

MINUTES OF THE UNIVERSITY SENATE, MARCH 20, 1995

The University Senate met in regular session at 3:00 p.m., Monday, March 20, 1995, in Room 115 of the Nursing Health Sciences Building.

Professor Raymond Cox, Chairperson of the Senate Council, presided.

Members absent were: Kevin Adams, Dan Altman, Drew Alvarez, Gary Anglin*, James Applegate*, John Ballantine, Paige Bendel, Mark Berger, David Berry*, Vasant Bhapkar, Thomas Blues*, Maria Boosalis*, Jana Bowling, Douglas Boyd, Dean Brothers, Joseph Burch, Allan Butterfield, Loretta Byars, Ben Carr, Edward Carter, Eric Christianson*, Jordan Cohen, William Cohen, Delwood Collins, Jean Cooper*, Frederick DeBeer*, Lance DeLong*, Richard Edwards, Robert Farquhar*, Juanita Fleming*, Donald Frazier*, Michael Freeman*, Richard Furst, Lorraine Garkovich, Thomas Garrity*, Hans Gesund, Larry J. Grabau*, Philip Greasley*, Anne Haas, Kirby Hancock, Issam Harik*, J. John Harris, S. Zafar Hasan*, John Haughton, Christine Havice*, Robert Hemenway, Floyd Holler, Clifford Hymniman, Robert Ireland, Jeff Jones, T. A. Jones, Richard Kermode, James Knoblett, Craig Koontz, Thomas Lester, Jonathan Liar, C. Oran Little, Brent Logan, Robert Lorch, Martin McMahon, M. Pinar Menguc*, A. Lee Meyer*, Douglas Michael*, David Mohney, Donald Mullineaux, Anthony Newberry, Michael Nietzel*, Scott Noble, Jacqueline Noonan, William O'Connor*, Jack Olson, Clayton Paul, Barbara Phillips, Clyde Poe*, Daniel Reedy, Thomas Robinson, Ellen Rosemann, Edgar Sagan, Horst Schach, Mary Shake, W. Craig Shellhart*, David Shipley, Deborah Slaton*, Sheldon Steiner*, William Stober*, David Stockham, Phillip Tibbs*, Chris Vance, Retia S. Walker, Greg Watkins, Charles Wethington*, Carolyn Williams, Eugene Williams, Emery Wilson, H. David Wilson*, Mary Witt.

Chairman Cox asked if there were any corrections or changes to the minutes from the February 13, 1995 meeting. There were no corrections and the minutes were approved as circulated.

The Chair made the following announcements:

Deborah Powell from the College of Medicine has been elected to be the faculty representative to the Board of Trustees. Professor Powell was given a round of applause.

The Senate received a thank you note from Randall Dahl for the resolution from the February 13, 1995 meeting. The thank you note reads as follows:

* Absence Explained
2/27/95

Dear Ray,

Please accept and pass along to your Senate and Senate Council colleagues my sincere thanks for the very kind and utterly unexpected resolution of thanks for my

efforts as University Registrar at UK. Despite the seemingly interminable elections, I greatly enjoyed and benefited professionally from my work with the Senate. More importantly, I made some good and valued friendships and learned many things that will help me be effective in my new position.

Thanks again, and best wishes to my friends and forever colleagues at UK.

Randy

The Chancellor Search Committee, of which I am a member, has had its second meeting. At this point we have 60 or so applicants for the job. The Executive Search Corporation is soliciting more applications. The next meeting will be on March 28, 1995; hopefully the number of applicants will be reduced and there will be some visitations during the month of April. I will try to keep you informed as it goes along.

Chairman Cox recognized Professor Don Falace from the College of Dentistry for a resolution.

MEMORIAL RESOLUTION

Laurence R. (Jack) Bean
1930 -- 1994

Laurence R. (Jack) Bean, a professor in the Department of Oral Health Science in the College of Dentistry, died on July 3, 1994, after a long battle with diabetes and heart disease. He is survived by his wife Susan, two sons, Robbie and Matthew, and a daughter, Lisa.

