

MINUTES OF THE UNIVERSITY SENATE, SEPTEMBER 12, 1994

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The University Senate met in regular session at 3:00 p.m., Monday, September 12, 1994 in Room 201 of the Nursing Health Sciences Building.

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

Members absent were: Kevin Adams, Reginald Alston, Dan Altman, James Applegate, John Ballantine, Mark Berger, Gary Bibbs*, Jana Bowling, Dean Brothers, Joseph Burch, Laretta Byars, Brad Canon, Ben Carr, Edward Carter, Jordan Cohen, Delwood Collins, Virginia Davis-Nordin*, Richard Edwards, David Elliott, Robert Farquhar*, Joseph Fink, Michael Freeman, Richard Furst, Lorraine Garkovich, Anne Haas, Kirby Hancock, Issam Harik*, J. John Harris, S. Zafar Hasan*, John Haughton, Christine Havice, James Hertog, James Houghland, Robert Ireland, Jeff Jones, T. A. Jones, Richard Kermode, Craig Koontz, Thomas Lester, Jonathan Liar, C. Oran Little, Brent Logan, Elizabeth Lorch, Robert Lorch, Martin McMahon, M. Pinar Menguc*, David Mohny*, Roy Moore*, Donald Mullineaux*, Jacqueline Noonan, William O'Connor*, Clayton Paul, Barbara Phillips, Rhoda-Gale Pollack*, Roy Porter*, Deborah Powell, Thomas Robinson, Ellen Rosenman, Daniel Rowland, David Shipley, David Stockham, Louis Swift*, Phillip Tibbs, Chris Vance, Enid Waldhart*, Carolyn Williams, Eugene Williams, Emery Wilson, H. David Wilson*.

The Chair welcomed everyone to the 1994-1995 University Senate. Professor Cox stated he was from the Mathematics Department and he was the Senate Council chair following Dan Fulks who was a hard act to follow. He would appreciate any cooperation and help.

Chairman Cox made the following introductions: Susan Caldwell, Recording Secretary; Randall Dahl, University Registrar and Secretary of the University Senate; Gifford Blyton, a retired faculty member from Communications who for many years has been the Parliamentarian; and Cindi Todd, the Administration Assistant for the University Senate Council. Cindi can find anything you need in 13 seconds, so if you have questions ask Cindi.

The Senate Council members are: Chair-elect, Gretchen LaGodna, Nursing; Dan Fulks, Accounting; Ed Sagan, Education; Enid Waldhart, Communications; Don Frazier, Physiology; Tom Garrity, Behavioral Science; Brad Canon, Political Science, and Mike Nietzel, Psychology. The two student representatives are Paige Bendel and Greg T. Watkins. The faculty members of the Board of Trustees, who are non-voting members are Loys Mather and Deborah Powell, and T. A. Jones, who is the President of the Student Government Association and student trustee.

Chairman Cox then stated that technically the President of the University Senate is the President of the Institution. The President does not preside over the Senate meetings, this is delegated to the Chairman of the Senate Council. It is traditional that the President of the Institution address the opening meeting of the Senate. It was his pleasure to introduce President Charles T. Wethington, the President of the University of Kentucky.

President Charles Wethington was given a round of applause, and made the following remarks:

d * Absence Explained.

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The Changing Image Of The University: One Of Quality
State Of The University Address
President Charles T. Wethington, Jr.
September 12, 1994

A.

If you have been around very long you have heard the words-- "UK Stands Out." We use them mostly to describe our Institution to the outside world. I like the sound of the words. I like the message. "UK Stands Out." Simple words that describe both what we are and what we aspire to be. And, you know, as I go about the important task of representing the university in the public arena I find myself increasingly comfortable and confident in claiming that the University of Kentucky does indeed stand out among institutions of higher education.

I have been a believer in this Institution for quite a long time, as most of you know. But never have I felt more confident about its future than I feel at this moment. Permit me for just a few minutes to review only a few of the things that account for my growing confidence in where we are and where we are going:

1. In a recent book entitled The Guide to 101 of the Best Values in America's Colleges and Universities, UK was named as one of the best educational values in the whole country. You and I have known this fact for quite some time. Still, it is nice to know that impartial observers are of the same mind.
2. In yet another recent publication, this one entitled the 100 Best Colleges for African American Students, a group of impartial evaluators ranked the University of Kentucky among the very best in the country. We have been working toward this end for quite some time and it is good to know that we are making progress.
3. In an annual survey done by the news magazine US. News and World Report and recently announced, the UK College of Medicine was ranked within the top ten comprehensive medical schools in the United States. It is especially satisfying that this is the fourth consecutive year that our College of Medicine has achieved this high recognition.
4. In a magazine entitled Modern Health Care, the University of Kentucky hospital was identified as being among the top 100 hospitals in the United States. As the state and nation enter a new era of reform in health care, it is particularly gratifying to know that our medical center is in a position to play a leading role in those important efforts.
5. It is especially pleasing to me to be able to report that for this school year our university enrolled as new students a total of 82 national merit scholars, an increase of more than 20% over the prior year and a number that is sure to rank Kentucky among the top ten public universities in the nation with national merit scholars.

