

## MINUTES OF THE UNIVERSITY SENATE, APRIL 22, 2002

The University Senate met in regular session at 3:00 pm, April 22, 2002 in the Young Library auditorium.

Members who were absent or did not sign in are: Ali Amoli, Susan Arnold, Leon Assael, Vince Austin\*, Ruth Baer, Robert Baldwin, Rolando Berger, Jack Blanton, James Boling\*, Laretta Byars, Ben Carr, Craig Chasen, Michael Cibull\*, Belva Collins, Elizabeth Debski, Patrick DeLuca, Greg Feeney\*, Walter Ferrier, Joseph Fink, Matt Foltz, Raymond Forgue, Daniel Frank, Michelle Freed\*, Richard Furst, Beth Garvy\*, Tejas Ghadiali, Scott Gleeson, Louise Graham, Philip Greasley, O.J. Hahn, Mark Hanson, Lawrence Harris, Victor Hazard, Patrick Herring, Kay Hoffman, James Holsinger, Patricia Howard, Jean Jackson\*, Kyle Jewell, Scott Kelley\*, Richard King\*, Phil Kraemer, Deborah Kwolek, Thomas Lester, Pat Litzelfelner, Keh-Fei Liu, Josh Long, Joan Mazur, Patrick McGrath, Molly McGurk, William McKinney\*, Ralph Miller, David Mohny, Katherine Montague, Angel Moore, Tony Neihoff, Sue Nokes\*, William O'Connor, Amanda Perkett, John Picoro\*, Claire Pomeroy, Michaele Pride-Wells\*, Josh Proffit, David Randall, Ellen Riggle, Kenneth Roberts, Thomas Robinson, Tim Robinson, D.B. Rowland, Cynthia Ruder, Edgar Sagan, Laura Schmidt, Robert Schwemm, Robert Shay, David Sloan, Bill Smith, Janella Spencer\*, Sheldon Steiner\*, Eric Stoner, William Thom, Lee Todd\*, Allen Vestal, Brian Wade\*, Retia Walker, Christopher Waller, Zach Webb, Jane Wells\*, Carolyn Williams, Eugene Williams, Paul Willis, Emery Wilson, Deborah Witham\*, Don Witt\*, Shawn Word, Laura Zembrodt.

\* Excused Absences.

Chairperson Bill Fortune called the meeting to order.

The minutes of the April 8 meeting were approved as distributed.

Chair announcements:

### Announcements:

1. On April 15, 2002, at the request of the instructor, the Senate Council waived the rule which allows only one change of grade and approved a second change of grade.
2. The chair announced that Martha Sutton, secretary of the Senate from 1976 to 1992, had recently passed away.
3. The chair read a statement concerning the promulgation of Administrative Regulations codifying that portion of the administrative re-organization governing appointments and promotions in the former medical sector. The regulations are posted on the Senate web site and senators and other interested persons were asked to send comments to Cindy Todd by May 3, 2002.

### Resolution

Retired Professor Jean Pival read a memorial resolution for Professor Mike Adelstein, who recently passed away. A moment of silence followed. A copy of the memorial resolution is attached.

### Action items

A. Proposal to create a department of Community and Leadership Development in the College of Agriculture. This proposal was recommended by the Senate Committee on Academic Organization and Structure and the Senate Council and did not require a second. The proposal passed on a voice vote after brief discussion.

B. Proposal to merge the departments of German, French, Russian and Eastern Studies, and Classics, and the teaching of Italian, into a single department of Modern and Classical Languages, Literatures, and Cultures (MCL). This proposal came with the non-unanimous recommendation of the Senate Committee on Academic Organization and Structure and the non-unanimous recommendation of the Senate Council and did not require a second. The proposal passed on a voice vote after discussion.

C. Proposal to rename the Spanish Department the Department of Hispanic Studies. This proposal came with the recommendation of the Senate Committee on Academic Organization and Structure and the recommendation of the Senate Council and did not require a second. The proposal passed on a voice vote.

D. Proposal to extend the authorization of the law school's honor code through the fall 2002 semester. This proposal came with the recommendation of the Senate Council and did not require a second. The proposal passed on a voice vote after brief discussion.

#### Committee reports

Budget and Finance: John Garen made a full report on the committee's work, focusing on the administration's success in finding sources of revenue to offset cuts in state appropriations.

Library: Ling Hwey Jeng made a full report of the activities of the library committee.

Student Evaluations: Bill Maloney reported on the work of the ad hoc committee on student evaluations. The report is available and will be the subject of discussion next fall.

The chair recognized the excellent work of the Senate's standing and ad hoc committees and a number of committee chairs made brief reports. The chairs of active committees for 2001-02 were:

#### Standing committees

Rules and Elections -- Brad Canon

Library -- Ling Hwey Jeng

Admissions and Academic Standards -- George Blandford

Academic Programs -- Charles Coulston

Academic Organization and Structure -- Lori Gonzales

Research -- David Randall

Budget and Finance -- John Garen

Admissions Advisory -- David Durant

University Studies -- Phil Kraemer

Retroactive Withdrawal Appeals -- Scott Kelley

Advising -- Jane Wells

Privilege and Tenure -- Louse Graham

Ad hoc

Student Evaluations -- Bill Maloney

Course and program approval process -- Phyllis Nash

Graduation Contract -- Jeff Dembo and Tony Stoepfel

Selective Admissions -- Bill Fortune

"And a special thanks, although I've already done it, to Kaveh Tagavi for bringing to our attention things that would have passed us by in making proposals which were okay, better in many instances."