Jack was born in Lexington, Kentucky on March 24, 1930. He first attended the University of Dayton and received a B.A. degree from the University of Cincinnati in 1952. From 1949 to 1957 he worked as a technician supervisor in the X-ray Department of Jewish Hospital in Cincinnati. He then attended dental school at the Ohio State University School of Dentistry and was awarded the D.D.S degree in 1961. From 1961 to 1966 he was in the private practice of general dentistry in Dayton and Cincinnati. In 1966, Jack was recruited to become the Director of Dental Radiology in the Department of Oral Diagnosis at the University of Kentucky College of Dentistry, where he was to spend his entire academic career.

Jack progressed rapidly through the academic ranks and became a full professor in 1974. He twice served as acting Chairman of the Department and then as Chairman of Oral Diagnosis from 1979 until 1988. He held a joint appointment in the College of Medicine as Professor of Medical Radiology. He was a Fellow in the American Academy of Radiology and a Diplomat of the American Board of Oral and Maxillofacial Radiology.

Jack had a distinguished academic career that included a sabbatical at the University of Lund in Malmo, Sweden, where he conducted seminal radiographic research on the

temporomandibular joint. He had numerous publications in referred journals and was an innovative and effective educator. In addition to his teaching responsibilities at the College of Dentistry, he also taught dental radiology in the Dental Hygiene program at Lexington Community College for many years. He was a popular public speaker and was in constant demand for continuing education courses throughout the state and region.

While Jack had many academic achievements, he will probably best be remembered for his love and teaching and his humor. He enjoyed getting to know his students as individuals which resulted in many continued friendships over the years. He was genuinely concerned for students' learning and their personal welfare. He took his teaching responsibilities seriously and it was his number one priority. He was always trying new approaches at teaching and new techniques -- always in an effort to be a better teacher. He was always available to answer questions. Jack had a special relationship with his students and was beloved by all. He was truly caring and committed to students' learning.

Humor was a great part of who Jack was. He loved to laugh and tease; however, his humor was never hurtful or malicious -- just good natured fun. His ability to laugh at himself and to laugh with others and to be able to see the absurd in a situation endeared him to those around him.

Jack Bean was a unique personality of many talents and accomplishments, a valued friend and colleague, and a devoted family man. He has left us with countless fond memories, and he will be missed by his many friends and colleagues.

Professor Falace asked that the resolution be included in the minutes of the meeting and that a copy be sent to Professor Bean's family.

The Chair asked that the Senate stand for a moment of silence in recognition of Professor Bean.

Chairman Cox then recognized Professor Jim Hougland from the Department of Sociology for a resolution.

MEMORIAL RESOLUTION

John B. Stephenson
1937 -- 1994

The untimely death of John B. Stephenson in early December brought to a close the brilliant career of an extraordinary sociologist, educator, and humanitarian. Only a few months earlier he had retired as the President of Berea College, a position that he had held for ten years. Prior to accepting the Berea presidency, he served nearly 20 years on the sociology faculty at the University of Kentucky, where he retained Adjunct

Professor status. At the University of Kentucky, he served as the University's first Dean of Undergraduate Studies, Director of the Appalachian Center, numerous other administrative positions, and he was awarded a fellowship in the American Council of Education's Internship Program.

Much of John's career was devoted to Appalachian research and development. A native of Staunton, Virginia, he graduated from the College of William and Mary and then entered the graduate program at the University of North Carolina at Chapel Hill (Ph.D., 1966). Prior to completing his graduate work, he taught at Lees McRea College in Banner Elk, North Carolina. There he married a talented faculty colleague, Jane Ellen Baucom, who lent unfailing support to his dedication to Appalachia.

In his dissertation and first book (*Shiloh: A Mountain Community*, 1968), John exhibited the combination of participant observation, document analysis, and concern for the effects of social change that characterized all of his scholarship. Through his research and organizational activities, John sought to promote an improved understanding of Appalachia. He was, for example, a founder and former chair of the Appalachian Studies Conference. Most recently, he was appointed by Kentucky's Governor as Chair of the Kentucky Appalachian Task Force.

