

UNIVERSITY OF KENTUCKY
SENATE

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Regular Session

April 10, 2006

3:00 p.m.

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

Dr. Ernie Yanarella, Chair

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ERNIE YANARELLA, CHAIR

GIFFORD BLYTON, PARLIAMENTARIAN

SHEILA BROTHERS, SECRETARY TO SENATE COUNCIL

ROBYN BARRETT, COURT REPORTER

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1 CHAIRMAN YANARELLA: I'd like to call to
2 order the April 10th, 2006
3 University Senate Meeting, and I
4 would like to acknowledge that in
5 some respects our agenda looks like
6 the agenda from hell. On the other
7 hand, all of these issues are
8 important to some people, some
9 academic units and some
10 constituencies, and I think that
11 they deserve our consideration
12 today. The first order of business
13 is approving the March 20th Minutes
14 of the University Senate. Are there
15 any changes/annotations that need to
16 be made of those minutes? Hearing
17 none, the minutes stand as
18 approved. Next I would like to
19 engage in an act which is
20 traditional and ceremonial, the act
21 of passing the gavel on to the
22 incoming Senate Council Chair. In
23 our last December Senate Council
24 Meeting, the Senate Council voted to
25 elect Kaveh Tagavi as the Senate

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1 Council chair for 2006-2007,
2 beginning June 1st, and Larry Grabau
3 as his Vice Chair. I am certainly
4 pleased that we have the quality
5 of -- and the caliber of individuals
6 who will be assuming these posts,
7 and I would like -- largely because
8 I know that Jeff Dembo did this at
9 the last official University Senate
10 Meeting, I would like to pass on the
11 UK Senate Council gavel to Kaveh
12 Tagavi.

13 (APPLAUSE.)

14 CHAIRMAN YANARELLA: Kaveh, since this
15 is a very long meeting, I've also
16 brought my other gavel.

17 TAGAVI: I knew he was going to say, "My
18 gavel will beat your gavel."

19 CHAIRMAN YANARELLA: I didn't say that.
20 You may draw whatever inferences you
21 would like, however. I would also
22 like to, for a moment, cede over to
23 Kaveh the Presiding Chair position
24 of the University Senate so that he
25 may give us an update on the Board

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1 of Trustees election nominees and
2 the election process. Kaveh?

3 TAGAVI: Before that, I want to say I
4 had a very good teacher during the
5 last two years and before that,
6 another two years, in Ernie and Jeff
7 Dembo. And I was fortunate enough
8 to be also vice chair to Ernie, and
9 I was sitting next to him, and I
10 watched him all the time. And on
11 top of that, I'll be fortunate to
12 have Ernie for at least one more
13 year on the Senate Council so I can
14 go to him with advice. Now, this
15 first job is actually very easy
16 because what I'm going to do is call
17 on Davy Jones, who is the chair on
18 the Senate Rules and Election
19 Committee, to give us an update on
20 the election of the Board of
21 Trustees.

22 JONES: Okay. As most of you probably
23 know, we've had a period in which
24 nominations were being solicited
25 for nominating people to be

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1 candidates in the trustee election.
2 That window closed last week. Two
3 people have had petitions submitted
4 properly, nominating them. The two
5 candidates who are going to be
6 running for the Board of Trustees
7 slot that's being vacated by Roy
8 Moore are Mary Molinaro of the
9 Libraries -- Library College faculty
10 and also Dr. Ernie Yanarella,
11 faculty member in the Legal Science
12 Department. What we're meeting for
13 is that Wednesday of this week, that
14 morning, everybody -- the university
15 faculty, we're going to be voting.
16 You'll get an e-mail announcement
17 from me saying that the voting site
18 to go here [sic] is going to be
19 opening on noon Wednesday, and it
20 will stay open for a week. And it
21 will close, and we'll tabulate the
22 results. Because there are only two
23 candidates, there is not going to be
24 a need for any runoff process. This
25 election will just go directly to

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1 the winner. I would strongly
2 encourage all the senators here to
3 please urge their constituencies to
4 participate in this election. This
5 is one of the highest posts of
6 faculty representation, and I have
7 been present at meetings where
8 administrative officials will point
9 out the turnout in the voting of
10 faculty elections. And if they
11 tended to be low, the tenor was,
12 well, that maybe not much credence
13 should be given to that. So let's
14 please do give a big turnout in this
15 election and give a strong mandate
16 to the person who finally fills this
17 spot. Thanks.

18 TAGAVI: Davy, there is not going to be
19 a second choice, correct?

20 JONES: There will not be a runoff.

21 TAGAVI: Then there would be a second
22 choice, ordinarily; we would ask
23 what is your first choice and what
24 is your second choice.

25 JONES: Yes, but there's only two.

8

1 TAGAVI: There wouldn't be any question
2 of second choice. Okay. My job is
3 done. Thank you.

4 CHAIRMAN YANARELLA: Thank you, Kaveh.

5 One last announcement: Although
6 this is the last official University
7 Senate Meeting of the academic year,
8 there may possibly be a special May
9 meeting for informational purposes
10 only. This has not yet been vetted
11 through the Senate Council, and
12 unless the Senate Council is
13 amenable to this, it will not be
14 called. There are other factors
15 that may come into play relating to
16 the possibility of such a special
17 May meeting. Those issues turn on
18 the completion and the vetting of
19 the USP External Review Committee
20 Report to the Senate Council, and if
21 that takes place and if it is the
22 decision on the part of the Senate
23 Council to bring this to the
24 attention of the University Senate
25 in May, as opposed to perhaps the

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1 first meeting in the fall, I will
2 then call for that meeting. It will
3 be for informational purposes only.
4 Okay. If we could move along, I'd
5 like to turn to the next agenda
6 item, and that is the KCTCS
7 candidates for degrees. You have a
8 KCTCS list on the first page of the
9 secondary handout and I would like
10 to turn to Davy Jones, the Senate
11 Rules and Elections Committee Chair,
12 to offer any comments on this --

13 JONES: This is part of the continuation
14 of the process for the next several
15 years, where students who had
16 enrolled at LCC prior to July 1,
17 2004, still obtained degrees that
18 are approved by the UK board and
19 have the UK emblem on the diploma,
20 name on the diploma. This was a
21 particularly illustrative exercise,
22 on these six names, as to why it's
23 important for the University Faculty
24 Senators to have their thumb on the
25 process, because there was a concern

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1 that these six names had gotten to
2 us before they had actually been
3 approved by the LTC faculty. The
4 LTC faculty have now approved these
5 names, which makes it now
6 appropriate for us to act on them.
7 So the approval of this set of six
8 will get these students onto the May
9 graduation list.

10 CHAIRMAN YANARELLA: Okay. Are there
11 any questions and issues that you
12 would like to bring up in regard to
13 this list of candidates? Hearing
14 none, I'd like to call for a vote.
15 All those in favor of passing this
16 list of candidates for degrees on to
17 the Board of Trustees, please
18 signify by saying "aye."

19 SENATORS: Aye.

20 CHAIRMAN YANARELLA: All those opposed,
21 "nay".

22 (NO AUDIBLE RESPONSE.)

23 CHAIRMAN YANARELLA: Any abstentions?

24 (NO AUDIBLE RESPONSE.)

25 CHAIRMAN YANARELLA: The ayes have it.

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1 I'd like to turn, then, to the next
2 agenda item, which is a statutory
3 responsibility as the University
4 Senate and one which, in this case,
5 demonstrates anew that this task is
6 more than merely ceremonial. This
7 comes to you with a positive
8 recommendation with changes from the
9 Senate Council that have been
10 ferreted out by various faculty
11 members. The changes since the
12 agenda first were posted appear,
13 again, on the second page of the
14 secondary handout, and actually
15 there are at least three other names
16 that have been added as well. Davy,
17 if you will come forth and
18 perhaps --

19 JONES: Yes. Again, as Ernie said, this
20 is a very important illustration of
21 why you elected faculty senators
22 here are important to this
23 exercise. When the proposed degree
24 list came to the Senate Council, I
25 took the portion that was related to

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my constituency and sent it back

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down and said, "Is this correct?"

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And in the Department of

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Microbiology and Immunology, the

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response we got back was that three

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of the five that were supposed to be

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graduating were not on that list and

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why not? So we did some scurrying

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around, and it turns out there was a

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medical leave and that caused them

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to drop into a hole and the three

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names had been inadvertently left

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off the list. (Inaudible) If we

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will (inaudible) these two or three

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students' name onto the list here

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today, they will be able to get the

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graduation in May that they're

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entitled to. So those are the

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additional three that you see.

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CHAIRMAN YANARELLA: They do not appear

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there.

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JONES: Okay.

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CHAIRMAN YANARELLA: These are the three

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names.

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JONES: Those are the three names from

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1 Microbiology that we need to include
2 in this degree list today.

3 CHAIRMAN YANARELLA: Okay. With these
4 additions, this list comes to you
5 with a positive recommendation from
6 the Senate Council. Is there any
7 discussion on this list or this
8 recommended action? Hearing none,
9 let's vote. All those in favor say
10 "aye."

11 SENATORS: Aye.

12 CHAIRMAN YANARELLA: All those opposed,
13 "nay."

14 (NO AUDIBLE RESPONSE.)

15 CHAIRMAN YANARELLA: Any abstentions?

16 (NO AUDIBLE RESPONSE.)

17 CHAIRMAN YANARELLA: The motion
18 carries. These names will go
19 forward to the Board of Trustees.
20 On our next agenda item is the
21 College of Nursing admissions
22 proposal. This proposal is to amend
23 the requirements for admission to
24 the College of Nursing program. Its
25 centerpiece is the addition of

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interview criterion to the

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admissions process. It comes to the

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University Senate with a positive

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recommendation from the Admissions

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and Academic Standards Committee and

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the Senate Council. And I

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believe -- I hope that Joanne Davis

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is here. Joanne, are you here?

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Thank you, way in the back. And

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Joanne is prepared to offer any

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additional information that Senators

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may have in regard to this

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proposal. Are there any questions

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about this proposal? Yes.

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BURKHART: I'm Patricia Burkhart from

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the College of Nursing, and I'm one

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of the undergrad faculty, and I just

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wanted to let other senators that

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certainly this has been discussed at

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length with our undergraduate

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faculty. And admissions now is so

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different in terms of there's such a

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shortage of nurses that we get so

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many more applicants for each spot.

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So we're finding that more than just

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1 grades, SAT scores, ACT scores, that
2 the interview really helps us to,
3 you know, be more selective in the
4 process. So we did pilot it; it
5 worked effectively, so that's why
6 it's being brought forward with the
7 full support of the faculty.

8 CHAIRMAN YANARELLA: Thank you,
9 Patricia. Yes, Hans Gesund.

10 GESUND: Hans Gesund, Engineering. What
11 provisions have you made for
12 interviewing people who apply from
13 out of state, say way out of state,
14 and would have to fly in or
15 something? It could get very
16 expensive.

17 DAVIS: Well, to date that situation
18 hasn't arisen. We would deal with
19 it in as reasonable a way as we can.

20 GESUND: I can't hear.

21 DAVIS: We haven't built in a
22 contingency for that. More than 90
23 percent of our applicants are
24 Kentucky students, and most of them
25 are UK students. And so if it were

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1 to become a situation that was just
2 completely unmanageable for a
3 student, we would try to resolve it
4 in some way. But our numbers are
5 just not a significant out-of-state
6 population.

7 GESUND: Well, nevertheless, if you're
8 making rules that go into the Senate
9 Rules, they should be complete, it
10 seems to me.

11 DAVIS: Well, do Medicine and Pharmacy
12 have to (inaudible).

13 GESUND: I don't know.

14 DAVIS: (Inaudible.) We're a
15 professional school in the same way,
16 so are we expected to provide that?

17 GESUND: I have no idea what you're
18 going to do, but there should be
19 some provision. If you're going to
20 have something in the rules, there
21 should be some provision for out of
22 state and perhaps even foreign
23 students. I don't know.

24 CHAIRMAN YANARELLA: Senator to the far
25 left.

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1 LOCKE: Sharon Locke from Nursing, and
2 in the master's program, I don't
3 know that we have anything in
4 writing that says how we deal with
5 applicants from out of state, but
6 usually what we do is a phone
7 interview where, you know, the
8 appointment is made by our student
9 registrar and then we're the ones
10 that make the phone call so the
11 student doesn't have to pay and that
12 type of thing. So I imagine in the
13 undergraduate program, that's what
14 we would do.

15 CHAIRMAN YANARELLA: Bob, did you want
16 to add anything, Bob Grossman?

17 GROSSMAN: Yeah. I was just going to
18 point out, it says "interview"; it
19 doesn't say "face-to-face
20 interview." You can have interviews
21 over the Web; you can have
22 interviews over the telephone.
23 There's nothing that says it has to
24 be face-to-face.