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It is also pleasing to report that the overall quality of our student body continues the improvement it has shown for most of the last decade. Our median ACT score for this year reached 24.9 and the grade point averages of our new students reflect no less quality than do the test scores. Given these facts, it is not surprising that our enrollment numbers on this campus increase at a time when enrollment in institutions across the country is declining.

6. It is well-known that educational institutions across the country find themselves at this moment in a very competitive environment for external support of research activities. Yet, the total dollar value of external awards during the most recent year for research at this university was almost \$102 million, a figure never reached before and leaving no doubt that Kentucky fully deserves its classification as a Carnegie I Research Institution. (Parenthetically, I might add that the University will again upgrade its supercomputer this fall. The convex/hp metasystem scalable parallel computer system that was installed last summer has been running at capacity, providing significantly increased computing capacity for UK researchers. demand for computing cycles continues to expand rapidly. Therefore, the University will acquire another scalable parallel computing platform during the fall. The new system will eventually provide an additional three to four times the computing power currently available. This new system will enable UK researchers to continue to be in the forefront of computational research in their disciplines.)

In listing these most notable accomplishments of our institution I barely scratch the surface of what could be said about recent signs of quality and contribution. For example, I have said nothing about the national and international recognition given individual members of our faculty, about the number of Fulbright Scholars we have had, about the exceptional teaching, research and service records of the faculty and staff of our Centers and Institutes, about the impressive group of new faculty hired for the Lexington campus, and nothing about what our students have achieved in competition with the best students of other institutions--for example, the second place finish in national competition of our women Engineering students and the ranking of our college of Law Student Bar Association among the top three in the country. But I say nothing on these subjects only because I wish not to belabor my point. I want only to emphasize that from my position at the center of this big institution I see highly encouraging signs of quality, achievement, contribution, and excellence. And, more importantly, I see unmistakable signs of improvement and progress. I see them every day and I see them everywhere, thanks to the serious efforts and work of our faculty and staff and the best students the university has ever seen.

B.

The kind of quality of which I speak does not simply fall upon an institution like fog in the morning. It must be earned. It must be made to happen. And the thought of making important things happen brings me to what is perhaps the most significant of impending events for the university as we begin this new year. I am speaking, of course, of our attempt to find a way to move forward to satisfy our vital need for a new library.

As you know, we have been working for more than four years to solve this problem. We have raised more than \$21 million in private contributions for the facility and an endowment for long

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term support of our collection. We have received approval for the project from the governor, the Council on Higher Education, and the General Assembly. We were authorized in 1992 to obtain architectural services, which we did, and to prepare the site for construction of the building. Unfortunately, because of budgetary constraints which are well-known, in 1994 the General Assembly found itself unable to provide funds for construction of any new buildings in the commonwealth. And that included the building we had in mind for our new library, although I can tell you that virtually every list of projects deserving and needing state support was headed by the one that had come to be known as Commonwealth Library. But the truth that had to be faced as members of the General Assembly finished their work and adjourned was that we had no money with which to build our library.

The dust settled and in due course our disappointment faded. But the facts that had pushed us to urge the General Assembly to support this effort remained:

First: Our existing library facility is plainly inadequate to satisfy the needs of a university of the quality of the one I described moments ago. Simply put, it is not good enough for a faculty of the quality of ours. It is not good enough to serve an institution of scholars that does more than \$100 million worth of world class research in a single year. And it is not good enough to serve the needs of an institution that is able to attract for study a very high number of the best students our country has to offer.

Second: We had been given more than \$21 million in private money for this library, money that could not be used for any other purpose. Literally thousands (thirteen I believe) of individuals and entities joined forces to support this worthy endeavor--faculty, students, staff, alumni, and friends from all corners of the country. It is important to remember that these people were asked for support of this project, and gave it, under a promise that we in the institution would do our utmost to provide for the university and the commonwealth a great library. It is vitally important, I believe, for the university to do its best to honor this commitment.