John's administrative responsibilities slowed but never stopped his research. In 1981, he received a Fulbright research fellowship that permitted him to complete a community study in Scotland that led to the publication of *Ford: A Village in the West Highlands* (1984) and *A Scottish Diary* (1990).

One of John's greatest pleasures was making new friends in all stations of life. He could count among his friends such eminent personalities as Bishop Desmond Tutu, the Dalai Lama, Alex Haley of *Roots* fame, and distinguished authors Wilma Dykeman and James Still, but he derived equal enjoyment from getting to know well his students, junior colleagues, staff members, village residents who served as key informants for his field research, and a wide variety of "plain folk." Never content with just observing and analyzing social life, John wanted to experience it to its fullest. Despite his many significant positions, he never viewed himself as "important." With genuine modesty, he described many of his major accomplishments as "just doing something that needed to be done."

Upon John's death, the Lexington (Kentucky) Herald-Leader editorialized:

We live in a time when we seem to find so few leaders who embody honesty, openness and compassion. John Stephenson was this kind of person. His deaths make us lament the loss of the many things he still wanted to do.

John is survived by his wife, Jane, founder and Director of Berea College's New Opportunity School for Women, two daughters, a son, a grandson, and his mother. Contributions are suggested to the Berea College Appalachian Center or Tibetan Student Scholarship Fund (Berea, KY 40404).

-- Thomas R. Ford and James G. Hougland, Jr., University of Kentucky

Professor Hougland asked that the resolution be made a part of the minutes and a copy be sent to Dr. Stephenson's family.

Chairman Cox asked that the Senate stand for a moment of silence in recognition of Dr. Stephenson.

The Chair then recognized Professor Ron Penn from the School of Music for a resolution.

MEMORIAL RESOLUTION

REY M. LONGYEAR
MARCH 20, 1995

Dr. Rey M. Longyear passed away on Sunday, February 20, 1995, of heart complications at age 64. He is survived by his widow Katherine "Katie" Longyear. Funeral Services were held at Kerr Brothers Funeral Home on February 27 and interment followed at Camp Nelson National Cemetery in Kentucky.

Appointed to the musicology faculty of the School of Music at the University of Kentucky in 1964, Dr. Longyear served with great distinction until his retirement at the end of the 1994 Fall Semester--a tenure of thirty years. A scholar with an international reputation in music of the nineteenth century, he was largely instrumental in establishing and developing the Ph.D. program in Musicology at the University of Kentucky.

Dr. Longyear held the M.A. degree in musicology from the University of North Carolina, Chapel Hill and the Ph.D. in Musicology from Cornell University. Prior to his service at the University of Kentucky, Rey taught at the University of Southern Mississippi and at the University of Tennessee.

A most active member of the School of Music faculty, Rey served many terms as Coordinator of the Musicology Division, and was Director of Graduate Studies. He dedicated much of this time and talent to the larger university community as well, serving several terms as a member of the Senate, and was a long-time member of the Arts and Humanities Area Committee as well as various other university-wide committees. Dr. Longyear was the recipient of the College of Fine Arts 1987-1988 Research, Creativity, and Performance Award.

Rey was an active member of numerous scholarly societies and boards including the American Musicological Society, the International Musicological Society, the American Liszt Society, the College Music Society, the Society for Italian Historical Studies, Societa' italiana di musicologia, Osterreichische Gesellschaft fr Musikforschung, the International Dvorak Congress, and he was a long-standing member of the Board of the University Professors for Academic Order. Dr. Longyear always represented the University of Kentucky with grace and distinction at national and international conferences. Habitually attired in his necktie emblazoned with the state of Kentucky, Rey supported his graduate students by introducing them with pride to other senior colleagues.

