

MINUTES OF THE UNIVERSITY SENATE, DECEMBER 9, 1991

The University Senate met in regular session at 3:00 p.m., Monday, December 9, 1991, in Room 115 of the Nursing Health Sciences Building.

Marcus T. McEllistrem, Chair of the Senate Council, presided.

Members absent were: Jim Arnett\*, Richard C. Ausness\*, Robert S. Baker\*, Bart Baldwin\*, Harry V. Barnard\*, Robert L. Blevins\*, Thomas O. Blues\*, Douglas A. Boyd\*, Martha Bruenderman\*, Joseph T. Burch\*, Rutheford B Campbell\*, Jr., Clyde R. Carpenter\*, Ben W. Carr\*, Edward A. Carter\*, Samuel Q. Castle\*, Donald B. Clapp\*, Jordan L. Cohen\*, Raymond H. Cox\*, Clifford J. Cremers\*, Lenore Carihfield\*, Richard C. Domek\*, Jr., Paul M. Eakin\*, Richard Edwards\*, Raymond E. Forgue\*, Wilbur W. Frye\*, Richard W. Furst\*, Misha Goetz\*, Lester Goldstein\*, J. John Harris III\*, Zafar S. Hasan\*, Christine Havice\*, Brian Hoffman\*, Micki King Hogue\*, Angela Knopp\*, James M. Kuder\*, Thomas W. Lester\*, Arthur Lieber\*, C. Oran Little\*, Lee J. Magid\*, Shawn Meauz\*, Peggy S. Meszaros\*, David A. Nash\*, Derby Newman\*, Clayton P. Omgig\*, John J. Piccoro\*, Jr., Daniel R. Reedy\*, Thomas C. Robinson\*, Jim Shambhu\*, Michael C. Shannon\*, David C. Short\*, M. Scott Smith\*, David H. Stockham\*, Dennis M. TeKrony\*, Miroslaw Truszczynski\*, Salvatore J. Turco\*, Thomas J. Waldhart\*, Michael A. Webb\*, Carolyn A. Williams\*, Eugene R. Williams\*, and Constance P. Wilson\*.

The Chair welcomed everyone to the final meeting of the University Senate for 1991. The first item on the agenda was the President's remarks on the budget and related matters. The Chair recognized President Wethington for his remarks.

Thanks Marc for inviting me. When I accepted this invitation sometime back to talk to you about the budget cuts, I thought at that time it was important for me to give you some sense of the direction that I would be taking in proposing these budget cuts to the Board of Trustees. From Marc's comments and introduction please understand that what I am telling you this afternoon, I'm giving you the plan that will be presented to the Board of Trustees tomorrow. It is a proposal at this point other than the actions which I have already taken to try to put in place a framework for managing a budget cut.

Before I begin this afternoon, since I know that the issue and question of Governor Wilkinson's appointment to the UK Board of Trustees is on the minds of most of you, I would like to give you a very brief statement that I will issue today if asked. Those remarks are that we are in receipt of a copy of a temporary injunction issued by the Franklin Circuit Court enjoining Governor Wilkinson from accepting the oath of office as a Trustee and from exercising the powers and duties of a UK Trustee. We also have been advised that Governor Wilkinson's attorneys are appealing that decision. We do not, at this juncture, know when nor do I know if the appeal has been heard or when the appeal will be heard. As I indicated earlier, the University will abide by the orders of the courts in this instance, and I will have no further comment on the question of the injunction or of the law suit.

\*Absence explained.

In mid-October, Governor Wilkinson announced a downward revision in the state's revenue estimate for 1991-92 by \$155 million.

State government budgets were reduced by \$85 million, with the recurring reduction for the higher education system operations established at \$31.7 million and an additional \$9.5 million reduction for debt service due to bond issuance timing and interest savings.

I immediately announced a hiring freeze at the University for all non-faculty positions to handle the deficit caused by a shortfall in revenue. The freeze excluded positions in the University Hospital, auxiliaries, affiliates, and those totally supported by restricted funds.

On November 4, the Council on Higher Education approved a reduction in the base of the state appropriation to the University of Kentucky of \$11,839,900 for the University System and \$3,287,300 for the Community College System. This represents a serious budget reduction that will hurt all facets of the operation of the University.

During November, each vice president and chancellor developed plans for my review for managing the problems during 1991-92 as well as-for implementing the recurring reduction in the institution's expenditure base prior to the development of the 1992-93 operating budget.

Reduction plans have been reviewed by me and approved, the management of the detailed implementation of the reductions has now become the responsibility of the respective chancellors and vice presidents.

However, I want to assure you that we are continuing the initiatives approved in the 1990-91 and 91-92 Operating Budgets, e.g. Education Reform initiatives; diversity and equity matters; extended graduate programs; instructional computing; and meeting enrollment demands in the Community College System. In addition, the reduction plans have been approved with a two-phased approach to deal with this revenue shortfall.