25 CHAIRMAN YANARELLA: It strikes me that

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1 the College of Nursing is not trying
2 to impose this as an onerous task
3 and that there do seem to be some
4 other avenues for honoring this
5 without necessity of a prospective
6 student physically coming to the
7 campus if it would impose a
8 hardship. Are there any other
9 questions? This motion is on the
10 floor, and I believe we are ready to
11 vote. All those in favor of the
12 motion, please indicate by saying
13 "aye."

14 SENATORS: Aye.

15 CHAIRMAN YANARELLA: Any opposed?

16 (NO AUDIBLE RESPONSE.)

17 CHAIRMAN YANARELLA: Any abstentions?

18 (NO AUDIBLE RESPONSE.)

19 CHAIRMAN YANARELLA: The motion
20 carries. Thank you, Joanne. We'd
21 like to turn to agenda item 4, one
22 of those rare cases where an
23 academic unit has decided to and
24 requests to suspend aspects of its
25 program. This proposal is to

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1 suspend two programs under the BFA
2 and Theater, a concentration in
3 Acting and a concentration in Design
4 Technology. The plan here is to
5 determine within five years whether
6 to delete these programs
7 permanently. The rationale is that
8 the program does not meet the needs
9 of the students or the industry that
10 it serves. It comes to the
11 University Senate with a positive
12 recommendation both from the
13 Academic Organization and Structure
14 Committee and the Senate Council.
15 Nelson Fields is here. Thank you,
16 Nelson. He is prepared to respond
17 to any questions that you may have.
18 He also appeared at the Senate
19 Council and was extremely
20 forthcoming in that deliberation.
21 Any questions that you have with
22 respect to this program suspension?
23 Kaveh? Kaveh Tagavi.

24 TAGAVI: This came up during the Senate
25 meeting, and if Nelson is here,

20

1 maybe --

2 CHAIRMAN YANARELLA: Yes.

3 TAGAVI: I have a problem with this
4 sentence that says, "The programs as
5 written do not fulfill the
6 requirements of a true BFA
7 program." This is not fair to
8 students who are in there. If it
9 doesn't fulfill them, why give them
10 a degree? I had a suggestion, but
11 I'm just assuming that the
12 suggestion was not accepted.

13 FIELDS: The change in the language?

14 TAGAVI: Yes.

15 FIELDS: I faxed it over, but I don't --

16 TAGAVI: Oh, you did fax it over?

17 FIELDS: Yes.

18 TAGAVI: Then maybe we can change it
19 just for the record.

20 FIELDS: Sure.

21 TAGAVI: I think the intention of this,
22 and Nelson Fields agreed with this,
23 it should say something like, "the
24 program as written" -- "the programs
25 as written do not best fulfill,"

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1 something that we'd like to improve
2 upon or think about it.

3 FIELDS: I think that was the way we
4 changed the wording, but I can
5 follow up and make sure that it gets
6 into the record.

7 TAGAVI: Okay. As long as you put it
8 into the record. Thank you.

9 CHAIRMAN YANARELLA: Kaveh, thanks for
10 catching that. We did have a
11 thorough discussion on that. It was
12 agreed to by Professor Fields, and
13 if the University Senate endorses
14 this action, we will make sure that
15 that language appears in the
16 record. Are there other questions
17 you would like to address to
18 Professor Fields or about this
19 proposal? Yes, Lee Edgerton.

20 EDGERTON: Lee Edgerton from Animal
21 Sciences. What's going to happen in
22 this five-year interim that's going
23 to make the group decide to either
24 permanently drop it or --

25 FIELDS: We are currently revising our

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1 bachelor of arts program. We are
2 revising that curriculum, and we
3 want to continue to monitor what
4 trends are nationally. You know, we
5 felt that it was prudent not to just
6 delete something but to proceed
7 cautiously. So in that interim, we
8 will continue to monitor our
9 colleagues at other institutions,
10 see how our students are doing.
11 Currently we're seeing that our BA
12 students are being accepted just as
13 readily to prestigious programs,
14 graduate programs, as the BFA
15 students. And we just want to
16 make -- you know, we're proceeding
17 cautiously. That was our plan.

18 CHAIRMAN YANARELLA: Other questions?

19 Ernie, do you have anything to add
20 to the -- to your committee's
21 positive recommendation?

22 BAILEY: No.

23 CHAIRMAN YANARELLA: I believe we're
24 ready to vote. All those in favor
25 of this motion, please indicate by

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1 saying "aye."

2 SENATORS: Aye.

3 CHAIRMAN YANARELLA: All those opposed,
4 "nay."

5 (NO AUDIBLE RESPONSE.)

6 CHAIRMAN YANARELLA: Any abstentions?

7 (NO AUDIBLE RESPONSE.)

8 CHAIRMAN YANARELLA: The motion is

9 carried. Agenda item number 5
10 involves a change in composition of
11 the Graduate Council. The proposal
12 involves changing the composition of
13 the Graduate Council to reflect
14 certain changes that have occurred
15 in this university, including the
16 creation of the College of Public
17 Health and the shift of the College
18 of Human Environmental Sciences into
19 the College of Agriculture. The
20 second proposed change has been
21 referred back to the AOS Committee
22 for further review. Both the
23 Academic Organization and Structure
24 Committee and the Senate Council
25 sent forth this proposal with a

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1 positive recommendation. The Dean
2 of the Graduate School, Jeannine
3 Blackwell, is here up front, and I
4 know she is prepared to respond to
5 any queries you might have in regard
6 to this proposal. Hans Gesund.

7 GESUND: You also created a College of
8 Design. How is that going to be
9 affected? They have three graduate
10 programs.

11 BLACKWELL: We did that last year. We
12 included them in last year's
13 structural changes. This is just
14 the changes since we had made
15 revisions in the composition of the
16 Graduate Council since that time.
17 And when the College of Human and
18 Environmental Sciences moved, there
19 was one program that actually went
20 to the College of Education, and
21 that has also been incorporated into
22 the way that we balanced out the
23 representation of the colleges. We
24 also made a shift, because of the
25 inclusion of the College of Public

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1 Health, in the format for the six
2 health care colleges and how they're
3 distributed, but you can see that in
4 the specifics in the proposal that
5 we put before you.

6 CHAIRMAN YANARELLA: Any other questions
7 in regard to this proposal? If not,
8 I think we're prepared to vote. All
9 those in favor of the proposal,
10 please indicate by saying "aye."

11 SENATORS: Aye.

12 CHAIRMAN YANARELLA: All those opposed,
13 say "nay."

14 (NO AUDIBLE RESPONSE.)

15 CHAIRMAN YANARELLA: Any abstentions?

16 (NO AUDIBLE RESPONSE.)

17 CHAIRMAN YANARELLA: The motion
18 carries. The next agenda item
19 involves the Winter Intersession
20 calendar. This is a proposal which
21 is submitted to the University
22 Senate with a positive
23 recommendation, with the proviso
24 that its structure meets past
25 academic criteria. In addition, I

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1 should underline to the University
2 Senate that the Senate Council also
3 moved that its three-year trial
4 basis be an impetus to review and
5 report to the Senate Council during
6 the next academic year and that its
7 future status beyond the pilot phase
8 be an issue to be addressed. I
9 believe Richard Greissman is here.
10 Hello, Richard.

11 GREISSMAN: Hey, Ernie. Too close.

12 CHAIRMAN YANARELLA: Sorry. You don't
13 have your glasses on. Can you see
14 me now?

15 GREISSMAN: Unfortunately, I can't see
16 you.

17 CHAIRMAN YANARELLA: Good. Please raise
18 or address any questions you may
19 have to Richard, who spoke on behalf
20 of this in general terms in the
21 Senate Council. Davy Jones.

22 JONES: I would just like to note,
23 since -- additional language that
24 the Senate Council articulated here,
25 that the Senate Council basically

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1 announced to future proponents of
2 the permanency of this that the
3 Senate Council was not inclined -- I
4 think that was the language used --
5 it was not inclined to approve this
6 beyond this one last temporary one
7 without some kind of review
8 happening.

9 CHAIRMAN YANARELLA: I try to accentuate
10 the positive and, Davy, I appreciate
11 your underlining the negative and
12 the caveats. Indeed, that was the
13 underlying tenor of concern that was
14 expressed. Certainly after two
15 iterations as a pilot study, I
16 believe that the administrators who
17 are managing this have a good deal
18 of data. Certainly with a third
19 iteration, it should be sufficient
20 for them to trace out any trends.
21 Mike Cibull.

22 CIBULL: Mike Cibull, College of
23 Medicine. As I recall, the last
24 time this was discussed, most of the
25 parameters that were discussed were

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1 primarily satisfaction of the
2 students and the faculty rather than
3 any objective criteria in terms of
4 the quality of the education. And I
5 was wondering if that's going to be
6 addressed in this final -- if there
7 is any way to address what is being
8 taught and what is being learned in
9 the final review.

10 CHAIRMAN YANARELLA: Richard, would you
11 like to respond?

12 GREISSMAN: Sure. Mike, that's a great
13 question. I think at least what we
14 should do is look at those courses
15 taught that are building block
16 classes and see how students do in
17 subsequent courses. We'll do at
18 least that much. I communicated the
19 Senate Council's concern to Scott.
20 Scott sent that concern out to
21 Swamy, and Swamy (inaudible). It
22 will probably be headed by Phil
23 Kramer with help from Don Witt and
24 Connie Ray. We'll make sure it's a
25 thorough review. I have equal

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1 confidence that if it isn't, your
2 former Senate Council colleagues
3 will let me know.

4 CIBULL: Me too.

5 GREISSMAN: You know them well.

6 CHAIRMAN YANARELLA: Yes.

7 MARTIN: Cathy Martin, College of
8 Medicine. Isn't one of the other
9 outcome measures trajectory
10 (inaudible) of graduation, timing of
11 graduation? Wouldn't that be
12 another key variable that you'd want
13 to track as to their time course in
14 the college?

15 GREISSMAN: Well, let's see. The
16 graduation agreement doesn't take
17 into account whether a student
18 participates in a winter session or
19 a summer session, so if that's what
20 you mean --

21 MARTIN: No, I'm not. I don't think I'm
22 saying what I'm trying to --

23 GREISSMAN: Sure.

24 MARTIN: I would assume that people take
25 this because they're trying to wrap

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1 up a degree, at least in part.

2 GREISSMAN: Or make up for lost time.

3 MARTIN: In a timely fashion --

4 GREISSMAN: Sure.

5 MARTIN: -- is what I'm trying to say.

6 BLACKWELL: It would be hard to do
7 graduation rates after ten years.

8 GREISSMAN: Yeah.

9 MARTIN: Or trajectory in their --

10 GREISSMAN: I think what's true -- this
11 much is true. In part the impetus
12 for the winter session, much like
13 summer sessions, is to take some of
14 the pressure off the two semesters.

15 MARTIN: Right.

16 GREISSMAN: But it strikes me that the
17 best way to do that is to expand
18 winter session --

19 MARTIN: Right.

20 GREISSMAN: -- because it's rather
21 diminutive now. But I think we're
22 loathe to expand it without knowing
23 that it's sufficient quality to
24 warrant expansion. So the pilot
25 phase is meant to be small. Just in

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1 case it doesn't work, we're not
2 creating a bigger problem than we
3 would otherwise. I think the real
4 issue is -- the issue is whether or
5 not the winter session has academic
6 integrity, so Mike has it just
7 right. So the question becomes how
8 we measure that. We measure that in
9 part by student and faculty
10 satisfaction, but we must go beyond
11 it by looking to see whether
12 students who participate in winter
13 session are disserved by their
14 experience, especially in their
15 building block classes. That
16 strikes me as a pretty reasonable
17 criteria: A student who does a
18 course, we look at the subsequent
19 success of that student and then
20 make a judgment on that basis. And
21 we can do that now that we have had
22 two winter sessions behind us and a
23 third coming up. Does that kind of
24 get at what you were --

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MARTIN: I'm sure there's going to be a

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1 bias in the population. I'm just
2 trying to understand who was taking
3 it. But that's -- I think your
4 arguments were well spoken and...

5 GREISSMAN: Okay. Sure. The other --
6 the administrators have a peculiar
7 habit of always saying let's look at
8 our benchmarks. And at some point
9 that becomes somewhat suspect, but
10 we didn't invent winter session.
11 Other institutions have it; it seems
12 to be working well. But really it's
13 a question of: Does it work well
14 here? And that's what we want to
15 check, and I'd invite anyone to
16 suggest other criterion we could use
17 to make it a valid effort. We
18 certainly want to expand only that
19 which works. That much is clear.

20 MARTIN: Right.

21 GREISSMAN: Thank you.

22 CHAIRMAN YANARELLA: Yes.

23 DEBSKI: Liz Debski, Biology. I was
24 just wondering how many building
25 block classes were offered during

33

1 winter session as opposed to sort of
2 enrichment kinds of classes, travel
3 classes, and that kind of thing.