Dr. Longyear was the author of *Nineteenth-Century Romanticism in Music* published by Prentice-Hall. Now in its third edition with an edition translated into Japanese, the work is considered to be the definitive history text on that period. His publication record is a veritable epic catalogue including research papers and articles published in journals such as *The Journal of the American Musicological Society*, *Musical Quarterly*, *Early Music*, *Nineteenth Century Music*, *Early Music*, and the *Journal of the American Liszt Society*. He also collaborated with colleague and theorist Dr. Kate Covington on many articles. Rey edited three volumes of eighteenth and nineteenth century Italian Symphonies from manuscript parts and early prints for the series *The Symphony 1720-1840*. In addition to his journal and book contributions, Dr. Longyear also wrote for essential music reference works, including *Grove's Dictionary of Music and Musicians* and the *New Grove Dictionary of American Music*. His research even reached the general public through articles contributed to general reference works such as the *World Book* entries on "music," "symphony," "chamber music," "harmony," "march," "counterpoint," and the composers Grieg and Sibelius.

A scholar with a distinguished international reputation, Dr. Longyear participated in important festivals and conferences around the world in France, Austria, Germany, Hungary, and Australia. Recent presentations included the International Richard Strauss Conference in 1990, the International Dvorak Sesquicentennial Conference in 1991, and the International Mozart Congress in 1991.

Rey was a scholar of encyclopedic breadth and depth who could always conjure up the opus number, key relationships, and thematic material of the most esoteric compositions. His scholarship always reflected integrity and clarity, wedding rigorous attention to detail with broad conceptual insight. To generations of scholars who were drawn to the University of Kentucky to study with Rey, he was a most devoted teacher and a legendary dissertation director. His annotations and corrections scrawled in the margins of papers provoked curiosity and instilled self-discovery. His *Nineteenth-Century Romanticism in Music* text shaped the concept of romantic

music for nearly every music major and graduate student throughout the country. In that work he modestly set forth his purpose:

To the general observer, the history of music in the nineteenth century resembles a panorama of mountains, some in shadow, separated by mist-shrouded valleys; in the limited space of this volume, an author studying this period can only direct the reader's attention to various aspects of the peaks, tell him something about their shadowy portions, and point out some of the salient features of the valleys.

Those who journeyed through the valleys and mountains of musical history in the company of Dr. Rey Longyear will not soon forget the erudition, dedication, and dry humor invoked by his presence. And when, in the future, they gather at the table in the Hilary J. Boone Faculty Club, there will be one conspicuously empty chair still reserved for Rey Longyear, scholar, teacher, and humanist.

Professor Pen asked that the resolution be made a part of the minutes and a copy be sent to Professor Longyear's family.

Chairman Cox asked that the Senate stand for a moment of silence in recognition of Professor Longyear.

The Chair recognized Professor Gretchen LaGodna, Chair-elect of the Senate Council, for the first action item. Professor LaGodna stated the first item was the proposal for the approval of the Rules Committee's codification of changes in the academic probation and suspension policy. In October of 1994, the Senate approved in principle the change from a quality point deficit of monitoring to a GPA system. The Rules Committee was directed to codify the change in the Senate Rules. This is the Rules Committee's recommended codification. Present is Brad Canon, Chair of the Rules Committee to answer questions.

There was no discussion. In a voice vote, the proposal unanimously passed and reads as follows:

Background:

In response to the University Senate's vote in October to drop the Quality Point Deficit as the measure of academic Probation and suspension policies and substitute the grade point average, the Rules Committee offers the following codification. Senate Rules 5.3.1.2, 5.3.1.3 and 5.3.1.4 have been combined into one rule below.

Proposal:

UNIVERSITY ACADEMIC PROBATION AND SUSPENSION POLICIES

- A. Students are placed on probation if:
 - 1. Their cumulative Grade Point Average (GPA) falls below 2.0. Students on probation for this reason who achieve a cumulative 2.0 GPA

shall be removed from probation.

2. They are freshman students who have completed a semester of 18 or fewer hours with a GPA of less than 1.75. Students on probation for this reason who achieve a cumulative GPA of 2.0 shall be removed from probation. The dean shall warn students with GPAs between 1.75 and 1.99 inclusively that they are not making satisfactory academic progress.
3. They have two consecutive academic terms with semester GPAs below 2.0 regardless of their cumulative GPA. Students who achieve a 2.0 or better in the next term and have a cumulative GPA of 2.0 or better will be removed from probation.