Guidelines used for the development of the reduction plans:

- a. The first priority in managing the reduction is the protection of existing University employees and their salaries. Every effort has been made to ensure that the budget cut is managed in a manner that will not result in the termination of regular full-time employees or the reduction of individual salaries. Therefore, while we are having to reduce faculty and staff positions, through attrition not layoffs, the priority which has been placed on providing competitive salaries and benefits for our University employees and on which considerable progress has been made during this biennium - will not be diluted in this reduction plan. A high priority for the 92-94 biennium is to maintain the competitive salary position we have achieved and I

encourage the Governor and General Assembly to do everything possible to assist us in meeting that priority.

- b. Support for the educational mission was a fundamental consideration in developing the reduction plans. Selected faculty position vacancies will continue to be filled since the University's competitive salary situation provides an opportunity to attract additional high-quality faculty members to the University to help assure continued progress toward even higher levels of academic excellence. No classes will be cancelled for the spring semester 1992 because of the budget reduction, although class sections will be dropped and added as usual to reflect enrollment trends. The class offerings for 1992-93 cannot be finalized until the 1992 Session of the General Assembly has completed action on the 1992-94 appropriation to the University of Kentucky.
- c. The hiring freeze will be continued for non-faculty positions but with some flexibility to allow chancellors and vice presidents to fill the most critical positions. No more than 25% (budget value) of the vacancies in the affected positions within a chancellor or vice presidential area will be filled without presidential approval. This will provide for the reduction of staffing numbers through attrition and therefore avoid the necessity of layoffs of existing full-time employees. (Excluded from the hiring freeze are positions in the University Hospital and auxiliaries, and those in accounts totally supported by restricted funds, recharges, or other generated income.)
- d. New positions will not be created unless absolutely necessary. In such cases presidential approval will be required before the new position is established. (Excluded are positions in the University Hospital and auxiliaries, and those in accounts totally supported by restricted funds, recharges, or other generated income.)
- e. Operating expenses are to be significantly reduced in each chancellor/vice presidential area. Travel and printing funds will be sharply reduced and in some cases completely eliminated.
- f. Capital equipment purchases and proposed renovation projects have been reviewed by the appropriate chancellor and vice president to affirm priorities and to determine possible budget savings.

Each chancellor and vice president has submitted a budget reduction plan consistent with the general guidelines. These plans provide a framework for managing this significant reduction in the level of operation for the University. Within the framework approved, the chancellors and vice presidents have the flexibility to manage the details in implementing these reduction plans.

The chancellors and vice presidents have worked with their faculty and unit administrators to construct these reduction plans with the objectives of not placing undue hardship on the University's employees and without seriously jeopardizing the delivery of instructional programs to our students. I very much appreciate that cooperative approach to solving this serious institutional problem.

However, it is clear that the implementation of this budget reduction plan will result in the lowering by attrition of the number of employee positions available to carry out the University mission. Meeting the demands placed on the institution's programs with fewer positions means that the remaining employees will have to work a little harder and carry a larger share of the load in order to continue the instruction, research, service and support activities of the University of Kentucky.

For example, this year we have experienced considerable enrollment growth - 4.6% in the University System and 13% in the Community College System (record enrollment levels in each case) - which increases the load on our existing faculty and staff even more.

We must all continue to work together to ensure that this University meets its obligations to its students and the people of Kentucky.

1. THE 91-92 NONRECURRING PLANS--Between now and June 30, 1992, the University must reduce spending or increase income from sources other than state appropriation in order to manage the cash flow problems created by the reduction in approved state appropriation income supporting the enacted 1991-92 budget of the institution.

That will be accomplished by-  
Not filling vacancies -- \$4.0 million;

Reducing expenditures for supplies, printing, travel, and other operating expenses -- \$3.5 million;

Foregoing purchases of equipment and proposed renovation projects -- \$1.7 million;

Reducing operating contingency reserve -- \$0.5 million;

Utilizing tuition income realized from enrollment growth in both the University System and Community College System of -- \$3.9 million; and

Moving existing general fund expenses of \$1.6 million to other fund sources which would have otherwise been used for other program support.

2. THE RECURRING ADJUSTMENT TO THE EXPENDITURE BASE - The Governor's directive to all state agencies was to ensure that the base budgets for 1992-94 purposes were reduced by the amount

of the General Fund cut. Each chancellor and vice president has developed a plan to reduce their areas of operations. I have approved the plans for permanent reductions in each of the areas. Those plans will go to the Board of Trustees tomorrow. The approved plans will reduce the expenditure base of the University System by \$11.8 million and the Community College System by \$3.3 million.

