

## MINUTES OF THE UNIVERSITY SENATE, APRIL 8, 1996

The University Senate met in regular session at 3:00 p.m., Monday, March 18, 1996, in Room 115 of the Nursing Health Sciences Building.

Professor Gretchen LaGodna, Chairperson of the Senate Council, presided.

Members absent were: Debra Aaron\*, Gary Anglin, Patrick Arnold, Benny Ray Bailey, Michael Bardo, Terry Birdwhistell, Fitzgerald Bramwell, Bill Brassine, Joseph Burch, Allan Butterfield, Joan Callahan, Brad Canon\*, Ben Carr, Edward Carter, Shea Chaney, Eric Christianson\*, Jordan Cohen, Jean Cooper, Scott Coovert, Raymond Cox, Carla Craycraft, Charles Davis, Virginia Davis-Nordin, Frederick DeBeer, Susan deCarvalho, Larry Dickson, Richard Edwards, David Elliott\*, Robert Farquhar, Joseph Fink, Juanita Fleming, William Fortune, Richard Furst, Hans Gesund\*, Philip Greasley\*, Ottfried Hahn\*, Kirby Hancock, Monica Harris, S. Zafar Hasan\*, Christine Havice, James Holsinger, Rick Hoyle, Clifford Hynniman, Edward Jennings, Raleigh Jones, Pamela Kidd, Craig Koontz, Thomas Lester, C. Oran Little, Jeff Lowe, Jan McCulloch, M. Pinar Menguc, A. Lee Meyer\*, Karen Mingst\*, David Mohny, Maurice Morrison, David Nash, Wolfgang Natter, Anthony Newberry, Michael Nietzel, William O'Connor, Jack Olson\*, Clayton Paul\*, Barbara Phillips, Rhoda-Gale Pollack\*, Tom Pratt, Shirley Raines, Karl Raitz, Amy Razor, Thomas Robinson, John Rogers\*, Charles Russo, Rosetta Sandidge\*, Horst Schach, David Shipley, Todd Shock, Sheldon Steiner, William Stober\*, David Stockham, Craig Wallace, Charles Wethington\*, Chad Willet, Carolyn Williams, Eugene Williams, Emery Wilson, Mary Witt\*, William Witt\*, Susan Ziringer.

\* Absence Explained

Chairperson LaGodna said the minutes from February 12, 1996 had been circulated. There were no corrections to the minutes and they were approved as circulated.

The Chair recognized Professor Stuart Keller, Director of the School of Accountancy to present a Memorial Resolution honoring Professor Brien Ellis.

Memorial Resolution  
Brien Ellis

Brien Ellis, an assistant professor in the Marketing area, School of Management, Carol Martin Gatton College of Business and Economics, died March 17, 1996, in an automobile accident. He is survived by his parents, Wilson and Mary Ellis, and sister and brothers, Mary Anne Raymond, Wilson Ellis, and George Ellis.

Brien attended the University of Alabama, where he received a Bachelor of Arts in Communication (1979), a Master of Business Administration in Marketing (1986), and a Doctor of Philosophy in Business Administration (1990). After earning his undergraduate degree, he worked as a sales representative, promotions manager, sales manager, and advertising manager for several retailers in New Orleans, Louisiana. He joined the faculty at the University of Kentucky in August of 1989.

Dr. Ellis was a highly regarded teacher in the College of Business and Economics. He was a very dynamic instructor who used his business

experience to develop relevant examples for his students. He was quite active as faculty adviser to the student chapter of the American Marketing Association, serving in that capacity since 1991. He constantly encouraged his students to become involved in activities that would develop their interpersonal skills.

Dr. Ellis was an active researcher with a wide range of professional interests. He was particularly interested in retail development and the marketing activities of service organizations. He maintained a high degree of interest in the entrepreneurial activities of small businesses, providing advice to a number of firms in the Lexington area. He was a cofounder of Cajun Kitchen, a restaurant located on Limestone Avenue, across the street from the Business and Economics Building. He was also a cofounder of Original Foodservices, a company that distributes Cajun foods to several U.S. markets.

Brien Ellis was a valued colleague who had a pleasant word for everyone. He was a dedicated teacher, mentor, and researcher. His untimely death has shocked and deeply saddened the entire College community. He will be missed by his students, friends, and colleagues.

Professor Keller asked that the resolution be made a part of the minutes and that a copy be sent to Professor Ellis' family.

Chairperson LaGodna asked the Senate to stand for a moment of silence.

The Chair introduced Dr. Elisabeth Zinser who arrived at the University of Kentucky last summer as Chancellor of the Lexington Campus.

The Chancellor made the following remarks:

I very appreciate this opportunity, as it is my first to come before this august body. I very much appreciated working with Professor LaGodna and looked forward to working next year with Professor Schach.

I want to take the opportunity to reflect upon some changes in the land grant environment and then to talk about some of the developments in the Lexington campus.