4 GREISSMAN: Great question. As I gave
5 that answer because it struck me as
6 one reasonable criteria --

7 DEBSKI: Yeah.

8 GREISSMAN: -- I thought: I wonder how
9 many building block classes there
10 are. That's why my last comment --
11 I think we want to be clear, and I
12 think a provost would welcome help
13 from the Senate Council, never mind
14 faculty, on what would constitute a
15 meaningful review. Luckily we have
16 Phil "Hard Nose/Quantitative" Kramer
17 probably heading up that review, so
18 I'm confident (inaudible).

19 CHAIRMAN YANARELLA: Any other
20 comments? I appreciate all of
21 these. I think this will help to
22 provide a sense of the kinds of
23 issues that should go into the
24 review of the Winter Intersession as
25 a pilot program. Any other

34

1 questions? If not, let's vote. All
2 those in favor of the Winter
3 Intersession calendar as proposed,
4 please indicate by saying "aye."

5 SENATORS: Aye.

6 CHAIRMAN YANARELLA: All those opposed
7 say "nay."

8 (NO AUDIBLE RESPONSE.)

9 CHAIRMAN YANARELLA: Any abstentions?

10 (NO AUDIBLE RESPONSE.)

11 CHAIRMAN YANARELLA: The motion is
12 carried. Our next two agenda items
13 come from the College of
14 Agriculture. One relates to a
15 change in name, and the second is
16 the creation of a new BS program.
17 I'd like to take them in serial
18 order. First, agenda item number 7,
19 the name change for the BS and
20 Agricultural Education,
21 Communications and Leadership. This
22 is a proposal to change the present
23 name to BS and -- to BS and
24 Communications and Leadership
25 Development and, as well, to make a

35

1 series of changes within this new BS
2 program, including changing the
3 course prefixes in the program from
4 ACD, the former title acronym, to
5 CLD. The rationale is stated as
6 follows: The action stems in part
7 from the creation of the Department
8 of Communications and Leadership
9 Development in 2002. This proposal
10 comes to you with a positive
11 recommendation from the
12 Undergraduate Council and the Senate
13 Council. Is Mike Mullen here?
14 Mike?

15 HANSEN: He's not. I'm Gary Hansen.

16 CHAIRMAN YANARELLA: Gary, thank you for
17 serving as his sub. Are there
18 questions that you'd like to address
19 to Gary Hansen about this proposal?
20 This was, I think, thoroughly vetted
21 in the Senate Council, both by Mike
22 and by Gary. Issues of unclarity
23 were removed, and I think the Senate
24 Council voted unanimously in favor
25 of this. If there are no questions,

36

1 let's move on to the vote. All
2 those in favor, please indicate by
3 saying "aye."

4 SENATORS: Aye.

5 CHAIRMAN YANARELLA: All those opposed,
6 "nay."

7 (NO AUDIBLE RESPONSE.)

8 CHAIRMAN YANARELLA: Any abstentions?

9 (NO AUDIBLE RESPONSE.)

10 CHAIRMAN YANARELLA: The motion
11 carries. Okay. The second proposal
12 from College of Agriculture is the
13 proposal to create a new BS program
14 in Career and Technical Education
15 within that college. Mike Mullen is
16 not here, but I'm sure that, Gary,
17 you'd be willing to spend a couple
18 of minutes, a minute or two to
19 elaborate on the proposal. Let me
20 simply note that the Senate Council
21 is following the lead of the
22 Academic Programs Committee and
23 offering a positive recommendation
24 to the University Senate with regard
25 to this proposal. Gary?

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1 and the FCSS options. And so the
2 faculty, both in Family and Consumer
3 Science Education and Agricultural
4 Education had been coordinating and
5 scheduling classes for years. The
6 classes were cross-listed, so it
7 really just made sense for a number
8 of reasons to define combine those
9 into a joint degree in Career and
10 Technical Education, which is the
11 terminology that's used in the
12 education field for those areas
13 today. And so really what that
14 means, it is taking what had been
15 education option courses and
16 specialty support from Agricultural
17 Education and put it into the core
18 of the new degree, taking the
19 education options out in FCS
20 education, which had been sort of
21 the option for specialty support,
22 and put it into the common core.
23 And so while this is called a new
24 program, there are students in here
25 pursuing a degree in Agricultural

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1 Education and FCS Education now.
2 It's just mainly a technicality, as
3 opposed to considering this a new
4 program, since we have been taking
5 what had been two degrees, revising
6 them, and creating three degrees.
7 And Career and Technical Education
8 ends up being the new program in
9 that. I don't know if that's
10 adequate.

11 CHAIRMAN YANARELLA: I had a little bit
12 of trouble trying to put a terse
13 rationale on this. I appreciate
14 your elaboration. Questions? Larry
15 Forgue?

16 FORGUE: Ray Forgue, Family Studies.

17 CHAIRMAN YANARELLA: Ray, pardon me.

18 FORGUE: My department's program, from
19 which the Family Consumer Sciences
20 Education program has been in a
21 sense -- in a sense transferred, and
22 we were totally supportive of this
23 change. So from our side, those
24 students who are going to be going
25 into another program, it's no

40

1 problem at all.

2 CHAIRMAN YANARELLA: Thank you. Other
3 comments or questions?

4 (NO AUDIBLE RESPONSE.)

5 CHAIRMAN YANARELLA: Hearing none, let's
6 vote. All those in favor of the
7 proposal to institute a BS in Career
8 and Technical Education within the
9 College of Agriculture, please
10 indicate by saying "aye."

11 SENATORS: Aye.

12 CHAIRMAN YANARELLA: All those opposed,
13 "nay."

14 (NO AUDIBLE RESPONSE.)

15 CHAIRMAN YANARELLA: Any abstentions?

16 (NO AUDIBLE RESPONSE.)

17 CHAIRMAN YANARELLA: Again, the motion
18 carries. I'm sorry, Gary. We have
19 yet one more. This is a new minor,
20 a new minor in Community
21 Communications and Leadership
22 Development within the Department of
23 Community and Leadership
24 Development. The rationale is to
25 allow nondegree CLD students to

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1 minor in this area and thus
2 recognize a specialization beyond
3 the major and contribute to personal
4 and professional development of its
5 enrollees. It comes to -- comes to
6 the University Senate with a
7 positive recommendation, both from
8 the Undergraduate Council and the
9 Senate Council. Gary, do you want
10 anything to -- do you want to add
11 anything to my marvelously succinct
12 and to-the-point rationale.

13 HANSEN: I guess I should say "no"
14 because it was well done. It's just
15 that we've had a number of students
16 inquiring about minors in the past.
17 With the addition of new courses as
18 part of our overall curriculum
19 revision, it made it possible to
20 offer this.

21 CHAIRMAN YANARELLA: Thank you. Any
22 questions? Any points of unclarity
23 here? If not, let's vote. All
24 those in favor of the motion to
25 create this new minor, please

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1 indicate by saying "aye."

2 SENATORS: Aye.

3 CHAIRMAN YANARELLA: All those opposed,
4 "nay."

5 (NO AUDIBLE RESPONSE.)

6 CHAIRMAN YANARELLA: Any abstentions?

7 (NO AUDIBLE RESPONSE.)

8 CHAIRMAN YANARELLA: The motion

9 carries. Agenda item number 10 is
10 the BSN to PhD Nursing Proposal.
11 This is a proposal to allow
12 baccalaureate nursing students to
13 obtain an MSN and PhD degree. The
14 rationale is that the BSN PhD option
15 would permit students to move
16 directly from the baccalaureate in
17 nursing to a doctorate in nursing,
18 while earning a master's degree "en
19 passant," in the process. This
20 comes to you with positive
21 recommendations from the Admissions
22 and Academic Standards Committee and
23 the Senate Council. Is Lynn Hall
24 here? Lynn, sorry I didn't
25 recognize you. Lynn is here, and

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1 I'm sure is well prepared to respond
2 to any questions that you have
3 regarding this proposal. Apparently
4 it was a superlative proposal;
5 either that or no one is convinced.
6 You'll find out. If there are no
7 questions, no issues that you'd
8 like -- oh, I take this back.

9 WOOD: Well, I didn't want Lynn to think
10 it was a superlative. No, I was
11 being facetious.

12 CHAIRMAN YANARELLA: Statistically
13 speaking, Connie.

14 WOOD: Right. Connie Wood, Statistics.
15 Perhaps, Lynn, you could explain to
16 us why this is a different program
17 as opposed to a difference in
18 admission criteria in 25 words or
19 less.

20 HALL: Well, it is taking our master's
21 and our PhD requirements and
22 blending those and in the process
23 shortening the program, the two --
24 the time to completion of both
25 degrees by 13 credit hours.

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1 WOOD: At what point are you going to be
2 awarding them?

3 HALL: A semester before anticipated
4 graduation.

5 CHAIRMAN YANARELLA: Other questions?
6 Hearing none, let's vote. All those
7 in favor of the proposal to allow
8 our baccalaureate nursing students
9 to obtain an MSN and PhD degree
10 through this process, please
11 indicate by saying "aye."

12 SENATORS: Aye.

13 CHAIRMAN YANARELLA: All those opposed,
14 "nay."

15 (NO AUDIBLE RESPONSE.)

16 CHAIRMAN YANARELLA: Any abstentions?
17 The motion carries. Lynn, thank you
18 so much. Again, this was, I think,
19 thoroughly vetted in the Senate
20 Council, and any of the issues that
21 were raised there were very
22 satisfactorily answered. Agenda
23 item number 11 involves the
24 Retroactive Withdrawal Rule. Say
25 that three times quickly on the

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1 tongue. This is a proposal to
2 modify the retroactive withdrawal
3 rule, to disallow retroactive
4 withdrawal applying to an E as a
5 result of an academic offense. The
6 proposal formulator is Kaveh Tagavi
7 in his role as University Ombud, and
8 in a moment I'd like to give Kaveh
9 an opportunity to perhaps expand
10 upon either the proposal or the --
11 any rationale. But before that, let
12 me indicate that the Senate Council
13 sends this proposal to the
14 University Senate with a positive
15 recommendation. Kaveh, would you
16 care to add anything to this?

17 TAGAVI: This question was raised; it
18 came to me as Ombud. And as you
19 know, an E given as a result of
20 academic offense cannot be removed
21 from GPA by repeal option. Yet it
22 occurred to me that, if years later,
23 a student asks for retroactive
24 withdrawal, that the Retroactive
25 Withdrawal Committee -- and I

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1 contacted them -- they never check
2 whether the E that they're trying to
3 change to a W has been as a result
4 of academic offense. And I asked
5 Appeals Board; they wouldn't check
6 it either. University Registrar,
7 even though they know which E's are
8 as a result of academic offense,
9 they said if the retroactive
10 withdrawal tells to us change it to
11 W, we change it to W. So I -- just
12 to make this clear, I wrote this
13 proposal up. And I wasn't
14 necessarily wanting it one way or
15 the other way, but rather to make,
16 you know, which way it should be
17 treated the standard. So I wrote it
18 up, sent it to the appropriate
19 committee and, now it's before you.
20 Just one thing -- do you want to say
21 something?

22 CHAIRMAN YANARELLA: Thank you, Kaveh.

23 Bob?

24 GROSSMAN: Yes. The -- what Kaveh's
25 been talking about applies to the

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1 rules that were for academic
2 offenses that we're operating under
3 right now, but of course the rules
4 are changing in the fall. When
5 those rules change, there will be
6 some different ramifications of this
7 proposal. One thing is there's this
8 new grade of XE. Under the rules
9 that we passed, what we say is
10 retro -- a retroactive withdrawal
11 cannot be used to apply to an XE or
12 an XF under any circumstances. In
13 this proposal that Kaveh has put
14 together, he is basically extending
15 that to an E received for an
16 academic offense, but he's also
17 providing a little bit of an out in
18 that, if you read on page 99, under
19 item 2, "The retroactive withdrawal
20 will be allowed if the -- if there
21 was some extraordinary circumstance
22 that caused the student to commit
23 the offense." And we're thinking of
24 things like extreme emotional duress
25 for one reason or another or mental

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1 illness or things like that. Then
2 the appeals board will have the
3 option to allow the retroactive
4 withdrawal. I believe that it's
5 reasonable to apply that also to the
6 XE or the XF if those circumstances
7 apply, so I would like to offer an
8 amendment that this provision also
9 apply to the XE and the XF. So I'm
10 offering that not as a friendly
11 amendment, because I do think it
12 should be voted on separately from
13 this main proposal here, so I'm
14 offering it as an amendment.

15 CHAIRMAN YANARELLA: Do we have a
16 second?

17 CIBULL: Second.

18 CHAIRMAN YANARELLA: Okay. Is there
19 further discussion on the amendment
20 itself? Yes.

21 HERTOOG: Jim Hertog, Communications and
22 Information Studies. Does the
23 renumbering automatically occur?
24 Because if it does, then I think
25 it reads wrong.

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1 GROSSMAN: Yes.