This will be accomplished by moving general fund expenses to other fund sources \$0.6 million; reducing contingency reserves \$1.1 million; implementation of more stringent utility conservation programs \$0.5 million; reducing equipment purchases and renovation \$0.6 million; reducing budgets for travel, printing and other operating expenses by \$4.3 million; reducing overtime work and part-time hiring \$0.7 million; staff positions will be reduced by approximately 125 FTE, \$3.3 million; and faculty positions will be reduced by approximately 95 FTE, \$4.1 million.

We will carefully monitor the implementation of the budget cuts. The Office of Management and Budget, headed by Vice President Ed Carter, will be charged by me with oversight of the entire effort and will be charged by me to carefully monitor the cut as the year goes along to make sure that we are generating the kinds of dollars we need to meet the recurring budget cut.

We are looking at ourselves in considerable detail through the institutional Self-Study process to determine our strengths and weaknesses and identify ways that we can be more productive and efficient and to help us plan for our future.

In proposing these budget cuts, I have constantly kept in mind the educational mission of the University.

- As we complete 1991 and prepare to move aggressively into 1992, I want you to know that:
- I am strongly committed, as you are, to the three-fold mission of this university: teaching, research, and service.
- I am strongly committed to making decisions that demonstrate continual progress toward even greater levels of academic excellence - toward becoming that nationally recognized university that we all aspire to be.
- I am strongly committed to recruit better and better academic quality students to this campus, graduate and undergraduate, including those students who have chosen to begin at one of our community colleges. To be an excellent university, we must have excellent students.
- I will emphasize excellence in teaching university-wide, not at the expense of research, but to complement research. I believe that a student-centered university must have instruction of the highest quality to be an excellent university.

- I will support and nurture and build and defend, when necessary, the graduate and research programs of this university, the part of our mission that best distinguishes us from other colleges and universities in this state. We cannot be a nationally recognized Research I university without an excellent research and graduate program.
- I am strongly committed to build a new library and an endowment to support libraries in this university. I know of no better way to demonstrate our commitment to academic excellence.
- I am strongly committed to using our resources, whenever possible, to serve this commonwealth. We will make the expertise of our faculty and staff available to help solve the state's major problems, and we will look for opportunities to transfer the results of our research to benefit the people of Kentucky.

As a last point, I know that an excellent university cannot exist without an excellent faculty. By my budget decisions, I want you to see that I have insisted that we protect the salary gains we have made to enable us to keep you at this university and to help us recruit excellent faculty to this institution, during this window of opportunity, which will pay great dividends for us in the future.

I have an absolutely strong and deeply-held commitment to this institution and to its future growth and prosperity. You have my strong support in carrying out your responsibilities as faculty of this institution. I need your continued strong support as we plan for 1992 and beyond as we confront challenges and opportunities presented to this great university.

Ladies and gentlemen, it certainly is an honor for me to talk with you a bit this afternoon about the budget cut and our plans for implementing the cut. We would prefer to be talking about budget gains rather than budget cuts, but we have a responsibility to take this budget cut, manage it in the best way possible for the benefit of this university and for the protection of its educational mission. I am convinced that working together we have such a plan that we will present to the Board of Trustees tomorrow, and I am convinced that with the efforts of the chancellors, vice presidents and deans, the Community College presidents and you as faculty that we will carry out this budget cut successfully and in a fashion that is least damaging to the entire University of Kentucky.

Thank you for having me here today, and I will be pleased, after tomorrow's presentation to the Board of Trustees, to respond to you about questions of the budget cut and other matters. I simply invite you today to think about the budget cut, think about the plans that have been submitted and give me your strong support as we go about handling the business of the University of Kentucky. We are near the end of a fall semester and the end of a calendar year. In my opinion 1991 has been an excellent year for the University of Kentucky. I look forward to an equally good year in 1992.

I wish you a happy holiday season.

The President was given a round of applause.

The Chair thanked the President for the nice clear statement of the centrality of our missions and that the budget cuts will not deflect from the strength of our full range of missions.

The Chair recognized Professor Deborah Powell of the Senate Council to present a Resolution on behalf of the Senate Council. Professor Powell read the following:

SENATE RESOLUTION - ACADEMIC INTEGRITY

WHEREAS the University of Kentucky is, by law, KRS 164.100, charged with a three-fold mission 1) to provide undergraduate, graduate, and professional education, and 2) by KRS 164.125(2) to be the principal state institution for the conduct of basic and applied research, and 3) to engage in public service, all for the benefit of the Commonwealth of Kentucky; and,

WHEREAS previous governors, notably Wendell Ford and John Y. Brown, recognizing the fundamental importance of maintaining the University's integrity, moved to end the direct involvement of incumbent governors as voting members of the Board of Trustees: and,

WHEREAS Governor Wallace Wilkinson has violated the spirit and countervailed the intent of these efforts by the unprecedented action of appointing himself as a member of the Board in the final days of his administration, and accompanied this action by public statements that suggest a predetermined program and a consequent unwillingness to examine and evaluate the operations of this University in a wisely critical way:

NOW THEREFORE BE IT RESOLVED THAT THE FACULTY AND STUDENTS OF THE UNIVERSITY OF KENTUCKY, THROUGH THEIR DULY ELECTED UNIVERSITY SENATE:

1. Reaffirm their commitment to outstanding teaching and research which are integral and inseparable components of the education of our undergraduate, graduate, and professional students.