Third: The passage of time, in this instance, is an enemy of progress. Our inability to obtain state support for this project could not have come at a worse time. We have gained our stride in our run toward excellence. We have a momentum in our favor that I would hate very much to see us lose. More specifically, it is very clear that a delay of only two years in moving ahead with this effort will rob us of the chance to have for our institution the kind of library facility we will need for the 21st century. We have conservatively estimated that a delay of merely two years would add \$3 to \$4 million in construction costs to the library and create a need for redesign of the facility, with a significant loss of needed space and quality. And, needless to say, we have no assurances at all that the delay we face is one of only two years.

And so, what should we do? Back off, wait, and hope for a better response to our needs in two, maybe four, years down the road. Or should we push to make it happen, exert greater effort in an attempt to convert our hopes for a great library into a reality? In struggling with this difficult issue, I have found in the long history of this university at least some measure of encouragement. It is interesting to note that the first library ever constructed on this campus was built by the Carnegie Foundation and given to us, built in other words without the benefit

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of state funding. It is also interesting to note that the Margaret I. King Library was built during the depression years from the University's own funds, once again without the benefit of state money.

Well, as you know by now, my decision was to move forward and look for some way to build this library that the University so vitally needs. We have considered a number of possibilities and believe that we may have found an approach that has promise. Essentially, it involves a joint effort of four parties--the University of Kentucky Alumni Association, the University of Kentucky Athletic Association, the Lexington-Fayette Urban County Government, and finally the University itself. The approach is complicated but generally consists of the following actions:

One: The University, by action of the Board of Trustees, would authorize the UK Alumni Association to build this facility on the land that we have set aside for this purpose, under a proviso that would have the Alumni Association giving the building to the university after construction for use as a library.

Two: The Alumni Association will request the Lexington-Fayette Urban County Government to issue under its authority \$41 million in tax exempt revenue bonds for the purpose of financing construction of the library. The Urban County Government has indicated a preliminary willingness to respond favorably to this request and will likely have a chance to do so within a few weeks.

Three: The Alumni Association will enter into an agreement with the University of Kentucky Athletic Association which will commit the latter to provide annually for a period of thirty years from its resources sufficient funds for the payment of interest and principal on the bonded indebtedness incurred by the Alumni Association to provide Funds for the construction of the building. The University will pick up some costs now being borne by the Athletic Association. By supporting the library, the support for academic programs that the association has been providing in recent years will continue and be strengthened.

Four: The Alumni Association will use the funds generated by the bond issue (along with approximately \$16 million dollars in private donations earmarked for this purpose) to construct under architectural plans and drawings already in existence the library building, with the university providing construction, management, accounting, and other services needed to further the project.

Five: At the end of construction, the Alumni Association will convey by gift to the university all of its rights and interests in the building, subject of course to the lien of bondholders. The University will accept the gift and agree to use the building as a library.

There is yet a lot of work to be done before we can move ahead with construction, and a few hurdles remain to be crossed. But there is good reason to believe that we will be able to begin construction of the building before year's end. Aside from the building that we so vitally need, I see nothing but positive results coming from the initiative we have elected to take. To mention some of the more obvious ones:

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One: I can tell you that the reaction to our determination to move forward with this endeavor has been overwhelmingly favorable. It is clear that the people of Kentucky want the university to succeed and it is clear that they support this effort. You can rest assured that I have consulted widely on this subject and that I have briefed people at several levels of government concerning our plans and intentions, and I can tell you that no one has uttered words of discouragement. This is important, for the funding of this library will be structured to accommodate future state support of this vital institutional need. We will continue to press for state support of the library, as we have done in the past, and I am confident that in one form or another we will get the support we need and deserve.

Two: It is my belief that the partnership we have forged in this endeavor will mean a great deal to the institution long after the library is in place. I have met with leaders of our Alumni Association and will meet with a larger group of them at the end of this week. And I can tell you that these important long-range supporters of the institution could hardly be more delighted than they are at the chance to play a role in solving this problem. And the same is true, by my impression, of members of the Urban County Government, who clearly see the university as a community member worthy of the strongest possible support. And, finally, I believe that there is great value in the effort we have made to encourage our Athletic Association to continue its recent practice of providing essential financial support for the academic interests of the University. I am delighted to have in this institution a partnership that finds athletics and academics working together for the common good of our university.

I have perhaps provided more information on this subject that you might have wanted. But I want you to be fully informed about what we are trying to do. And I want you to be as supportive of this effort as you can possibly be. I know that we can succeed in this important endeavor. A measure of sacrifice will be needed for awhile. But that sacrifice will be very small when measured against the enormous value of having on the campus a library like the one we have in mind.

Conclusion

We must continue the work we have begun in a number of areas as we look ahead through this year and beyond. A few things that come quickly to mind include the following:

One: We will need to work harder to maintain the momentum we have for improvement of the quality of our student body. The Admissions Office, Dr. Joe Fink and his staff, must be commended for their efforts in this area. But we will have to do better to continue progress on this critical front. And there is in this work an important role for the faculty to play.