2 HERTOG: Because it would then be item 4
3 below under 2 rather than item 3
4 below. That gets renumbered.

5 CHAIRMAN YANARELLA: Kaveh, is that
6 correct?

7 TAGAVI: Yes.

8 HERTOG: So it should be 4 below?

9 TAGAVI: Yes.

10 CHAIRMAN YANARELLA: Item 4 below.

11 Thank you for catching that, Jim.

12 Further discussion on the
13 amendment. Davy?

14 JONES: Just to clarify for my mind,
15 what we're about to pass applies to
16 the rules that are currently in
17 effect and will also apply to the
18 rules that become effective in the
19 fall?

20 GROSSMAN: That is correct, to my
21 understanding.

22 CALVERT: Is it just going to say --
23 sorry, Ken Calvert, Engineering. Is
24 it just going to say E or XE
25 (inaudible)?

50

1 TAGAVI: Yes or XF.

2 CHAIRMAN YANARELLA: Okay.

3 TAGAVI: Actually, I'm saying that an E
4 that was given yesterday as a result
5 of academic offense does not apply,
6 so maybe we can make this effective
7 fall 2006 when XE also is effective,
8 just to make it clean. To have a
9 requirement like this changed on a
10 Monday in the middle of a semester
11 is just not very useful.

12 CHAIRMAN YANARELLA: Okay. Do you want
13 this to be, then, a friendly
14 amendment that is further amended or
15 what?

16 GROSSMAN: I think it's a clarification.

17 CHAIRMAN YANARELLA: A clarification?

18 TAGAVI: It's a clarification. Or after
19 this amendment's passed, I'm going
20 to state the intent of this or I'm
21 suggesting that this will be
22 effective fall of 2006.

23 CHAIRMAN YANARELLA: Okay. Bob, is that
24 agreeable with you?

25 UNIDENTIFIED SPEAKER: Can we not put it

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1 all together and just vote on it all
2 together as one amendment that says
3 that this will take effect in fall
4 2006 and it will include an E, an XE
5 or an XF?

6 TAGAVI: (Inaudible.)

7 GROSSMAN: Sure.

8 UNIDENTIFIED SPEAKER: Just stating the
9 date for it would be.

10 GROSSMAN: Sure. So my amendment is now
11 to add the XE and XF, as long as
12 Mike agrees, and make this effective
13 fall 2006.

14 CHAIRMAN YANARELLA: Mike, are you
15 amenable to that? Connie.

16 WOOD: I'm very concerned at this point
17 about -- I do appreciate Kaveh's
18 empathy for the student, especially
19 under item 4 where retroactive
20 withdrawals are given for serious
21 injury, serious financial problems,
22 personal or family problems. It's
23 not that I'm not empathetic with
24 that; it's that I am not positive
25 that I believe that those reasons

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1 actually trump an academic offense
2 which has gone through appropriate
3 due process and the student has
4 received a penalty grade of an XE.
5 So, I mean, whereas I think there's
6 a very -- we've gone to a great deal
7 of trouble to make a distinction
8 between an E and an XE. And I'm
9 very uncomfortable with actually
10 extending this withdrawal privilege
11 to an XE in those circumstances,
12 because what you're doing, then, is
13 you are bypassing the due process
14 that in fact actually imposed that
15 XE, and I don't think that's
16 appropriate.

17 CHAIRMAN YANARELLA: Comments, responses
18 from anyone? Mike.

19 CIBULL: Who judges -- who judges the
20 condition? Who judges whether
21 there's been extreme emotional
22 exigency or whatever.

23 TAGAVI: May I say?

24 CHAIRMAN YANARELLA: Kaveh.

25 TAGAVI: Presently it's Retroactive

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1 Withdrawal Committee. Under this,
2 for those Es -- or if you accept the
3 amendment, XEs -- it would be not
4 only Retroactive Withdrawal; there
5 is another hurdle, would be the
6 Appeals Board who are regionally --

7 CIBULL: So it would be the same -- it
8 would be due process. It would be
9 the same due process that imposed
10 the penalty in the first place.

11 CHAIRMAN YANARELLA: Connie.

12 WOOD: May I respond?

13 CHAIRMAN YANARELLA: Please.

14 WOOD: It is due process, but it's --
15 it's the same board, but it is
16 basically saying that these types of
17 situations basically trump the
18 academic process.

19 UNIDENTIFIED SPEAKER: (Inaudible.)

20 WOOD: Yeah, it does. Or maybe I'm --

21 UNIDENTIFIED SPEAKER: (Inaudible.)

22 WOOD: May be granted only when this is
23 the case. I mean, I just don't
24 think it should be taken off the
25 student's records.

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1 UNIDENTIFIED SPEAKER: So are you
2 suggesting that number 4 be
3 removed?

4 WOOD: No, I'm really arguing that we
5 need to seriously consider whether
6 we want to extend what Kaveh is
7 suggesting to the XE option or not,
8 because that is a -- there is due
9 process that was actually awarded
10 because the student was found to
11 have committed an academic offense.
12 I'm not positive that illness or
13 whatever should -- I mean, you know,
14 I'm sure that getting an XE is going
15 to cause serious financial --
16 serious stress.

17 CHAIRMAN YANARELLA: Bob.

18 GROSSMAN: I appreciate Connie's
19 concerns, and this is always one of
20 those questions, the balance between
21 justice and mercy and where's the
22 best place to put it in any
23 particular circumstance. But I have
24 a question, actually -- well, a
25 statement and a question. I'm sure

55

1 that the record of the offense will
2 remain on the student's permanent
3 academic record, even if they are
4 given a retroactive withdrawal for
5 the course. I don't know what it
6 will show -- I don't know what it
7 will show on the transcript. Does
8 anyone know whether, when someone
9 gets a retroactive withdrawal from a
10 class and -- well, I guess the E or
11 the XE would be gone, but whether --
12 yeah, the E or the XE would be gone,
13 but it would remain a part of the
14 student's permanent academic record,
15 so that part wouldn't change.

16 CHAIRMAN YANARELLA: Does someone want
17 to agree or contradict? Janet
18 Eldred.

19 ELDRED: I'm sorry; I have a different
20 question, which is I'm still
21 confused about the double appeals
22 board. Wouldn't the first appeals
23 hearing, the first hearing that they
24 go through to get the XE, which they
25 could appeal, have taken into

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1 account these conditions?

2 CHAIRMAN YANARELLA: Kaveh.

3 UNIDENTIFIED SPEAKER: I'm sorry.

4 (Inaudible.)

5 TAGAVI: I have already spoken once.

6 I'll go after Lee.

7 EDGERTON: Okay. Lee Edgerton --

8 CHAIRMAN YANARELLA: Lee then Jeannine.

9 EDGERTON: I was simply going to say
10 that the retroactive withdrawal
11 process might occur up to two years
12 after the event as a result of a
13 student learning something that they
14 didn't know at the time, and I'm
15 having trouble thinking of a
16 specific example now where I think
17 this would be a key issue, but it
18 might not necessarily have been
19 brought up at the time they were
20 appealing the XE.

21 CIBULL: The voices weren't real, if

22 I'm --

23 (LAUGHTER.)

24 CHAIRMAN YANARELLA: Let me give

25 Jeannine Blackwell an opportunity to

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1 respond to the transcript issue.

2 BLACKWELL: The transcript issue on the
3 official transcript that is sent
4 externally, the W's that are
5 assigned do not carry any kind of
6 indication what the grade previously
7 was or when the W was assigned. So
8 those grades would disappear.
9 Internally on the SIS transcript,
10 you can see what the previous grade
11 was. So internally we would see it;
12 externally they would not on
13 official transcripts.

14 CHAIRMAN YANARELLA: Thank you,
15 Jeannine. Are there other questions
16 that you'd like to raise? Yes.

17 ANDERSON: Deborah Anderson, College of
18 Nursing. I just wanted to follow up
19 on what Connie was saying and agree
20 that I think that sometimes it's not
21 necessarily a matter of mercy and
22 justice but accountability and
23 responsibility. And as faculty, I
24 think that we have a role in
25 teaching accountability and

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1 responsibility as well as academic
2 education, and the students need to
3 understand that you can only take a
4 process so far.

5 CHAIRMAN YANARELLA: Thank you. Kaveh.

6 TAGAVI: If I could add to what Lee
7 said, an example. We already grant
8 kind of amnesty to students who
9 might have five E's if two years
10 later they -- for example, you could
11 learn that you had a brain tumor,
12 and you didn't even know, that
13 changed your character. You started
14 missing classes, doing crazy
15 things. The question is: If you
16 realize six months after you get
17 these E's, whether as a result of
18 earning them or as a result of
19 academic offense, that you had a
20 brain tumor and it affected your
21 performance and your judgment and
22 Retroactive Withdrawal grants the W,
23 should that also apply to that one E
24 which was as a result of academic
25 offenses? We are in charge. We

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1 could say yes; we could say no. In
2 fact, you could -- somebody else
3 could amend this and drop it
4 altogether for even an E, not just
5 for XE, but also for an E if we
6 don't want to do that. My main
7 concern was to make it clear that
8 the Retroactive Withdrawal and the
9 and the Registrar and the
10 (inaudible) committee know where the
11 rules are and whether we should do
12 this or not.

13 CHAIRMAN YANARELLA: Janet and then
14 Ray.

15 ELDRED: I just have one more question
16 for Jeannine. Jeannine, I noticed
17 your answer was based on SIS, which
18 is going away soon, we hope, right?

19 BLACKWELL: Uh-huh (affirmative).

20 ELDRED: Will it change? Will it not
21 change?

22 BLACKWELL: I have no idea.

23 CHAIRMAN YANARELLA: You haven't been
24 through the training sessions, huh?
25 Ray.

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1 FORGUE: Ray Forgue, Family Studies. I
2 guess in response to that question,
3 the issue wasn't about what's in
4 SIS; it's what goes out. And so
5 what goes out does not show the old
6 grade and probably will not under
7 the new system. But aren't what
8 we're asking about here, on the
9 proposal at hand, is whether we're
10 asking these committees that look at
11 these academic withdrawals, the
12 retroactive one, is to consider the
13 reason why there was an E grade. So
14 in their considerations, wouldn't
15 they automatically be listening to
16 an appeal based on the fact that "I
17 had a brain tumor back then"? And
18 isn't this kind of already going to
19 be done, or are we arguing about
20 something that committees will be
21 doing? They will be considering
22 this issue.

23 CHAIRMAN YANARELLA: Kaveh, do you want
24 to respond?

25 TAGAVI: He is correct, yes. The answer

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1 is yes.

2 CHAIRMAN YANARELLA: Bob.

3 GROSSMAN: Except in the amendment,

4 which is still on the floor and has
5 not been voted on, they could not
6 apply such considerations currently,
7 if the amendment does not pass; they
8 could not apply such considerations
9 to an E received for an academic
10 offense. So if the student comes
11 back two years later -- an XE, an XE
12 received for an academic offense.

13 So if a student comes back two years
14 later and says, "I had a brain tumor
15 and it was affecting my behavior,"
16 the current -- if this amendment
17 does not pass, the Retroactive
18 Withdrawal Committee would not have
19 the power to grant a retroactive
20 withdrawal.

21 FORGUE: I misunderstood the amendment,
22 then, because I thought the point
23 was to apply the retroactive
24 amendment process to these XE's.

25 TAGAVI: Yes, that's correct.

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1 UNIDENTIFIED SPEAKER: Yeah, but if it
2 doesn't pass, it's not an option.

3 CHAIRMAN YANARELLA: Connie.

4 WOOD: Point of clarification. I think
5 we need it at this point. Kaveh, if
6 this is passed, number 2 on page 99,
7 does that take -- if this is passed,
8 does that then take the ability to
9 approve a withdrawal out of the
10 hands of the retroactive withdrawal
11 committee and place it in the hands
12 of the Appeals Board?

13 TAGAVI: No, it does not. Only for --

14 WOOD: For E's.

15 TAGAVI: In fact it has two -- for E's
16 as a result of academic offenses,
17 you have to pass two hurdles. One
18 is the Retroactive Withdrawal says,
19 "Yes, we grant it for all of your
20 E's," and therefore that specific
21 one that is a result of academic
22 offenses, UAB should also be on
23 board. Does that answer your
24 question?

25 WOOD: So you're saying both have got to

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1 approve it in the case of penalty
2 E's.

3 TAGAVI: Yes, if you vote yes on the
4 amendment.

5 CHAIRMAN YANARELLA: I do believe that
6 despite some confusion, the lines of
7 argument and the differences in
8 position are fairly clear. We're
9 about prepared to vote on the
10 amendment, and I would like Bob
11 Grossman to enlighten us once more
12 on the substance of that amendment

13 GROSSMAN: The substance of the
14 amendment is to -- is that for XE's,
15 the amendment will allow retroactive
16 withdrawals to change XE's to W's if
17 the criteria in Kaveh's amendment
18 apply; that is, the Retroactive
19 Withdrawal Committee approves, the
20 University Appeals Board approves,
21 hence, for the reasons cited in that
22 amendment.

