND: So moved.

18 MR. DESIMONE: Second.

19 CHAIR DEMBO: Any other  
20 discussion? (No response.)

21 All in favor of accepting the definition  
22 of a major say aye.

23 ("AYE" VOICE VOTE: ALL)

24 CHAIR DEMBO: All opposed say

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October 14, 2002

1     nay.

2     ("NAY" VOICE VOTE:  NONE)

3                             CHAIR DEMBO:  Okay.  The  
4     second item presented by Professor Waldhart is  
5     regarding IB credit.

6                             MS. WALDHART:  Some of you may  
7     not know about IB credit because you may have come from  
8     schools that didn't offer this.  We are very familiar  
9     with AP credit, with CLEP credit, with other kinds of  
10    preparatory work.  And last spring, I believe, Dr.  
11    Kraemer talked with us about the possibility of doing  
12    this International Baccalaureate kind of credit.

13    (Power Point presentation)

14                             As you see, these are accelerated  
15    programs -- I guess you can read it or do you want me  
16    to read it all the way through?  The idea here is that  
17    students would come into college with this credit just  
18    like the AT credit that they currently get.  There is a  
19    list of courses and departments.

20                             Do you have that, Jeff?

21                             CHAIR DEMBO:  Yes.

22                             MS. WALDHART:  Okay.  That you  
23    can sort of see what it is.  Because it functions very  
24    much like the AP credit.  So that depending on the

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 level that a student takes in terms of taking the exam,  
2 they would receive credit for the courses listed. And  
3 so, in that sense, it will operate very much like the  
4 AP credit currently does. You will see on the actual  
5 proposal that there were some things that were  
6 underlined and crossed out; those are changes that the  
7 Senate Council proposed and now offer it to you for  
8 your consideration.

9 CHAIR DEMBO: Also, just by  
10 way of background, in the bulletin as it exists on page  
11 48 and 49 is a table enumerating the various types of  
12 credits students can get for AP exams and what score  
13 they would have to get, and this would be added in a  
14 very similar manner to the same table. These two pages  
15 show that the departments have already decided what  
16 types of credits students should get based on the score  
17 that they receive on the IB exam.

18 Is Cindy here? Cindy, do you have  
19 anything to add. Cindy Eiton from Central Advising.

20 MS. EITON: I'm from the  
21 College of Arts and Sciences. And, no.

22 CHAIR DEMBO: I'm sorry.  
23 Undergraduate advising. Okay, is there a motion to  
24 accept this proposal to change the Senate rule to

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October 14, 2002

1 reflect IB credit.

2 MR. TAGAVI: I don't think we  
3 need a motion.

4 MS. WALDHART: We don't need a  
5 motion

6 CHAIR DEMBO: Don't need a  
7 motion. Okay, so we're ready for a vote then.

8 MR. CANON: Have the  
9 departments all approved these, credits or hours of  
10 credits or course numbers?

11 CHAIR DEMBO: Cindy?

12 MS. EITON: Yes, the directors  
13 of undergraduate studies in consultation with the  
14 Chairs in each of those departments were the ones who  
15 evaluated the curriculum, as well as the examinations  
16 in each of these areas through the International  
17 Baccalaureate and this is the credit that they  
18 proposed. We took the standard level or higher level  
19 of standards. The standard level courses are one year,  
20 which is the same as with AP courses. Higher level  
21 courses are a two-year program in that area. But, yes,  
22 the departments have all looked at those. And that's  
23 not total list; some of them are still being evaluated.

24 CHAIR DEMBO: One slide you

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October 14, 2002

1 may not have seen is that faculty reps from the Arts  
2 and Sciences departments who had conducted the course  
3 reviews, the Associate Provost, a number of people met  
4 in this before it came forward.

5 Any other questions or discussion?

6 MR. PERRIER: Is there a limit  
7 on the number of--

8 CHAIR DEMBO: Could you give  
9 your name, please?

10 MR. PERRIER: Don Perrier.

11 Is there a limit on the number of  
12 credits that will be accepted?

13 CHAIR DEMBO: Is there a limit  
14 on the number of credits that will be accepted?

15 MS. EITON: No. There is not  
16 a limit on the number of AP credits accepted and this  
17 would fall in line with what we already do.

18 CHAIR DEMBO: Question?

19 MR. HANSON: Mark Hanson.

20 She just indicated that the list you  
21 have wasn't complete and some are still being  
22 evaluated, so are we approving just the complete list,  
23 or are we approving any future ones or ...?

24 CHAIR DEMBO: Do you want to

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 go ahead, Cindy? Also, take a look at the asterisk  
2 down at the bottom here.

3 MS. EITON: The proposal  
4 that's before the Senate is to allow the departments to  
5 make those decisions, just as they already do for AP  
6 and CLEP and so forth.

7 CHAIR DEMBO: And the stimulus  
8 for this was the increasing number of high schools  
9 offering IB-type courses and wanting to know what types  
10 of credit their students would get for it at the  
11 University. Is that right, Cindy?

12 MS. EITON: That's right.

13 CHAIR DEMBO: Other questions?  
14 Okay, so the motion on the floor is to accept this  
15 proposed change in the rule to reflect IB credit.

16 All in favor, say aye.

17 ("AYE" VOICE VOTE: ALL)

18 CHAIR DEMBO: All opposed say  
19 nay.

20 ("NAY" VOICE VOTE: NONE)

21 CHAIR DEMBO: Okay, the motion  
22 passes.

23 The third action item is a proposal to  
24 create a College of Design at the University of

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 Kentucky. Professor Waldhart?

2 MS. WALDHART: This is a bit  
3 more complicated proposal, but it comes out of  
4 activities from the committees from last year who were  
5 looking at changes in structure and the kinds of things  
6 that we might do to forward the University's position  
7 as a Top-Twenty institution.

8 The School of Interior Design and the  
9 College of Architecture proposed the creation of a new  
10 college, a College of Design. What it would currently  
11 do is take Interior Design, Architecture and Historic  
12 Preservation disciplines and consolidate them into one  
13 academic unit. This will increase the presence on  
14 campus, as we're looking at it, and they're hoping that  
15 this will also increase future interaction with other  
16 disciplines on campus, notably Engineering, Land Scape  
17 Architecture and Geography.

18 But for right now, what we're just  
19 talking about are the three units being formed into an  
20 enlarged college with the new name, College of Design.

21 This, as it says, reflects an increasing interaction  
22 of the disciplines nationally, and so that we offer  
23 this as a proposal.

24 This has been discussed in a number of

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October 14, 2002

1 varieties and forums and programs. The Senate Council  
2 had particular concern about how the voting was  
3 actually done within the particular units, and so the  
4 question that the Senate Council raised as we looked at  
5 the proposal was simply to identify how that kind of  
6 response from the faculty had taken place.

7                   The proposals that we had received  
8 indicated that this had all been done last spring and  
9 there are some changes that were made over the  
10 summertime. And so we wanted to make sure that the  
11 faculty had had input and that this was confidential  
12 input.

13                   We had contacted -- the Senate Council  
14 Chair contacted the Interior Design faculty and because  
15 of the need for a timely vote and a timely response,  
16 what we decided was that it was acceptable for the  
17 faculty in the unit to vote and forward their vote to  
18 the Senate Council Chair, who then accumulated the  
19 votes. They were unanimous in favor of this change.

20                   In the College of Architecture, there is  
21 no means for doing confidential ballots. Faculty is  
22 relatively small and so they had not needed this. And  
23 so it was agreed that the representatives from the  
24 College of Architecture who were elected

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October 14, 2002

1 representatives would be here today to provide any  
2 further indication of support from the College of  
3 Architecture faculty.

4 Does that answer the questions?

5 CHAIR DEMBO: I'll add one  
6 more thing to that, Enid. Just to put it into  
7 perspective, this amalgamation of Interior Design and  
8 the College of Architecture becoming the School of  
9 Design would have occurred with acting Provost  
10 Nietzel's proposed interim reorganization. So in that  
11 case, these departments and colleges would not have had  
12 to come up with formal proposals. However, because of  
13 the Senate Council's indication that we felt that was  
14 not the right way to go, it put it back to square one  
15 and now these departments and colleges had to write up  
16 formal proposals to satisfy the Senate rules.

17 Again, the concern of the Senate  
18 Council, not just with this proposal but with all  
19 future proposals, is that we ensure that all faculty  
20 have the chance in a confidential and unencumbered  
21 manner to voice their vote without any fear of  
22 reprisal. So, to that end, all Interior Design faculty  
23 very easily e-mailed the Senate Council office and the  
24 vote was unanimous that all had read the proposal and

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October 14, 2002

1 were in favor of it.

2 And I wonder, David, first, before we  
3 get it on the table, do you have Senators from your  
4 college? Is there a Senator from the College of  
5 Architecture? Would you care to speak on behalf, as  
6 the elected representative?

7 MS. PRIDE-WELLS: Michaele  
8 Pride-Wells of the College of Architecture.

9 Well, as suggested in the report, this  
10 has been the subject of ongoing discussions, debate, et  
11 cetera, both within our college and together with the  
12 School of Interior Design and also the Department of  
13 Landscape Architecture over the last couple of years.

14 We've had a task force operating  
15 together through the three disciplines. And I would  
16 say that, for the most part, although we did not have a  
17 vote within the College of Architecture specifically  
18 accepting the latest proposal draft. The discussion  
19 has always been that way. There's been kind of a  
20 consensus by the lack of disapproval, if you will --  
21 lack of protest, I would say -- that has been an  
22 ongoing discussion and everybody's kind of come to this  
23 conclusion and supported the proposal in concept.