Before that I feel compelled to share with you a point of difficult news that I have just received. I believe that you are not aware of it, and I would not feel right coming before my colleagues and not sharing this information. There has been an assault on the campus over the weekend. There was some delay in letting us know, because I believe the two individuals that were hurt were being treated. I believe they are not having any major physical problems as a result of the attack. They are a man and a woman; she is a student and I believe he is as well. This happened around 1:00 a.m. in the morning. They were walking behind the Chemistry Physics Building area, and attacked there. They were the only witnesses. They reported that three black men approached and attacked them with chains and some sticks. They were hurt to the point they needed treatment, but were able to walk to the medical center and received treatment there. The police arrived and took their statements. This incident is being further investigated and is being referred to as an assault crime. I'm sure we will learn more about this in time. The assailants have not been apprehended. The only witnesses at this point are the two who were hurt in the attack, although they are calling for anyone who perhaps saw the incident to come forward.

I am sorry to be the bearer of bad news. When these things happen, they point out to us the need to give the utmost attention to the safety of our campus and to the human relationships and climate on our campus.

UPDATE ON THE LEXINGTON CAMPUS (1996)  
(University Senate Meeting, April 8, 1996)  
By Elisabeth Zinser, Chancellor

Thank you for letting me to talk with you today about positive developments, challenges and some anticipated changes within the Lexington Campus of the University of Kentucky. Keep in mind, my remarks today are organized in terms of the University's Strategic Goals.

For further information about our positive progress toward these Strategic Goals, let me encourage you to read the President's Report to the Board of Trustees for the period 1990-95. That document summarizes the University's progress toward the Strategic Plan -- its goals and its indicators.

First, I would note that the University is already nationally recognized for quality in undergraduate, professional and graduate education, research, student-centeredness, achievements of graduates, and public service, and will continue to strengthen the development of all these areas.

Our Honors Program is expanding in substance and size. To help expand its scope in relation to other disciplines, Professor Christine Havice and I have agreed that the director will meet with an augmented Deans' Council periodically next year. Professor Jim Albesetti will be the interim director for next year.

Our highly successful Mini-colleges, which are still in experimental stages, are showing tremendous success giving students a substantive experience with interdisciplinary study and offering the advantages of a small college within a large university. The student-faculty relationships inside and outside the classroom are as important as the content and organization of the curricula.

The Math Excel program, which began in 1990 under the leadership of Professor Michael Freeman, is a wonderful success story. This program was adapted from the Uri Treisman model in California. It helps students succeed in the majors that depend on calculus. It has greatly improved retention and academic performance among students who have participated. Based on the success of Math Excel, the Physics and Chemistry Excel programs were piloted this year, and are progressing well. The Department of Mathematics is a Model of Reform for effective scholarship of teaching, discovery, integration and application.

In addition to the pioneering the first Math Excel in Kentucky, many other innovations can be celebrated. Mathematics faculty have developed new courses and are working with students in new ways. They are working with teachers in the public schools and collaborating with faculty in the College of Education. They are also working with community colleges, such as the Collaborative Intermediate Algebra Program at the Lexington Community College.

Mathematics faculty have incorporated technology for accelerated

learning; employed distance learning through the KET STAR channel, and launched a new journal for Appalachian mathematics educators.

In the past three years, Mathematics faculty have developed 21 project grants and have secured funding for a total of \$1.9 million. Here we see persistence and success.

The Appalachian Rural Systemic Initiative was recently funded by the National Science Foundation to support science and mathematics education from Kindergarten through undergraduate college education in 66 Appalachian counties in our region. Professor Mike Freeman directs the College Project to expand the use of the Collaborative Intermediate Algebra Program in community colleges throughout the region.

For his work in these various innovations, Professor Paul Eakin was named the Arts and Sciences Outstanding Teacher for 1996.

As an important footnote on the story of the Department of Mathematics, I understand that just five years ago, the department was criticized for difficulties in instruction and students avoiding a number of the department's courses. Reform has been impressive in its vision, energy and achievements. And, important to note also, the research activity and productivity of the Mathematics Department remains strong, and we are currently in the running for a potential 'hire' of a superstar faculty member with a stellar career in the industrial setting and in teaching and research.

Freshmen "Discovery Seminars" will be pioneered this coming fall by Professor William Freehling. It will give freshmen students the option of taking a small discussion course taught by a professor on her or his current research. In these sessions, entering students will be propelled immediately into discussions of fresh discoveries.

Based on early encouraging results of similar programs at Harvard, Illinois, and Michigan, we are stepping forward with this innovation at UK with four pilot seminars.

Let me quickly enumerate a number of other success stories that I would enjoy elaborating upon, but which time today will not permit. The work of Professor Karl Raitz of Geography on the impact of roads and highways on the evolution of American civilization is very noteworthy.

I would mention the efforts of Professor Elizabeth Lorch of Psychology on how TV conditions the psychology of youth.

History Professor Freehling of History is well known for his scholarly examination of great documents written during America's road toward the Civil War to how slavery drove northerners and southerners (including blacks and women) to rethink the foundations of their social and political worlds.

Professor John Cawelti of English has impressive new work in how detective novels shaped and illustrated major trends in American popular culture.

The Summer College Freshman Program of Minority Affairs with Vice Chancellor Laretta Byars and her colleagues taking the lead is sure to be a national model for similar programs around the country.

If you haven't had the chance lately to look at the work of the Teaching and Learning Center directed by Professor Linda Worley lately, I urge you to do so, because it is very impressive.