23 CHAIRMAN YANARELLA: Okay. We're about
24 to vote on the amendment. Are there
25 any last questions that you have

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1 before we you vote? Okay. All
2 those in favor of the Grossman
3 amendment, please indicate by
4 raising your hand.

5 SOHNER: Should I count them, Ernie,
6 or --

7 CHAIRMAN YANARELLA: No, I think there's
8 overwhelming support. All those
9 opposed?

10 SOHNER: Five opposed.

11 CHAIRMAN YANARELLA: Five opposed.

12 Okay. Any abstentions? Anyone
13 still confused?

14 (NO AUDIBLE RESPONSE.)

15 CHAIRMAN YANARELLA: Okay. We have
16 preponderance support for the
17 motion. Thank you -- for the
18 amendment. Now we will vote on the
19 motion as amended. All those in
20 favor --

21 EDGERTON: Are we not having discussion
22 on the motion?

23 CHAIRMAN YANARELLA: I'm sorry; you're
24 correct. Thank you, Lee.

25 EDGERTON: Lee Edgerton, Animal

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1 Sciences. The wording says that
2 typically a student may withdraw
3 from a given semester only if the
4 withdrawal is from all classes.
5 Part 2 seems to suggest that this E
6 and XE will only be considered if
7 withdrawal has been given for the
8 full semester, but occasionally the
9 Retroactive Withdrawal Committee
10 will give partial withdrawals, not
11 requiring them to complete the
12 entire semester. Isn't the intent
13 of this motion that in this case
14 they would have to have a withdrawal
15 from the entire semester?

16 CHAIRMAN YANARELLA: I inferred that,
17 but I would like to ask Kaveh if he
18 would --

19 TAGAVI: He is correct. It does not --
20 it does not anticipate that. So we
21 could change for the semester or
22 part of the semester, or we could
23 not have it. But we should have
24 it -- consciously, we should know
25 what we are doing.

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1 CHAIRMAN YANARELLA: Enid.

2 WALDHART: Well, it seems to me that
3 number 1 says -- typically when you
4 go to the Retroactive Withdrawal
5 Committee, you withdraw from
6 everything. Okay? This is now
7 saying if there is an E or an XE or
8 an XF that are from academic
9 offenses, that might be changed; is
10 that not correct?

11 UNIDENTIFIED SPEAKER: Yes.

12 WALDHART: So that the committee could
13 look at this and say, "Okay. This
14 one" -- you don't have to do all of
15 them, but "this one is okay given
16 the other conditions that have
17 existed."

18 CHAIRMAN YANARELLA: Ken.

19 CALVERT: Ken Calvert from Engineering.
20 So I interpreted this as setting a
21 higher bar for these academic
22 offense E's or XE's, and I would
23 support that higher bar. In other
24 words, even if -- while the
25 committee may grant retroactive

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1 withdrawal for individual courses,
2 in this case you have to withdraw
3 for the whole semester for one of
4 these reasons below.

5 ELDRED: The brain tumor had to affect
6 all your work?

7 CALVERT: Right.

8 CHAIRMAN YANARELLA: Lee.

9 EDGERTON: I would just point out that
10 my rationale on the Retroactive
11 Withdrawal Committee for partial
12 withdrawals is that sometimes we're
13 spiting ourselves. In other words,
14 we force the student to reenroll in
15 courses in which they have performed
16 admirably, and we make them do it
17 again. So we make ourselves grade
18 another student, one more time, in a
19 course in which they've already
20 performed well enough, and do we
21 want to do that to ourselves? So,
22 for example, if the student's issue
23 is, "I was on this medication and I
24 took it at noon and it just threw me
25 into a tizzy in this class," and

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1 they've got A's in the rest, do we
2 want to make them repeat all those
3 other classes?

4 CHAIRMAN YANARELLA: Ken and then Mike
5 Cibull.

6 CALVERT: So it seems to me that if you
7 do that, then it does in fact become
8 just a way to get around the due
9 process, which I think if it's one
10 course, then that's going to be
11 taken into account during the due
12 process as opposed to something that
13 would have affected the entire --
14 the student's entire semester.
15 That's my take.

16 CHAIRMAN YANARELLA: Mike.

17 CIBULL: I guess the implication here is
18 that the appeals committee is going
19 to automatically grant a withdrawal
20 for an academic offense. In the
21 case of an academic offense, I guess
22 I trust the Appeals Committee not to
23 do that. I would think there would
24 have to be a good reason, and I
25 don't see any reason to -- for this

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1 body to micromanage the appeals
2 process any more than necessary. So
3 I think the intent of this was
4 merely to clarify -- to clarify the
5 status of XE and to -- to say
6 whether or not that could be
7 withdrawn. It was not to dictate to
8 the appeals board how to do their
9 business. So I'm speaking
10 against -- or in favor of the
11 motion, against changing it.

12 CHAIRMAN YANARELLA: Jeff, do you want
13 to add anything?

14 DEMBO: Jeff Dembo. I'm glad Mike
15 brought up what he did. The
16 Retroactive Withdrawals Committee
17 tends to be very serious about what
18 it does, because there are so many
19 unique circumstances with students
20 whose cases it hears. I would not
21 think it would be a good idea to
22 have the Senate, as Mike said,
23 micromanage it without hearing
24 firsthand from the Retroactive
25 Withdrawals Committee as to whether

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1 this is something that would, you
2 know, handcuff them or permit them
3 to do their work effectively.

4 CHAIRMAN YANARELLA: Kaveh.

5 TAGAVI: Sorry I'm speaking so many
6 times. I did contact the Chair of
7 the Retroactive Withdrawal, and I
8 don't want to say "she" or "he"
9 because I don't remember, but they
10 supported it, whoever that person
11 is. So I did contact the
12 Retroactive Withdrawal Chair.

13 CHAIRMAN YANARELLA: I appreciate your
14 gender blindness. Are we ready to
15 vote on the motion as amended? I
16 believe so. All those in favor of
17 the motion, please indicate by
18 raising your hand.

19 (SENATORS COMPLY.)

20 CHAIRMAN YANARELLA: I think we should
21 have a count.

22 SOHNER: You want a count?

23 CHAIRMAN YANARELLA: Yes.

24 SOHNER: 46.

25 CHAIRMAN YANARELLA: All those opposed?

1 Dead Week reference is under the
2 title "Final Examination," but then
3 it applies to quizzes or mid-term
4 examinations. And I'm just guessing
5 that those stars one, two, three,
6 four over the years have crept into
7 the rules by interpretation by Rules
8 and Election Committee, so I
9 thought: Let's make a section for
10 it and then clean up, basically put
11 the interpretation into the rule.
12 The only thing that went kind of
13 backward and forward, and I had as
14 Ombud a visit from several student
15 senators, they wanted not to have
16 any deadline whatsoever or any quiz
17 whatsoever during Dead Week. On the
18 other hand, there are some
19 disciplines such as music or
20 language that depend on maybe
21 quizzes or only award one point or
22 two points out of 100 as a part of
23 the teaching. So as a compromise,
24 if you look at -- I think E says:
25 If you have regularly scheduled

1 quizzes, and we put in there at
2 least as often as every other week,
3 so there must be at least eight of
4 them, and mentioned in the syllabus
5 and they are all equally weighted so
6 no professor could abuse this,
7 saying, "Okay. The first eight
8 quizzes are one percent each, but
9 the last quiz on the Dead Week will
10 be 59 percent." So with all those
11 conditions, then we could have a
12 quiz. I know this affects some
13 professors, and students are really
14 concerned about this, so here it is
15 in front of you to clarify it one
16 way or the other. If you don't
17 agree with this, then at least what
18 we should do is also drop the
19 interpretation because there is some
20 inconsistency. Right now professors
21 don't know whether quizzes are
22 allowed or not. Students say it is
23 not allowed; professors say it is
24 allowed.

25 CHAIRMAN YANARELLA: Steve Voss.

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1 VOSS: Steve Voss, Political Science.

2 Are "quiz" and "exam" terms that are
3 defined in the rules such that we
4 know?

5 TAGAVI: No. In fact, as Ombud people
6 will come to me and say, "Well, this
7 was not a test; it was only a
8 quiz." I don't see the difference.
9 Perhaps you could say anything less
10 than 5 percent is a quiz; anything
11 more than 5 percent is a test. I
12 don't suppose to know the answer to
13 that. Therefore, we just treat all
14 of this the same.

15 VOSS: It just strikes me that some kind
16 of percentage rule would be a lot
17 cleaner than a more convoluted
18 definition based on a type of
19 evaluation tool that we don't have
20 defined in the rules anyway.

21 TAGAVI: Do you want to make an
22 amendment, instead of E, to make any
23 exam or any paper less than 3
24 percent is allowed? My feeling is
25 that I just think this is -- this is

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1 preferred. This has gone through a
2 committee of the Senate, and they
3 agree with it. I cannot speak for
4 them. Just because I made this to
5 them, this is not their proposal --
6 it is not my proposal. I don't have
7 the authority to change it.

8 CHAIRMAN YANARELLA: Bob.

9 GROSSMAN: Bob Grossman, Arts and
10 Sciences. I think the listing under
11 E here is pretty clear about what
12 quizzes/exams are permitted and not
13 permitted during Dead Week. I would
14 add that D slightly contradicts E,
15 if you treat the quizzes and exams
16 to mean essentially the same thing.
17 So I would like to make a friendly
18 amendment that just D says: No
19 examinations may be scheduled during
20 the Dead Week except as enumerated
21 in E.

22 CHAIRMAN YANARELLA: Kaveh, do you
23 accept that?

24 TAGAVI: No problem.

25 CHAIRMAN YANARELLA: Yes.

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1 HERTOG: Jim Hertog. B concerns me. It
2 looks to me like D covers that, but
3 if I have a student, and I've had
4 this, who's going to ship out in 48
5 hours, B prevents me from allowing
6 them to finish the semester.

7 TAGAVI: B?

8 HERTOG: B does. It says I can't give a
9 final examination. It's not the
10 same as me scheduling one.

11 TAGAVI: I'm sorry; is it B as in boy?

12 CHAIRMAN YANARELLA: B as in boy.

13 TAGAVI: This is not for individual -- I
14 think on an individual basis, if the
15 student wants to accept this, it is
16 understood that you could do
17 anything. This says if -- as a rule
18 to give to all students. That's the
19 way it's interpreted right now.

20 HERTOG: Yeah, but I think D covers
21 that. It says, "No examinations may
22 be scheduled," so I'm not scheduling
23 one. So I don't need B.

24 TAGAVI: Oh, I see, okay.

25 HERTOG: I'd just strike it.

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1 CHAIRMAN YANARELLA: Kaveh.

2 TAGAVI: You can drop it. He's right.

3 CHAIRMAN YANARELLA: You want B

4 stricken.

5 UNIDENTIFIED SPEAKER: Could I argue

6 against that? I think they're

7 distinct. I think B says, "No final

8 examinations can be given." Now,

9 for military shipping out or

10 whatever it is, there is a separate

11 provision that addresses all of

12 those kinds of things that talks

13 about the grades that are assigned

14 and whatever and that if there's --

15 I think it's very important to say,

16 "No final exams are to be given

17 during Dead Week," because the

18 students I talk to have had

19 professors in the classes vote on

20 whether they can do it early so they

21 can leave. And I think that's -- I

22 think that's just an abomination. I

23 think it's very important to say,

24 "No final examinations," and then no

25 examinations other than the ones

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1 that are listed here are allowed. I
2 think that clarifies for it, what
3 the purposes of it is, and I think
4 that no final examinations during
5 Dead Week is just critical because
6 it seems to me students suffer.

7 CHAIRMAN YANARELLA: It would seem that
8 D could accommodate this with the
9 inclusion of the phrase "including
10 final examinations."

11 UNIDENTIFIED SPEAKER: Okay. If you did
12 that, that would be okay.

13 CHAIRMAN YANARELLA: Kaveh, are you
14 amenable to that?

15 TAGAVI: Yes.

16 CHAIRMAN YANARELLA: B would then be
17 deleted and under -- B would be
18 deleted and under D there would be
19 the additional comments or perhaps
20 parenthetical comment "including
21 final examinations." Davy, you had
22 your hand up.

23 JONES: Just a nuance on the kind of
24 example that you were giving. If,
25 for example, someone was going to be

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1 shipping out before the final exams
2 were given, that's sort of like G in
3 which some kind of makeup exam needs
4 to be given, and actually G
5 allows -- the makeup exam could be
6 scheduled early.

7 CHAIRMAN YANARELLA: I think that while
8 you may be logically correct -- no,
9 while you may be illogically
10 correct, I believe that Enid is
11 symbolically --

12 JONES: I'm not speaking against what
13 Enid and (inaudible) worked out.
14 I'm just commenting that they can
15 (inaudible) if needed to.

16 CHAIRMAN YANARELLA: Bob.

17 GROSSMAN: Yes, one other friendly
18 amendment. Under item A, the last
19 four words say, "and a Winter
20 Intersession." The Winter
21 Intersession is not officially part
22 of the University Rules yet; and
23 besides, the last three days of
24 Winter Intersession is like
25 (inaudible). So I would like to

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1 suggest that we strike "and a Winter
2 Intersession"; insert the word "and"
3 between "Summer Session" and "Summer
4 Term."