B. Students are subject to suspension if:

1. They have three consecutive semesters in which their cumulative GPA remains below 2.0.
2. They fail to earn a 2.0 semester GPA for any term while on probation.

C. Students are subject to suspension without a preliminary probationary semester if their GPA is below 0.6 after their first term of full time enrollment in the University System. This provision does not pertain to students who have transferred from the Community College System.

D. In cases of students eligible for suspension, the Dean of the student's College may continue a student on academic probation if the individual case so justifies.

E. F. and G. are the last three paragraphs in current Rule 5.3.1.4 and remain unchanged.

Rationale:

This proposal was approved in principal by the Senate in September 1994. At that time, the Rules Committee was directed to codify a statement which changed the probation and suspension rules from being quality point based to GPA based. This proposal then, is the rules Committee report concerning this issue. It has the approval of the rules Committee and the Senate council.

Implementation Date: Fall, 1995

Chairman Cox recognized Professor LaGodna for the second action item. Professor LaGodna stated the second item was the calendar issue. This proposal is intended to address a problem that was created in 1984. That year changes were made in the rules that failed to take into account Labor Day and Leap Year. Since then every time there is a Leap Year or Labor Day falls on a certain day, a waiver of the rules has had to be asked for. The Senate

Council is asking for approval to make the change, so they no longer have to ask for waivers every time this happens. If approved, the proposal will be forwarded to the Rules Committee for codification.

Chairman Cox stated this proposal did not change anything currently being done.

There was no discussion. The proposal passed unanimously in a voice vote and reads as follows:

Proposals:(delete bracketed portion; add underlined portion)

2.1.1 POLICY GUIDELINES

- B. The eight-week summer sessions will be scheduled so that classes begin no earlier than June [9] 5 nor later than June [15] 12.

2.1.2 TIMING OF SEMESTERS

A. Fall Semester

When Labor Day falls on September 1 or 2, classes will start on the Wednesday before Labor Day. When Labor Day falls on September 3,4,5,6, or 7, classes will start on the Wednesday 12 days before Labor Day. The last day of classes will be a Friday. [except on years when Labor Day is September 3 or 4, when the last class day will be a Thursday] Examinations will run for 5 days, Monday through Friday. (US: 12/10/84)

B. Spring Semester

The Spring semester classes will start on a Wednesday approximately [23] 26 days after the last day of final examinations for the Fall Semester. When the Fall Semester starts on the Wednesday before Labor Day, the subsequent Spring Semester will begin on January 14 or[,] 15. [,16, Or 17]. When the Fall Semester starts a week earlier, the Spring Semester will start on January 9, 10, 11, 12, or 13. The final day of classes will be a Friday. Final examinations will run for 5 days, Monday through Friday.

Rationale:

When Senate Rule 11 - 2.1.2 (A) - Timing of Semesters-Fall- was approved for change on December 10, 1984, timing of the subsequent Spring, Four-Week, and Eight-Week Semesters was directly affected; however, the rules pertaining to the start of these semesters were not changed. Under the revised Senate Rule 2.1.2(A), in those Fall Semesters when Labor Day falls on September 3, or 4, classes for Fall begin one week earlier than previously permitted. Allowing for the usual break between semesters, the subsequent Spring, Four-Week and Eight-Week Summer Semesters will also begin one week

earlier. These earlier start dates deviate from Senate Rules 2.1.2(B) and 2.1.1(B) which govern the timing of Spring and Eight-Week Summer Semesters respectively. Rule 2.1.1(C) does not list specific start dates for the Four-Week Summer Term and therefore does not need to be changed. Rule 2.1.2 (A) results in the following opening of term dates.

Fall Sem begins	Labor Day	Spring Sem begins	Eight Week begins
August 27 in leap yrs)	September 1	January 14	June 11 (June 10
August 28 in leap yrs)	September 2	January 15	June 12 (June 11
August 22 in leap yrs)	September 3	January 9	June 6 (June 5
August 23 in leap yrs)	September 4	January 10	June 7 (June 6
August 24 in leap yrs)	September 5	January 11	June 8 (June 7
August 25 in leap yrs)	September 6	January 12	June 9 (June 8
August 26 in leap yrs)	September 7	January 13	June 10 (June 9

Also, when the 12/10/84 revision of 2.1.2A was codified, the portion of the rule requiring the Fall term to end on a Thursday in certain years was not omitted even though it was the clear intent of the Senate to delete this requirement.