24 CHAIR DEMBO: So, Professor

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October 14, 2002

1 Pride-Wells, if we were to have taken a confidential  
2 vote of the faculty, what you're saying is that the  
3 vast majority would have been in favor of the proposal.

4 MS. PRIDE-WELLS: Yes.

5 CHAIR DEMBO: Okay. So this  
6 is what the Senate Council was looking for before  
7 putting it on the agenda. And it sounds that it's been  
8 justified to the extent that it should be at least  
9 placed on the agenda before you.

10 Would Professor Dickson or Dean Mohny  
11 like to add to what's been said?

12 Ann, are you here?

13 MS. DICKSON: Yes, I'm right  
14 here.

15 CHAIR DEMBO: Okay. Ann is  
16 the Chair of Interior Design.

17 MS. DICKSON: I don't know  
18 that I have anything extra to add to the discussion.  
19 This is something that we as a faculty in Interior  
20 Design have been working on for at least three years.  
21 And I can say I've been here 22 years and every year  
22 that I've been here I've had students say to me, why  
23 are we in the college we're in; and I learned the pat  
24 answer when I was first here, but I'll have to say it's

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October 14, 2002

1     become much more difficult to answer them as the years  
2     have gone by.  Because what's happened in the last 22  
3     years is, this has been a national trend across the  
4     country with more and more universities combining these  
5     programs under a single college because these  
6     professions in the real world work together on a daily  
7     basis.  And it only makes sense that they would have  
8     the opportunity in the university to also have some  
9     association with each other.  I think it's something  
10    that must be done now for UK to be able to move  
11    forward.

12                                   CHAIR DEMBO:  Professor  
13    Mohney?

14                                   MR. MOHNEY:  Thank you, Jeff.  
15    I'm pleased to speak in favor of this.

16                                   As Ann Dickson has pointed out, this is  
17    really the intertwining of a series of different  
18    threads that have been occurring for a decade or longer  
19    in the professional world, on this campus and in other  
20    places.

21                                   I think for the College of Architecture,  
22    the discussions have been wrapped up, and the  
23    discussion has gone on for six years about the movement  
24    to a graduate professional-degree program.  That was

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October 14, 2002

1 approved by the Senate last year; and, within that, it  
2 was understood that the opportunity for additional  
3 interactive governing programs was something to be  
4 sought out. So now this has become official in that  
5 regard.

6                   The traditions within the College I  
7 think may be different than other academic units. In  
8 my nine years here, I don't know that we have ever had  
9 a confidential vote as part of the culture -- and it  
10 doesn't have to. If there are expectations from the  
11 Senate that it be made clear that we needed to have  
12 one, we probably would have. But to this point, we  
13 don't feel -- or I'm at least unaware that there's been  
14 a need for any kind of confidential statements.

15                   We did encourage faculty to express  
16 their opinions, positive or negative, about this  
17 directly to the Senate Council and if you've heard  
18 negative reports, then you should take them credibly.  
19 But I think my sense of this is that this has been a  
20 long time coming, there's a broad base of support for  
21 it, a lot of good reasons to do that, so I'm in favor  
22 of it.

23                   CHAIR DEMBO: I'd like to  
24 defer to a previous Senator, Henry deHaan, Professor in

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October 14, 2002

1 the College of Architecture, and ask him to elaborate  
2 from his point of view about interaction with the  
3 Senate.

4 MR. deHAAN: My name is Henry  
5 deHaan. I'm a faculty in the College of Architecture.

6 I think there's no question in our mind,  
7 in your mind, and also in the Senate that we need to  
8 merge. I think that it is not simply a trend; I think  
9 it is for our students, our faculty to interact and  
10 become better scholars. And certainly as the  
11 University is moving toward the new agenda that is part  
12 of the mission statement, I think our role in the  
13 community and neighborhood and in the State of Kentucky  
14 can only talk of excellence. And though the merging  
15 together is ultimately the question of being a new  
16 department, I think it is more to be part of a new  
17 whole that you'd be striving for.

18 Regarding the process, as my accent says  
19 I'm not an American, the democratic process, I have  
20 never seen it in action. I have been to every faculty  
21 meeting, assembly meeting, ad hoc committees, and you  
22 all know what that is. I have never seen such  
23 democratic endeavor being set in place. Faculty have  
24 ironed out these questions that arose if we merge. I

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October 14, 2002

1 think we have had faculty meetings, we've had a faculty  
2 retreat, we brought moderators, experts to help us. We  
3 have rewritten the curriculum in the expectation that  
4 we will be merging, but I have never heard anyone say  
5 anything about this is not what one should do.

6 We all have our own ideas of what this  
7 new college should be, but I would like to congratulate  
8 our faculty, our Dean, and also the Dean and the  
9 faculty of Interior Design, that we have all respected  
10 each other in our difficult decisions.

11 And as the last point, this is nothing  
12 new. The College of Design and the College of  
13 Architecture have worked in tandem since several years.

14 I'm presently teaching Interior Design. It's a breath  
15 of fresh air for my colleagues, and I think it would be  
16 also an incredible endeavor. I think we're part of the  
17 University. I think we need to be part of this bigger  
18 picture, and I would just like to say that I think that  
19 every faculty wants this college, this new College of  
20 Design. And all voted -- have consciously -- Well,  
21 without a formal ballot, we are all in favor of this  
22 merger.

23 CHAIR DEMBO: Thank you.

24 On behalf of the Senate and in terms of

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October 14, 2002

1 continuing careful and thorough deliberation of this  
2 proposal, the Academic Organization and Structure  
3 Committee considered it, and Professor Kay Chard will  
4 speak on behalf of that Committee. She's the Chair.

5 MS. CHARD: First of all, I  
6 want to thank my committee. We had an incredible  
7 amount of materials to review in a very, very short  
8 amount of time, including e-mails and other documents,  
9 so they get a big round of applause for doing  
10 vigorously.

11 We did review the proposal and what we  
12 noticed right off the bat is that there did seem to be  
13 a lot of approval for it, but there were a couple of  
14 areas that were still of concern to us.

15 And the first, of course, was the vote.

16 And it wasn't just the vote from Interior Design and  
17 Architecture; it was from the College of HES as a  
18 whole. And we did not see a vote there. We also  
19 noticed that there were a couple of things missing from  
20 the proposal. And that involved the budget from HES,  
21 the five staff lines from HES, and the courses from  
22 HES. So what we decided to do was e-mail all of the  
23 Deans involved -- the two Deans, the Association Dean,  
24 and then all of the Chairs -- to ask for some assurance

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October 14, 2002

1 that all of these things would be taken care of. And  
2 we also e-mailed Provost Nietzel, and we had wonderful  
3 response. Every one of these people e-mailed me back  
4 in under 24 hours. And they did assure us that part of  
5 the reason why we couldn't address the budgetary issues  
6 and the staff lines is that until all of HES is  
7 disbanded, it's very hard to place this money in these  
8 lines in different places, and the other three  
9 departments in HES have not decided completely where  
10 they are going and if they are going together.

11 So as a Committee, we unanimously  
12 approved the proposal for the moving of one department,  
13 Interior Design, out of HES. But we did so with a  
14 stipulation that in the future make sure that this move  
15 is handled carefully where this budget material, these  
16 staff lines are carefully divided between the four  
17 departments and HES. And we also made a mandate within  
18 our committee that all proposals must come to us a week  
19 ahead of our meeting, and we now have set a monthly  
20 meeting that occurs on the last Monday of any given  
21 month, and that will give us plenty of time to contact  
22 people; and if we do need a vote in a College that  
23 doesn't particularly take a vote, we can get one and it  
24 will be much easier on everybody.

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October 14, 2002

1 CHAIR DEMBO: Are there any  
2 questions for Professor Chard about the activities or  
3 the opinions of her Committee?

4 MR. CIBULL: Yes--

5 CHAIR DEMBO: Mike, give your  
6 name, please.

7 MR. CIBULL: Mike Cibull,  
8 College of Medicine.

9 How many faculty are there in the  
10 College of Architecture?

11 MR. deHAAN: Twenty-two.

12 MR. CIBULL: And you just  
13 eluded to the fact that something is going to happen to  
14 this other?

15 MS. CHARD: The three  
16 remaining departments in HES, it has been with us since  
17 they all have disbanded, and I can't speak for those.

18 MR. CIBULL: How does this  
19 affect them in the College of Design?

20 MS. CHARD: It's a -- From  
21 what I heard from all of the Department Chairs, they  
22 assume that the disbanding is a done deal, and that's a  
23 whole separate issue and wasn't put on our table. And  
24 that they will keep putting forward proposals to us as

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October 14, 2002

1 to where they're going. There's been some talk of  
2 moving them together, but now there's some talk about  
3 separating them and putting them in different places.  
4 And we can't speak to those proposals. But there was  
5 unanimous support from the remaining three department  
6 Chairs for the move of Interior Design.

7 CHAIR DEMBO: Mike, did that  
8 answer the question?

9 MR. CIBULL: (Affirmative  
10 nodding.)

11 CHAIR DEMBO: Okay. Other  
12 questions?

13 MR. YATES: Steve Yates,  
14 Chemistry Department.

15 As I understand, there is also an action  
16 that this would create a Department of Historic  
17 Preservation. Is that correct?

18 CHAIR DEMBO: No. That was  
19 taken care of, I believe, last semester. David, is  
20 that right? The Department of Historic Preservation?

21 MR. MOHNEY: No. I don't  
22 think it was taken care of last semester.

23 CHAIR DEMBO: Let me ask our  
24 historian here, Ms. Todd.

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October 14, 2002

1 MS. TODD: I'm sorry. What  
2 was the question?

3 CHAIR DEMBO: The Historic  
4 Preservation. That this action also creates a new  
5 Department of Historic Preservation, which I had  
6 thought had already been accomplished.