Just as research generates new knowledge, so it also provides deeper appreciation of the subjects of university study through direct student involvement in research, and further refines the thought of our students; it is also important for attracting outstanding new faculty.

2. Accept their mission to make substantial and lasting public service contributions, thorough research activities, to the health and welfare of the Commonwealth and its citizens.

At the center of the state university system, the University of Kentucky seeks to transmit research results through a variety of public service and outreach programs designed to strengthen the economic and civic foundations of the Commonwealth.

3. Request the refusal or rescission of the self-appointment of Governor Wilkinson to the Board of Trustees.

This unprecedented action grossly circumvents expected behavior by those holding a public trust and would, if not disallowed, corrupt the democratic processes and principles by which this University, and indeed this state, proceeds.

4. Call for the complete reform of the process by which members of the University of Kentucky Board of Trustees are selected.

5. Welcome informed criticism of our methods of fulfilling the mission assigned to us of educating students, developing new knowledge and providing public service.

Open in spirit and purpose, any university, but particularly a comprehensive university, must respond to current needs, new developments, and to all suggestions that would benefit the people we serve. Thus we willingly accept constructive criticism which helps us fulfill our mission.

Professor Powell stated that the resolution was offered to the Senate for consideration and if approved, directed that the faculty representatives to the Board of Trustees present the resolution to the full Board at its next meeting.

The Chair thanked Professor Powell for the resolution. He suggested two principles: 1) that in the comments nothing would be said that might be construed as diminishing one function of activity or mission as opposed to any other function or activity. Secondly, the usual prescription that arguments not be made that might be construed as attacks on the person of any individual. He added that other than those mild qualifications the floor was opened for discussion.

Professor Dan Fulks (Business and Economics) stated that he has no problem with the message in the resolution and he commended the Senate Council for bringing it before the Senate. His problem with the resolution is that he feels there are three issues, one of which is personality. Another issue is defining the mission of the University and perhaps defending the three-fold mission of the University and the third issue is the self-appointment. Professor Fulks feels the resolution addresses all three issues. His problem is with the way the issues have been mixed in the resolution because he feels the issues are separate. He still has a problem with the self-appointment and in terms of the University's mission he is sure there has been criticism. He did not know if it would be appropriate to separate the messages in the resolution but feels something has been lost in what is needed to be said. The Chair stated that Professor Fulks made a clear point and he appreciated the comments.

Professor William Lyons (Arts and Sciences) pointed out a minor technical point under the second "WHEREAS" that Wendell Ford was the governor that stopped the practice of having incumbent governors sit on the Board of Trustees. He added that John Y. Brown was the governor who took the opportunity, when dealing with a former governor, to put that person on the Board as an honorary, non-voting member. He feels the resolution would be more accurate to say "direct involvement of incumbent and former governors as



a voting member....." No one had any problem with the editorial change and the Chair stated that the change would be made. He added that the change would not in any way discourage the Senate from seeing or encouraging the appointment of a former governor to the Board at another time. Professor Lyons stated that the point in the second "WHEREAS" is very clear that starting in 1972 that it was the better part of valor not to involve incumbent governors and later a practice evolved that it was better not to put former governors on the Board and what was being discussed is the unusual and unprecedented act of self-appointment.

There were no further questions or comments. In a hand count the motion in favor of the resolution carried with one no vote.

The Chair stated that Professor Paul Willis would give a presentation to help the Senate understand the impact that the new library and library campaign will have on library services generally at the University.

Professor Willis presented slides and made the following remarks:

What I would like to do is to go over some slides very quickly to bring you up-to-date on the library project, offer to answer questions at the end of the presentation, but maybe more importantly open up the opportunity for you to send to me by E-Mail or by phone or by regular mail comments about the library and its programming. I want to point out before we get to the building that we have a campaign focusing on the collection that is part of this effort. I am sure I need to thank a number of people in the room today for making personal contributions to the library campaign. I don't see the donation cards. They are going directly to the Development Office. I run the risk of owing people thanks and not knowing about it, but the campaign has been unbelievably successful so far and we are very pleased with that. The University of Tennessee, several years ago when they got an NEH Challenge Grant and built an endowment as they were getting ready to build their new library, had a family campaign very much like ours, and they raised money for the building and for the endowment. They got participation at the level of 65 percent, but they only raised something like \$250,000. The last figure I saw shows us in the range of nine or ten percent participation, and we are approaching one-half million dollars in terms of the library campaign. Professor Swift and a number of you here are helping individually with that effort, and we really appreciate that. I think it makes a very strong message to the General Assembly and to private donors who have the capacity to make major donations.