And, regarding the Academic Programs Committee: "Hans [Gesund] ... just went way beyond the call of duty, his attention to detail and working things out and so on. And they [members of the Academic Programs Committee] really improved those programs at the point where they reached the Senate Council."

The chair thanked those who had worked for the Senate over the past two years, with special appreciation for Cindy Todd.

Loys Mather, former Senate Council chair, and retiring faculty member of the UK Board of Trustees ended the year with timely comments.

The meeting adjourned at 4:23 pm

David Durant  
Secretary, University Senate

#### TRIBUTE TO MICHAEL E. ADELSTEIN

Michael E. Adelstein earned his undergraduate degree at the Pennsylvania University Wharton School of Business; then, after a stint with the 3<sup>rd</sup> Army during World War II, he completed an MA and PhD in English at the University of Michigan, where he also served as a teaching assistant.

He came to the University of Kentucky English Department in 1958, after a year's instructorship at William and Mary College. In 1967, he was promoted to Associate Professor with tenure, and in 1974, was named Professor of Composition.

In his early years at U.K., he taught lecture courses in eighteenth century literature and also directed the business English program for the department. His undergraduate work in Business gave him a special interest in teaching professional writing. In 1966, he was named Director of Freshman Composition—a position he held until 1970.

Mike Adelstein was, almost from the beginning of his career, active in faculty governance, serving as a faculty senator for several terms. From 1970 to 1973, he served as Chair of the U.K. Faculty Senate Council and subsequently served two terms as a faculty trustee on the U.K. Board of Trustees. Not only was he an advocate for the faculty, but also for the students, both the graduates who taught in the Freshman English program and for the freshmen who were their charges. During the Oswald years, he played a major role in the development of the Student Code.

During his career, he won several awards, both for teaching and writing. In 1968, he received the Alumni Association Great Teacher Award. He was also the recipient of an award for the best article in a professional journal.

His publications were numerous. Besides many articles in professional journals, he authored a critical book, *Fanny Burney*, two texts on business writing, the second co-authored with Keats Sparrow. And counting all the editions, he co-authored or co-edited ten freshman English texts with Jean G. Pival. In addition, he was a pioneer in the use of television as a teaching tool. From 1969-1974, through the auspices of KET, he developed thirty four ½ hour TV programs with accompanying instructional materials which supplanted the large lecture classes prevalent at the time in teaching freshman composition. Later, he produced a television series on Business English that was aired on a number of public television stations and was widely used by business and government organizations. He gained a national reputation for his expertise in business writing and was in much demand as a speaker at professional conferences.

In an interview for the Harcourt Brace publication, *Shop Talk*, Mike was asked why he had chosen a career in the teaching of writing. He replied, "I believe that teaching writing is important. I feel that it is a valuable skill, not only in the marketplace, but in the home, the community, and in every sphere in life.... If I had it to do all over again, I'd still take the tough road—the teaching of writing."

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16 April 2002

TO: Members, University Senate

The University Senate will meet in special session on Monday, April 22, 2002 at 3:00 PM in the first floor Auditorium, W.T. Young Library.

**AGENDA:**

1. Minutes: 8 April 2002 (attached)
2. Chair's Announcements
3. Resolutions
4. Senate Committee Reports
5. For Action:
  - a. Establishment of a new Department of Community and Leadership Development in the College of Agriculture, Report from L. Gonzalez, Chair, Academic Organization and Structure. Item A
  - b. A&S Language Department Re-org and Renaming of Department of Spanish and Italian. Items B and C
  - c. Law School Honor Code - extension of. Item D
6. Report: Loys L. Mather, Faculty Trustee

David Durant,  
Secretary

Note: If you are unable to attend this meeting, please contact Jackie Perkins at 7-8375 or [jdperk0@uky.edu](mailto:jdperk0@uky.edu)

US Agenda: 4.22.02

## Item A

### Proposal to Create the Department of Community and Leadership Development University of Kentucky ● College of Agriculture Executive Summary

The Department of Community and Leadership Development will bring together rural social scientists within the College of Agriculture with a primary focus on interdisciplinary activities in community, organizational and leadership development. By reconfiguring existing College faculty and staff resources into a new Department of Community and Leadership Development, the faculty associated with this new department will be able to address the strategic goals of the College of Agriculture, the University of Kentucky, and the Commonwealth more effectively. This restructuring will position the University to be at the forefront of research, instruction and outreach in community and leadership development.

The **vision** of the Department of Community and Leadership Development is:

- To be recognized as a premier academic location for interdisciplinary rural social science research and undergraduate and graduate education in community, organizational (which includes the institutions of media, education and the Cooperative Extension Service), and leadership development; and,
- To be the source of innovative interdisciplinary rural social science outreach programs that partner with community collaborators to address contemporary issues in community, organizational and leadership development.