7 MS. TODD: No, no. This  
8 program -- Well, wait a minute. I'm sorry, I can't  
9 tell you that off the top of my head. The Department  
10 of Historic Preservation? I don't think so. There's a  
11 program --

12 CHAIR DEMBO: I see some hands  
13 in the audience.

14 MR. GESUND: Hans Gesund,  
15 Engineering.

16 I have a joint appointment in the  
17 College of Architecture and also an appointment in the  
18 Historic Preservation program as a faculty member.

19 It's a program at this point within the  
20 College of Architecture. This will set it up as a  
21 department and the program Director will become the  
22 department Chair. The program Director is also the DDS  
23 of that program, of the Historic Preservation program.

24 And they have even been very successful in attracting

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UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 funding for the program, so the program is well under  
2 way. In fact, I'm teaching a course in it at this  
3 point, a 500-level course. So it's a working program.

4 I'm in favor of it becoming a department, though I  
5 doubt that it's going to affect any faculty member  
6 intimately.

7 And I think the whole thing, as a  
8 faculty member primarily in Engineering, but with the  
9 joint appointment and teaching in those programs, I'm  
10 heartily in favor of this.

11 CHAIR DEMBO: Dean Mohney.

12 MR. MOHNEY: Professor Gesund  
13 sits in on the College of Architecture faculty meetings  
14 and I call him our parliamentarian and he's a welcome  
15 presence there. But I think in this case he's  
16 mistaken. In fact, it will remain a program within the  
17 new College of Design. It will not be a department in

18 MR. GESUND: That's not what  
19 it says here.

20 MR. MOHNEY: It says clearly  
21 that the Master of Historic Preservation program --  
22 presently they call it the Architectural -- will become  
23 a Department in the College of Design.

24 MR. GESUND: My mistake.

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October 14, 2002

1 MS. CHARD: Page two, third  
2 paragraph, last sentence.

3 CHAIR DEMBO: Question?

4 MR. CIBULL: Well, I didn't  
5 get to ask my question. Because I was going to ask:  
6 If this is going to be established as a department, how  
7 many faculty have a primary assignment in that  
8 department?

9 CHAIR DEMBO: Dean Mohney.

10 MR. MOHNEY: One faculty  
11 member.

12 CHAIR DEMBO: So one faculty  
13 member has that as his primary appointment. But there  
14 are other faculty who have joint appointments?

15 MR. MOHNEY: I can't speak to  
16 that.

17 MR. DOMER: There are about  
18 20--

19 CHAIR DEMBO: Please introduce  
20 yourself for the record.

21 MR. DOMER: Dennis Domer,  
22 Historic Preservation.

23 There are about 20 interdisciplinary  
24 faculty currently appointed to the department, many of

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 whom teach primary courses, required courses. And I  
2 think it's just a matter of how you view the  
3 University, and I view the University as an  
4 interdisciplinary place, not necessarily as a single  
5 discipline, which Historic Preservation is very  
6 interdisciplinary. So, to me, I have 20 active faculty  
7 members and it doesn't matter to me whether they're  
8 primarily there or secondarily there. I consider them  
9 to be an important foundation of people without whom I  
10 could not be able to work. And frankly, it doesn't  
11 matter to me whether we're a department or a program,  
12 if you want to know the truth. (Laughter) What  
13 difference does it make?

14 CHAIR DEMBO: So, Professor  
15 Domer, from a point of recruiting faculty or attracting  
16 students or gaining resources, then to you it wouldn't  
17 make a difference if it was a program or a department.  
18 Is that correct?

19 MR. DOMER: I don't see how it  
20 makes any difference at this University, no.

21 CHAIR DEMBO: Okay. Response?

22 MR. GESUND: No, I'm not  
23 disagreeing with Professor Domer at all. What I wanted  
24 to say was that there are a number of other departments

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 in the University which have only one full-time regular  
2 faculty member and primarily consists of faculty from  
3 other disciplines who have joint appointments into that  
4 department. So it's not a unique sort of thing. It  
5 can go as a department.

6 We could, I suppose, change it to  
7 "program" on the floor, although I hesitate to make  
8 that big of change from the floor of this body.

9 CHAIR DEMBO: Dean Mohnney?

10 MR. MOHNEY: One other point  
11 of clarification. We have an endowment that's been set  
12 up under RCTF for any Chair that will be a part of the  
13 Historic Preservation Program, and when that  
14 endowment's complete, which we anticipate will be soon,  
15 at that point we will be adding a person in that  
16 position and that will be a separate full-time faculty  
17 member.

18 CHAIR DEMBO: Does that imply  
19 that if there was a proposal to make it remain a  
20 program, that you'd lost that money?

21 MR. MOHNEY: No.

22 CHAIR DEMBO: Okay. There  
23 were some other hands up.

24 Professor Canon?

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 MR. CANON: Well, we are  
2 advisory to the administration on this, and I notice  
3 the Provost back there. And I just wanted to ask him,  
4 Mike, what are your thoughts on this?

5 MR. NIETZEL: Under the first  
6 version of this that I saw, I believe Historic  
7 Preservation was going to be retained as program status  
8 and not as a department.

9 Dave, when you and I talked about it, I  
10 think we had a discussion about it could go either way,  
11 and the final version took the form of a department.  
12 The envisioning of adding some faculty who might have  
13 primary appointments in this area suggests that perhaps  
14 establishing it as a unit would be a wise way to go so  
15 that the primary appointment could be there.

16 I'm, I guess, persuaded primarily by  
17 Dennis' comments that it will work either way. So I  
18 suspect it might be best to leave it as it is in the  
19 proposal now as a department. It appears as if there  
20 is a good potential for it to grow as a unit or primary  
21 appointment.

22 CHAIR DEMBO: Professor  
23 Kraemer?

24 MR. KRAEMER: Just a point, a

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 question, I guess, that, if there is going to be one  
2 department of Historic Preservation, does that mean the  
3 rest of the faculty are in a second department? Or can  
4 you have a college with one department, so most of the  
5 faculty are not in that department? Does it imply some  
6 kind of structure beyond what we're talking about?

7 MR. GESUND: You have two  
8 schools. You have a School of Interior Design and a  
9 School of Architecture and the Department of Historic  
10 Preservation.

11 CHAIR DEMBO: Other questions,  
12 comments, discussion?

13 MR. ALBISETTI: Jim Albisetti,  
14 History Department.

15 Teachers coming in and talking about a  
16 College of Design included Landscape Architecture and,  
17 as we were reported to Architecture Professors that  
18 discussions included Landscape Architecture, yet it is  
19 not part of this proposal. For information, we'd like  
20 to know why not, what's happened to that idea?

21 CHAIR DEMBO: Who can answer  
22 that?

23 MR. YANERELLA: I can't answer  
24 it. In fact, there is another issue. My name is

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 Ernest Yanerella.

2 CHAIR DEMBO: Ernie, can I  
3 trouble you just to hang on for a second to see --

4 MR. YANERELLA: Well, what I  
5 wanted to ask is something that is quite related to  
6 this.

7 CHAIR DEMBO: Okay.

8 MR. YANERELLA: It has to do  
9 with the organizational chart. Although Landscape  
10 Architecture does not appear at all in the proposal  
11 itself, there is a director for Landscape Architecture  
12 in the organizational chart for the college. And I'm  
13 puzzled by that.

14 CHAIR DEMBO: Dean Mohney,  
15 would you like to address that?

16 MR. MOHNEY: I think I can  
17 answer both questions.

18 There certainly have been discussions to  
19 say that the College of Design should be all  
20 encompassing for the design profession; and, I think,  
21 professional programs, and Landscape Architecture would  
22 be a welcome fit within that. They have -- faculty  
23 from Landscape Architecture have been involved in a  
24 number of meetings. They've participated in the ad hoc

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October 14, 2002

1 committee that Chancellor Venters set up. They  
2 participated in full-day faculty retreats and in  
3 discussions that took place earlier this year.

4 At this point, they are unwilling as a  
5 group to join in on this proposal. I think we would  
6 hope that that would change. We went through several  
7 iterations with the organizational chart and it sounds  
8 like there may be a previous one that has been attached  
9 to this by mistake. I'll have to check that. But it  
10 should not be there on the proposal as it is, yet at  
11 some point in the future with Landscape Architecture's  
12 agreement, we hope that that might change.

13 CHAIR DEMBO: So, to review,  
14 at this point in time they're to remain within the  
15 College of Agriculture.

16 MR. MOHNEY: Yes.

17 CHAIR DEMBO: Okay. There was  
18 another hand up.

19 MR. YATES: I'm just trying to  
20 find some more information.

21 How many faculty total would be involved  
22 in this college? How many students? How many -- What  
23 degrees would be offered? How many graduate students?  
24 I'm just trying to -- Because this doesn't seem much

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 larger than many departments in the University. What  
2 constitutes a department and what constitutes a  
3 college?

4 COURT REPORTER: May I have  
5 your name, please?

6 MR. YATES: Steve Yates.

7 MR. MOHNEY: Architecture  
8 presently consists of about 320 Bachelor of  
9 Architecture degree students, and the Historic  
10 Preservation Program, I guess we probably have about 50  
11 students at this point. In Interior Design the numbers  
12 are approaching 200 in total.

13 Professor Dixon, is that right?

14 MS. DIXON: That's correct.

15 MR. MOHNEY: Part of the  
16 difficulty in answering this is the transition that  
17 Architecture's making toward the graduate program. We  
18 anticipate the numbers are going to change in some  
19 respects over the next couple of years as our graduate  
20 curriculum is implemented. But the numbers that we  
21 have given to the Provost to anticipate in the future,  
22 roughly about 550 or so students altogether,  
23 undergraduate and graduate, in the College of Design.