If you look at the old building, we have books shelved on 15 to 17 different levels. We also have 12 different service points in that facility. I think the thing which is unique about our current project is that we are starting over as opposed to tacking on another addition to the King buildings. People sometimes say, "Why don't you simply rearrange services in that building to make them more efficient?" The green stacks that are in the oldest part of the King South Building, in addition to being the ugliest shade of green on campus, are fixed stacks. The way libraries were built in the 20's,

rather than go in and build floors and set shelving on them, it was thought that it was more efficient to let the shelving hold up the building and so that is the way the old building is constructed. That adds a great deal of economy from a construction point of view, but it gives you maximum inflexibility, and we are faced with the stacks running for eight levels. It would simply be too expensive, I think, to go in and try to change that.

We are out of space in the North building for materials. We get the opportunity occassionally to add special collections, and we don't have a place to put them. I have had more than one donor tell me, "If you are going to put that in a cave, I think I'll just keep it in my basement." The lack of space in the buildings handicaps the addition of private unique materials to the library. In addition to having twelve service points in the main building we have library facilities in at least 14 different buildings on campus. When we go home tonight, if we want full library service, we have to staff 12 places in the King buildings and 14 separate branch locations. When you look at the cost to build a new library, it's probably over time less the one-time expenditure that you make in a new building that is significant than the recurring operating costs that come with trying to operate a library system the way we do. In addition to personnel duplication you end up with some duplication of collections in this area. [Professor Willis showed a slide of the Math Library and the Geology Library where the map collection backs up to a radiator.] You can imagine what that does to the life expectancy of that paper over time.

Some people wonder why we moved materials to the cave at Highbridge. We had some materials stored in the Reynolds Building. I got a call one day and the person on the other end of the phone said, "Would you be upset if we threw some of your material out by mistake." Rather than answer I walked over and we immediately set about to find some other storage for library materials and that is why we moved part of the collection to Highbridge. It is an interesting place. If you have not been there, none of our materials sits on the floor. The temperature is ideal. They dehumidify the area where our materials are stored. The boxes are numbered, and they run a shuttle service back and forth usually weekly, but they will do it as often as we are willing to pay for it.

Our new Central and Life Sciences Library proposal impacts the main library. Basically we are talking about relocating the main library services out of the King buildings into a new building and bringing into that facility some parts of the collection for the Medical Center, College of Agriculture and Biological Sciences. That is phase I of our program. If we stay on track, we can conceivably open in the Fall 1995. Those are the only libraries that the first phase of the proposal impacts.

What we would bring out of the Medical Center Library, Agriculture and Biological Sciences will be delayed by working faculty from those areas. You get consensus very quickly that you don't need rare books in the Medical Library. Those can be housed

somewhere else. There are varying levels of disagreement as you go down to what you do with current journals and reference materials. We plan to reach those decisions in consultation with the faculty.

Faith Harders is handling the programming for the building. We have not reached any decisions about the building that I think are controversial at this stage. We are working with the Senate Library Committee, and it has representation from every college and several members from some colleges, and I think the discussions this year are going along rather nicely. The University has done one thing that I think distinguishes this project from a lot of others. They gave us some money to use the services of the University architect in terms of working on the programming. I think that will keep us from making some mistakes that we sometimes make around here with other buildings. We are looking for a building that will be significant from an architectural point of view; we are looking at a functional arrangement from the patron's perspective. If you look at the historical literature on how to design a library building, it starts with the mail truck bringing books and journals in the back door and then the patron taking them out the front door. The building is organized the way the material flows through the building from a processing point of view. We want to reverse that and look at the whole issue from the patron at the front door wanting a piece of information and then arranging the building from that particular perspective. That may sound insignificant, but if you tell that to an architect who is going to lay your building out, I think you will end up with different buildings if you start with this perspective. We want total flexibility with the building. We have been looking at a lot of other libraries, as you would expect, and we found at Indiana University, for example, that they can house staff in some parts of the building but not books because the floor load limit is only 95 pounds per square foot. They can have shelving in other areas and compact shelving generally just at the basement level. We want a building that will take the different kinds of library functions on all floors. That is very critical in terms of flexibility. We probably want a building that is not over five levels. We want, if possible, the entry level to be on the middle level. We don't want 12 service points. At least we don't want to have to operate 12 service points at 10:00 at night. We want to be able to arrange it in a cost effective way from a public services point of view; not only from a staffing point of view, but from the patron's point of view in not having to go to six different places to find something. If you want something as simple as a journal article in King, you may have to go to six places before you could leave the building with the latest issue or copy from a journal. We want to minimize duplicate processing, and we want to maximize the use of compact shelving as opposed to utilizing remote storage permanently. This varies a little with what is happening at some other institutions around the country. A lot of libraries simply say, "We are going to go to remote storage such as the Highbridge cave as a permanent method of operation." We prefer not to do that. We would like to keep the materials in the building, and we think we can do that with compact shelving.