Currently Senate Rule 2.1.1(B) states that the Eight-Week Summer Session will not begin earlier than June 8 nor later than June 15. When Labor Days falls on September 3 or 4 (5 in leap years) a waiver of this rule has been necessary. Currently, Senate Rule 2.1.2(B) states that the Spring Semester will start on a Wednesday approximately 23 days after the last day of final exams for the Fall Semester. The break is always 26 days. Senate Rule 2.1.1(B) goes on to specify that when the Fall Semester starts on the Wednesday before Labor Day (September 1 and 2), the subsequent Spring Semester will begin on January 14,15,16, or 17, and when the Fall Semester starts a week earlier, (September 3-7 Labor Day), the subsequent Spring Semester will start on January 11,12, or 13. When Labor Day falls on September 3 or 4, a waiver of this rule has been necessary.

This proposal has been approved by the Senate Council.

Note: If approved the proposed rule changes will be forwarded to the Rules Committee for codification.

Implementation Date: Fall, 1995

The Chair recognized Professor LaGodna for the last action item. Professor LaGodna stated the proposal concerned a resolution having to do with the development of a Staff Congress. The concept of the staff congress has been discussed in the Senate Council and other places within the University for some time now.

At the November 14th meeting of the Senate Council, a proposal was presented which was essentially the same as the one now being considered. The Senate Council adopted the resolution, but suggested the proposal be taken to President Wethington, before it was brought to the Senate. The proposal did not gain Administrative approval and the issue is being revisited for support of the Senate.

There are, including the 1,028 member staff of the Community College System, about 9,213 total staff. At the present time this group has no representative body to give them an organized voice in Institutional decision making. The students have the Student Government Organization and they also have a representative on the Board of Trustees. Faculty have the Senate and two representatives on the Board of Trustees. The staff really have no University wide voice. Recent surveys showed those 92% of the staff support the formation of a Staff Congress. In the survey sent around, it was called Staff Senate; in the resolution before you it is called a Staff Congress.

The resolution reads as follows:

BE IT ENACTED BY THE UNIVERSITY OF KENTUCKY SENATE

WHEREAS the Lexington campus, Medical Center and Student Government Association have elected representation to the University Senate, and

WHEREAS the non-teaching/non-faculty staff, the second largest group of people in the University System, have no representation of their needs and concerns,

BE IT RESOLVED by the University Senate that the University of Kentucky Staff Congress be established and recognized as the official organization to represent the non-teaching/non-faculty staff of the University System and the Community College System.

We have with us today, Kim Blair and Bonnie Johnson who are cofacilitators of this current staff association and other members of the staff association as well, who will be happy to respond to questions.

The floor was opened for discussion.

Paul Willis (University Libraries) asked if there was some type of document that the Senate could see that would talk about the makeup of the Congress and what it might do.

Bonnie Johnson stated the Congress had a Constitution and by-laws that were developed about three years ago; they have recently been updated them, changing the name from Senate to Congress because President Wethington seemed to like the name congress or council better.

Professor Louis Swift (Dean, Undergraduate Studies) asked what reasons were given by the President for rejecting the proposal.

Bonnie Johnson stated she felt that the President felt that the staff's concerns were being met by other groups on campus,

such as Human Resource Services, and other bodies and agencies. She didn't think he really understood that the staff needs communication from the bottom up and that is where they are coming from in requesting the staff association. The University of Kentucky is the only state funded institution that does not have a staff voice of any kind. There was a house bill that mandated a staff voice on the Board of Trustees for every institution. UK, at the request of the Administration, was eliminated from that House Bill. There are four major institutions that also have Staff Congress and Staff Senates now.

Professor Jack Deacon (Civil Engineering) was concerned with the interest of the Senate in this matter.