The University continues to focus attention on improving our advising services for students -- both central and department/program based. Dean Lou Swift and the advising professionals are to be commended for their leadership here.

An innovation which involves undergraduates engaged in faculty research and other creative activity, and in meaningful learning-based community service projects are also very noteworthy academic and scholarly experiences.

Graduate Dean Dan Reedy has made tremendous strides in programs to mentor our graduate students with special emphasis on the Lyman T. Johnson and Commonwealth Incentive Award students. Lending strong support to these efforts are Jerry Bramwell, Vice President for Research and Graduate Studies.

In the College of Education, Dean Shirley Raines and the College's fine faculty are making significant progress in their plans for student mentoring, too.

Now, let's turn our attention to some major challenges the University will face in coming months. In the area of enrollment planning and management, we will devise methods of better coordination and modernization. As a part of this work, we plan to develop a high level Council for Enrollment Planning and Management.

A recent consultant's report complemented many of these things but pointed out the need for UK to modernize and to invest in certain capabilities. The budget of Kent State's Admissions Office is three times that of ours; and, Kent State uses a new geo-demographic modeling system to target and focus energies on certain promising markets for prospective students. In addition, Kent has pioneered an early payment incentive plan for student tuition payments, and given each participant \$1,000 toward graduate study once he or she graduates with the baccalaureate. We are looking at these and other initiatives.

The recruitment picture of the University poses a particular challenge. There is a potential problem on the horizon, which we are addressing with all the good ideas and energies we can muster, along with some additional resources. Applications are down for fall 1996 by a larger margin at this time of year than last year. The picture is reinforced by a decline in housing applications.

We remained level in the number of new freshmen and the average ACT scores in the fall of 1995, although applications in late March were down somewhat. The gap is greater this year, and the prospect of a reduced freshmen class launched all offices in enrollment services to introduce new initiatives.

The Admissions office is doing some impressive new things. The Colleges and departments are making even more contacts with prospective students. The President and I have both put in more resources for raising the number and levels of merit scholarships.

Applications at the upper-class level are down even more than applications for the freshmen class.

Overall we are down 645 applications, whereas last year we were down at this time by 195 applications. We have introduced new interventions that may mitigate the forecast of a decline in enrollment this fall, but any ideas and actions that you may want to add will be welcome.

Starting this summer, we will examine our enrollment goals and recruitment strategies very carefully. And, we will initiate the Enrollment Planning and Management Council.

Recruiting students is essential, of course, but there is an equally obvious challenge on the other side of this academic coin -- the retention of students.

Dean Lou Swift and Dr. Roseann Hogan presented the findings of a retention study done by the Lexington Campus Planning and Assessment office recently. I will not repeat those statistics here, knowing you have them and take them very seriously.

Since Dr. Hogan's discussion with you, she has examined retention and graduation rates of transfer students and found them to be similar to our 'native' freshmen students. About 10 percent of our students do not return for their second semester, and one-quarter do not return for the second year. Graduation rates are declining for those who transfer to us with 60 credits of college work.

We need to 'get a grip' on the causes of our low undergraduate retention and graduation rates among native freshmen and transfer students -- and address them.

First, we are taking a close look at the demographic and academic characteristics of those who stay and those who leave. Dr. Hogan will include such statistics in her final report, but here are a few highlights:

1. Women students were slightly more likely to return for the sophomore year and earned a higher GPA than male students;
2. African-American freshmen on the Lexington Campus had a 31.2 percent drop-out rate compared to 20.6 percent of white students. African-American students who were retained had earned a GPA of 2.28, compared to a GPA of .93 for those who dropped out;
3. Students from the Appalachian counties in Kentucky were least likely to return to UK among all geographic areas; their retention rate was 74.7 percent in contrast to the overall rate of 78.8 percent. The grades of these students were also lowest of any geographic area, at 1.41;
4. The cumulative GPA for the entering 1994 cohort was 2.8 for returning students versus 1.7 for students who dropped out;
5. State students who do not return have a GPA of 2.27, which suggests there may be reasons other than grades that cause them to leave;
6. In general, ACT and retention are positively correlated at the upper ACT levels. But, students with the highest first-year dropout rate are the students who may not be getting the academic support they need:

Students with a 21 or 22 ACT were more likely to drop out (at 27.4%) than were students with an ACT below 18 (at 15.8 percent). Those with an 18, 19 or 20 ACT dropped out at a rate of 26.4 percent;

7. Retention rates of first year students among the various colleges of the Lexington Campus do not differ significantly.

Dean Lou Swift and I are exploring how we might best 'get a grip' on improving retention, progression and graduation of students. We are eager for any ideas you may have.

Overall, we need to instill high standards for students with respect to study habits and participation; encourage high standards for faculty with respect to teaching, advisement and time with and support of students; improve curriculum arrangements, course scheduling, and classroom scheduling.

In terms of improved teaching and learning environments we are continuing our efforts to reduce circumstances that lead to frequent changing of majors; devoting attention to student-centeredness in attitudes, services and how we organize our resources.

In the area of Graduate Education, there is a study underway, with Professor Boling taking the lead, that will give the University a more precise picture of how we should enter the 21st Century as an internationally recognized Graduate School.