The **mission** of the Department of Community and Leadership Development is:

- To develop and apply theories, concepts, methods and tools of rural sociology, communications, education and related social sciences to the analysis and understanding of community and leadership development in the context of a changing society;
- To integrate social science, education and communication theories and methods into effective research, instructional and outreach/Extension programs for community, organizational and leadership development; and
- To empower residents of the Commonwealth to act on their own behalf by enhancing their skills and knowledge of community, organizational and leadership development.

### **Key Points of the Proposal**

- The proposed Department offers the University of Kentucky a unique approach to addressing critical community and leadership issues in the Commonwealth and the nation.
- The proposed Department is consistent with the strategic plans of the College of Agriculture and the University as well as six of the seven criteria in setting priorities for strategic University investments identified in President Todd's July 5, 2001 memorandum to the faculty announcing the formation of the Task Force on University of Kentucky Futures: Faculty for the 21st Century.
- The proposal is largely revenue neutral for the College of Agriculture inasmuch as it is essentially reorganizing existing resources to create a new academic unit.
- The development of this proposal has been faculty initiated and faculty driven.
- During the development of this proposal, the following groups directly affected by this proposal have been consulted: academic and service units within the College and the University; undergraduate and graduate students; and professional and administrative staff.
- The establishment of the Department of Community and Leadership Development respects academic freedom, both in form and substance as evidenced by the faculty-initiated process that has generated this proposal.

## **Proposal to Create the Department of Community and Leadership Development University of Kentucky • College of Agriculture**

### **Overview**

The Department of Community and Leadership Development will bring together rural social scientists within the College of Agriculture and provide focus for interdisciplinary activities in community, organizational and leadership development. By reconfiguring existing College faculty and staff resources into a new department of Community and Leadership Development, the faculty associated with this new department will be able to address the strategic goals of the College of Agriculture, the University of Kentucky, and the Commonwealth more effectively. This restructuring will position the University to be at the forefront of research, instruction and outreach in community and leadership development. For example, several new initiatives have been proposed in Congress and by

the U.S. Department of Agriculture (ESCOP/ECOP) that are intended to strengthen national commitment to rural revitalization and community development. Furthermore, there is a growing interest among private foundations in the study and development of leadership skills as well as community and organizational communications.

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The **mission** of the Department of Community and Leadership Development is:

- To develop and apply theories, concepts, methods and tools of rural sociology, communications, education and related social sciences to the analysis and understanding of community and leadership development in the context of a changing society;
- To integrate social science, education and communication theories and methods into effective research, instructional and outreach/Extension programs for community, organizational and leadership development; and
- To empower residents of the Commonwealth to act on their own behalf by enhancing their skills and knowledge of community, organizational and leadership development.

### **Overview of the Process to Form The Department of Community and Leadership Development**

In the spring of 2001, a group of faculty in the College of Agriculture met to begin exploring the possibility of creating a new academic department that would integrate and focus the College's existing resources committed to leadership, organizational and community development. The faculty involved in this discussion were those in the Rural Sociology program of the Sociology Department (Larry



Burmeister, Patricia Dyk, Lori Garkovich, Tom Greider, Gary Hansen, Rosalind Harris, Ron Hustedde, Rick Maurer, Keiko Tanaka, Paul Warner, Julie Zimmerman) and those involved in the Agricultural Education, Communications and Leadership undergraduate degree program (Charles Byers, Lori Garkovich, Martha Nall, Roger Rennekamp, Rod Tulloch, Randy Weckman, Deborah Witham).

The first meeting was to brainstorm what each faculty member felt might be the advantages/benefits of creating a new academic department and to identify faculty concerns related to the formation of a new academic department (see *Attachment A* - minutes of the May 25, 2001 meeting). This meeting also explored what each faculty member saw as essential requirements for launching a new department and supporting it in achieving its goals. At the end of this meeting, the consensus was that the advantages/benefits were significant; the concerns could be addressed; and the start-up requirements could be assembled. Everyone was asked to respond to the following questions: What do you see as shared interests that would underlie a new department? What are your individual areas of research, instruction and extension/service expertise? What (if any) administrative assignments do you have? What is your DOE? A text summary and table were developed from this information and shared among the participating faculty (see *Attachments B and C*). This information underscored the intersecting interests and opportunities for interdisciplinary research, instruction and outreach activities that could emerge from the formation of a new department.

This information was then used by a committee of the faculty to draft a white paper for the proposed department that would state the vision and mission of the Department of Community and Leadership Development; three- and five-year goals; the instruction, research and Extension foci; and the strengths of the Department of Community and Leadership Development. A discussion of the draft was the focus of a second group meeting at the end of June. Following this meeting, successive drafts of the white paper (total of eight drafts) were circulated to all faculty so everyone could review and comment on each others' suggestions. The white paper was submitted to Dean M. Scott Smith and a meeting was scheduled with him for a discussion about the proposed department and to determine his support for the faculty to continue pursuing this idea. Dean Smith urged the faculty to move forward with the development of the proposal. A third meeting was scheduled for August 21 in order to take a formal vote of faculty support for establishing the new department. The vote was 16 in favor with one abstention (A faculty member who had been on sabbatical but has been on the E-mail list and participated in the revisions of the white paper felt uncomfortable voting since he had not been present during the meetings.)