Chairman Cox stated that the Senate Council feels this is simply the right thing to do. This is a large group of people that simply do not have representation in an organized way. They felt giving them a voice is a good thing. The Senate directly has no particular involvement.

Professor Ron Pen (Music) was interested to know if other colleges on campus already have staff representation. The College of Fine Arts, for instance, does.

Chairman Cox said that Chancellor Hemenway from the Lexington Campus had something like a staff senate or council for his part. The Medical Center does not. Some units do. What is being proposed here is a University wide body, much like the Senate, for staff.

There was no further discussion and the proposal passed in a voice vote and reads as follows:

Resolution:

BE IT ENACTED BY THE UNIVERSITY OF KENTUCKY SENATE

WHEREAS the Lexington campus, Medical Center and Student Government Association have elected representation to the University Senate, and

WHEREAS the non-teaching/non-faculty staff, the second largest group of people in the University System, have no representation of their needs and concerns,

BE IT RESOLVED by the University Senate that the University of Kentucky Staff Congress be established and recognized as the official organization to represent the non-teaching/non-faculty staff of the University System and the Community College System.

Background and Rationale:

The concept of a Staff Congress or Council has been discussed for some time. Recently, members of our staff developed a concrete proposal which was presented to the Senate Council. The Council adopted the above resolution unanimously but suggested that the proposal be presented to President Wethington before any further action be

taken. The proposal did not gain administrative support and so the Senate is now being asked to add its voice in support of our staff.

We have, including the 1,028 staff of the Community College System, about 9,213 total staff, and this group has no representative body to give them an organized voice in institutional decision making. The students have Student Government and a representative on the Board of Trustees, the faculty have the Senate and two representatives on the Board, and the staff have nothing that is University wide. A recent survey showed that 92% of the staff support the formation of a Staff Congress (or Senate as it was called in the survey).

If approved, the resolution will be forwarded to the President.

The meeting was adjourned at 3:35 PM.

Dr. Louis J. Swift
Acting University Registrar

Note: The 1993/1994 Academic Ombud Report is attached to the minutes.

ACADEMIC OMBUD

1993/1994 ANNUAL REPORT

I will begin my annual report by thanking the faculty, staff and administrators whose cooperation made the job of Ombud a pleasurable and rewarding experience -- so much so, in fact, that I have agreed to continue for another year. A special thanks goes to Ms. Michelle Sohner, the Assistant to the Ombud, for seeing me through the occasional frustrating moment and the special touch she has for making students feel welcome and at ease during difficult times.

Outreach Activities

In order to promote a better understanding about the Ombud office and its function, a number of outreach activities were undertaken. At the beginning of the year I made a presentation at the Student Government Retreat which led to a continued dialogue between representatives of the Student Government Association and the Ombud office. I also contacted UK 101 instructors and offered to visit their classes. Most of the instructors who responded asked me to fill the "Academic Integrity" section of the course outline, but these sessions also allowed for some discussion about the evolution of student rights. As a graduate student at U.C. Berkeley from 1964-66, I was able to share personal experiences of how things have changed since the days of the "Free Speech Movement." These discussions about the evolution of student rights also provided a forum to stress the importance in the academic community of student involvement beyond the classroom.

Several recommendations for the class outline were subsequently passed on to Ms. Becky Jordan, the UK101 coordinator.

Senate Rule Proposals

Because of varied contacts with students and faculty, the Academic Ombud has an opportunity to view academic problems from a broad perspective. This overview resulted in the initiation of a number of proposals which successfully passed the Faculty Senate; and each, I believe, resulted in a more supportive learning environment.

- 1) The time for withdrawing from a class was extended by one week. Hopefully, a larger percentage of students will have mid-term grades by this time resulting in a more informed decision about whether or not to drop a class.
- 2) The guidelines regarding repeat options were changed to allow students to exercise their three repeat options anytime prior to graduation. It was felt that this provision was the best way to meet the spirit of the rule without excluding some students on a technicality.
- 3) The Senate Rules Committee was asked to make a determination as to whether or not a student can be made to pay for a class syllabus. Their ruling reinforced the concept that a class syllabus should be provided to each student at no cost.