No one can fail to see that the most important relationship in a university is the relationship of faculty and student. It is this relationship more than anything else that defines the ultimate impression that students have of our institution. Every student at the university needs to believe that everyone here, most notably the faculty, wants them to succeed and will do whatever is necessary to facilitate that objective. While we stimulate students intellectually, we must never lose sight of the need to treat them with proper respect and dignity. A satisfied

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student is an invaluable commodity for an institution to have in the world of education as it exists today.

Two: As we look for better students for the university, there is a need to do better with the students we have. Randy Dahl, University Registrar, recently provided for me important data concerning the success we have in graduating students who come here to study. You will recall that we included in our long range institutional strategies an intent to do better on this front than we have been doing. In figures that Randy provided, we found ourselves ranked ninth on a list of benchmark schools and fifth on a list of SEC Schools. There are undoubtedly many factors involved in the failure of students to complete educational objectives. But at least to some extent, the failure of a student to succeed is a failure of the institution itself, a failure that we must learn how to avoid. We can do a lot better to retain and graduate students at this university and must make a special effort to do that.

Three: We have worked hard for quite some time to add to the diversity of the faculty, students, and staff of this institution. We have made progress of which I am proud but we have work still to be done. In 1992, the general assembly put this university and other state institutions as well under pressure to move forward with equal opportunity initiatives. We were required by the Council on Higher Education regulation to show as a measure of success a 20% improvement on several measurements each year for a period of five years. As you may recall from media coverage of this subject, we have not achieved the level of success required to satisfy the state's demanding standards. But we have made substantial progress and are positioned to do even better. In 1987 the percentage of entering resident students that was African American was 3.4%; in 1990, that percentage had improved to 4.9% and in 1992 had improved to 5.2%. In 1987, the faculty of the Lexington campus included 15 African Americans; for the school year 1993-94, that figure had increased to 52. Special efforts are needed for progress such as this. We are committed to doing whatever must be done to assure that equal opportunity for all is available at the University of Kentucky.

Four: Financial support for higher education is not likely to improve substantially in the near future. Competing needs for public resources continue to make it difficult for proponents of higher education. We used newly appropriated funds from the most recent budget round primarily to support our work force. We received an increase of 3% in our state allocation and used that principally for salary increases. We used a small part of that increase to take another step toward equalizing the institution's contribution toward staff retirement. Beginning in July, the university will contribute 9.25% of staff salaries to retirement benefits, bringing this contribution closer to the 10% paid for retirement of faculty. We made a small adjustment to the salaries of our lowest paid employees in an effort to work toward equitable compensation for all of our employees. We will have to continue to use our resources carefully and effectively, to be creative in our operations, and to continue our efforts to restructure our organization when opportunities arise. We will have to work even harder to generate external support for our research efforts and we must continue to build upon an extremely successful effort to provide private funds for the support of our work.

We will, as a university, continue to restructure as appropriate. You may recall that the consultants on the administrative structure of the university recommended as opportunities

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permit, to slim down the titles, salaries and/or powers of some of the vice presidential positions. With the early retirement of Dr. Clapp, I have done just that and you have received that information.

Five: External forces are creating pressure for change in several areas. The one general expectation is that cost be contained. But, as you know, there are other expectations from constituents. I am concerned about the image we portray to our multiple publics. They must know that every effort made on behalf of this university is rooted in the core mission of teaching, research and service. Our strategic plan, which was developed by faculty, staff and students and approved by our Board of Trustees, focuses on what is important in this university. We are held accountable in terms of what we do. Our priorities must be in keeping with our mission and our strategic plan. We must focus on our clients, the students and others we are expected to serve because of our mission. Every person who has a role in this university must be clear about the mission and how what he/she does contributes to it.

I conclude my remarks as I began. I feel very good about what we are doing to enhance the standing of this university. I believe sincerely that the University of Kentucky does in fact stand out as an institution of higher learning. In the midst of building an institution of exceptional quality, we have made at least sufficient progress to know that we can succeed in this great endeavor. To be sure, we are not yet finished with our work. But we have charted the right course. We are on the right path. And if we continue as faculty, staff, and students to give the good effort, in good time and in due course we will reach our destination. Of this I am sure.

After his remarks the President was again given around of applause.

Chairman Cox thanked President Wethington for his remarks.

The Chair then introduced the two sargeants at arms, Jacqueline Hager and Michelle Sohner.

Chairman Cox stated that during the summer the Senate Council had supported several changes in the administrative regulations. The first was in Administrative Regulations 2-1.0-10 which concerns the recruitment selection of faculty, the change was to make more explicit the steps in terms of advertising and putting together faculty committees that are suppose to be taken when faculty are recruited and hired.