The new building, we think, can house 2.2 million volumes. We think we can have 3,000 seats. Currently we have less than a 1,000 library seats on campus. We see a need to emphasize group study rooms. We want some faculty carrels, some locked carrels for dissertation level students, and some open carrels with lockers for graduate students. [Professor Weil asked about the current storage in King Library. Professor Willis stated that the library currently has over 2 million volumes and not all will go into the new building, but will remain in the old buildings, the Law Library, etc. He thinks this will give growth space for about 20 years.]

Some people say why are you building all of this space, suggesting that the need for library space is going to decrease, not expand. If you put one patron at a table reading a book, it takes 25 square feet when you put them in front of a terminal, work station or printer, you immediately have to go up to 35 to 50 square feet. That is true for the staff and patrons. There is a trade off with what technology does to library space.

We have not laid out the five floors completely, but we have some general ideas. We have talked with the Senate Library Committee about the need for a current journals room and things of that sort. The architects tell us that if we could have a building with the entrance on the middle level, and with the floors open so that you could see from the entry point the floor above and the floor below, you can arrange those floors from a service point of view so that they would function in an integrated way; plus not force people to use elevators. The architect who designed the dormitories on campus here, designed the library at the University of Massachusetts a few years ago, a library building of about 18 floors. That is simply unworkable from a library point of view. They moved in and all the bricks started falling off just like they did from our dorms. They had to move out and redo the bricks. We don't want an 18 story library building. Light is good for people but not for books, so we obviously would put the collection in the center of the building and put carrels along the outside walls. We are talking about the size we would need for faculty studies. We obviously would want those wired and equipped to handle PC's and so forth.

The University of Tennessee does not give each master's level graduate student a fixed carrel, but they give them a locker with a key and the student works at an open carrel.

A site has not been selected. The master plan recommends the area behind the Faculty Club near Clifton Circle. The University owns most of the land in that area. The library would likely be overlooking Clifton Circle as Clifton Circle is a sinkhole. We would not build against the parking structure; there would likely be room left there to expand the parking structure.

President Wethington has made a point that makes good sense. He has said, "Why select the site before we select the architect?" If you are going to ask a well known architect to come in and do a

significant building, why not let that person participate in site selection rather than getting locked in on a given area. The current scheme, as I understand it, is to let the site stay flexible until an architect is selected. We can turn over to that person all of the studies that have been done to date and then they can participate in the final site selection.

The Clifton area has room for added parking and there is room, if the land is dedicated initially, for more library space if it is needed in the future. The master plan calls for that whole area to be outlined with academic buildings so the library could become the hub of a new academic center on campus. The Medical Center Research Component is scheduled to move in that direction as well. The Clifton Pond area is very close to the population center of campus as well as the geographic center of campus.

We hope to renovate the King Buildings and then create information centers at the college level. Our current plan for the King Building is for using the 1974 building to create a Fine Arts Library. There would still be extra space in that building, as the Fine Arts Library would not take it all. I think a spectacular facility could be built for Music, the Music Listening Center, Art, and the theatre collection in that building with very minimal renovation. That is our recommendation. We would like to renovate the 1931 building for Special Collections and Archives. Because of the fixed stacks, it doesn't make good sense to use that facility for a non-library purpose. The major renovation that would be called for would be a new heating, cooling and ventilation system. This is what the University administration wanted to do in 1963 before we added on the addition to the South building. It was the library administration that ultimately prevailed and caused the 1963 addition to be built, which I think was a mistake.

We would like to look at the 1963 building as perhaps a physical sciences library, and we would like to talk with Chemistry/Physics, with Geology, Mathematics, and Engineering, about the possibility of centralizing some of their collections, but decentralizing access through college information centers. None of this is critical to phase I of the project. What was the reference room is now the business reading room in the old building. A donor gave us money to redecorate that room and the slide shows what can be done in that old facility with a little bit of money. The 1963 building was very good when it was built, and we messed it up when we put in air conditioning and added on to it.

I hope that we can look at not just the idea of building a new library building but how we relate that to the college information centers, how we relate it to access to the Computing Center and other kinds of services, because as all of you know, a lot of changes are going on in this area. We are in the process of moving our library catalog to the super computer. That is a phased project that will finish this coming semester. Currently we have the catalog operating on the super computer along with Medline and Eric, and we plan to put other databases there as well. The new building will give us the

capability to manage those kinds of programs much better than we can do in the current building.

I am very concerned that we do this project properly. We are asking you people for money to help us build a library. I think our last two library building projects were mistakes. We are committed to not making a third mistake in a row. We don't predict the demise of the book. We want to be very careful that in the new building we take the best of what has made libraries what they have been in the past, and incorporate the newer technology along with that.