Academic Offenses

Cheating and plagiarism continue to be a problem on this campus and at other universities. Several researchers have concluded that the problem is getting worse. Some root causes include students seeing parents involved in dishonest practices as well as hearing about the illegal activities of business executives and public servants. A recent study by the United States Department of Education suggests that this is a very important time for schools to diligently enforce rules regarding cheating and plagiarism. The severity of our sanctions regarding academic offenses were recently reviewed by a subcommittee of the Senate. Their conclusion was to continue the policy of requiring a minimum penalty of an "E" in the course.

We saw only a slight increase in cheating and plagiarism cases in this office. Our experience, however, may not reflect the true picture of what is happening on this campus since there are many cases which are being dealt with on an informal level by some faculty. Likewise, there are some cases which may begin with accusations, but lack clear evidence of students' guilt. These are all cases which are not reported to this office. Only when a student is found guilty by an academic unit do we receive notification. The following statistics apply for the academic year 1993-1994.

Cases reported to this office	41
Student visits to our office to inquire about the Appeals Process	29
Cases sent to the Appeals Board	11
Cases where academic unit decision was upheld	6
Cases where student was acquitted	5

Grade Disputes

Grade disputes make up most of our contact with students. The majority of these cases involve a dispute about what the syllabus expresses and what the student perceives his or her level of effort to be. The degree to which we are able to bring about a satisfactory solution to the conflict varies with each academic unit and what avenues of appeal the student has at the Department/College level. The following statistics apply for the academic year 1993-1994.

Cases involving grade disputes	95
Cases sent to the Appeals Board	4
Cases where the original grade was upheld	1
Cases where the grade was changed in favor of the student	1
Cases withdrawn by the student	2

The attached Statistical Report represents a review of this office's actions for the academic year 1993-94.

STATISTICAL REPORT
1993-94

Number of Single Contacts (Telephone Calls/Referrals)	1,841
Number of Cases Handled	258

NATURE OF COMPLAINTS

Academic Offenses	29
Attendance	10
Discrimination	9
Exams	8
Grades	97
Instruction	30
Personal Problems	5
Progress/Promotion	61
University Policy	9
Total	258

COLLEGE WHERE COMPLAINT ORIGINATED

Agriculture	2
Allied Health	4
Architecture	1
Arts and Sciences	147
Business and Economics	17
Communications	14
Dentistry	2
Education	23
Engineering	10
Fine Arts	8
Human Environmental Sciences	6
Law	2
Library and Information Sciences	1
Medicine	2

Nursing	5
Pharmacy	3
Social Work	5
Non-Applicable	6

Total 258

STUDENT'S COLLEGE

Agriculture	3
Allied Health	4
Architecture	1
Arts and Sciences	141
Business and Economics	20
Communications	14
Dentistry	2
Education	24
Engineering	10
Fine Arts	8
Human Environmental Sciences	6
Law	2
Library and Information Science	1
Medicine	2
Nursing	5
Pharmacy	3
Social Work	6
Non-Applicable	6

Total 258

CLASSIFICATION OF THE STUDENT

Freshmen	44
Sophomores	65
Juniors	54
Seniors	51
Graduates	39
Non-Degree	0
Non-Applicable	5

Total 258

CASES BY MONTH

July, 1992	16
August, 1992	24
September, 1992	18
October, 1992	25
November, 1992	22
December, 1992	19
January, 1993	29
February, 1993	19
March, 1993	16
April, 1993	24
May, 1993	35
June, 1993	11

Total 258

4 YEAR COMPARISONS

	Cases Handled	Single Contacts
1993-94	258	1,841
1992-93	239	1,989
1991-92	228	1,232
1990-91	269	1,133

MOST FREQUENT COMPLAINTS

	1990-91	1991-92
Grades	74	75
Progress/Promotion	52	45
Academic Offenses	39	34
Instruction	33	9
Exams	32	14
	1992-93	1993-94
Grades	85	97
Progress/Promotion	60	61
Instruction	31	30
Academic Offenses	29	27
Attendance	10	10