As should be the case for a Carnegie Research Institution of the First Class, research productivity is on the rise. Simultaneously, growth of extramural funding in an increasingly competitive environment continues to rise bringing in around \$100 million annually now to the University.

Our attention to service learning is second to none in this country.

The College of Education is launching initiatives for school-oriented teaching and research, including activities based within the schools.

Teaching English to freshmen students within the community context, under the leadership of Candice Gillis, UI, specifically by having undergraduates learn by teaching youth in the schools, is a prime example of the initiatives in this area.

The athletics programs of this University are quite literally the envy of the Nation. We have champion men's and women's athletics teams of strong character and style.

The University continues to maximize access to higher education and increase college participation rates for the Commonwealth.

There are hundreds of KERA-inspired and related programs for youth and teachers on this campus and a full report of Lexington Campus programs has just been released.

Improved services to and transfers from community colleges through joint programs and other means that link the institutions formally for student access continue to increase.

UK is definitely committed to remaining at the forefront in information technology. An Ethernet Plan, phased in over three years, perhaps

more, will provide Internet access and technological support to the faculty that could only have been dreamed about a few years ago, but now must be considered the basic tools of our academic endeavors.

College-based student information technology laboratories are coming on line almost daily.

We continue to modernize our academic administrative systems, again, an essential for any modern business in today's technological climate.

Distance learning technologies -- connected to community colleges, public schools, and businesses is a UK success story in the making in which we can all take considerable pride.

The University will continue to exert a leadership role in addressing the issues and challenges facing the Commonwealth, the nation and the world. Among these considerable efforts, we will enhance outreach and public service in sync with the University's land grant mission.

Exciting advances in our agriculture research and extension, and leadership in Agriculture 2000, are points of pride for our land-grant University mission.

On the engineering horizon, there are exciting new initiatives including our engineering outreach with a 'Generic Masters Program' for statewide delivery, and the experiment in undergraduate engineering at Paducah.

Our special area centers are also success stories within their own rights including the internationally known Gluck Equine Center and the Appalachian Center.

Our initiatives in taking in Lee's College and the new Robinson Forest Scholars Program continue to show the citizens of the Commonwealth that our statewide missions of access in education are foremost in the University's thinking and planning.

Architecture has reached out in unprecedented ways in recent months including the opening of a new Lexington Design Studio; Lexington and Louisville downtown projects; and a new program in historical preservation.

The arts are always a highlight of this University and will continue to play a prominent role in UK's development.

The University must be in a position to participate as a key partner in the development of Kentucky's economy, and we are becoming well positioned to do so. The highly respected Small Business Development Center continues to attract record requests for assistance and training seminars.

Many elements of the University are working hard to develop a focused strategy for the University's international programs that relate directly to the economic and trade plans of the Commonwealth, and that have the potential for long-term, sustained relationships with our international partners.

UK is building cooperative relationships with other educational institutions, especially when it can enhance access and improve educational attainment of Kentuckians. These cooperative relationships



especially include the community colleges but also include institutions in other states where reciprocity expands, with historically black universities, especially Kentucky State University, and on the international scene including South Africa, where we and they may come to better understand interracial issues by exploring such endeavors in the U.S. and in South Africa.

At the administrative level, we are adapting structures and administrative processes to encourage effective leadership at all levels in the University. At the Lexington Campus level, we will reduce from 30 the number of university officers reporting to the Chancellor, and consolidate certain functions. We will also streamline some processes as quickly as possible, empowering and developing staff members to do so and encouraging innovations.

To strengthen the development and stewardship of its human, fiscal, and physical resources, the University is pursuing financial and other support aggressively.

On the private side, the greatest advance of the year was the \$14 million gift of Mr. Carol Gatton to the College of Business and Economics, now named in his honor.

A major effort is being focused on providing effective organizational structures and management processes this year through innovations in administration and faculty governance, such as ad hoc participatory committees, collaboration and consultation.

The academy cannot advance without appropriate attention to recruitment, retention and support of high quality faculty and staff. At the staff level, you are well aware of the "It's About Staff" process in which a consultant is working with the University and surveys are being conducted, all of which is aimed at modernizing and making more efficient and effective our staff development processes.

As stewards of the Commonwealth, we are continuing to improve our methods of maintaining, improving, managing and effectively using University land, buildings and equipment, and in an environmentally-sensitive manner.

Safety of our faculty, staff and students is of prime concern to the University. We are escalating improvements through investigation and changes aimed at such things as preventing violence and in such department activities, under the thoughtful oversight of David Watt, Vice Chancellor for Research and Graduate Studies on the Lexington Campus, and in our physical plant operations under the direction of Jack Applegate.

There is a need to address preventative maintenance all around the University and we intend to take a measure of what it will take to systematically address long accumulated deferred maintenance at UK.

Much has happened in this past semester to cause a renewed commitment to our desire to provide an atmosphere of collegiality, civility, and community at UK.

The recent threat to one of our students -- a young African-American woman -- has brought out the best in collegial and thoughtful discussions among and between students, faculty, staff and administrators to redouble our efforts for social justice and to intensify

our vigilance to eradicate racism, sexism and all forms of bias, intolerance and violence. As Professor Nicky Finney said the other evening, "We must be a beacon for social justice for the rest of society" and we need further action to do so.