5 CHAIRMAN YANARELLA: Kaveh, are you
6 amenable to that?

7 TAGAVI: Yes.

8 CHAIRMAN YANARELLA: Enid.

9 WALDHART: This is a question, just that
10 in A is "the last week of
11 instruction has been termed Dead
12 Week," is that crossed out or is it
13 just my copy?

14 ELDRED: It was deleted and moved up to
15 the first line.

16 WALDHART: Yeah, but can I tell you: I
17 think that phrasing it as "the last
18 week of instruction" I think is
19 really important because we have two
20 faculty who thought Dead Week meant
21 there were no classes. So they were
22 very surprised when we were having
23 class the last week of the semester
24 because they said, "It's Dead
25 Week." And we said, "Well, yes."

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1 But the last week -- "the last week
2 of instruction," we should have
3 caught it; we didn't catch it; we
4 now watch carefully, but I think
5 it's the kind of thing that would
6 just clarify it to say that.

7 CHAIRMAN YANARELLA: Enid, did you
8 deduce that they were ignorant or
9 that they were clever?

10 WALDHART: Actually their students were
11 sort of angry at the rest of us who
12 had class during the last week,
13 so...

14 CHAIRMAN YANARELLA: Karen Petrone.

15 PETRONE: Karen Petrone from History. I
16 have a problem with the language in
17 E about quizzes, because I think
18 sometimes language professors like
19 to have quizzes that are 5 percent
20 and sometimes they're 2 1/2
21 percent. It seems that it's
22 micromanaging to say that all
23 language quizzes -- or that all
24 small quizzes have to be worth the
25 same percentage. And so isn't there

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1 another way of expressing that we
2 mean little quizzes and not big ones
3 without giving a -- is there not
4 some other way to measure that
5 without insisting that all quizzes
6 be the same percentage for
7 everybody?

8 FORGUE: I'll offer an amendment and see
9 if it gets a second here. In that
10 E, if we could say that only quizzes
11 that count and we'll use the
12 language -- I think it was Kaveh who
13 said this -- less than 3 percent of
14 the grade and so we put a threshold
15 on it. If that's a friendly
16 amendment, that's fine; if not, we
17 need a second.

18 CHAIRMAN YANARELLA: Does that speak to
19 your concern?

20 PETRONE: It does; it speaks to my
21 concern, but I think, again, it's
22 too -- it doesn't give a lot of
23 wiggle room. I mean, maybe you want
24 to have a 5 percent quiz. I mean, I
25 don't --

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1 FORGUE: That's a friendly amendment to
2 the amendment, 5 percent.

3 PETRONE: If they have a quiz grade
4 total that's worth 15 percent on
5 their grade and let's say the zero
6 on that quiz knocks it down, then it
7 could -- even though the individual
8 quiz is small, it could still affect
9 the grade because the overall
10 (inaudible) is bigger.

11 FORGUE: Okay. But if you -- think
12 about this. This has got to be
13 scheduled at least every two weeks.
14 So if you have eight of them and
15 they're 5 percent, that's 40 percent
16 of the grade. So one quiz is not
17 going to have that effect --

18 PETRONE: I hope not.

19 FORGUE: -- because the part about every
20 other week covers that.

21 CHAIRMAN YANARELLA: Yes.

22 ANDERSON: Deborah Anderson, College of
23 Nursing. Could we just leave out
24 "and all have equal weights"?
25 Because we say they're listed in the

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1 syllabus, so in the syllabus it will
2 say what the weight is.

3 PETRONE: I like that best.

4 CHAIRMAN YANARELLA: Kaveh.

5 TAGAVI: Then this is what some people
6 would do: They would have a 99
7 percent quiz on the Dead Week, which
8 means basically a final exam which
9 is going to be on the Dead Week.
10 That's the problem.

11 PETRONE: They should be fired.

12 CHAIRMAN YANARELLA: Jeff.

13 DEMBO: (Inaudible) could have former
14 Ombud's experience, and perhaps Lee
15 could chime in as well, courses at
16 the university are set up so
17 differently, one from the next, that
18 there are almost an infinite number
19 of course styles and grading
20 styles. So I don't think that, in
21 the end, it's the percent that makes
22 the difference. It's the regularity
23 that should permit the instructor or
24 faculty to continue on with that
25 methodology of assessments

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1 throughout the semester, up to and
2 including Dead Week. But to somehow
3 discourage tacking on a big, heavily
4 weighted exam during that week,
5 especially if it's an alternative to
6 giving a final during finals week.
7 So I would recommend staying away
8 from numbers, knowing that you'll
9 never be able to get "one size fits
10 all."

11 EDGERTON: And I would like to add to
12 that my concern that I think Enid
13 was referring to. I really hate
14 officially putting the term "Dead
15 Week" in. I think that just raises
16 an option to all sorts of students
17 to come and say, "Look, this is Dead
18 Week. Can it be any clearer? You
19 shouldn't make us do anything this
20 week."

21 GROSSMAN: Kill us all.

22 CHAIRMAN YANARELLA: Bob.

23 GROSSMAN: To address Lee's last point,
24 may I just suggest again another
25 friendly amendment: "The last

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1 week," add the words "instruction"
2 after the word "of." So "the last
3 week of instruction of a regular
4 semester is termed Dead Week," and
5 that will address what Enid said and
6 what Lee said, make clear that Dead
7 Week is part of the -- is a week of
8 instruction. I was totally confused
9 when I came here too.

10 CHAIRMAN YANARELLA: Kaveh (inaudible).

11 TAGAVI: No problem.

12 GROSSMAN: I also would like to offer
13 one more. The last three days of a
14 summer session or summer term, the
15 last day is finals day. The dead
16 period needs to be the three days
17 before the final day -- although if
18 you add "of instruction," if we add
19 "of instruction," that takes care of
20 it, so I take it back.

21 CHAIRMAN YANARELLA: So you would add
22 "instruction," last three days of --

23 GROSSMAN: "Last three days of
24 instruction in a summer session or a
25 summer term."

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1 WOOD: Right.

2 GROSSMAN: That's what I'm suggesting.

3 I'll suggest we add that there also.

4 CHAIRMAN YANARELLA: I'm prepared for us
5 to vote if Kaveh will very carefully
6 go through.

7 FORGUE: Point of order.

8 CHAIRMAN YANARELLA: Yes.

9 FORGUE: We have an amendment. It's
10 probably going to lose, but I want
11 to...

12 CHAIRMAN YANARELLA: Okay. Ray, would
13 you restate your amendment?

14 FORGUE: The amendment was to -- in E,
15 to have only quizzes counting less
16 than 5 percent each that are
17 regularly -- of the total grade that
18 are regularly scheduled.

19 CHAIRMAN YANARELLA: Okay.

20 TAGAVI: And mentioned in the syllabus,
21 correct?

22 FORGUE: Yes. But it's going to lose, I
23 think, so it's okay.

24 CHAIRMAN YANARELLA: Was that amendment
25 seconded?

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1 VOSS: (Inaudible.)

2 CHAIRMAN YANARELLA: Steve Voss seconded
3 that. All right. Are we ready to
4 vote on the amendment?

5 WOOD: Point of clarification: You're
6 taking out the weight?

7 FORGUE: No, I'm just inserting the 5
8 percent. The weight's there still.

9 CHAIRMAN YANARELLA: All right. We're
10 now voting on the amendment to
11 insert "counting less than 5 percent
12 of the grade" to E. All those in
13 favor, please indicate by raising
14 your hand.

15 SOHNER: Four.

16 CHAIRMAN YANARELLA: All those opposed,
17 please raise your hand.

18 (SENATORS COMPLY.)

19 CHAIRMAN YANARELLA: Any abstentions?
20 Two abstentions. Okay. The
21 amendment does not carry. Yes,
22 Steve.

23 VOSS: I have another question. What
24 happens with this every-other-week
25 rule if this Dead Week rule does

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1 apply to Winter Intersession, which
2 is so short?

3 TAGAVI: Winter Intersession is going to
4 be dropped. It's not part of it.

5 GROSSMAN: We cross that bridge when we
6 come to it.

7 PETRONE: Can I make the amendment to
8 take out "and all have equal
9 weight"?

10 UNIDENTIFIED SPEAKER: No.

11 CHAIRMAN YANARELLA: Karen.

12 PETRONE: I would like to make the
13 amendment to take out the words "and
14 all have equal weight."

15 CHAIRMAN YANARELLA: Is there a second?
16 All right.

17 TAGAVI: Was there a second?

18 CHAIRMAN YANARELLA: There was a second.

19 UNIDENTIFIED SPEAKER: Who seconded?

20 CHAIRMAN YANARELLA: Anderson. Kaveh.

21 TAGAVI: I don't have a problem with
22 your sentiment, but I have to speak
23 against this as an Ombud because I
24 know this is going to happen. We're
25 going to have a quiz of 85 percent

90

1 in the final week. It will happen,
2 and it's just going to make the job
3 of the Ombud and students
4 miserable.

5 ANDERSON: Anderson, College of
6 Nursing. It will have to be
7 scheduled and listed in the
8 syllabus, though.

9 TAGAVI: So somebody is going to put it
10 in the syllabus. First of all --
11 okay -- let me tell you the problem
12 with this. You don't have to have a
13 final exam. So what the professor
14 is going to do, or some professor
15 will do, he's going to have a 95
16 percent, (inaudible) a 45 percent
17 quiz on the last week and not have a
18 final exam. It just defeats the
19 whole purpose of having this whole,
20 entire thing. So I'd like to ask
21 you not to approve that. Now, if
22 you do that and add the 5 percent,
23 then at least you have some limit of
24 protection. But just by itself, if
25 we drop "equal weight," it's just

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1 not going to work.

2 CHAIRMAN YANARELLA: Enid.

3 WALDHART: If you added the word "have
4 approximately equal weight," would
5 that be a way to take care of some
6 flexibility? I don't mean to be
7 totally picky, but I think that that
8 would suggest to me that
9 approximately equal, if you've
10 got -- 85 percent and 15 percent are
11 not approximately equal.

12 TAGAVI: You're correct.

13 CHAIRMAN YANARELLA: Karen, do you want
14 to respond to that?

15 PETRONE: What do you think, Janet?

16 ELDRED: We don't want the dictionary
17 definition of "approximate."

18 PETRONE: Or something like that.

19 WALDHART: "Relatively equal."

20 PETRONE: "Relatively equal," I would
21 accept that as a friendly amendment
22 to my amendment.

23 CHAIRMAN YANARELLA: Okay. So you would
24 reconstitute your amendment to not
25 delete -- well, to substitute

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1 "relatively equal weights" for "all
2 have equal weights"; is that
3 correct? Is that okay? Okay,
4 Connie.

5 WOOD: With all due respect, I'm going
6 to have to disagree because of the
7 problems with interpretation of
8 "relatively equal." 45 is defined
9 as relatively equal compared to, you
10 know, 145 to 5.; it looks relatively
11 equal. I think the intent here is
12 to assume that, you know -- the
13 intent here is to cut down on those
14 people who are abusing the system;
15 therefore, we need to have very
16 clear guidelines, as given by -- as
17 proposed by Kaveh that will stop
18 this abuse of the rules.

19 CHAIRMAN YANARELLA: Davy and then --

20 JONES: I would just like to second what
21 you said. Being on the Rules
22 Committee and having to interpret
23 what a rule means, this is begging,
24 you know, the case.

25 UNIDENTIFIED SPEAKER: Could you just do

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1 something --

2 CHAIRMAN YANARELLA: Name, please. I
3 asked for your name.

4 UNIDENTIFIED SPEAKER: Oh, I'm sorry.
5 Jim. Could you just say something
6 like, "no more than 5 percent of
7 course content can be due the last
8 week of class"?

9 ELDRED: There go the papers in English.

10 UNIDENTIFIED SPEAKER: But, I mean, if
11 you're going to be saying what
12 percent the quizzes are and what
13 percent the exams are and you can't
14 do a paper anyway and all that kind
15 of stuff --

16 ELDRED: Yeah, you can.

17 UNIDENTIFIED SPEAKER: Okay. Well,
18 then, no more than 5 percent of
19 nonpaper or something. I don't
20 understand Dead Week if you have the
21 semester paper due then.

22 ELDRED: It's not the semester paper.
23 It's a semester paper. I mean,
24 that's the problem with -- why call
25 it Dead Week? We have kind of a

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1 semi-Dead Week. It's not a real
2 Dead Week.