24 MR. TAGAVI: And faculty?

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October 14, 2002

1 MR. MOHNEY: Faculty, about  
2 30. Twenty-two in Architecture right now; six in  
3 Interior Design; one, and eventually two, in Historic  
4 Preservation. But I would add that we have a  
5 substantial component of part-time instruction. We  
6 have been well served by a number of available  
7 professionals who come in to teach our design studios.  
8 They number more than a dozen. It's a very good model  
9 of professional education. You get the experience of  
10 people who are working within that profession, as well  
11 as the academic side. So there's some component of  
12 part-time instruction as well.

13 MR. GESUND: As well as many  
14 joint appointments from within the University faculty.

15 CHAIR DEMBO: Excellent  
16 questions. What other ones do you have?

17 MR. STABEN: Chuck Staben,  
18 Biology.

19 Why are the two schools as opposed to  
20 departments?

21 MR. MOHNEY: There's a  
22 tradition in professional schools to be a school. I  
23 think we're accepting that. The School of Interior  
24 Design was set up within the last two years, and that

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 was done and accomplished.

2                   Given that circumstance of fact, we  
3 thought it made sense then for Architecture to move  
4 towards a School of Architecture and, again, fall into  
5 a model that is fairly typical at other academic  
6 institutions.

7                   CHAIR DEMBO: And that may  
8 differ from some of the reasons why your school became  
9 a department. Other comments or questions?

10                   MS. PORTIO: I have a comment.

11                   CHAIR DEMBO: Please identify  
12 yourself.

13                   MS. PORTIO: Meg Portio from  
14 Interior Design.

15                   I'd like to just recognize the strong  
16 support of design students that have turned out for the  
17 Senate meeting. We really put the students as the  
18 centerpiece of this proposal. There's lots of  
19 opportunities shared -- technology for shared studies  
20 abroad, for shared internships within the profession.  
21 These students, in a professional sense, when they  
22 graduate, will work shoulder to shoulder in firms and  
23 again, our students just overwhelmingly support and are  
24 extremely excited about this potential new unit on

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October 14, 2002

1 campus.

2 CHAIR DEMBO: Thank you, Meg.

3 We've heard a number of comments in  
4 favor of the proposal, a number of questions about the  
5 proposal. Are there any comments speaking against the  
6 proposal?

7 MR. YATES: Steve Yates again.

8 I just have a question. What constitutes a college  
9 and what constitutes a department? Because it's clear  
10 that a college seems to constitute more administration  
11 and more expense. What could be done in this college  
12 that could not be done in the Department of Design or  
13 within some existing college?

14 CHAIR DEMBO: I wonder if Dr.  
15 Nietzel might address that. Do you have any comments,  
16 Mike, about that?

17 MR. NIETZEL: There's really  
18 no additional cost of administration being created  
19 here. It's no change in terms of the status of the  
20 college. This is a bigger college in terms of faculty  
21 than Social Work. It's a bigger college in terms of  
22 faculty and students than Law, and also in terms of  
23 students in Social Work.

24 There are histories associated with

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October 14, 2002

1 certain disciplines that tend to suggest the level of  
2 school or college as the one that you organize that  
3 discipline in a University. Often that has to do with  
4 some expectations in terms of professional crediting  
5 agencies. I think that is at play when you talk about  
6 the disciplines that are in involved here.

7 Does accreditation mandate a certain  
8 level of organization? Probably not, but there is a  
9 fairly strong expectation -- I think Hans can speak to  
10 that as well -- for it to be at a certain level.  
11 Historically, schools and colleges have been -- in the  
12 case of those professional -- in terms of the  
13 disciplines in which we're preparing professionals --  
14 has been the level that typically we've organized from.

15 CHAIR DEMBO: Professor  
16 Gesund.

17 MR. GESUND: Just briefly,  
18 yes, it is an accreditation, a professional  
19 accreditation, as opposed to a SACs problem.

20 The expectation in Engineering, for  
21 instance, is that we are departments and we get  
22 accredited as departments. In Architecture, it's the  
23 expectation that they will be either a school or a  
24 college.

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October 14, 2002

1                   Historically, when I first came to the  
2                   University almost 25 years ago, Architecture was a  
3                   program within the Department of Civil Engineering in  
4                   the College of Engineering. Eventually, it moved out  
5                   and became a separate department in the College of  
6                   Engineering. Under urging of the accrediting people in  
7                   Architecture, the accrediting commission in  
8                   Architecture, it was spun off into a separate college,  
9                   a free-standing college. And it's been that right  
10                  along until now, oh for about the past 30, 35 years, it  
11                  has been a separate college. Now it's going to be  
12                  amalgamated into a College of Design as a school. And  
13                  I believe Interior Design has just recently become a  
14                  school growing from a department.

15                  The expectation is that it's a somewhat  
16                  higher level of organization and it's in response to  
17                  what is done nationally and what the accrediting  
18                  agencies expect, because both Interior Design and  
19                  Architecture have to be accredited by their  
20                  professional organizations, just like in Engineering.

21                  CHAIR DEMBO: The question is  
22                  a good one because as we see further proposals coming  
23                  across this year, these are the types of things that  
24                  the Senate needs to know to choose the best course of

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October 14, 2002

1 action.

2 MR. FRYE: Michael Frye,  
3 College of Fine Arts.

4 I guess, could Provost Nietzel comment  
5 on the differences between a program and a department?

6 CHAIR DEMBO: The question is  
7 to distinguish between a program and a department.

8 Dr. Nietzel?

9 MR. NIETZEL: A department is  
10 an academic unit in which academic appointments can be  
11 made. Programs are not academic units. Gerontology,  
12 for example, is a program. It does not have tenured  
13 faculty appointments. If it were a department, you  
14 would anticipate there would have been.

15 CHAIR DEMBO: Did that answer  
16 the question, or not quite?

17 MR. FRYE: Not quite. I mean  
18 aren't there programs on campus with academic  
19 appointments? Mine, for example.

20 MR. NIETZEL: What department  
21 are you a member of?

22 MR. FRYE: Well, okay, that's  
23 a good point. I'm in the Theater Department.

24 MR. NIETZEL: That's where

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October 14, 2002

1 your tenure line would reside.

2 MR. FRYE: So that it's  
3 possible to have one-person departments.

4 MR. NIETZEL: You'd have a  
5 hell of a lot of work to do, but I guess yes.

6 (Laughter)

7 MR. CANON: Well, there should  
8 be consensus in the faculty meetings.

9 (Laughter)

10 CHAIR DEMBO: Question?

11 MS. DWYER: Roberta Dwyer,  
12 College of Agriculture.

13 Considering the overwhelming support of  
14 the faculty and the students, I'd like to call the  
15 question on this particular issue.

16 CHAIR DEMBO: Okay, the  
17 question has been called. This requires a two-thirds  
18 vote to stop debate.

19 All in favor of limiting debate, signify  
20 by saying aye.

21 ("AYE" VOICE VOTE: ALL)

22 CHAIR DEMBO: All opposed, say  
23 nay.

24 ("NAY" VOICE VOTE: NONE)

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October 14, 2002

1 CHAIR DEMBO: Okay, so the  
2 question now comes up. No further discussion.

3 The motion on the floor is to create a  
4 College of Design, which would encompass the School the  
5 Architecture, the School of Interior Design, and it  
6 would include a Department of Historic Preservation.

7 All in favor of this proposal signify by  
8 saying aye.

9 ("AYE" VOICE VOTE: ALL BUT FOR 2)

10 CHAIR DEMBO: All opposed say  
11 nay.

12 ("NAY" VOICE VOTE: 2)

13 CHAIR DEMBO: The proposal  
14 passes.

15 The next step now is it goes with our  
16 recommendation to administration and if they concur, it  
17 goes to the Board of Trustees.

18 Congratulations.

19 (APPLAUSE)

20 CHAIR DEMBO: That was a good  
21 and thorough discussion. Thank you very much.

22 At this time -- we'll wait just a  
23 second. (Pause while crowd calms down.)

24 I wanted to now distinguish between a

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 discussion and an action item. The Senate rules say  
2 that when there is a major policy type of decision to  
3 be made, that it's frequently helpful to first place it  
4 on the floor of the Senate for discussion only so that  
5 Senators can muse over it, discuss it amongst  
6 themselves and with their constituents, raise the  
7 appropriate questions and then it can come back at a  
8 future Senate meeting for action.

9 So that's what we're doing today. We're  
10 discussing a report that was put together by Professor  
11 Maloney concerning teacher and course evaluations. And  
12 for today, it's for discussion only.

13 Professor Maloney?

14 MR. MALONEY: Usually it's  
15 just a combination of questions.

16 CHAIR DEMBO: Well, I wonder  
17 if you could summarize, just briefly, the essence of  
18 what your report was, which is available on the Senate  
19 Web site. Appreciate it.

20 MR. MALONEY: Our committee  
21 took a look at the current system of doing teacher  
22 evaluation and came to the conclusion we think it's  
23 broken for a variety of reasons.

24 What we began to look at was that, if we

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 want to encourage innovative teaching, we have to  
2 provide a mechanism that allows faculty to achieve  
3 evaluations of those efforts and not be locked into  
4 using a standardized format. So we took a look at  
5 different schools and what they were doing. And one  
6 model came up to us time and again, which is basically  
7 to allow the individual faculty member to select  
8 evaluation items based upon what they're trying to do  
9 in their courses, recognizing that a lecture course  
10 should probably be evaluated differently than a seminar  
11 course. A laboratory should be evaluated differently  
12 than a dance studio.