During this time, the chair and the Policy Committee of the Sociology Department were informed of the discussions about the new department and the intent/desire to develop procedures for maintaining a jointly administered graduate program in Sociology. Current graduate students in rural sociology have been informed about these discussions and asked for comments, concerns and suggestions. Moreover, the proposed department was the subject of many informal discussions among faculty and students and peers in other institutions whose advice and counsel were sought during these three months.

### **Programmatic Considerations**

The Department of Community and Leadership Development is consistent with the strategic plans of the College of Agriculture and the University of Kentucky. In a memorandum to the faculty on July 5, 2001, President Todd announced the formation of a Task Force on University of Kentucky Futures: Faculty for the 21st Century. President Todd urged the Task Force to apply seven criteria in setting priorities for strategic investments.

The proposed department reflects six of the seven criteria.

- Major trends and opportunities in extramural research funding

At a national level, several new federal and private foundation initiatives have opened opportunities for research by faculty in this department. For example, the field of leadership studies is a rapidly expanding area of funding for both research and program development. There is a growing recognition that leadership is an important subject for conceptual analysis, research and development. Similarly, there is a renewed commitment to rural revitalization at the national level with proposed new funding for research on community processes (e.g., civic engagement/social capital formation) as well as a strong interest in enhancing our understanding of more effective approaches to adult education and organizational communications. Furthermore, charitable foundations such as Pew and Poynter have funding initiatives in the area of community and organizational communications and others support initiatives in organizational development for nonprofit organizations.

- Special needs of the Commonwealth and the region to include economic development, technological advances, cultural enrichment, physical well-being and social prosperity

The Department of Community and Leadership Development rests on the understanding of the interdependence of individual, organizational and community development and a recognition that sustainable economic development requires a healthy skilled labor force with access to capital in a community with a strong and diverse leadership base that has acted to build the physical and social infrastructure to support economic

growth. A critical mass of faculty whose expertise will enhance the research and service programs in support of different facets of community/economic development will reside within the Department of Community and Leadership Development. This will occur by providing an academic structure that supports multi-disciplinary research and outreach activities that enhance the capacities of local communities to build sustainable economies. Moreover, the instructional program will help develop knowledgeable and skilled leaders for tomorrow.

- Encouragement of new collaborations in research, learning and service

There are untapped opportunities for collaborative research, learning and service in the area of community and leadership development. For example, a goal of the Department of Community and Leadership Development is to initiate an applied emphasis or specialty under the existing Masters of Science in Agriculture that will engage faculty with particular expertise at the regional universities and universities outside of Kentucky in offering courses and directing experiential learning projects. Similarly, the Kentucky Cooperative Extension Service is moving to enhance the training it offers to its professional staff and community leaders, and the faculty in the new department bring interdisciplinary expertise and a broad knowledge base to the design of new educational programs. Thus, by providing a common academic base for the community and leadership development efforts of the College of Agriculture, the proposed department will enhance synergy among faculty and their research, instructional and outreach efforts.

- Linkages to the University's existing and emerging research strengths

The amalgam of communication, education, Extension and rural sociology will broaden the impact of the research in these areas by focusing on multi-disciplinary perspectives that apply to critical community and leadership issues. The restructuring will provide more focus to pre-existing strengths. For example, the Rural Sociology program at the University of Kentucky has a long and distinguished history of substantive contributions to the sociology of agriculture and natural resources, community development, and family studies. The proposed department will broaden the impact of the rural social science research by incorporating a multi-disciplinary perspective on critical organizational, leadership, and community issues.

- Compatibility with the University's land-grant mission

The Department of Community and Leadership Development will provide innovative, interdisciplinary rural social science research, instruction, and outreach programs within the College of Agriculture. A core focus of the Department of Community and Leadership Development is individual, organizational and community development to enhance the quality of life of Kentucky residents through the application of the concepts, insights, and methods of the social sciences. This also reflects community

revitalization initiatives at the national level through the U.S. Department of Agriculture.

- Potential for contributing to high-quality undergraduate, graduate, and professional education

The Department of Community and Leadership Development will be the academic home of the rapidly growing interdisciplinary undergraduate major in Agricultural Education, Communications, and Leadership (See *Attachment D* for an overview of this undergraduate degree program). The faculty of the proposed department recognize that there is a need for an interdisciplinary social sciences Master's degree within Kentucky and the region to respond to the growing desire of professionals in state and local government, nonprofit organizations, as well as county extension agents for advanced training. The new department provides a springboard to respond to this unmet need through the development of appropriate degree programs and continuing professional education opportunities.

### **Departmental Strengths and Contributions**

Several faculty discussions produced a diverse list of reasons for creating a new academic department. Key among these were the many strengths of the proposed department.

The synergy that comes from developing and applying interdisciplinary perspectives to the analysis of complex, inter-related issues of individual, organizational and community development.

A focus of research and outreach expertise on a significant challenge confronting the Commonwealth: the need to strengthen community and economic development efforts.

Opportunities for enhanced interdisciplinary research and outreach among faculty with expertise in sociology, family studies, social organization, education, communications and community processes.