Examples of progress in this area are outlined in a document entitled "Examples of progress toward strategic plans related to minority students, faculty, and staff at the University of Kentucky".

A recent Symposium on Recruitment and Retention of Minority Graduate Students, organized and managed by Vice Chancellor Laretta Byars and Professor Linda Worley, along with several department chairpersons, drew about 200 faculty for the afternoon panel and discussions.

A May 2 seminar on Successful Strategies for Recruitment and Retention in Building an Inclusive University by a variety of offices and led by Professor Mary Marchant and Professor Mary Witt of Agriculture is expected to attract similar attention.

Taking a leadership role among student organizations during the semester was the campus organization A.W.A.R.E., Students for Social Justice; The Black Student Union; others. The University owes these organizations a vote of thanks for surfacing the social justice needs addressed during their meetings and daily silent observances in front of the Patterson Office Tower.

But much needs to be done as a "follow-up" to these discussions and publicly shown sentiments.

There is, we think, a need for a formal social justice program for the University community, patterned after and guided by West Virginia University's Office for Social Justice. West Virginia University has a Social Justice Week, the theme of the last one was "The Quest for Community: Social Diversity at WVU". We are also developing an "All campus READ" program which has enjoyed success in other places.

The university will strengthen its commitment to the concept of the "one university" in coming months. To bring reality to the "one university concept," we must develop a University of character -- with integrity, openness, and trust-- where all members of the University community are treated as colleagues, each with an important role in the learning community. Equally important is the need to improve communication between the University system and the Community College system, and promote appropriate joint projects/programs between the Lexington Campus and the Medical Center.

Other elements embodied in the "one university" philosophy are the development of a physical environment conducive to interchange among all members of the learning community along with promoting cultural and intellectual diversity and understanding among people about their differences and their similarities, their ideas and interests, their aspirations and concerns.

Again, let me thank you for your time and attention as I outlined some of the successes and plans for success within our University.

Chancellor Zinser was given a round of applause.

Professor LaGodna said that she knew that the Chancellor would welcome any kinds of ideas or responses to her remarks. She is very accessible by e-mail.

The Chair made the following announcements:

The Board of Trustees approved the naming of Professors Ronald Bruzina, Philosophy, Thomas Carron, Plant Pathology, and Andrew Sih, Biological Sciences as University Research Professors for 1996-97. These professors were given a round of applause.

The Council on Higher Education's committee on Equal Opportunities met on March 28, 1996 and considered the University of Kentucky's request for a program waiver. The committee approved this request. It is likely that the request will be presented to the Council at its meeting on May 20, 1996 for action. If the Council approves the waiver, then it will likely consider new program proposals at the July 15, 1996 meeting.

The Senate Admissions and Academic Standards Committee have been asked to review all the existing college honor codes as their first priority in the 1996-97 academic year. All honor codes will continue in place until this study is completed, even those whose approval was scheduled to run out this year.

Two of the three scheduled forums that are cosponsored by Human Resources and the Senate Council have been held to discuss retirement benefits and other issues. The last forum is scheduled for April 11, 1996, 4:00 - 5:00 p.m. It will be held in Room 409 Whitehall Classroom Building.

Professor Jim Applegate has been elected by the Senate Council as the chair-elect for 1996-97. Dr. Applegate, a professor in the College of Communications and Information Studies, has served as an A.C.E. Fellow and has a distinguished record of service to the University. He will succeed Professor Schach as chair in May, 1997. Professor Applegate was given a round of applause.

Chairperson LaGodna made the following remarks:

At the first Senate meeting of this academic year, which took place last September, I made some remarks about the many challenges facing the University and a few areas that the Senate Council had chosen for a special focus. At this, the last Senate meeting of the year, I would like to give you a progress report on some of those issues.

The first focus that we had identified was that of maximizing effectiveness of outreach programs and distance teaching/learning methods. To compliment the considerable efforts of the University Distance Learning Committee and the Teaching/Learning Center, we charged the Senate Academic Planning and Priorities Committee with reviewing areas that were related to faculty development and workload and program and course evaluation and quality issues that we did not think were being addressed substantially in other places. The committee, chaired by Professor Carla Craycraft, will be submitting a report to the Council by the end of semester. The tremendous impact of these changing ways of teaching and reaching students will continue to be a concern to this body.

The second major focus was the improvement of diversity and campus climate issues for students. Needless to say, this year has brought increasing attention to those issues. From a national perspective we have increasing attacks on affirmative action and that will undoubtedly affect

our efforts to improve the diversity of our students and faculty. The problem of establishing and maintaining a campus climate that is open, safe, encouraging, and intellectually stimulating for all people, remains sadly under addressed. Recent events on campus reflect the deep concern of students as well as other members of the University community. As you know, the Senate Council issued a statement in response to the March 25th incident, which was somewhat widely disseminated but perhaps not widely enough. I would like to read the statement because it was issued on behalf of the entire faculty.

We wish to express deep regret that such an incident could occur on our campus and believe, unfortunately, that it reflects unaddressed campus issues. As faculty we have committed to a learning environment that respects and embraces differences. A Climate that allows intolerance and hatred falls far short of that commitment. We urge administrators, faculty, staff, and students to take active steps to improve the climate, promote more open dialogue, and to eliminate the ignorance that leads to such unacceptable behavior. The University Senate pledges to institute specific actions to promote needed change.