The second change in administration regulations concerns the reporting of the missions and centers. They endorsed the ^{BOLING} Bowling Committee report whereby the centers and institutes which have academic programs now report to the Dean of the Graduate School, Dan Reedy, and then to the respective sectors where they reside. Three centers will be reporting to the Medical School sector and two will report to Dr. Hemenway.

The Senate Council gave endorsement to a proposal which changes the faculty performance review period from a calendar year to a fiscal year.

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For the past several month the minutes of the University Senate have been on View. Hard copies will be supplied to anyone who requests them.

The Senate Council has three ad hoc committees which are currently at work. One is on retirement chaired by Ched Holmquist, another is an ad hoc committee on women, chaired by Carolyn Bratt from the Law School. There is a third ad hoc committee on minorities which does not yet have a chairperson.

The updated version of the University Senate Rules are now available on View.

Chairman Cox then recognized Professor Karen Mingst from the Political Science Department to present a memorial resolution.

Memorial Resolution

William E. Lyons

William E. (Bill) Lyons died of lung cancer on May 20, 1994, at age 59. He grew up and was educated in Pennsylvania, receiving his Ph. D. in Political Science from Penn State in 1965. He came to Kentucky in 1967.

Most of you knew Bill and some of you knew him quite well. He was chair of the Senate Council in 1986-87. More recently he served another term on the council that ended just last January. In between Council terms, he served on various Senate committees and was one of the faculty representatives on the 1989 Presidential Search Committee.

Bill was devoted to improving the University of Kentucky. Besides his Senate activities, he served as chair of the Political Science Department. At his death he was the Director of UK's Martin School of Public Policy and Administration. He also served the university on a lot of other important and not so important committees.

He also put his academic skills at the service of his community. Indeed, Bill can justly be termed the James Madison of Lexington. In the early 1970s he was a leader in the movement to merge the governments of Lexington and Fayette County. He chaired and served as executive director of the merger commission and was largely responsible for drafting the charter of the Lexington-Fayette Urban County Government. He subsequently served two terms on the Urban County Council (winning once by seven votes and becoming known as "Landslide Lyons"). He won considerable renown because of his experience and success at merger and often served as a consultant to cities around the nation that were considering consolidation or merger.

We recall Bill as one of the most rational and analytical persons we knew when it came to critiquing research or handling department and university problems. He had both the capacity and the willingness to think a matter through to its end. He was starkly honest. He did not delude himself into believing that the cavalry would come charging over the hill with

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saddlebags full of money at the last minute or that we could cross a nonexistent bridge when we came to it. He bluntly told us: if we want X, we need to do this and if we want Y, we need to do that and if we don't do either, Z will happen. Beyond that, one of Bill's great contributions was that he asked questions that needed to be asked. Sometimes he would be satisfied with the answers, sometimes not. He was not afraid to dissent.

Bill's logic was Aristotelian, but it was more. He had an excellent sense of what was going on in the real world. He knew what would fly and what wouldn't, and what might if we worked at it. He was sharply aware of academic and political trends, of what was on people's agendas and what was not, and how emerging political trends and technological changes would shape the future. This, of course, is the mark of a leader and is what made his leadership and counsel so valuable to us all.

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Bill was also a scholar of some renown in the urban politics field. He published two books, one on the Lexington merger experience and one assessing the politics of dissatisfaction with urban services in America. He also wrote or co-authored over a dozen articles in first rate journals and many others of a more applied nature. Bill never waived in his devotion to competence and quality in the academic enterprise. He opposed programs and courses that lacked rigor or did not require students to think. He was suspicious of trendiness. He firmly opposed the end justifies the means arguments too often used to push some worthwhile goal at a high cost to academic integrity. Bill also believed in spending money wisely -- even if ^{it} belonged to the taxpayers. He knew what was central to teaching and research and what were merely bells and whistles. He changed spending patterns accordingly when he could do so and fumed when he could not.

Bill enjoyed gardening and camping with his wife Lynne and two daughters, Kim Young and Dr. Dana Distiller, and two grandchildren. But he believed in being of service and so he was something of a workaholic. In early, out late, taking work home. Except for his family, his life was wrapped up in the University of Kentucky and it certainly got its money's worth out of him -- and a lot more. His discipline, the university and the community are much the better for his contributions. He will be sorely missed.

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

The Chairperson asked that the Senate stand for a moment of silence in recognition of Professor Lyons.

The Chair recognized the Chair-elect of the Senate, Professor Gretchen LaGodna from Nursing, to present a resolution.