I appreciate your patience, and I would be happy to entertain any questions.

Professor Don Howard (Philosophy) was surprised to hear that UK is planning for only 20 years of growth in terms of the library handling the books. He wanted to know why only 20 years. Professor Willis stated that the University told them to plan for only 10 years. When new buildings are built only ten years are planned for that building. The library administration was able to convince the University administration that when space is left for book growth, you leave it throughout the stacks. If plans are made for only a few years, then later the whole collection would have to be rearranged. He added that it is fairly standard in library construction to use 20 years, and he is comfortable with 20 years' growth.

Professor Jesse Weil (Physics and Astronomy) wanted to know where the land was for the building because the parking structure was on one side and something else on the other. Professor Willis said there is enough space.

There were no further questions or comments and Professor Willis was given a round of applause.

The Chair thanked Professor Willis for his remarks.

The Chair recognized Professor Glenn Blomquist (Economics) to present the one action item on the agenda. On behalf of the Senate Council, Professor Blomquist recommended approval of the proposal to amend the Administrative Regulations to add a Teaching Portfolio to the Criteria for Promotion and Merit Review Considerations. (This proposal was circulated to members of the University Senate under date of 20 November 1991.)

The Chair stated the proposal had been discussed on the senate floor just as a discussion item with some recommendations for modest changes and those have been incorporated in the document and is now being presented to the senate for action. The floor was opened for discussion.

Professor Jesse Weil requested a major change in the proposal. He proposed having a portfolio being an option, not mandatory. His reasons are that in his view the portfolio would require a great deal of "busy work" both on the part of the faculty member and on the part of the administrators who would look at what the faculty members are required to produce. He feels that much of what is good teaching is intangible and personal and very difficult to measure in terms of what is being put into the portfolio. He moved that the "Teaching Portfolio" be optional, that the faculty member could have one but not required to keep the portfolio. The amendment was seconded.

The Chair asked for any comments on the amendment. Professor Lynn Hall (Nursing) agreed with a number of the points Professor Weil made, but she wanted to go a step further. She stated that a number of questions are raised as she reads the proposal. She wanted to know what type of materials would be used in evaluations, who would develop the criteria, and how objective is the statement by the instructors regarding noteworthy dimensions of their teaching. She feels this is additional paper work that may be of little use in evaluating tenure applications. She added that the current process does allow for input from the chair or unit head in faculty evaluations. She wanted to know how this descriptive statement would be any different. She feels that advising does need some clarification even in the current regulations. She wanted to know by what criteria advising will be evaluated. She feels that if a change is going to be made, the proposal should be more explicit than the one on the floor. She spoke against the amendment as well as the original proposal.

Dean Louis Swift stated that one of the difficulties in reviewing dossiers over the past few years is the irregularity of the dossiers. The one teaching criterion in the dossier is the student evaluation. He feels that there has been an objection to the present program that student evaluations are not an adequate criterion by themselves. He opposed the amendment. He feels the proposal allows a certain amount of flexibility which states "should include things like the following." The proposal does not state that every dossier has to have every element in it. He opposed the amendment on the basis that there might be a greater hodgepodge coming through.

Professor Dan Fulks (Business and Economics) stated that the amendment is not a small change. He feels it is a major change, and he spoke against the amendment.

The question was called. In a hand count the amendment failed.

The Chair asked for other comments on the motion as presented. Dean Swift stated that a certain amount of additional work will be required. The burden is placed on the individual faculty member who is coming up for promotion, and he feels the anticipation is that the faculty member will not just be gathering the data during the last two weeks before his or her dossier goes before the chair, deans, or unit heads. The idea is that the information can be put together over a course of time. He does not anticipate that over a period of time, that while chairs are looking at faculty performance, that they will be spending that much more time in their administrative work. He stated that if the University is going to move away from simply using student evaluations as the one criterion for telling whether an individual teaches well or not, then the process of expanded criteria has to be started.

Professor Bradley Canon (Political Science) pointed out that the proposal stated "Such evidence must include the following:" not may. What bothers him is Item C. He has been a Chair and feels that it would be difficult in many cases to comment on syllabi or examinations or whether the faculty member has kept current in so far as his or her teaching goes or the impact of the faculty member's research on teaching. Professor Canon moved that Item C include the first sentence and leave it to the Chair to fill in beyond that point. The Chair asked if the spirit of that motion would leave more flexibility into the way "C" is dealt with and give the Chair more flexibility

in commenting. Professor Auturo Sandoval (Art) seconded the amendment to delete all of Item C except the first sentence.