13 We found a model to use that's used at  
14 the University of Michigan where the Center for  
15 Research and Learning and Teaching conducts their  
16 system. And at the beginning of each semester the  
17 faculty member receives a little booklet showing that  
18 there are five mandatory questions required university-  
19 wide and allowing the individual faculty member to  
20 select from a pool of approximately 300 questions,  
21 broken down into about 30 different areas, and they can  
22 design their own evaluation form. It then goes back to  
23 the Center, the Center produces the tailored  
24 instruments, and they are delivered to the faculty and

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October 14, 2002

1 administered in the same manner that we do here.

2                   So we were looking at developing this  
3 type of approach. We began to look at how we'd  
4 administer it, though, and a lot of the discussion  
5 centered around getting it out of the classroom, the  
6 way we do it now, because we heard horror stories from  
7 students that some faculty stand in the classroom and  
8 stand and stare at the students while they fill out the  
9 forms to try and intimidate them. What we talked about  
10 was moving this to the Web. We talked to other schools  
11 that had done it on the Web and it's basically a  
12 failure, because only approximately 30 percent of the  
13 students participate in that system. We held a series  
14 of focus groups on this campus to find out what  
15 students thought. The students said they would not use  
16 the Web approach except for two circumstances. One is  
17 if they actually hated the Professor, and the second  
18 was they absolutely loved him. And our current  
19 participation rate is about 69 percent when we  
20 administer in class. So we didn't feel that we could  
21 go to a system that gives us 30 percent participation.

22                   We then began to look at ways we could  
23 do this. The University currently uses scanning  
24 equipment produced by one particular company, that for

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October 14, 2002

1 the life of me I can't remember their name now. They  
2 also offer a software package that would allow us to  
3 develop these tailored instructor-assessment  
4 instruments. One of the nice things about the system  
5 that they have is that it allows the instructor a  
6 choice of seven different methods in which to  
7 administer it. You can select to e-mail it to your  
8 students. You can put it on the Web. You can print  
9 out a hard copy. You can do it the same way we do it  
10 now.

11 So what the committee decided to  
12 recommend was to move toward this system that allows  
13 the individual faculty member to tailor the evaluation  
14 instrument to their own particular class, recognizing  
15 that for university-wide purposes we did need a set of  
16 common questions.

17 The one comment we got back from faculty  
18 we surveyed was: Who cares what we use because all the  
19 administration wants to look at are questions 19 and 20  
20 as to, is this a good instructor or is this a good  
21 course. We looked at adding to these two questions  
22 some questions about the individual's performance in  
23 treating students fairly, the individual's performance  
24 in recognizing diversity. And so we recommended, I

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October 14, 2002

1 think, that four or five questions be required of all  
2 instructors across the University, and we felt that  
3 this should be done in all departments because there  
4 are a series of departments that do not use the current  
5 system.

6 We recommended that the instructors be  
7 able to tailor their instruments. And we looked at  
8 this also in the context of the teaching portfolio,  
9 because Linda Worley, when she was Chair of the Center  
10 for Teaching and Learning, did a survey of Chairs and  
11 basically found out that the teaching portfolio has  
12 little value and, as a lot of people said about  
13 research papers, they are written by one and read by  
14 three, that is the reviewers. There's a lot of feeling  
15 that the teacher's portfolio is written by one and read  
16 by none.

17 And so what we wanted to do was to begin  
18 to put some validity into the teacher portfolio and  
19 that is that the teaching portfolio would be used by  
20 the instructors to state their philosophies, what  
21 they're trying to do with classes, and then the  
22 information achieved or obtained or gotten back from  
23 the teaching assessment would be then used to support  
24 the claims that are in the teaching portfolio. And we

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October 14, 2002

1 felt that by doing this we could begin to encourage  
2 more innovative teaching on campus.

3 And so that's the gist of the report.

4 CHAIR DEMBO: Are there any  
5 questions for Professor Maloney?

6 MR. JANOSKI: Tom Janoski,  
7 Sociology.

8 Is there any consideration of having  
9 professionals or faculty members come to class for  
10 evaluations and sort of have a professional/student mix  
11 in terms of evaluations?

12 MR. MALONEY: There was some  
13 discussion about it. We never came to a conclusion.  
14 When we started to discuss it, one of the first  
15 questions we said is: How do we know our colleagues  
16 know anything about teaching?

17 MR. JANOSKI: Or the Teaching  
18 Development Center or something like that.

19 MR. MALONEY: Okay. What we  
20 saw for the role of the Teaching and Learning Center  
21 was that when an individual faculty member wants to  
22 develop their assessment device, they would make an  
23 appointment with the Center and come over and work with  
24 them to put together the instrument. What we saw was

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 the Center would become sort of the focus of how this  
2 effort is put together. But, Tom, we never got to the  
3 point of looking at, do we want to have outside  
4 observers come in and observe the teaching.

5 MS. \_\_\_\_\_: Jan \_\_\_\_\_,  
6 English Studies.

7 The Teaching and Learning Center already  
8 does that by appointment. They will come in and by  
9 arrangement do various types of observations for each  
10 class for formative purposes.

11 MR. CIBULL: Mike Cibull,  
12 College of Medicine.

13 Is there any sort of remedial course  
14 that you're trying to develop for professors who don't  
15 quite make the grade the first two times so that not  
16 only is it punitive but it may be something that you  
17 can educate them with?

18 MR. MALONEY: I think the  
19 Center has that capability now. They do offer  
20 enrichment courses and improving instructional  
21 techniques and the like now.

22 MR. CIBULL: What I mean is,  
23 that after so many bad ratings, do they say you have to  
24 go to school?

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UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 (LAUGHTER)

2 MR. MALONEY: That's a  
3 departmental issue.

4 MR. CIBULL: You'll be doing  
5 it forever. You'll just evaluate and evaluate and  
6 evaluate and nothing will ever get done. So the  
7 question is, should you not bring that up?

8 MR. MALONEY: Well, one of the  
9 problems we discussed just a little bit -- and Phil  
10 Kraemer was on it and others can speak up.

11 One of the concerns we had about his is  
12 that despite the fact that we talk about how valuable  
13 teaching is, we don't really look at it very closely  
14 here. There's too much of a perception that unless the  
15 students are ripping the door off the Dean's office to  
16 complain, you're a good professor or a good teacher.  
17 And that's why we would like to see this evaluation  
18 done such that the instructor can really take it  
19 seriously and begin to look at how they can improve.  
20 Now, we're not going to be able to reach everybody  
21 because there's going to be some people that say:  
22 Teaching is something I have to do to have my job; what  
23 I'm here to do is research.

24 MR. CIBULL: What other

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 criteria of teaching has been used for evaluations  
2 besides a student evaluation? I mean, I don't consider  
3 a student evaluation to be the, perhaps, the only way  
4 that education should be judged.

5 I'm in the College of Medicine and there  
6 are objective criteria as to how a student -- whether  
7 the student learns the material or not. Whether that's  
8 through the instructor or not, I don't know. But the  
9 end result is does the student learn that material, not  
10 whether the instructor is loved by the student or hated  
11 by the student. So what other criteria are there for  
12 evaluation besides this one?

13 CHAIR DEMBO: I think that the  
14 questions are delving a little bit away from the  
15 specific task that Professor Maloney had and that is  
16 teacher and course evaluations as done by students.  
17 The idea of faculty evaluation is a very complex issue,  
18 and I think it continues to evolve. I think there's a  
19 number of questions that still need to be answered  
20 right now as to how Department Chairs and area  
21 committees use this information, what other criteria  
22 are appropriate in this day and age. And quite  
23 honestly, President Todd has talked a whole lot about  
24 being a good citizen of the community. What parameters

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UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 are there to identify how much of a community player  
2 you are at present? I don't think there are very many.

3 So that this is the bigger issue. This is one  
4 ingredient of it, though.

5 MR. MALONEY: We talked and  
6 looked at systems that will go out and survey alumni  
7 about their experience with a particular professor. I  
8 think imagination is the only thing we need to look at  
9 other ways of doing it.

10 As Jeff said, what we were trying to  
11 basically look at a system where we evaluate the  
12 performance of a professor and a course.

13 MS. JENG: Ling Hwey Jeng,  
14 Library and Information Science.

15 I just want to see if I understand what  
16 you are presenting here. Is it correct that you are  
17 presenting, proposing a computer program or a computer  
18 package that would allow individual faculty members to  
19 choose from maybe a data bank of questions so that the  
20 individual faculty members could choose whatever the  
21 question he or she wants and then tailor-made a  
22 evaluation, teaching evaluation form for his or her  
23 class?

24 MR. MALONEY: Correct.

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 MS. JENG: Well, my question  
2 is, if that's correct -- There are two questions  
3 actually. One is what is the fiscal impact of getting  
4 such software in terms of teaching evaluation campus  
5 wide? I have no idea about how much we're spending  
6 money on the original, the traditional way.

7 The other question I have I think it's a  
8 more important one. And that is, if individual faculty  
9 members can pick and choose of what he or she wants the  
10 student to evaluate, then what other criteria the  
11 faculty are supposed to have to follow in order for the  
12 department to have fair assessment of different faculty  
13 members, among different faculty members?

14 MR. MALONEY: Let me address  
15 your last question first. That's why we recommended  
16 the four or five common questions asked for every  
17 instructor.

18 MR. JENG: So, basically,  
19 those four or five questions are the only ones that you  
20 could really use to compare individual faculty members?

21 MR. MALONEY: Yes. Because if  
22 I'm teaching a graduate seminar with six Ph.D.  
23 students, should I be evaluated with the same criteria  
24 as somebody teaching a freshman mid-term course with

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UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 500 students?

2 MS. JENG: So those four or  
3 five questions are really the crucial ones. If they  
4 ask them right, then there'll be a fair assessment.  
5 But if the questions are not right, then tough.