A commitment among faculty to interdisciplinary collaboration.

A dedication to engaging students and community partners in collaborative learning processes.

A focus on empowering residents to act on their own behalf by enhancing their skills and knowledge of individual, organizational and community development.

Interdisciplinary expertise in the social sciences that will enhance the

research and extension programs of other departments and units within the College of Agriculture.

An interdisciplinary faculty well-positioned to compete for extramural funding for research, instruction and outreach programs.

The proposed department is not unprecedented and offers the University of Kentucky a unique approach to addressing critical community and leadership issues in the Commonwealth and the nation. Several other land grant universities (e.g., Ohio State University, University of California at Davis, University of Illinois at Champaign-Urbana) have departments that are similar – but not identical – to the one proposed here. The strength of this proposal is that it is faculty initiated in response to opportunities to enhance and broaden their impact on Kentucky.

The program review of the Agricultural Education, Communications, and Leadership undergraduate degree completed in the spring of 2000 made several recommendations, including that the program become an academic department or affiliate with one; that a third Agricultural Education faculty member be hired immediately; and, that the Agricultural Communications faculty be given a clear mandate to pursue instructional activities vis-à-vis their production work. The program review concluded that these action recommendations were critical to the continuation of the undergraduate degree program. The establishment of the Department of Community and Leadership Development will address each of these recommendations.

The proposed department will have an impact on the Department of Sociology which is administratively located in both the College of Agriculture and the College of Arts and Sciences. Currently, the Department of Sociology includes faculty with primary appointments in both Colleges. In addition, sociologists in the Department of Behavioral Science in the College of Medicine have graduate faculty appointments in Sociology. The department administers a Bachelor's, Master's and Ph.D. with graduate specializations in crime, law and deviance; medical sociology; rural sociology; social inequalities; and work, organizations and social change. Currently, a portion of the DOE of six faculty in Rural Sociology in the College of Agriculture is paid by the College of Arts and Sciences to teach undergraduate and graduate courses in the Sociology instructional program and almost all Rural Sociology faculty serve on Sociology graduate student committees and departmental committees.

When the proposed department is established, the College of Agriculture sociologists will become members of the Department of Community and Leadership Development and will no longer be members of the Department of Sociology. It is the intent of Rural Sociology faculty

and College of Agriculture administrators to maintain the current level of instruction of rural faculty in the graduate and undergraduate programs. However, a firm consensus on undergraduate instruction has not yet been achieved in the current Department of Sociology. We believe that the formation of the new department will enhance the Sociology instructional program by increasing research and outreach opportunities for Sociology students.

Finally, this proposal is largely revenue neutral for the College of Agriculture inasmuch as it essentially reorganizes existing resources to create a new entity. Furthermore, the new Department will support new grant initiatives that will, within the next few years, increase extramural funding. However, there are some costs which include:

1. The costs (direct and indirect) of buying out a significant component of the production DOE of the two faculty currently in the Agricultural Communications service unit and the cost of finding replacements within that unit.
2. An increase in administrative cost to the College of Agriculture for a department chair (the administrative cost of a Chair of Sociology is currently shared with the College of Arts and Sciences), a Director of Undergraduate Studies, and a Director of Graduate Studies.
3. Start-up costs associated with the establishment of a new department, co-location, and the addition of new faculty if this occurs.

### **Individual Considerations** **Faculty**

Currently, all faculty, including the two untenured rural sociology faculty, have participated fully in all discussions. All faculty members support the proposal for Department of Community and Leadership Development. Neither of the untenured faculty members is concerned that the formation of Department of Community and Leadership Development might negatively affect their tenure process. However, it is unclear how the timing of the initiation of the Department of Community and Leadership Development might affect the promotion process for one faculty member who is within six months of the beginning of the tenure decision-making process.

As evidenced by the faculty-initiated process that has generated this proposal, the establishment of Department of Community and

Leadership Development respects academic freedom, both in form and substance.

All the faculty who will become members of Department of Community and Leadership Development have attained doctorates in their specialty areas. As additional faculty positions are approved, the department will seek qualified candidates with doctorates and who will contribute directly to the mission of the Department of Community and Leadership Development.

In evaluating the implications of this proposal for the availability of resources and opportunities for research, teaching and service activities, we have concluded the following:

1. There will be increased opportunities for extramural funding for instructional development as well as research and outreach programs.
2. There will be an increase in resources required to support current and prospective instructional commitments.
3. The Agricultural Communications faculty who currently have substantial DOE commitments to service unit activities will make a significant shift to research, instruction, and extension activities administered in the new department. The Rural Sociology faculty with 100% extension appointments will also likely diversify their DOEs to include research and/or instruction. Thus, there will be an adjustment in the total FTE committed to research, instruction, and extension in the Department of Community and Leadership Development and, as a consequence, in the College of Agriculture.