Special Resolution
1993-1994 Senate Council Chair
September 12, 1994

It is my privilege to recognize Professor Dan Fulks, our retiring Senate Council Chair. His leadership as presiding officer of the University Senate and as Chair of the Senate Council is deeply appreciated.

Dan served as University Ombud in 1989-90, and this experience laid the groundwork for his characteristic leadership style. Always available and open to students and faculty alike, he facilitated communication and discussion on many difficult issues. His warmth and humor could always be counted on. In the interests of students, several steps were taken by the Senate last year: Approval of the SGA proposal that faculty provide midterm evaluations to students in undergraduate courses; facilitation of student access of teacher evaluations via computer; extension of time to exercise the repeat option; and change of titles of commencement honors to more commonly understood designations.

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Concerns regarding governance and other faculty issues were also effectively addressed. In addition to the clarifying and strengthening of Senate committee nominations and appointments, the Senate Council appointed an ad hoc committee to examine the Senate committee structure. Faculty with primary appointments in Graduate Centers and Research Centers were ensured representation in the University Senate, and an ad hoc committee was appointed to examine retirement issues.

With Dan's able leadership the Senate and Senate Council tackled several difficult and controversial issues. A family leave policy, a revised sexual harassment policy, and a policy for extending the tenure clock were all developed, debated, and forwarded. None, however, were accepted by the Administration. The Senate Council expressed official concern over the lack of progress in increasing representation of women and minorities in administration positions, and the ad hoc Committee on the status of women and ad hoc Committee on the Status of Minorities were asked to continue their work.

Of course, keeping communication lines open during the Kentucky legislative session was an important task, and Dan conferred frequently with President Wethington and kept us well-informed.

Professor Fulks served us well as chair of the Senate Council. His tenure taught us much about the value of debate and discussion and a continuing openness to diverse ideas. Those of us at the last senate meeting recall Dan's juggling demonstration and know that it represented his ongoing commitment to balance the needs of students, faculty, and the university as a whole.

Professor Fulks, we extend our appreciation for your leadership and service.

Professor Fulks was given a round of applause.

Professor LaGodna requested that the resolution be included in the minutes of the University Senate and a copy be given to Professor Fulks.

Chairman Cox recognized Professor Horst Schach, University Ombud for the Ombud Annual Report.

Professor Schach stated that his formal report would be included with a later version of the minutes. He stated being Ombud had been a great pleasure. He was glad to see faculty bring in students, not to be reprimanded, but to help the student because of possibly another situation. He feels the faculty are very supportive and very pro-student. He thanked the Senate for their cooperation and said that hopefully the upcoming year would bring good experiences.

The Chair stated that in the last meeting of the Senate Council they discussed the option of having the minimum penalty for cheating or plagiarism being an E on the paper or the homework assignment and they decided to recommend no change in the rules. The minimum penalty is still an E in the course.

Chairman Cox stated the minutes from the March 14, 1994 and April 11, 1994 meetings needed to be approved. There were no corrections to the minutes and they were approved as circulated.

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The Chair then recognized Professor Gretchen LaGodna, Chair-elect of the Senate Council for the first action item. Professor LaGodna said the item was dated August 30, 1994, it is an item to amend the University Senate Rules Section 1-1.4.5.4, Prior Service Advisory Committee. The purpose of the change is to insure consistency between Senate Rules and the Administrative Regulations by increasing by one the minimum number of people required for membership on the committee from six to seven.

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

Proposal: [Addition underlined and bold; delete bracketed section]

Section I

1.4.5.4 Prior Service Advisory Committee

The Committee is established for the purpose of providing the Chancellor, University of Kentucky Lexington Campus, and/or the Chancellor, University of Kentucky Medical Center, with a systematic and broad base of advisement on any request that all or part of a period of prior service be waived or eliminated from consideration in determining the probationary period of a non-tenured faculty member in the university system of the University of Kentucky. The membership of this committee will consist of no fewer than seven [six] members, preferably at least one from each area associated with an Academic Area Advisory Committee, appointed to staggered two-year terms by the President from a list of candidates provided by the Senate Council. The list shall include at least twice as many names as there are vacancies. Members of the committee, the chair of which shall be designated by the President, shall be present or former members of the Academic Area Advisory Committees or other faculty members who are broadly knowledgeable about the University and its regulations.