6 MR. MALONEY: Well, if you say  
7 the four or five are the only ones we're going to look  
8 at for a correct assessment, to me that's for the  
9 bureaucrat's assessment.

10 MS. JENG: I see.

11 MR. MALONEY: We're looking at  
12 the other side from a developmental standpoint of being  
13 able to have individual instructors get information to  
14 help them become a better instructor. And that, to me,  
15 is what the real objective of teaching evaluations  
16 should be.

17 Now, as far as the financial impact or  
18 fiscal impact, something that struck us in looking at  
19 this is, the University of Michigan has 42,000  
20 students. They do 12,000 course evaluations a year,  
21 and they do it with two people and a P.C. We spend  
22 that many people, from what I understand, trying to  
23 track down the information out of the SIS system just  
24 to find out who to send the information to do the

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October 14, 2002

1 teaching evaluation. And so one aspect of this is if  
2 we're ever going to get any savings, we've got to  
3 reorganize that whole system. Because what people told  
4 me in the institution -- Well, the assessment is, it  
5 takes them till mid-semester to even get a record as to  
6 who's teaching what on campus.

7 What we're looking at -- and it was in  
8 the report -- this software would cost roughly \$12,000  
9 to buy for the campus and it would be housed over in  
10 the Center for Teaching and Learning. Other than that,  
11 in terms of what we would have to do to streamline the  
12 system, we don't have an estimate for that.

13 MR. TAGAVI: I'm a bit con--

14 MR. MALONEY: Are you still in  
15 the Senate?

16 (Laughter)

17 MR. TAGAVI: I'm a bit  
18 confused on this formative feedback, which is the focus  
19 of recommendations six, seven and eight.

20 Let me read the pertinent part which  
21 confused me. On six, it says, "...collection of  
22 formative feedback would be voluntary." Seven, it  
23 says, "...these are available only to the instructor."

24 But then eight it says, "...these formative assessment

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 should be included, or part of it should be included,  
2 in the teaching portfolio."

3           Aside from the somewhat contradictory  
4 nature, let's say I get the formative assessment, which  
5 are only confidential to me, and the student filling it  
6 in say, we hate your style or your course, or your  
7 style. And then what stops me to put in the teaching  
8 portfolio that everyone loves me. This is only  
9 confidential to me. How do you make sure this is  
10 accurate information?

11                           MR. MALONEY: Tagavi, we look  
12 at breaking this down into a summative function and a  
13 formative function.

14           The summative function is that there's  
15 five mandatory across-the-board questions. That's  
16 where the student's going to tell you they hate your  
17 guts. We were looking at the formative part this way:  
18    The administrative regs say we have to do teaching  
19 evaluation, but it doesn't say how we have to do it.  
20 So if we do the summative where you have the five  
21 mandatory questions, that takes care of that. We were  
22 looking at the other side of it as how do we get  
23 instructors to improve.

24           And we got some feedback from faculty

UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 that they did not want their Chairs getting this  
2 information because it puts a chilling effect on their  
3 willingness to try new methods. If their Chair gets it  
4 and finds out that the students hated that approach,  
5 they're going to say, that's a rotten teacher. So we  
6 looked at it as it states there.

7 Only the summative part is required.  
8 The formative part is optional. When an instructor  
9 does use it for formative purposes, the data does not  
10 go back to the Chair. It goes solely to the  
11 instructor, and then it's up to the instructor to  
12 decide how they want to use that in their teaching  
13 portfolio. But now we're back to the question, is  
14 anybody reading the teaching portfolios.

15 Yes?

16 MR. THOM: Bill Thom from  
17 Agriculture.

18 I am a little bit concerned that it  
19 seems like we're diminishing, with this proposal, we're  
20 diminishing the input of students. And I think we have  
21 to be careful that we don't downplay their intelligence  
22 to make intelligent decisions about teaching, because  
23 they are the primary audience that we're teaching to.  
24 Now, you may have questions about, well, are they able

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UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 to judge professional teaching. But remember, they're  
2 the receiving audience. And so, I think we still have  
3 to put a good bit of emphasis on the audience that  
4 we're teaching to. And I think, perhaps, instead of  
5 maybe four or five questions, we still ought to have  
6 maybe half. If you're going to end up with 20  
7 questions, half of those should be standard questions  
8 so that our clientele, our students, our audience, can  
9 still have a major input, because they're our primary  
10 audience.

11 MS. WALDHART: Enid Waldhart.

12 I don't think that this attempt is  
13 diminishing student input at all. In fact, I think  
14 that what the whole purpose is to make the student  
15 input more meaningful. And that as you're selecting  
16 questions -- lots of the questions don't apply, you  
17 know, like did the person turn back papers the next day  
18 or something like that where they had some things that  
19 some classes have lots of them and some classes don't  
20 have very much. And if you know what it is that your  
21 course is trying to do, then, in fact, this is a way to  
22 get the best kind of feedback from the students about  
23 what they're teaching.

24 So I see this as being something that

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October 14, 2002

1 could be very, very helpful. And it may actually  
2 encourage faculty who up to this point sort of poo-  
3 pooped the notion of doing course evaluations because  
4 they're forced to use the questions that don't seem to  
5 apply to the particular kinds of things that they're  
6 trying to do. So I see this as being something that's  
7 even more important for providing good student  
8 feedback.

9 Is that correct?

10 MR. MALONEY: Yeah. Now, I'll  
11 answer your question.

12 In the report we also recommended that  
13 colleges and departments have the right to establish  
14 their own set of mandatory questions. We just felt  
15 that there wasn't a way across a campus this broad to  
16 get much of a consensus on any more than about five.  
17 So if Agriculture wants to add five more, you've got  
18 that opportunity to do that.

19 CHAIR DEMBO: I'm going to end  
20 the discussion on this now because we have three  
21 reports.

22 Bill, thank you very much. I'm sure  
23 there will be a lot of other questions that come up.

24 There are three short reports that I

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October 14, 2002

1 would like you to consider sticking around for. The  
2 first is Dr. Nash's report on the Work/Life Committee,  
3 the task force. The second one will be from Professor  
4 Joe Anthony from LCC to give his report as Academic  
5 Ombud. The third will be Professor Lee Edgerton, to  
6 report on the current status of our Provost search.

7 MS. NASH: Thank you very much  
8 for sticking around to hear about this latest task  
9 force at the University of Kentucky.

10 As you know, life is getting more  
11 complicated for many of us. Today's employees are  
12 likely to be working a second job more than any time in  
13 the past. They are likely to be getting an advanced  
14 education. They are more likely to be raising children  
15 as a single parent. They are more likely to have their  
16 parents that they're needing to take care of; and  
17 they're less likely to have a support network as we're  
18 so much more mobile than we've been in the past.

19 All of this makes it very difficult for  
20 people to balance their work and their life. I should  
21 say also that we as Americans are working longer hours  
22 more than anybody else around the world. Somehow this  
23 doesn't make sense, but we haven't figured out where  
24 the rest of the world is -- has done -- how to balance

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October 14, 2002

1 our work and life. And so for those of you who  
2 remember that childhood game where you would take an  
3 egg and put it on a spoon and run from one place to the  
4 other, that's really symbolic of how much of us are  
5 trying to manage our life in the handle of work.

6 And, so, President Todd has put together  
7 a very large task force. We have about 35 or so  
8 members, many of whom are actually Senate members; but  
9 staff members and people from around the campus to take  
10 a look at -- and I should say, Karen Combs and I are  
11 co-chairing this -- to take a look at this issue of  
12 work/life. And work/life is really defined as those  
13 issues which help individuals balance employment, but  
14 also their personal and their family priorities.

15 Many of you -- I don't if any of you  
16 happened to be watching 60 Minutes last night, but if  
17 you did there was a great segment on SAS and the  
18 work/life effort that they have at their institution,  
19 and they found that most software companies have about  
20 a 20- to 25-percent turnover and because of the strong  
21 work/life effort at SAS, they have a three percent  
22 turnover. So work/life benefits not only employees,  
23 but it benefits the employer, too.

24 Some of the ways in which employers

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October 14, 2002

1 benefit is that employees, just like at SAS, will have  
2 greater loyalty and therefore greater retention at the  
3 institution, but also productivity improves. One of  
4 the things that we have heard as the work/life force is  
5 that across campus some of our supervisors are afraid  
6 that we're going basically give away the store and that  
7 there's not going to be anybody around to do the work.

8 Well, that's certainly not the intention of a  
9 work/life effort. It's to make sure that our employees  
10 can be as productive as possible because we're being  
11 responsive to their need to balance their work and  
12 their life.

13 Certainly, many areas will show that not  
14 only does productivity increase, but the quality of  
15 work will increase, as well. We'll be able to build  
16 more effective work environments, and that can lead to  
17 greater customer retention, whether those customers be  
18 our students or our employees being -- serving each  
19 other, whatever those might be.

20 President Todd formed this task force in  
21 August and asked that we get recommendations to him by  
22 February 15. And so, one of the first things that we  
23 did as a work force was to select issues that we could  
24 work on and get some quick turn around. And I'll talk

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October 14, 2002

1 about those in a minute. But we also wanted to  
2 formulate our vision and our mission. And, really, our  
3 vision of what the University of Kentucky should be as  
4 a place of employment is where everyone excels. And  
5 our mission, then, is to enhance satisfaction and  
6 effectiveness by implementing not only initiatives, but  
7 policies and procedures and practices that really  
8 assist people in fulfilling their personal and their  
9 job-related responsibilities.