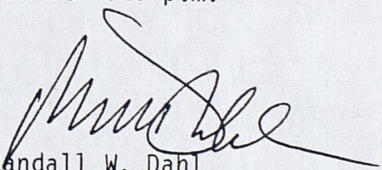
A Senator stated that he sees a problem with Dean Swift's comments concerning one's ability to distinguish a good syllabus from a bad one on the basis of length. He spoke in support of the amendment.

Professor Russ Groves (Architecture) pointed out that perhaps one of the most recurring issues to come before the office of the Academic Ombud has to do with the interpretation of syllabi, misunderstandings, and uncertainties. He would not as a result advocate a degree of uniformity. He does believe that what could help the situation, whether it be contained in the proposal or not, is an opportunity for a senior member of the faculty to review the syllabi on a regular basis to simply try to identify those areas that he believes could fairly easily be picked out based on a review by a knowledgeable person. There is a difference between uniformity and identifying subject areas which very often are not seen until finals week. He feels that would be a great service to the students and would eliminate a fair amount of embarrassment on the part of some faculty. He wanted the portion of Item C that calls for a review of the syllabi to not be deleted.

Professor Canon believed that the Ombud was speaking for the immediate review of syllabi where the proposal is talking of a review only when a faculty member comes up for promotion. Professor Groves stated that Professor Canon is right and he feels that what often happens is that a pattern develops over a period of years that goes unchecked. He feels the earlier that process could take place, the better.

The Chair suggested that since the reception would be starting at 4:30 p.m., to which the Board of Trustees has been invited, he would entertain a motion to recess the meeting and to return to the document at the February meeting.

Motion was made to adjourn. The Chair stated that he would see everyone at the Alumni House. The meeting adjourned at 4:25 p.m.

  
Randall W. Dahl  
Secretary, University Senate



11/21/91

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

20 November 1991

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, December 9, 1991. FINAL APPROVAL of the Teaching Portfolio to be included in the faculty member's personnel file, or dossier. This proposal, if adopted, becomes a recommendation to the President for a change of the Administrative Regulations relevant to retention and promotion.

These proposed guidelines are in response to proposals made by Dean of Undergraduate Studies Louis Swift, who was responding to the need to strengthen the base of information needed for realistic teaching evaluations. This form of what is now called a "teaching portfolio" is essentially that which we examined at the November Senate meeting, except that in response to recommendations from the floor, evidence of currency in the field being taught is also included. Another minor change reflects assignment of responsibilities for team taught courses. The time period for inclusion of materials is set to be since the last promotion or appointment.

Since we propose to recommend a change in the Administrative Regulations affecting tenure and promotion dossiers, this is a very important matter, affecting the values of our community for the future.

Enclosures-2

5158C

V. Criteria of evaluation for appointment and promotion in the Regular Title Series

A. Areas of Activity

1. Teaching and Student Relations

Markedly superior teaching and advising should be carefully noted in annual and biennial evaluations, and especially recognized in appointment, retention or promotion. Colleges should evaluate the quality of teaching as well as the quality of academic advising done by each faculty member. The results of this evaluation shall be considered in the decisions concerning retention and/or promotion of each faculty member. Recognition also should be given to a faculty member's contribution to student welfare through service on student-faculty committees or as an advisor to student organizations.

Teaching Evaluation - Teaching Portfolio

The extent and character of teaching responsibilities for each faculty member since the last review should be described in a teaching portfolio maintained and regularly updated by the faculty member. This portfolio should be included as part of the faculty member's personnel file or dossier. Those in Special Title posts should have their job descriptions as a part of their portfolios or at least included in their dossiers, as well as the description of their teaching roles. Objective evidence of the quality of teaching shall be included in the portfolio. Such evidence must include the following:

- A. A few (no more than three of each) representative syllabi and examinations.
- B. A statement by the instructors regarding noteworthy dimensions of their teaching (e.g., large classes, diverse preparations, instructional innovations, publications related to pedagogy, participation in conferences, seminars, a descriptive self-evaluation by the instructors, and other activities related to teaching. The statement should be concise and not exceed three pages.
- C. A descriptive statement by the chair or unit head regarding the individual's performance in instruction with an indication of the grounds for assessment (other than student evaluations). Comments on the syllabi and examinations may be appropriate. Evidence that the faculty member has remained current in the field in which he teaches, and that this currency is reflected in his/her courses should be offered. The impact of the faculty member's own research on his/her teaching should be made clear, where that is appropriate and identifiable. The faculty member's particular role in team taught courses should be carefully delineated.
- D. A summary, both qualitative and quantitative, of student evaluations from the time of the individual's initial appointment or since the last review, whichever is the shorter period.

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Advising and Student Relations

Where advising is a portion of the faculty member's usual assignment, evaluation should describe the extent of advising and its quality, with an indication of the grounds for evaluation. Service on student-faculty committees and/or as an advisor to student organizations should also be recognized.

5126C  
November 20, 1991

Celinda Todd  
Senate Council Office  
10 Administration Building  
Campus 0032 -