Obviously the question that follows is what are the actions that the Senate can institute? I think that the Chancellor named a number of initiatives that the Senate, I hope, will have a very major role in supporting, and certainly participating in, if not initiating. There are others as well. The Ad Hoc Committee on Minorities that is chaired by Professor Lionell Williamson has been quite active and is focusing on issues related to faculty and professional staff this year. By following up on those who leave the university they will have some important recommendations to make to us. Likewise, our Ad Hoc Committee on Women which is chaired by Professor Carolyn Bratt is also active. It is monitoring the progress toward the recommendations that were made in the 1990 Status of Women Report. Particular concerns regarding the climate for women graduate and undergraduate students on campus will be reflected in the recommendations from that committee. The Senate Council also pledges to stimulate curricular and teaching efforts designed to promote healthier climate and will act to support other groups on campus working towards these ends.

The third major area we focused on was that of entry and exit issues for faculty. Specifically that meant pursuing the recommendations of the Ad Hoc Committee on Retirement that was chaired by Professor Emeritus Chet Holmquist. We have given in the Senate meetings regular reports of progress toward implementing some of the recommendations. Most recently, the President has assured the Senate Council that he will make an announcement regarding the phased-in retirement plan recommendation before the semester ends. We are now in the preliminary stages of exploring a possible joint faculty administrative effort for a broad review of promotion and tenure processes and issues and the sixth title series in which faculty appointments are made.

In addition to these major concerns, the Senate, Senate Council, and Senate Committees have dealt with a myriad of usual and sometimes unusual academic issues, the resolution of the request for the Arts and Science +/- grading system, which took several iterations, and the passage of the Student Government Association's proposal for a mid-term reading day in the fall semester. Representatives on numbers of committees have done wonderful work this year, including the President's Ad Hoc Graduation Committee and the Student Satisfaction Committee. In addition we tried this year to increase the opportunities for dialogue between faculty and administration. We did this in several ways, some more successful than others. One way we tried to increase this kind of

conversation was to increase the use of electronic communication on VIEW by publishing agendas, minutes, and news. We also established a LISTSERV for faculty discussion of academic issues. (I would have to say that one has not been a booming success.) I am not ready to throw it out yet, but we have very few people signed up for the LISTSERV, so it has not been utilized. Another thing we did to increase the dialogue was to invite a number of key university leaders to address this body so we could have some face to face conversations and opportunity to ask questions. We had the President's address to the Senate, Chancellor Holsinger and Chancellor Zinser to talk about each sector's issues, Vice-President Bramwell, and the Dean of Undergraduate Studies, Lou Swift. We have had other reports; Professor Horst Schach has given the Ombud report and Dr. Roseann Hogan has given the Retention and Graduation Report and the follow-up survey of non-returning students. We hope we will continue this kind of bringing people to the Senate and hopefully bringing senators to the meetings.

The Senate Council has stayed abreast of the legislative issues that have come up. We were able to meet twice with the local legislative delegation to discuss issues related to higher education. We endorsed legislation to add a staff representative to the Board of Trustees. We endorsed the Advocates for Higher Education's Position on Financial Support for Higher Education. We also signed onto the COSFL position statement on the same issue.

I would have to say in summary that we have made some significant progress on some fronts and have incredible challenges ahead.

I would personally like to thank the senators who take the faculty role in university governance seriously. I would like to thank the committees who have worked very hard this year. I would like to thank the Senate Council whose members have persevered and shown up at meetings week after week all year long and tackled some very difficult issues. Thanks to my parliamentary mentor, Gifford Blyton, who I know is always behind my shoulder and makes a big difference. We would like to thank the Senate secretary, Betty Huff and the recording secretary, Susan Caldwell. Obviously we need to thank our two sergeants-at-arms, Michelle Sohner and Jacquie Hager, who fortunately never had to break up any violent fights and kick anyone out of any meetings this year. Most of all I really have to say that I appreciate the first rate work, the support, and the humor of Cindy Todd, without whom I believe it is impossible to be in this role of Senate Chair. It is also now with great confidence that I am going to be able to turn over the job to Professor Jan Schach on exactly May 15th.

AGENDA ITEM 1: Section IV - Admission to Non-Certification Undergraduate Program, College of Education

Proposal:

Students will meet a 2.5 GPA overall and in each academic specialization (major, minor, and support) at the end of their first 60 hours. They can be admitted to advanced standing and counseled by the academic specialist advisor. Awarding of a degree in the College of Education for the secondary education major will require an appropriate admission to advanced standing and verification of a 2.5 GPA overall and in each academic specialization (major, minor, and support).

Background:

In the late Fall, 1994 (December 24, 1994), the Senate Council approved a new undergraduate program in the College of Education. That program, a secondary education (non-certification) program, will eventually replace the current undergraduate teacher certification program.

When the proposed program was circulated to the Senate for final approval, objections were raised by faculty in the College of Arts and Sciences as well as by the Dean of the Graduate School. Those objections have been resolved and the program is ready to be offered.

The College of Education has asked that the program not be implemented until a selective admissions standard is approved and in place. The admissions statement they have proposed follows below, to be added to Section IV, University Senate Rules.