10 We hope to help people understand this  
11 work/life effort and that's it's actually a national  
12 movement. And some people are suggesting that it  
13 should be life/work rather than work/life, that you  
14 have your priorities backwards already if you're not  
15 thinking about your life in the first place. But we  
16 really want to create and change our culture to make  
17 sure that we help our employees balance work and life;  
18 that we develop communication channels, and one of the  
19 reasons I'm here today is so that we can get  
20 information we well as share information; that we  
21 create and incorporate initiatives that help people  
22 balance; and that we create partnerships where we can  
23 to enhance employees' work environment.

24 This effort really came out of the

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October 14, 2002

1 Commission on Women. As the Commission went around to  
2 do their open forums across campus, they kept hearing  
3 about a series of issues that came up over and over and  
4 over. And as Caroline Brock was taking a look at this  
5 set of issues, she happened to be reading the local  
6 paper and learned that our own Fayette County  
7 government had had this effort -- really, that they  
8 called work/life going on for some period of time. And  
9 that one of our own faculty, Dr. Jennifer Slomberg in  
10 the College of Social Work, is a national expert in  
11 work/life. So Caroline went to Dr. Slomberg and said,  
12 what are all of these things; and Jennifer said to her,  
13 that's work/life and there's a major movement across  
14 the nation to bring these programs into various  
15 businesses and universities.

16 So the President -- the Commission went  
17 to the President and said, we'd like to form a task  
18 force around this issue. And the President said, let's  
19 go for it. We have the support of Human Resources, and  
20 there's really wide interest in this effort across  
21 campus.

22 In June, the President had a retreat on  
23 work/life for about 60-or-so campus leaders, and that  
24 really then led to the formation of this task force in

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October 14, 2002

1 August. We held a day-long retreat in August and then  
2 have been having bi-weekly meetings. Again, I  
3 indicated we have put ourself on a pretty short time  
4 line because we think we need to get moving in this  
5 area, and so we have three initiatives that we're going  
6 to be bringing forth to the President by November 15,  
7 and then a long-term plan by February 15.

8 Thus far, the committee has developed a  
9 communication plan -- and, again, this is part of  
10 getting out to the campus and letting people know  
11 what's going on, and we'll be setting up forums across  
12 campus to get input as well.

13 There are three issues that we chose to  
14 deal with that we want to make recommendations by  
15 November 15. One has to do with our leave benefits,  
16 one of those being the funeral benefit. Right now, if  
17 your spouse or your child dies, you are allowed by  
18 University regulations to take three days of sick  
19 leave. Well, anyone who has lost a child, anyone who  
20 has lost a spouse knows that you're not ready to come  
21 back to work in three days. And so we think that  
22 that's one issue, one of the lead issues that we can  
23 address pretty quickly. And the small work group  
24 that's working on this, leaves, they're actually

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October 14, 2002

1 thinking about extending or making a recommendation to  
2 extend some of the benefits that we have for temporary  
3 disability leave, to let you also take care of your  
4 parents, whether or not they live in your home. Right  
5 now, you only can take sick leave if your parent that  
6 you're responsible for is living in your home. Well,  
7 for those of us who our parents don't live in our home  
8 but who need care, we may need it more than the person  
9 who actually has the person in their home. So there  
10 will be a set of recommendations about leave.

11 Second of all, we thought that one issue  
12 is that it's hard to know what benefits we have.  
13 Actually, the University of Kentucky already has a rich  
14 amount of benefits and then the Elder Care Program,  
15 which is a nationally recognized program, our Wellness  
16 Program. So we're going to try to be, under Topsis  
17 Stanton's leadership, putting together a clearinghouse  
18 so that you can go to one site and find out all about  
19 any benefits for all employees at the University of  
20 Kentucky. And then, the last thing that we're working  
21 on in the short run has to do with casual dress or days  
22 and events. And I will have to tell you that our staff  
23 on the committee said that they didn't think that this  
24 would apply to faculty because they already dress

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October 14, 2002

1 casually. (Laughter)

2 But, some recommendation for maybe  
3 Spirit Days where people will wear blue and white and  
4 -- actually, one of our local hospitals has this  
5 policy, but we don't have it at the University of  
6 Kentucky. So we actually think that this may do a lot  
7 to create a sense of spirit and community. Certainly,  
8 our staff on our committee think and believe that this  
9 can be a very helpful thing.

10 Also, I will tell you that probably the  
11 top thing that was on our list in terms of things that  
12 we should take a look at was the creation of an  
13 employee ombud, but the Staff Senate is actually  
14 exploring that right now. And we decided that there's  
15 a lot, too much work to go around to duplicate, so the  
16 Staff Senate -- the Chair of the Staff Senate sits, as  
17 does the Chair of the University Senate, sit on the  
18 task force. So when that proposal comes forward from  
19 the Staff Senate, we'll have a chance on the Work/Life  
20 Task Force to review that and, hopefully, get behind  
21 that proposal.

22 We have divided all of the  
23 recommendations. One of the first things that we did  
24 was to generate a list of possible initiatives related

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October 14, 2002

1 to work/life, and there must be 250-or-so items that we  
2 came up with -- and by the way, they're on the web site  
3 and you can go take a look. We then took all of those  
4 and divided them into six areas. The first one being  
5 workplace culture and employee development because,  
6 quite honestly, we believe that we can have the best  
7 policies in the world, the best programs in the world,  
8 but if we don't have a culture that supports employees  
9 actually using those benefits, they'll be for naught.  
10 And so we have one group that's really going to  
11 concentrate on how we go about changing the culture.  
12 Then we will have a group looking at dependent care --  
13 and we may change the name of that one based on our  
14 meeting today, as well. But that will include child  
15 care, elder care and family support.

16 Work practice arrangements, which has --  
17 there's lots of things that that can be. Things like  
18 flex time, work-at-home programs, that kind of thing.  
19 A group will look at all of our benefits, a group will  
20 look at wellness, and a group will look at leaves,  
21 broader than the very short term that we're looking at  
22 them right now.

23 We decided very consciously, again, not  
24 to work on a couple of areas, one being the health

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October 14, 2002

1 benefit. Because the Employee Benefit Committee  
2 actually has a sub-group that's looking at the health  
3 benefit and making recommendations about that. So,  
4 again, we didn't want to duplicate. Quite honestly,  
5 with compensation, with the budget the way it is, we  
6 thought that it did not make a lot of sense to spend a  
7 lot of time right now on compensation since the state  
8 budget's looking so poor.

9 And then, finally, we have a large  
10 number of things that we put under personal services;  
11 like, for example, you're out of town on a research  
12 meeting and you live alone, you have nobody to walk  
13 your dog, the University sends somebody over to walk  
14 your dog. We thought we probably ought to -- that  
15 compilation of services we probably ought to put on the  
16 back burner and get some of the major serious benefits  
17 on the table first. So we've categorized those things  
18 and certainly, hopefully, in the future our work/life  
19 effort address some of those issues.

20 The other major thing that we will work  
21 on and we will actually pick up at our next meeting is,  
22 how do we institutionalize this effort. Everybody on  
23 this committee, on this Work/Life Task Force, is a  
24 volunteer; we have other jobs. And so how we make sure

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UNIVERSITY OF KENTUCKY SENATE

October 14, 2002

1 that we get the culture moving and changing and get  
2 these initiatives going in a way that will  
3 institutionalize it, we think is probably our most  
4 important activity.

5 We have a Web site. Ours is really very  
6 easy to remember. It's ukedu/worklife, unless we  
7 change it, and then it might be lifework. But right  
8 now it's worklife. There on the worklife, you can get  
9 all of our meeting notes and agenda items and lots of  
10 resources about work/life, and we have a list surf that  
11 we've created, so you can actually go to the Web site  
12 and join the list surf. And so any of your  
13 recommendations that you want to get to us, that'll be  
14 an easy way for you to get those to the Work/Life Task  
15 Force.

16 I really thank you for allowing me to  
17 come to this group today to let you know what's going  
18 on, and I hope that you'll get involved in helping to  
19 make this one of the best places in the nation to work.

20 Jeff, do we have time for questions or  
21 comments?

22 CHAIR DEMBO: If there are one  
23 or two brief questions. (No response.)

24 Thank you so much Phyllis.

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October 14, 2002

1                   Two more brief reports. One from  
2 Professor Joe Anthony, the Academic Ombud at LCC for  
3 his -- is this your fifth year now, Joe? Sixth?

4                   MR. ANTHONY: Seventh.

5                   CHAIR DEMBO: Time flies.

6                   MR. ANTHONY: Hello.

7                   This is the second full year that we've  
8 had the system of UK Ombud in two different locations,  
9 and it seems to be working pretty well.

10                  I would like to thank a few people:  
11 Susan Scollay, who talked to you before; Michele Soma,  
12 who is the permanent civil service representative in  
13 the Board there; Jeff, who thinks he can run but he  
14 can't hide. You know, I call him up with Ombud  
15 questions even though he's no longer the Ombud. And  
16 mostly the faculty, who most of the time is very  
17 cooperative in what are sometimes unpleasant  
18 situations.

19                  I just want to give you a kind of idea  
20 of the kinds of problems or difficulties the Ombud  
21 faces. The first one is, I categorize as gray  
22 disputes. And that's overwhelmingly, I guess, in  
23 volume, the most complaints or difficulties. You'd be  
24 surprised. The first kind of gray dispute that comes

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October 14, 2002

1 is simply a mistake, transcription or whatever. A  
2 woman just came to me a month or so ago and thought she  
3 should have an A and got a D. Waited two months, and  
4 she should have had an A, and it was simply a mistake.

5 It might surprise you that people wait that long, but  
6 they do. Of course, there's some lucky D student who  
7 probably is going around with an A and I haven't heard  
8 from him yet, or her, you know. (Laughter) So you  
9 never get the other kind, but you'd be surprised.