### **Students**

What will be the implications of the Department of Community and Leadership Development for students? As proposed, there will be no changes for those pursuing graduate degrees in Sociology other than the likelihood of increased learning opportunities. It is hoped that there will be new graduate education opportunities through a proposed applied emphasis or specialty under the existing Masters of Science in Agriculture. The Department of Community and Leadership Development will provide an academic home with an identifiable Chair and Director of Undergraduate Studies for the students in the Agricultural Education, Communications, and Leadership program. In October, current graduate and undergraduate students who would be affected by the formation of the department were informed of this proposal and their comments solicited. Letters of support were submitted by some of these students as

well as by graduates of the AECL program are included in the supporting documentation.

### **Staff**

The core organizing group has completed an evaluation of staffing needs for the new department. It appears that with adjustments in assignments and responsibilities, most (all but .5 FTE) of the staffing needs for the new department can be met through existing staff support currently allocated to the various faculty involved in this reorganization. In October, affected staff were informed of this proposal and its consequences for their work responsibilities and their comments solicited. No staff member provided a negative reaction to the proposal.

### **Approval:**

The proposal has been reviewed and approved by the faculty of the College, the Academic Organization and Structure Committee (Lori Gonzalez, Chair) and is forwarded to the Senate with a positive recommendation from the Senate Council. If approved, the proposal will be sent to the Provost for consideration by the Board of Trustees.

[US Agenda Item A: 4.8.02; motion to postpone to 4.22.02 was made and passed]

US Agenda Item A: 4.22.02

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## **Items B & C**

### **Proposal: Merger of Foreign-Language Departments and Renaming Spanish Department**

**Submitted by Howard Grotch  
Dean, College of Arts & Sciences**

**January 18, 2002**

*The College of Arts & Sciences seeks to merge the Departments of German Studies, French, Russian and Eastern Studies, and Classics into a single Department of Modern and Classical Languages, Literatures, and Cultures (MCL). (Item B) After considerable discussion, we concluded that it is best to leave the Department of Spanish as a separate entity. At 13 faculty FTEs it is about twice as large as the other foreign-language departments (which account for a combined 27 faculty FTEs), and it includes the only foreign-language Ph.D. program in the Commonwealth. Combining*



the Spanish Department with the others would thus create a very large and administratively cumbersome new unit in which the Spanish faculty might very well come to possess a disproportionate influence as a result of their large size and their Ph.D. program. While Spanish will remain a separate department, we intend to move the responsibility and current resources (i.e. a single lecturer) devoted to Italian-language instruction (currently housed in the Spanish Department) to the new Department of Modern and Classical Languages, Literatures, and Cultures.

*In addition, the Spanish Department will henceforth be known as the Department of Hispanic Studies, (Item C) a title that better reflects the extensive scholarly and pedagogical work the Department's faculty members undertake in areas of the Spanish-speaking world beyond the Iberian Peninsula. This new departmental title also reflects trends in scholarship over the last decade, as traditional literary studies have tended toward a broader approach generally described under the rubric of "cultural studies."*

We would like to see the new MCL Department up and running by July 1, 2002. Over the last several months, Phil Harling (Associate Dean for Humanities), Richard Greissman (Assistant Dean for Faculty Affairs) and I have carried out extensive negotiations regarding the structure and functions of a merged department with the chairs of the departments to be consolidated and with acting Provost Nietzel. We have worked out a blueprint for the requisite organizational and financial arrangements. Faculty members of the relevant departments have been fully apprised of the details of the proposed consolidation, and on January 8 we met with all of them in order to give them an opportunity to ask any lingering questions. The chairs and faculty of the departments in question are to be commended for the hard work, good will, and cooperativeness they have shown throughout the deliberations. While they have expressed some of the concerns one can reasonably expect from people who are being asked to change their group identity, it is clear that all parties concerned want the proposed consolidation to succeed, and are more than willing to put in the work that will be required for lasting success.

### **Anticipated Advantages of the Merger**

This proposal has been prompted by the many significant advantages we see arising from a merger.

- **It ensures the budgetary viability of the units in question.** The College will reinvest in the MCL Department all savings accruing from the merger. The recurring savings will largely be generated from the contraction of staff positions in the units in question (from four to three, as the result of a retirement), and from the elimination of several chairs' supplements as well as several course reductions. The savings left in the department will give it considerably greater flexibility in setting spending priorities and in managing the occasional budget cut.
- **It facilitates the training of foreign-language instructors (a top priority of the CPE and UK's central administration).** The new department will be centrally involved in a Master of Arts in Teaching (MAT) program in the foreign languages, which is now housed in the College of Education. Details remain to be worked out, and negotiations will proceed very rapidly once the College of Education has named a new dean. At the moment, the Provost envisions a jointly-administered and more content-rich program in which the faculty of the new MCL department will play a pivotal role. The end result will be teacher candidates who are better prepared to step straight into the classroom after graduation. We are also confident that the new arrangement will enable some of our best foreign-language instructors to play a more prominent role in addressing the present teacher shortage by devising a master's program which ensures that our best teaching candidates stay in the Commonwealth and teach in its currently underserved regions.
- **It facilitates the more widespread adoption of "best practices" in the classroom.** All four of the smaller foreign-language departments are widely known for their excellent and innovative teaching. Membership in a single department is bound to lead to a broader conversation about teaching, and as colleagues are exposed to novel and salutary pedagogical ideas they are likely to try to incorporate them into their own classes.
- **It frees up more faculty time for research and teaching.** Experience strongly suggests that the faculty of larger units are burdened with less departmental service work than their counterparts in smaller units, simply because there are more hands to do the work, and because the amount of work that needs to be done is greater, but not proportionally so. It is thus reasonable to

anticipate from the merger considerable savings in faculty time, which the faculty members in question are certain to put to very good use.