Rationale: To comply with the Administrative Regulations

Chairman Cox recognized Professor LaGodna for the next agenda item. Professor LaGodna recommended approval of the item to amend the University Rules Section 5.5.1.8.2., dated August 31, 1994. The item concerns changing the withdrawal date for students to withdraw from courses without requiring permission of the dean of the college. The proposal changes the withdrawal date from exactly the midpoint of the term to the end of the ninth week for fall and spring semester and the third day of the fifth week for the 8-week summer session, and the second day of the fourth week for the 4-week session. The original proposal originated in the ombud's office and the request at that point was that the date be changed from the eighth week to the eleventh week. The proposal was sent to the Admissions and Academic Standards Committee and they recommended that the deadline be extended only to the ninth week. The Senate Council also recommends an implementation date of Fall 1995 as opposed to the 1995 spring semester.

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Professor Thomas Blues (English) spoke against the motion. He stated that it was ironic that on a day when the President says we are ninth out of our top benchmarks in graduation and that this represents failure of the institution and that we need to do a better job containing our students and moving them toward graduation that there is such a motion on the floor. He feels the problem is there is a job as faculty at the university to engage the students in the courses, to engage them early, and to commit them to the task of the course and the involvement with it. While it doesn't seem like much in moving the drop date from the eighth week to the ninth week, what it suggests is that they are encouraging lack of commitment, procrastination. He sees the reason for the motion that they want students to have adequate information to make informed decisions concerning progress and their performance in the class, to see how they are doing and to bail out if they are not doing well. It seems that a faculty's obligation is to help the students see what that is much earlier than past the midpoint of the semester. Students should be put to work early on and involved in the course, let them make the decision soon, so if they are not upto the course they can leave it, and those who are in are committed to the course. The time difference doesn't make much difference here, but they should be thinking about what they do as a faculty in encouraging both themselves to put off tests, papers, and other forms of involvement and to encourage more procrastination, more delay, further waste of student's time, student's money, and state money. He feels this is a very bad piece of legislation and should be thought about before they go forward.

Greg Watkins (Student Government) spoke for the item. He feels that earlier in the Spring when the midterm evaluation was passed that this complements the evaluation in that the students get their feedback from their instructor before the end of the eighth week, so they have time to think about if they feel they should or should not drop the class.

Professor Blues feels this argument is one bad proposal deserves another one following it. He feels students who are waiting until the middle of the semester to find out how they are doing in a course are not being served well. This is no compliment, it encourages lack of commitment and involvement. Maybe that is some small part of why 17% of the students graduate in four years and not many more than that after the next year.

Professor Lance DeLong (Physics) stated he feels they are being pushed to adopt a bean counting strategy for retention. What are the reasons for student retention or lack thereof? Has there been a sufficient study of this problem? It seems to be related to the academic standards. He would like to separate that undercurrent from the administrative rules about whether or not a student has a midterm exam grade before he or she drops a course. If the other issues are really the important ones than they should be more to look at the whole question of retention and the institutional quality. There are all these symptoms or hints of some unrest among the faculty and maybe the students also, about what this is all about, what the responsibilities of the student towards graduation are, and what the responsibilities of the institution are.

Professor Tom Garrity (Medicine) feels that Dr. Blues has a very good prescription for what they as teachers should be doing in their courses to clue students in as early as possible to their status and the likelihood that they will have success in the course. It appears that with all the hundreds and maybe thousands of courses in this institution, there are probably many in which the students do not get this clear involvement and indication of their likely success until after midterm. It seems to oppose the motion based on his philosophy which he feels is fundamentally correct and to ignore the reality that currently exists is probably wrong. There has been discussion with Senate Council which really did look at Professor Blues'

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point of view very carefully and he thinks the upshot was they felt right now probably the best thing to do is to support the motion.

Professor Blues stated that again what they were arguing was that they do not address the real problem, but accommodate it.

The motion passed in a voice vote and reads as follows:

Proposal: [Add underlined and bold; delete bracketed section]

5.1.8.2 Any student may withdraw from any class (except for those used to meet the Writing Requirement; see Section V., 5.4.3.1) [before the midpoint of the term.] **during the withdrawal period which is defined as:**

- a. end of the ninth week for fall or spring semester;**
- b. third day of the fifth week for eight week summer session;**
- c. second day of the third week for four week summer session.**

In order to withdraw, the student must submit a completed withdrawal form to his or her dean. The dean shall report the withdrawal to the Registrar. (US: 2/12/82)

Students who withdraw within three (3) weeks from the beginning of classes in the fall or spring semester (or a proportionate amount of time in the summer term or other courses of less than a full semester's duration) will have no record of the class appear on their transcripts. [RC: 11/20/87]

[During the remaining first half of the course a record of the class will appear on the transcripts of students who withdraw and they must receive a grade of W.]

Students who withdraw during the remaining portion of the withdrawal period will receive the grade of W which will appear on their transcripts.

- * The midpoint of the semester is calculated from the first day of classes to the last day of classes, counting only teaching days and not including final exam period. (RC: 2/10/87)

Background:

The proposal originated in the Academic Ombud office and requested that the last day to award a "W" be moved from the 8th week (mid-point of the term) to the 11th week of the semester.