The statement has been reviewed and modified by the Admissions and Academic Standards Committee. The College of Education accepted the Committee's modifications, and the Senate Council recommends it to the Senate.

Implementation: Fall, 1996

Note: If approved, the proposal will be forwarded to the Rules Committee for codification

Chairperson LaGodna recognized Professor Jan Schach for introduction of the item. Professor Schach reviewed the background of the proposal and moved approval of the proposal on behalf of the Senate Council. The Chair stated that the proposal had been on the floor at the last meeting and questions had been raised, the proposal had been sent back and the wording had been changed.

The question was called. The proposal passed in an unanimous voice vote.

AGENDA ITEM 2: Proposal to amend University Senate Rules, Section I - Elected Faculty Membership, University Senate. It approved the proposal will be forwarded to the President as a recommendation for change in the Governing Regulations.

#### Background and Rationale:

Each year questions arise regarding the determination of eligibility to serve on the University Senate. In order to clarify those areas of confusion and to ensure consistency with Rules of eligibility for faculty representatives on the Board of Trustees, the Rules Committee proposed the following changes.

Proposal to amend University Senate Rules, Section 1 (delete sections in brackets; add sections that are bold and underlined)

#### 1.2.1.1 Elected Faculty Membership

The 85 elected faculty members shall be apportioned each spring among the colleges and the University Libraries according to the following two equally weighted factors based on data for the preceding fall semester: (1) the number of eligible faculty as defined in subparagraph A below; [full-time faculty, except those appointed in the extension series (although they are eligible for election to membership), research title series, Medical Center clinical title series, and visiting series, with the rank of assistant professor or higher in the college of the University Libraries;] and (2) the number of full time students enrolled in the college, computed so that students enrolled in the Graduate School shall be assigned to the college in which they are pursuing their studies. (US: 10/12/81 and BofT: 4/6/82; BofT: 12/11/84)

Ideally, the fraction of the total faculty Senate seats which would be apportioned to an academic unit would be obtained by using the following formula:

$$1/2(Fu/Fe + Su/Se)$$

where Fu and Su are respectively the number of eligible faculty and the number of full-time students in the unit, and Fe and Se are the total eligible faculty and students, respectively, in all units. Usually the portion of the total faculty seats which would be ideally assigned to a unit will not be a whole number. For each unit a certain inequity will result, this being the non-negative deviation of a unit's actual percentage from its deal percentage of the seats. The seats shall be apportioned to the units in a manner which minimized the total inequity, subject to the condition that each unit gets a least one seat. (if two units have identical ideal percentages and the minimum would be attained by giving them different representatives, then the extra seat shall be allocated to one of them by a random process.) An administrative title below that of Dean shall not automatically make the holder ineligible.

#### A Eligibility for Voting and Election

Faculty members who may vote for or may be elected as faculty members of the University Senate ("eligible faculty") must: (1) have an actual or equivalent rank of Assistant Professor or higher; (2) hold a tenured position or one in which tenure may be acquired; and (3) have a primary assignment in a faculty role requiring 50% or more involvement in teaching, research, or service.

Untenured members of the faculty whose appointment is specified as ending on a certain date with out further notice or as not leading to consideration for tenure are not eligible.

\* Faculty members with administrative assignments of an academic nature which constitute no more than half of their current duties--the rest composed of teaching and/or research--will be construed as meeting the requirements of "full-time faculty."  
(RC: 4/2/76)

#### [A] B [Eligibility] Certification of Eligibility:

At the time of the election to the Senate, the chief administrative officer of each specified academic unit shall be responsible for submitting a list of eligible faculty to the Secretary of the Senate for certification and determination of the number to be elected. The Rules Committee shall be responsible for certification of eligibility. Eligibility shall be determined as of the time of conduction of the election.

\* The chief administrative officer, in submitting a list of eligible faculty, should specify which faculty members with administrative assignments are eligible because they spend at least half time on teaching and/or research. (RC: 12/18/86)

#### [B] C Election:

The faculty of the academic units represented in the Senate shall determine whether their representative shall be elected at-large or apportioned among their sub-units. The elections shall be conducted during the second semester by the Secretary of the Senate, with those elected assuming office at the September meeting of the Senate

For each academic unit or sub-unit where there is an election to be held, the office of Secretary of the Senate will prepare the lists of faculty members eligible to vote and those eligible to serve. The office will send a list of those eligible to be elected to those persons eligible to vote, who will be invited to nominate as many eligible persons as there are vacancies for the Senate by a letter. In addition, each chair (or dean) and each departmental or college director of graduate studies and director of undergraduate studies will be urged to submit nominations by letter. The Secretary of the Senate will ascertain the willingness to serve of those nominated. If fewer than twice the persons to be elected from any unit or sub-unit are nominated and are willing to serve, the Dean of the College shall call a meeting of an appropriate group to nominate the necessary number of persons. Each college shall notify the Secretary of the Senate in advance whether it will use for that purpose a College Council, a meeting of department chairs, or a full meeting of the College faculty. (US: 1/18/88)