- **It simplifies the lines of communication between the Dean's Office and the units in question.** Deliberations between the Dean's staff on budgetary, personnel, and a host of other matters will be considerably simplified by the merger, freeing up a considerable amount of time all around for dealing with the other important matters .
- **It preserves the integrity of well-established degree programs.** We anticipate no changes in the degree programs offered by the new unit, and indeed no changes in the names of these programs. The French, German, and Classics divisions will continue to offer BA and MA degrees in French, German, and Classics, and the Russian and Eastern Studies division will continue to offer the BA in Russian and Eastern Studies. The only anticipated change in the allocation of TA lines will be the addition of a single line in the Classics division, in order to facilitate its very popular introductory Mythology course and as partial compensation for the looming departure of from Classics of a full-time lecturer. In short, the only impact the proposed merger will have on degree candidates is to ensure the long-term stability of the degree programs in which they are enrolled.
- **It ensures the future vitality of foreign-language study and scholarship at UK.** Providing a rich and variegated foreign-language program is central to our mission as the state's flagship university for the study of the humanities. Consolidation will enable us better to sustain this vital part of our mission at a critical moment in the history of higher education in the Commonwealth.

In recent years, the Council on Post-Secondary Education (CPE) has closely scrutinized the UK foreign-language programs that we propose to merge, along with all other foreign-language units in the Commonwealth whose degree programs have been placed in CPE Category 2 ("the program should be continued but altered in some form"). The CPE has hitherto measured "degree productivity" simply as the five-year average of degrees produced, with established thresholds of twelve degrees per year at the BA/BS level, seven per year at the MA/MS level, and five per year at the Ph.D. level. None of the degree programs administered by the four

departments that we propose to merge have come close to meeting the established thresholds.

**Table 1. Bachelor's and Master's Degrees Awarded, 1997-2001**

	1997	1998	1999	2000	2001	
<b>Classics</b>	BA	4	4	5	3	6
	MA	1	2	2	4	1
<b>French</b>	BA	6	10	5	13	4
	MA	0	8	1	4	2
<b>German</b>	BA	2	7	2	4	3
	MA	1	5	0	2	4
<b>RAE</b>	BA	6	4	1	2	3

Source:

[http://www.uky.edu/LexCampus/dsi/degree/level/degrees\\_deglev.y19922001.as.shtml](http://www.uky.edu/LexCampus/dsi/degree/level/degrees_deglev.y19922001.as.shtml)

The CPE and the UK administration have always perceived Category 2 as a means of facilitating and then highlighting alterations that are real improvements. Over the past several years, our smaller language departments *have* carried out an impressive range of curricular reforms, and have worked extremely hard to promote their course offerings. While the departments in question have long been among the most vigorous innovators in the College of Arts & Sciences, placement in Category 2 certainly encouraged some of these initiatives. The more unfortunate news, however, is that in spite of these laudable efforts, the perception lingers among agencies that have considerable authority over our degree programs that the programs in the smaller foreign-language units remain "problems" that somehow need to be solved.

The proposed merger will take much of the pressure off the non-Spanish foreign-language programs. Acting Provost Nietzel and the CPE are now putting the finishing touches on an alternative productivity measure that is likely to be beneficial to a number of programs that are currently in Category 2, including the new MCL Department. We deeply appreciate their efforts. Acknowledging that the original productivity measure did not adequately take into account the full range of faculty teaching services,

they are developing a new one that will be calculated on the basis of student credit-hour production rather than on number of degrees, and that will be calculated at the *department* rather than the *program* level. While the threshold for the new department has not yet been established, it will be one that reflects the fact that enrollments in first- and second-year foreign-language courses are routinely and indeed unavoidably limited here at UK and at comparable institutions to the relatively low maximum of 20-25 students per section, a limit necessitated by the intensive nature of foreign-language instruction.

The point of this exposition is to show that (with the aid of the new productivity measure) the merger will enable faculty members to go about their excellent teaching, research, and service work without having to spend so much of their time and energy justifying the existence of their units. Not surprisingly, the close scrutiny of recent years has had an adverse effect on their morale, and has made it difficult for the College to give them the unequivocal assurance that they deserve to have: i.e. that as the Commonwealth's flagship college charged with the advancement of the humanities (as well as the natural and social sciences), the College of Arts & Sciences considers scholarship and teaching across a range of foreign languages as one of its central missions. This is a mission it has no intention of compromising, and intends to uphold through the proposed merger.

### **Anticipated Disadvantages of the Merger**

- **Loss of Departmental Identity.** It is with considerable hesitation that we ask our esteemed colleagues in the smaller foreign-language departments to part with their well-established departmental identities. Those identities are strong, and they have been very positive. We are struck by the collegiality, cohesiveness, and pure good will of the faculty members in all of these departments. But we are equally struck by their good-natured acceptance of this merger, which has been much easier to contemplate because of the cast of characters involved. This is a group of faculty members who are predisposed to cooperate with each other, and who already have a well-developed idea of what constitutes the common good. There is every reason to believe that old relationships will continue to flourish in the new department, and that its creation will facilitate the development of new ones that will be every bit as constructive and good-natured.