3 GROSSMAN: I would like to speak for the
4 original language, that all must
5 have equal weight. The purpose of
6 that phrase is to allow one
7 particular sort of assessment
8 instrument during Dead Week, which
9 is the regularly scheduled quiz that
10 happens every week or every other
11 week as part of the regular teaching
12 environment. That is the only
13 exception to this business of "no
14 exams during Dead Week." I think
15 just asking the instructor to make
16 sure that it has equal weights to
17 all the other quizzes is a pretty
18 small burden on the instructor, and
19 I think it's very neatly defined,
20 easy for everyone to understand.
21 All these other proposals floating
22 around, doing a statistical analysis
23 of the eight quizzes and making sure
24 that none of them are relatively
25 different, it's way too

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1 complicated. You need a rule that
2 the students will understand and not
3 have a kitten over if they think
4 that the professor is doing
5 something wrong.

6 PETRONE: I withdraw the amendment.

7 CHAIRMAN YANARELLA: Okay. Amendment
8 has been withdrawn. We are back to
9 the original motion. Any further
10 discussion on this? Any new
11 territory that we have not opened
12 up? Greg.

13 FORGUE: That's why I'm asking this.
14 This is more a question to Kaveh and
15 maybe to Jeff who has done this role
16 and some of the others. My -- this
17 is not a small problem. Students
18 have a lot of -- there are
19 instructors who abuse this final
20 exam during Dead Week pretty
21 regularly, so I'm glad we're doing
22 this. But what about the situation
23 where the instructor goes in during
24 the second to the last week and
25 says, "You know, we've got a final

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1 exam scheduled on Friday morning at
2 8:00," like I have this term, and
3 says, "If you guys will vote," and
4 then they have a vote and it's, out
5 of a class of 50 students, 45 to 5
6 and the instructor says, "Okay. The
7 class has voted." To me that is not
8 allowed, and it shouldn't be
9 allowed.

10 WOOD: It is not allowed.

11 FORGUE: No, but then the students who
12 are the five -- yes, they have the
13 right to go to the Ombud and, yes,
14 they have the right to complain.
15 But not only are they defying the
16 instructor; they're defying all 45
17 of the other classmates, and I think
18 we really need to really publicize
19 this idea that exams of a major
20 nature, a final exam, whether it's
21 cumulative or not, is to be done
22 during final exam week. And, you
23 know, this is -- to me, I see it as
24 a big problem. So it's more of just
25 a heads-up on what --

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1 CHAIRMAN YANARELLA: Okay. Are you
2 ready to vote? All those in favor
3 of the original motion, please
4 indicate by raising your hand.

5 UNIDENTIFIED SPEAKER: As amended
6 earlier.

7 UNIDENTIFIED SPEAKER: As a friendly
8 amendment.

9 CHAIRMAN YANARELLA: As a friendly
10 amendment.

11 SOHNER: 46.

12 CHAIRMAN YANARELLA: All those opposed,
13 raise your hand.

14 SOHNER: Two.

15 CHAIRMAN YANARELLA: Any abstentions?
16 The motion carries. We have one
17 last agenda item, and I will -- this
18 relates to a proposal to create an
19 SI grade and certain additional
20 modifications. This was referred
21 back to the Graduate School. Brian
22 Jackson resubmitted the proposal in
23 ways that I believe improved the
24 clarity of this. The Senate
25 Council, as I just noted, referred

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1 this back to committee. I believe,
2 Davy, that this would require
3 waiving the six-day rule --

4 JONES: Uh-huh (affirmative.

5 CHAIRMAN YANARELLA: -- before we could
6 take this up. All those in favor of
7 waiving the six-day rule to allow
8 this to be put on the agenda for
9 this meeting, please indicate by
10 raising your hand.

11 (SENATORS COMPLY.)

12 CHAIRMAN YANARELLA: All those opposed?
13 Any abstentions? Okay. We will now
14 take this up. Jeannine, I wonder if
15 you would be prepared to offer us a
16 quick overview on the impetus to
17 this SI grade and other slight
18 changes that are being proposed.

19 BLACKWELL: I hope not to confound you
20 too much with this. The IRIS team
21 asked me to bring the Graduate
22 Council and then eventually to
23 you-all the proposal for a new
24 grade. The reason that they asked
25 for this is that we have been using

1 the grade "S" for two different
2 functions. And as they are moving
3 toward the new system, they wanted
4 to have clarity and clear rules that
5 were programmable, basically, for
6 the use of grades. The S grade
7 traditionally has been used for the
8 grade for residency credit for the
9 doctoral programs and for
10 dissertation thesis enrollment
11 credits. These are zero credit
12 courses that do not have an assigned
13 grade in most circumstances. There
14 are two circumstances in which they
15 are credit-bearing. What the IRIS
16 team would ask us to do was to
17 separate out the S from a second use
18 of the grade, and that use of the
19 grade was for credit-bearing
20 courses, seminars, independent work
21 and research courses in a very
22 limited number of programs that have
23 been using this as an indicator of a
24 continuing project that goes beyond
25 the bounds of the normal semester.

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1 And so they asked us to separate
2 those into two separate grades, an S
3 and an SI, standing for an S grade
4 interim. As you'll see in your
5 handout, and this is on page 7,
6 these two grades are defined, and I
7 need to make a clarification in the
8 definition of the S grade that --
9 right here. The S grade -- and this
10 is the clarification: S -- and that
11 is in the middle of page 7 -- "S
12 represents the final grade in
13 courses used for residency credit or
14 dissertation thesis enrollment."
15 Omit the phrase "carrying no
16 academic credit." "It is valued at
17 zero grade points and zero credit
18 hours." Scratch the "zero credit
19 hours." This covers the courses
20 769, 749, 768 and 748; those are the
21 courses that are included in that
22 definition. We still have courses
23 that are credit-bearing in that
24 category for the two residency
25 credit semesters. The SI grade

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1 would be defined as it's given here,
2 and that is that this is a grade --
3 an interim grade for credit-bearing
4 seminars, independent work, and
5 research courses extending beyond
6 the end of the traditional
7 semester. Letter grades must be
8 assigned before the qualifying or
9 final examination for doctoral
10 students or prior to graduation in
11 all other cases, so that that SI
12 grade could be assigned in those
13 very specific cases where there are
14 research projects that go on longer
15 than the term of the semester. The
16 argument for "Why not just use an
17 incomplete in these courses,"
18 although that certainly could be an
19 option, the SI grade indicates that
20 there has been much positive work on
21 the project, that this is not simply
22 a student shirking their
23 responsibilities or not completing
24 work as assigned but, rather, they
25 are positively engaged in the

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1 project; it's simply gone on longer
2 than the term. And this proposal
3 was -- came to us from IRIS, and
4 it's gone through several iterations
5 between the Graduate School and the
6 Registrar, Graduate Council, and
7 senate council, so -- and I'll be
8 happy to answer any questions.

9 JONES: I'm sorry; maybe you mentioned
10 this. The changes for the S grade
11 that you added on the floor right
12 here --

13 BLACKWELL: Uh-huh (affirmative).

14 JONES: -- would the corresponding ones
15 also be done down there under "UN"?

16 BLACKWELL: No.

17 JONES: There seems to be a parallel
18 between those two.

19 BLACKWELL: No, the UN is -- yes, it
20 would be the same, parallel changes
21 for the UN grade. Yes, Connie.

22 WOOD: We currently have a course, STA
23 600, which is a zero credit hour
24 teaching seminar for the teaching
25 assistants, which the grade option

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1 is SU. So do you still want to
2 allow S as the final grade for
3 courses which have no credit
4 bearing? Because there are courses
5 that are zero credit hour courses
6 that have an SU option on them that
7 have been approved by the Graduate
8 Council.

9 BLACKWELL: I don't know about an SU
10 grade. I really don't know.

11 WOOD: Or an S grade. Sorry.

12 BLACKWELL: An S grade.

13 JONES: Right, S or U. It was -- there
14 are courses -- STA 600 is one of
15 them.

16 BLACKWELL: Okay.

17 WOOD: So you might want to keep it in
18 there.

19 BLACKWELL: Yeah. What we could do is
20 leave the S. Let me try this
21 again: "Represents the final grade
22 in courses carrying no academic
23 credit or those used for residency
24 credit or dissertation thesis
25 enrollment." Okay?

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1 WOOD: Thank you. That helps.

2 JONES: The same thing down under UN.

3 BLACKWELL: And the same thing down
4 under UN, and you better not push me
5 because I'm going to start getting
6 confused in just a moment. I'm
7 teetering on the brink.

8 CHAIRMAN YANARELLA: Ernie Bailey.

9 BAILEY: Ernie Bailey, College of Ag. I
10 have a question about changing the
11 SI to an E, and the question is:
12 How would it apply to a student who
13 had come in and started a graduate
14 program, left, and then came back?
15 Or, say, applied to a program
16 someplace else and wanted to
17 transfer their credits.

18 BLACKWELL: The SI will stay permanently
19 on the transcript for students who
20 don't take the qualifying exam or do
21 the final exam and the grade has not
22 been changed by the instructor.

23 BAILEY: It says that it would change
24 to -- if it's not been replaced
25 within the allowable period, to

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1 change the SI grade to a grade of E
2 on the student's permit record; then
3 I assume the allowable period is the
4 period for receiving the master's or
5 PhD degree or whatever the degree
6 is.

7 BLACKWELL: Right.

8 BAILEY: SO I think it's automatic.

9 BLACKWELL: We did not define the
10 allowable period.

11 BAILEY: Okay. So that is a problem.

12 BLACKWELL: Yeah. And in general that
13 would correspond to the amount of
14 time limit for that specific
15 degree. Right now we have so many
16 variations on that that are
17 currently extant in our system
18 because we've changed the time limit
19 three times within a living memory
20 for graduate students. And so we
21 purposefully did not put in a time
22 indicator on that, on the automatic
23 change to an E. It would be, at the
24 end of the time limit, had the
25 student not petitioned for time

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1 extensions, then it would
2 automatically at some point revert.
3 But we have -- we do not have a plan
4 for making that change in the
5 system.

6 BAILEY: Is there a need to change it to
7 an E? Couldn't it just be left as
8 SI?

9 BLACKWELL: As far as I'm concerned, it
10 can just stand as is, because it's
11 zero credit, it's an interim grade,
12 and it's just sitting there,
13 indicating that the student was
14 making some kind of progress on a
15 project.

16 CHAIRMAN YANARELLA: Kaveh.

17 TAGAVI: Kaveh Tagavi. One thing, you
18 need a sentence like the last
19 sentence on S or UN for SI that
20 should say it is valued at zero
21 grade point and zero credit hours.
22 Every other grade has that.

23 BLACKWELL: But for the SI?

24 TAGAVI: Yes.

25 BLACKWELL: Here's what I would propose

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1 for the SI grade, if we did
2 anything. It would correspond to
3 the N grade, a temporary grade.

4 TAGAVI: Like a P.

5 BLACKWELL: Yeah. And it would serve as
6 a temporary mark. An SI carries no
7 credit hours or grade points.

8 TAGAVI: Okay. Perfect.

9 BLACKWELL: And we can (inaudible) --

10 TAGAVI: And my other question was: It
11 seems that you wanted to -- without
12 changing any of the present rules,
13 you wanted to just separate this
14 into two grades. If that's the
15 case, I'm just questioning: Why not
16 convert SI to either an S or a UN?
17 Why convert it to a letter grade?
18 The reason I say this is: If there
19 are courses right now which are nine
20 credit hours that (inaudible).
21 Students take these just to be full-
22 time. They don't meet; there's no
23 homework; there is no quizzes; there
24 is no Dead Week. To give them nine
25 hours of an A just to do something

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1 to their GPA, why not -- my question
2 is: Why not change the part that
3 says the SI grade must be changed,
4 replaced by a regular final grade, a
5 letter grade? Why not say all SI
6 grades must be replaced by either S
7 or U, which preserves the status
8 quo.

9 BLACKWELL: Kaveh, these are courses
10 that are credit-bearing and grade-
11 receiving courses. The ones that
12 we're talking about here actually
13 are to be assigned a letter grade on
14 the completion of the project.

15 TAGAVI: So presently they get a letter
16 grade in them.

17 BLACKWELL: Yes.

18 TAGAVI: Okay. Then no problem. Okay.

19 CHAIRMAN YANARELLA: Ray.

20 FORGUE: Yes. I have a question on the
21 inflammatory language that's going
22 into Section 5.1.2. It says: "All
23 SI grades must be placed at final
24 exam, regular final letter grades
25 prior to the full-time or final exam

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1 for doctoral students or prior to
2 graduation in all other cases." I
3 hope I'm reading the right thing.
4 This is what I printed off this
5 morning. So if a student's in a
6 master's program and they're sitting
7 for their final exam or their oral,
8 then they could still have the SI on
9 their grade at that time, on their
10 transcript at that time. I didn't
11 think that was what your procedures
12 were. I thought one of the things
13 you did before you ever scheduled a
14 master's oral was to have all the
15 grades in.

16 BLACKWELL: This is actually one of the
17 things that frequently happens, is
18 that that project that they are
19 working on is part of the
20 presentation of the master's
21 examination. And so the grade is
22 determined sort of retroactively
23 based on that presentation.