The ballot for the election of senators shall contain at least twice as many names as there are persons to be elected. Each person must vote for as many persons as there are vacancies to be filled. If the number of persons nominated is no more than three times the number of vacancies to be filled, the persons receiving the largest number of votes shall be elected. Should there be more than three times as many nominees as there are vacancies, and should be number of persons receiving a majority of votes be fewer than the number of vacancies, there shall be a second ballot containing twice as many names as there are vacancies to be filled. (US: 1/18/88)

\* In the elections to the Senate, as well as to other offices, the ballots shall not be opened until after the deadline for their receipt. (RC: 3/30/81)

[C] D Terms; Vacancies:

As specified in the Governing Regulations, each elected faculty member shall serve for a term of three years, Ideally, the terms of the representatives of each academic unit or sub-unit should be staggered so that one-third of them will be elected at each election. To this end the faculty of the academic unit represented, may, for any election, specify that a number of representative be elected for two-year terms. If such action is taken, the dean of the academic unit involved shall notify the Secretary of Senate of such intent in advance of the upcoming election. When more than one number is to be elected from a unit or sub-unit, those receiving the greater number of votes will serve three-year terms and those elected receiving the lesser number of votes will serve two-year terms.

Each elected representative shall be eligible for reelection for a second consecutive term, but ineligible for further reelection until one year has elapsed.

If a member of the Senate should at any time during his or her term become ineligible to serve (e.g., by reason of assuming an administrative title of dean or above, resignation, official leave which precludes attendance, or failure to attend Senate meetings), a vacancy shall be declared by the administrative head of the group represented, and that member of the eligible faculty who at the last election received the next highest number of votes shall serve for the duration of the elected member's ineligibility. A student member shall become ineligible to serve on purgation from the Student Senate. The Secretary of the Senate shall maintain attendance records and shall notify the administrative head of a unit when a representative of that unit has been absent without explanation from three



meetings of the Senate during any one academic year. (US: 3/12/79)

Implementation: Fall, 1996

Note: If approved, the proposal will be sent to the Rules Committee for final codification

Chairperson LaGodna recognized chair-elect Professor Schach for the second item. Professor Schach introduced the item and reviewed the background. She recommended approval on behalf of the Senate Council.

The Chair said she had received a call from someone who was concerned that the change might eliminate librarians with faculty rank from membership. She said it did not do that, the change does not affect any category of faculty whatsoever. The wording is the same that is used for eligibility for membership as a faculty representative on the Board of Trustees. It is a clarifying change.

A senator asked for a clarifying explanation of Section A, (3) have a primary assignment in a faculty role requiring 50% or more involvement in teaching, research, and service. An amendment was offer to change the reading to "50% or more combined involvement in teaching, research, and service."

After several questions concerning the statement reading "Untenured members of the faculty whose appointment is specified as ending on a certain date with out further notice or as not leading to consideration for tenure are not eligible," there was a motion to return the proposal to the Rules Committee for further rewording.

The motion passed in a voice vote.

AGENDA ITEM 3: Proposal to amend University Senate Rules, Section V - Grades and Marking systems - to establish a plus/minus grading system for the College of Communications and Information Studies

#### Background

In the debate regarding instituting the plus/minus system for all University undergraduate students, as well as solely in the College of A&S, the College of Communications and Information Studies supported enactment of the University-wide plus/minus grading system. Following the Senate action in March, 1996, supporting the A&S proposal, the College of Communications and Information Studies College Advisory Council requested that their College be added to the list of those wishing to have plus/minus grading.

The proposal was accepted by the Chair of Admissions and Academic Standards as an extension of the earlier debate. The Senate Council recommends the proposal to the Senate.

Proposal: [Add to Section V - 5.1.0 the bold sections below]

#### 5.1.0 Grades and Marking Systems

College of Communications and Information Studies

The following grades are given with the respective point value indicated.

	B+	3.3	C+	2.3	D+	1.3	E	0
A	4.0	B	3.0	C	2.0	D	1.0	
A-	3.7	B-	2.7	C-	1.7	D-	0.7	

The use of the plus/minus system does not change any college or university grade point average requirements, nor the method by which grade point averages are computed, nor the interpretations of other grades awarded, such as F, I, P, W, & S. (US: 9/20/93)

For all studio work in the College of Architecture, the minimum passing grade from level to level in the studio sequence shall be a grade of "C". (US: 5/2/78; US: 9/20/93)

All students enrolled in courses using the plus/minus grading system will have the appropriate point value calculated into their grade point average regardless of their College of origin.

Rationale:

A +/- grading system will provide more precise and accurate evaluation of student performance. The distinctions are seen as especially helpful in courses that carry a large number of credit hours. Other units which have +/- grading systems have been satisfied with the process.

Implementation Date: Fall, 1996

Note: If approved, the proposal will be sent to the Rules Committee for codification.

Chairperson LaGodna recognized Professor Schach for the last agenda item. Professor Schach reviewed the background of the proposal and recommended approval on behalf of the Senate Council.

Professor Lee Edgerton (Academic Ombud) felt obligated to point out that there had been three students go to the Academic Ombud expressing their grave concern, some in written form, with the +/- grading system. He had not heard anyone praising the system yet.

The question was called. The proposal passed in voice vote.

The meeting was adjourned at 4:53 p.m.

Betty J. Huff  
Secretary, University Senate

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