10 Another kind of gray dispute is more  
11 problematic. And it may come out of criteria that at  
12 least could be interpreted in different ways. I mean,  
13 evaluation criteria and criteria that seems to the  
14 student, perhaps, overly subjective; and it is not  
15 necessarily overly subjective, but it seems to the  
16 student. And I talk to the faculty and try to clear it  
17 up or I urge faculty to make as concrete as possible  
18 evaluation criteria.

19 Related to that is a different kind of  
20 problem -- and, perhaps, it's more located at LCC, but  
21 probably not entirely -- which is criteria or grades  
22 that come from a holistic evaluation by the faculty of  
23 the student in some area. It may be clinic or it may  
24 be something of that sort, and it is a judgment that

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October 14, 2002

1 doesn't seem to break down into concrete ways. And so  
2 there's often disputes that come out of that. Again, I  
3 urge faculty to make it as concrete as possible, even  
4 though it is an overall professional evaluation by the  
5 faculty of the student. And I certainly respect that,  
6 that professional evaluation. But if it can be made  
7 concrete in behaviors, and if it can be given to the  
8 student on a regular basis rather than at the end of  
9 the process, that sometimes helps also. Sometimes,  
10 we've had to go back or the faculty has gone back and  
11 really done that at the end of the term when  
12 challenged. In other words, acted as if these were  
13 regular evaluations. So it makes for difficulty.

14 Another problem that I don't know if UK  
15 has, but they probably do -- the main campus -- is a  
16 problem with faulty record-keeping, especially with  
17 adjunct faculty who may have left and left behind very  
18 incomplete records of how a grade was achieved. I've  
19 tried to call foreign countries occasionally -- and  
20 Chairs are very reluctant to change a grade, even when  
21 I think the student has made a fairly good case, simply  
22 because -- well, Chairs should be reluctant to change a  
23 faculty person's grade. And I think a student has the  
24 right to clear explanation of how a grade was achieved;

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October 14, 2002

1 and when a faculty member has left town or the country  
2 and not left behind clear records, then the student  
3 feels cheated at that. The obvious solution is, of  
4 course, for departments to make sure that clear records  
5 are kept and that they're available for at least  
6 through the appeal period.

7 So those are -- that's a great part of  
8 what I do. Now, there are other categories of  
9 difficulties, like something I call personality and  
10 security difficulties. Well, let me go back to the  
11 gray disputes first. One last comment. Of course a  
12 great majority of gray disputes are without merit. The  
13 evaluation was clear and the student is simply unhappy.

14 And I try to explain to the student that "tough" is  
15 not a violation of their rights. (Laughter) Not even  
16 "tough and unpleasant."

17 And we have personality and security  
18 difficulties, and I sometimes have to deal with them.  
19 They're not many of those, but they take up a great  
20 deal of time. There's one that's going on now. I was  
21 telling a colleague that it reminds me of my kids who  
22 used to torture us with that song out of Lambkins.  
23 "This is the song that never ends," you know, and it  
24 has a round. You use to threaten your children with

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October 14, 2002

1 blood if they sang it one more time, especially in the  
2 car, you know. But there are a very few security and  
3 personality problems that arise to the Ombud or the  
4 Dean level but when you do have one, it does seem like  
5 it goes on for a long time. And I saw your Dean of  
6 Students leave. We have our own Dean of Students that  
7 we involve, but your Dean of Students is bigger.

8 (Laughter) Sometimes we wish for him.

9 Sometimes I'm asked by faculty as to how  
10 to handle a dangerous, or what they perceive as a  
11 dangerous or threatening situation. Again, that's very  
12 upsetting and happens rarely. But I try to advise them  
13 how to handle it. Other people are involved in this  
14 too, of course, but sometimes I get approached there.

15 A lot of my time is spent simply  
16 facilitating communication. It's either because  
17 communication has broken down or the faculty member is  
18 unapproachable or is perceived as unapproachable, an  
19 uncomfortable person to talk to. With the student's  
20 permission, I might convey this problem to the faculty  
21 person and convey their concerns, and the concerns  
22 might be a lot of the teaching things you were just  
23 talking about. There might be perceived disrespect in  
24 the tone of voice of the professor, perceived or real

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October 14, 2002

1     disrespect, if some of the stories are correct, you  
2     know. Pacing, the kind of explanation given. And  
3     since I'm confidential unless it rises to something  
4     else, I try to get the faculty not to shrink in horror  
5     when they see my name on their phone, you know, since I  
6     don't go to anybody unless, again, it's a very serious  
7     situation.

8                     One of those serious situations is a  
9     difficult one, and I'm uncomfortable talking about it,  
10    which is basically the core competency of a particular  
11    class or a particular instructor. And I'm not a person  
12    who can judge the core competency of any professor.  
13    But, with a depth and number of complaints over a  
14    period of time, I feel that in fact a student's rights  
15    might be violated by a core incompetency on an  
16    instructor's part. I'm not the judge of that, but I  
17    feel it's my duty sometimes to bring that to somebody  
18    else's attention. I don't bring ordinary complaints or  
19    even second or third complaints to anybody's attention,  
20    but I will bring to Dean or Chairs what I perceive of  
21    as a possible core competency question. It's a very  
22    difficult thing, and I really don't want to be known as  
23    the guy who goes around judging whether other people  
24    are competent or not. You notice I don't do Power

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October 14, 2002

1 Point or anything else. I have my own competency  
2 questions, you know. (Laughter) But I do feel like  
3 there are -- the gentlemen before asked about  
4 evaluation after evaluation. I do think there are  
5 people who might qualify for poster child for post-  
6 tenure review, you know. And that's a very difficult  
7 question, but I do bring that in.

8 Another big question, of course, another  
9 area, is plagiarism and cheating. They also take a lot  
10 of time. And I feel like part of my job is to advise  
11 the faculty on how to go about formally charging  
12 somebody. A lot of faculty, though, don't want to  
13 formally charge anybody because you know, of course,  
14 that the minimum penalty for a formal conviction is an  
15 E for the course with the E identified as cheating or  
16 plagiarized, plagiarism. So a lot of faculty want to,  
17 in fact, use it as a teaching moment or process. And I  
18 have a template that draw up for faculty that protects  
19 them so that if, for example, they have penalized a  
20 student but not gone to the formal process -- penalized  
21 the student an E for a paper or an E for a test -- that  
22 they give the student this memo that the student signs  
23 and says that the student agrees that they've had good  
24 reason to do this. The student doesn't admit it, but

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October 14, 2002

1 it has good reason to do this. So in the worst-case  
2 scenario, which I have actually seen, the student  
3 doesn't come back later on and say, "if you wanted to  
4 penalize me, you should have formally charged me." All  
5 right. But that won't happen in the great majority of  
6 times. And especially at LCC, we really do want to,  
7 most of the time, use plagiarism as a teaching moment,  
8 all right, because it may come out of panic or  
9 ignorance or just stupidity rather than malevolence.  
10 So we do that.

11 So I have a dual role there, advising a  
12 student on his or her rights, and faculty about how to  
13 process. And I feel a little uncomfortable about that  
14 sometimes, like I'm two-faced. But I am two-faced, so  
15 we go on with that.

16 We still have a lot of questions at LCC  
17 about excused absences. This is new for us, just two  
18 years, though most of them we've handled fairly well.  
19 And we have our own peculiarities at LCC, which means  
20 that we, our instructors are allowed to formulate their  
21 own withdrawal policies after mid-term. Most of the  
22 time that's fine. But sometimes, again, there are  
23 difficult or subjective-seeming reasons for allowing  
24 somebody to withdraw.

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1                   A lot of other duties, from making  
2 appointments at mental health clinics to just listening  
3 to students, et cetera. I think this position's very  
4 necessary. It offers the students another outlet. I'm  
5 confidential. I'm sympathetic. And I occasionally  
6 prove useful to the student. I think I'm useful to the  
7 faculty occasionally too. They know that I'm  
8 unimportant. In other words, I'm not in the hierarchy.

9           I don't evaluate them and I'm confidential. And so I  
10 get a lot of requests for advice which a Chair might  
11 not get because they do evaluate them. And I can  
12 assure, most of the time, the faculty that their  
13 problems are not new. Nothing's new.

14                   Is there any question? (No response.)

15                   Thank you.

16                                 CHAIR DEMBO: Thank you, Joe,  
17 very much.

18                   One more report from Professor Edgerton  
19 regarding the Provost Search.

20                                 MR. EDGERTON: I'll make just  
21 four real quick comments.

22                   One, we're still accepting applications.

23           If you know some people that you think would be good,  
24 send us their name or ask them to send in an

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October 14, 2002

1 application.

2 Secondly, we're seeking out a firm to do  
3 background checks. As of last I heard, no firms have  
4 jumped forward and said we really want this job, so I  
5 don't know where that stands. But we are trying to  
6 find someone on the outside who will do some of that  
7 work for us.

8 Thirdly, if you want to find out in more  
9 detail what's going on in the committee, if you go to  
10 the UK home page on the lower left-hand corner, go down  
11 to administration, that will bring up a small screen,  
12 one option of which is the Provost search, and you can  
13 get the details about what's happening at that point.

14 Lastly, we will be meeting again this  
15 Thursday at 7:30 a.m. in the Library of the Faculty  
16 Club. It will be open for a short while, and we will  
17 take comments from anyone who would like to come and  
18 comment to the committee about something that they  
19 think is important relative to that search. Then it  
20 will be closed for consideration of the applicants.

21 CHAIR DEMBO: Thank you for  
22 the good and thoughtful work you did.

23 All in favor of adjourning, please rise.

24 (CROWD EXITS)

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(MEETING CONCLUDED AT 5:00 P.M.)  
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