24 FORGUE: So that's part of the project.

25 BLACKWELL: That's part of the project,

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1 and so that's when the grades come
2 in.

3 FORGUE: Okay. Very good.

4 CHAIRMAN YANARELLA: Other questions?

5 Let's make them harder than these.

6 EDGERTON: I'd like some clarification.

7 When you said that there was a
8 parallel for the UN in response to
9 Davy's question, does this mean that
10 there's going to be an UNI?

11 BLACKWELL: No.

12 EDGERTON: So we can say this is
13 ongoing, but we are not satisfied
14 with --

15 BLACKWELL: No, it's just a UN.

16 EDGERTON: How will an instructor
17 indicate that the student -- that
18 they want them to ratchet the effort
19 up a little bit? They acknowledge
20 it's ongoing, but it's not where it
21 should be.

22 BLACKWELL: There are very few people
23 that assign the UN, but usually what
24 happens is when a student receives a
25 UN, they realize that they are in

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1 dire trouble and there's usually a
2 come-to-Jesus meeting. And either
3 the student ratchets it up and the
4 instructor changes the grade, or the
5 student examines career options.

6 EDGERTON: So this is the final, but
7 they still might get out of
8 purgatory?

9 BLACKWELL: Yeah.

10 CHAIRMAN YANARELLA: Connie.

11 WOOD: I'm still concerned about the
12 allowable period, not -- I fully
13 understand and appreciate your
14 concerns, but I'm just wondering if,
15 in reading from this in a different
16 venue, if people will know exactly
17 what is meant there. Are you really
18 saying that it must be replaced
19 within the time limits for the
20 awarding of the degree? Is that --
21 that may not be perfect, but I'm
22 concerned if it says "allowable
23 period," people are going to look at
24 that I and say it's going to get
25 converted to an E at the end of a

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1 year.

2 BLACKWELL: Uh-huh (affirmative).

3 WOOD: I mean, is it really within the
4 time limits for the awarding of the
5 degree?

6 BLACKWELL: I believe the time limits
7 that are described here are for I
8 grades. The SI grade -- am I
9 misinterpreting this?

10 WOOD: "If an SI grade has not been
11 replaced within the allowable
12 period, the Registrars will change
13 the SI to a grade of E." So I'm
14 just wondering about a clarification
15 of "allowable." Are you talking
16 about one year from the date in
17 which it was imposed or for the time
18 limits for the awarding of the
19 degree?

20 BLACKWELL: I'm trying to find --

21 JONES: Page 10, top paragraph.

22 GROSSMAN: "The allowable period" refers
23 to the previous sentence. You're
24 taking that one sentence out of
25 context. The allowable period is

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1 prior to the qualifying or final
2 exam or prior to graduation. That's
3 the allowable period.

4 UNIDENTIFIED SPEAKER: It hasn't been
5 replaced prior to qualifying exam?

6 WOOD: There's no allowable period for
7 (inaudible).

8 GROSSMAN: That's the allowable period
9 the sentence is referring to. It
10 needs to be done before the
11 qualifying.

12 WALDHART: And is that the same thing
13 that's on page 5?

14 BLACKWELL: There is for a certain body
15 of students. We still have three
16 different categories of students for
17 time periods at this point. And the
18 allowable time period, I thought
19 that I was not including a specific
20 here. If you-all insist that we
21 change those grades at the end of
22 the allowable time period for each
23 of the student categories, to change
24 those to Es or to UNs, I mean,
25 that's the will of this body. The

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1 reason that I stand -- that I take a
2 step back from doing that is that we
3 have graduate students who come into
4 programs for many life reasons, drop
5 out of programs, and possibly begin
6 a new program at this university or
7 at a different university without
8 having completed the degree. And I
9 hesitate to put onto their
10 transcript something that looks like
11 absolute failure in those instances
12 because there are many reasons that
13 graduate students truncate a
14 graduate career, and they will have
15 to explain why they dropped out of a
16 program at some new admission point
17 if they take up graduate education
18 again at a later date. I'm just a
19 little bit concerned about putting
20 that onto a transcript, and just
21 leaving it with the interim grade
22 does not disadvantage them.

23 CHAIRMAN YANARELLA: Ernie.

24 BAILEY: Are you recommending that we
25 offer to amend this by deleting that

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1 last sentence about changing the
2 grade?

3 BLACKWELL: On page 10.

4 BAILEY: Well, it's on 5 and it's on
5 10: If an SI grade has not been
6 placed and so on.

7 BLACKWELL: Richard, do you know when
8 that entered into the discussion
9 or --

10 BAILEY: That stays permanently as an
11 SI.

12 GREISSMAN: Right. As Bob has
13 suggested, if the allowable period
14 is defined by the qualifying exam to
15 the final exam and the student drops
16 out, there is neither; therefore,
17 the SI would stay the same.

18 BAILEY: No, if a student has from the
19 time they begin the program, that's
20 when the clock starts on the degree,
21 it isn't how many semesters or years
22 they're enrolled. So if they drop
23 out of the program -- and I don't
24 know what it is. If it's eight
25 years, if they have after eight

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1 years, the Registrar is then
2 directed to change these to E's.
3 And unless there's some reason to
4 assign an E, why not leave it as an
5 SI and let someone consult on what
6 this means? Is there any reason not
7 to do that?

8 GREISSMAN: Except that -- it's a reason
9 that seems so technical, I hate to
10 even say it. In effect, it becomes
11 an interim grade and what we were
12 trying to -- it becomes a final
13 grade, and we were trying to make a
14 distinction between an interim grade
15 and a final grade. SI was meant to
16 be interim. Interim by definition
17 means for some period of time not in
18 perpetuity. Now, what we're in
19 effect doing is saying the SI grade
20 is in perpetuity in that case.

21 BAILEY: Where these have meaning to us,
22 you know, for our students is that
23 the graduate school requires to us
24 convert S's to letter grades, and we
25 all have different systems or

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1 mechanisms that we use for assigning
2 these grades. I'm not sure what it
3 is in all different places, but I
4 don't really care except that I
5 change it to a grade. If a student
6 leaves the program, again, it's sort
7 of irrelevant, other than the fact
8 that they did some body of work.
9 You know, this at least indicates
10 that they were not unsatisfactory,
11 SI, satisfactory interim,
12 incomplete. E just says failure,
13 unsatisfactory, and it seems like in
14 a lot of work, after the fact to
15 come back and say, "I'm applying to
16 another program; I was at your
17 school 25 years ago and they won't
18 accept me unless you go back and
19 change these to something else."

20 GROSSMAN: I second Ernie's -- Ernie, is
21 that an amendment?

22 BAILEY: Yes.

23 GROSSMAN: I second his amendment to
24 strike the last sentence under
25 5.1.3.3.

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1 CHAIRMAN YANARELLA: Okay. We have an
2 amendment on the floor. Does anyone
3 want to speak to that amendment?

4 BLACKWELL: I'll even accept that as a
5 friendly amendment.

6 CHAIRMAN YANARELLA: You will?

7 BLACKWELL: Uh-huh (affirmative).

8 Richard, will you back me up on
9 that?

10 GREISSMAN: Sure.

11 CHAIRMAN YANARELLA: All right. We no
12 longer have an amendment; we have a
13 friendly amendment that has been
14 absorbed into the original proposal.

15 TAGAVI: So then, therefore, SI could be
16 made on somebody graduating?

17 BLACKWELL: No.

18 WOOD: So point of clarification: So an
19 I must be removed within a given
20 period of time, but an SI does not?

21 BLACKWELL: Right.

22 WOOD: And an SI can be submitted for
23 any course?

24 BLACKWELL: It has to be part of the
25 course application procedure for the

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1 grading mechanism.

2 WOOD: Okay. So it has to be an
3 allowable grade option?

4 BLACKWELL: And it has to fit the
5 criterion.

6 UNIDENTIFIED SPEAKER: Yes.

7 BLACKWELL: Seminars, independent work
8 courses or research courses.

9 GREISSMAN: If these courses extend
10 beyond the normal limits of the
11 time.

12 WOOD: And it will be in whatever -- but
13 it's a great option. It will not be
14 available to your run-of-the-mill
15 graduate-level courses.

16 GREISSMAN: That's right, yeah.

17 CHAIRMAN YANARELLA: Okay. Are we ready
18 to vote on the original motion with
19 the understanding of the friendly
20 amendment that has been absorbed
21 into it? All those in favor, please
22 indicate by saying "aye."

23 SENATORS: Aye.

24 CHAIRMAN YANARELLA: All those opposed.

25 (NO AUDIBLE RESPONSE.)

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1 CHAIRMAN YANARELLA: Any abstentions?

2 (NO AUDIBLE RESPONSE.)

3 CHAIRMAN YANARELLA: The motion

4 carries. Thank you. Could I just
5 take one minute of your time. This
6 may be my swan song, University
7 Senate, and essentially what I want
8 to do is to thank a great number of
9 people very quickly. First, to the
10 staff and volunteers who have helped
11 this body and the Senate Council run
12 more efficiently: Sheila Brothers,
13 my Administrative Coordinator and
14 the person who is taking notes for
15 us; Robyn Barrett, who is our
16 recorder, and who, despite faints
17 and dodges, has been able to
18 reliably present transcripts for us
19 for each of the Senate meetings;
20 Michelle Sohner, who has undertaken
21 the oftentimes thankless task -- and
22 I do want to thank you now for it --
23 of being our Sergeant at Arms and
24 doing all of those things associated
25 with that particular responsibility;

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1 James Sparkman, who, again, has had
2 to deal with faints and dodges by
3 the University Senate and the Senate
4 Council and the Senate Council
5 Office in moving this meeting from
6 one place to another, we express our
7 appreciation; and Gifford Blyton.
8 Gifford is an institution. Gifford,
9 are you 98 or 99?

10 BLYTON: 98.

11 CHAIRMAN YANARELLA: 98. I thought you
12 were 99. I look forward, Gifford,
13 to seeing you many years down the
14 line, still in that position. I've
15 learned a great deal from you and
16 your comments, and our lunchtime
17 conversations have been extremely
18 edifying to me. Appreciation to all
19 of you. I could, as a political
20 theorist, someone who is very much
21 concerned with discursive democracy,
22 I know all of the shortcomings of
23 deliberative democracy, and yet I
24 could cite Winston Churchill and
25 many other commentators on democracy

1 and underline how important it is
2 for us to keep the democratic spirit
3 alive. That democratic spirit is
4 also in evidence in so many
5 different ways in the Senate
6 Council. I have found that to be an
7 extraordinary education for me
8 before serving as its Chair. I can
9 say to you quite honestly that
10 faculty governance and shared
11 governance is in very good hands
12 with the caliber of people that are
13 regularly elected to that position.
14 I could go around and name all the
15 people, past and present, who I've
16 been associated with and from whom I
17 have learned a great deal, but I
18 know you folks want to leave very
19 quickly. Best wishes to Kaveh
20 Tagavi and Larry Grabau in your
21 officer work on the Senate Council
22 and also to the reconstituted Senate
23 Council as it continues with its
24 labors. I want to say -- I want to
25 offer a special goodbye to Bob

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1 Grossman, who will be -- who will be
2 resigning from the Senate Council
3 because he will be taking up the
4 dual post of Associate Chair and
5 Director of Graduate Studies in his
6 department. And I also want to
7 thank Roy Moore, who has, as the
8 Board of Trustees faculty -- one of
9 the Board of Trustees faculty reps,
10 been a nonvoting member on the
11 Senate Council. I've learned a
12 great deal from their counsel, and I
13 want to thank them as well. Thank
14 you so much. I appreciate all of
15 your time and efforts. Kaveh?

16 TAGAVI: Can I say that we really owe a
17 debt of gratitude for such a smooth
18 operation, and to his able Vice
19 Chair, I should offer it. So I
20 would like to say --

21 CHAIRMAN YANARELLA: Kaveh, I'd like to
22 see you afterwards.

23 TAGAVI: Thank you very much.

24 (APPLAUSE.)

25 CHAIRMAN YANARELLA: Thank you.

1 STATE OF KENTUCKY)

2 COUNTY OF FAYETTE)

3

4 I, ROBYN BARRETT, CSR, the undersigned Notary
5 Public in and for the State of Kentucky at Large,
6 certify that the foregoing transcript of the
7 captioned meeting of the University of Kentucky
8 Senate is a true, complete, and accurate transcript
9 of said proceedings as taken down in stenotype by
10 me and later reduced to computer-aided
11 transcription under my direction, and the foregoing
12 is a true record of these proceedings.

13 I further certify that I am not employed by nor
14 related to any member of the University of Kentucky
15 Senate and I have no personal interest in any
16 matter before this Council.

17 My Commission Expires: November 24, 2007.

18 IN TESTIMONY WHEREOF, I have hereunto set my
19 hand and seal of office on this the 1st day of
20 May, 2006.

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ROBYN BARRETT, CERTIFIED SHORTHAND
REPORTER, NOTARY PUBLIC, STATE AT
LARGE, KENTUCKY