- **Perception of a Loss of Status.** There is no use denying the widespread perception in academia that consolidation brings with it a loss of status. Will colleagues at other institutions who learn of the merger initially see it as a mark of diminished prestige? Yes, at least in some cases. But those who draw this conclusion will do so because they do not understand the chief reason for the merger, which is to *preserve* the long-term vitality of the programs in question. Inaction is likely to lead to the erosion of these programs, and as such they would *truly* suffer a diminution of status if they did *not* merge. Departments of relatively modest size, moreover, are even more likely than their larger counterparts to be judged according to the quality of their individual faculty members and the ways in which they pool their talents, and in this sense we have little to fear from a merger. To name but one of many relevant examples, let us turn to Classics, which would not have succeeded in recently hiring a candidate who was in the running for a tenure-track position at Harvard had the candidate in question (who was fully cognizant of the pending merger) not been convinced of the high quality of the Classics faculty and not been aware that Classics administered an internationally renowned program in spoken Latin. In short, scholars who are "in the know" care much less about the name and shape of administrative units than they do about the achievements of the faculty who inhabit them, and it is their opinion that truly matters.

#### **Structure of the merger:**

The organizational structure of the MCL Department will be as follows:

1 Chair (1 course release per semester and 10% salary supplement)

4 Division Directors (1 course release per academic year each): Division Directors to serve as an advisory committee to the chair & DGS, with additional advisory responsibilities incl. P&T, FMER, hiring priorities, & course scheduling)

4 DUSs (no course release)

1 DGS (1 course release per academic year.; Division Directors act as advisory council to DGS)

Of course, it will take some time for faculty members to adjust to the new ways of doing business that will inevitably arise from this new departmental structure. What we are striving for is an effective federal system in which the chair has the same powers that chairs have in all the other departments of our College, but in which a considerable amount of the decision-making is undertaken in consultation with the division directors, who for obvious reasons will be in the best position to judge matters specific to the divisional units. It may well be that the division directors will initially be asked to shoulder a bigger part of the administrative burden than they can reasonably be expected to handle through a one-course release, and the College is prepared to adjust their teaching schedule in the first couple of years if this is deemed necessary. But once the MCL Department has been properly launched, we expect the division of labor between chair and directors to have been established in a way that is both efficient and fair to all concerned.

Having now stated what we deem to be all the relevant particulars, the College of Arts & Sciences submits this proposal to your notice. My staff and I look forward to answering any questions you may still have in a face-to-face discussion.

The Senate Committee on Academic Organization and Structure recommended approval of the creation of the Department of Modern and Classical Languages, Literatures and Cultures (NCL) by a non-unanimous vote. The Committee recommended approval of the name change of the Department of Spanish to the Department of Hispanic Studies by a unanimous vote.

The Senate Council considered the proposal for the Department of Modern and Classical Languages, Literatures and Cultures in a meeting at which associate dean Phil Harling represented that Italian courses (and the major if reactivated) would be taught in the new department. The Senate Council recommends approval of that new department by a non-unanimous vote. The Senate Council recommends approval of the name change of the Department of Spanish to the Department of Hispanic Studies by a unanimous vote.

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## Item D

### MEMORANDUM

To: William Fortune, Chair, U.K. Senate Council

From: Christopher Frost, Associate Dean for Academic Affairs, U.K. College of Law

Re: Request for Extension of Approval of College of Law Honor Code

Date: March 28, 2002

Our College Honor Code was approved by the University Senate for two years beginning in the fall semester of 2000-2001 academic year. Thus, Senate approval will expire at the end of the 2002 summer session. The College of Law requests an extension of Senate approval of the Honor Code through the fall semester of 2002 in order to permit the students and faculty of the College time to study the operation of the Honor Code over the past two years and to consider whether any changes are necessary prior to seeking permanent Senate approval. I believe that our two years of experience under the present Honor Code has provided us with good information regarding its mechanics and structure and we now have a group of students who have attended the College of Law under the Honor Code and can provide us with valuable input.

We have initiated preliminary faculty discussions and discussions with members of the Honor Council about the strengths and weaknesses of the current Honor Code. Once we have appointed next year's Honor Council, we will formalize these initial conversations by appointing a joint student/faculty committee to consider the desirability of retaining the Honor Code and the need for changes. Next year's Honor Council will be in place by Monday, April 8. We anticipate appointing an Honor Code Study Committee composed of students and faculty soon thereafter, which committee will meet over the summer and into early next fall to prepare proposal. By mid-fall we should be in a position to seek permanent Senate approval of the College of Law Honor Code.

Please be assured that we recognize the need to obtain re-approval of our Honor Code. Extending the deadline for such re-approval will assure



that we can produce an Honor Code that reflects careful consideration by faculty and students alike.

The University Senate Council recommends approval by a unanimous vote..

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All Committee Reports are available on the Senate Website.

WebMinutes: 4.22.02.doc