The amended proposal - to move from the 8th week to the 9th week - came from the Admissions and Academic Standards Committee. Their rationale follows below.

Rationale:

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Last spring the Senate passed a bill requiring that faculty ensure that, by the mid-term of any semester, their students have adequate information to make an informed decision concerning progress and/or performance in the class. This proposal allows students a reasonable time in which to act on that information and drop if they wish. It was felt that the original proposal allowing drops through the end of the 11th week was too liberal permitting a student to proceed too long into the semester without making a decision. Further, the longer students sit in a course before dropping, the greater advantage they have over first time students in case they retake the course.

Tuition refund deadlines will remain the same as they are now.

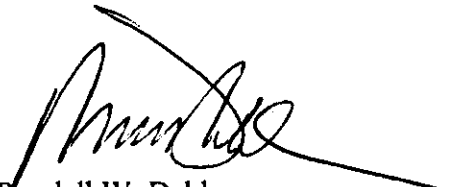
The proposal as amended was approved by the Senate Council.

Implementation Date: Fall Semester, 1995

Note: If approved, the proposal will be codified by the Rules Committee.

The Chair stated there was another issue related to this item that would be brought up at a later date concerning the refund date.

The meeting was adjourned at 4:10 p.m.



Randall W. Dahl
Secretary, University Senate

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MINUTES OF THE UNIVERSITY SENATE, OCTOBER 10, 1994

The University Senate met in regular session at 3:00 p.m., Monday, October 10, 1994 in Room 201 of the Nursing Health Sciences Building.

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

Members absent were: Kevin Adams, Reginald Alston, Dan Altman, Drew Alvarez, Gary Anglin*, James Applegate, John Ballantine, Michael Bardo, Paige Bendel, Mark Berger, Suketu Bhavsar, Gary Bibbs*, Jana Bowling, Dean Brothers, Joseph Burch, Allan Butterfield, Laretta Byars, Ben Carr, Edward Carter, Jordan L. Cohen, Delwood Collins, Virginia Davis-Nordin*, John Deacon*, Frederick DeBeer, Lance Delong, Paul deMesquita, Richard Edwards, David Elliott*, Robert Farquhar*, Joseph Fink*, Michael Freeman*, Richard Furst, Lorraine Garkovich, Thomas Garrity, Hans Gesund*, Anne Haas, Kirby Hancock, J. John Harris, S. Zafar Hasan*, John Haughton, Christine Havice*, Robert Hemenway, Floyd Holler, James Hougland, Clifford Hynniman, Robert Ireland, Jeff Jones, T.A. Jones, Edward Kasarskis, Richard Kermod*, Craig Koontz, Thomas Lester, Jonathan Liar, Thomas Lillich*, C. Oran Little, Brent Logan, Loys Mather*, Jan McCulloch, Martin McMahan, Douglas Michael, David Mohny, Roy Moore*, Peter Mortensen*, David Nash*, Scott Noble, Jacqueline Noble, William O'Connor*, Clayton Paul, Barbara Phillips, Rhoda-Gale Pollack, Daniel Reedy, Thomas Robinson, Ellen Rosenman, Edgar Sagan*, Horst Schach*, Janice Schach*, David Shipley, Timothy Sineath*, Beverly Stanley*, William Stober*, David Stockham, Phillip Tibbs, Chris Vance, Henry Vasconez*, Greg Watkins, Charles Wethington*, Eugene Williams, Emery Wilson, H. David Wilson, Mary Witt.

Chairman Cox made the following announcements:

At last month's meeting there was an error in the announcement regarding distribution of the minutes: Members of the Senate still get the minutes by mail, while others have access through View.

Monday, October 17, 1994 is the mid-term of the fall semester. Last year the Senate passed a rule that students are to be advised of their class situation by mid-term. By Friday, October 14, 1994 students should know where they stand in their courses. This does not require a written notification to each student, but some type of communication. ✓

The University Studies Committee agreed, after talking with Dr. Swift about the problem, to allow students who transfer from other institutions to have some of their clustered or paired courses be courses they took off the University of Kentucky campus. ✓

The USP Committee also agreed to drop some USP courses that had not been taught in the last two years. This will be circulated. ✓

Chairman Cox said that minutes from the September 12, 1994 needed to be approved. There were no corrections to the minutes and they were approved as circulated.

* Absence explained

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Minutes, University Senate, October 10, 1994

The Chair recognized Professor Gretchen LaGodna, chair-elect of the Senate Council for the first action item. Professor LaGodna stated the first item was a proposal to amend the senate rules, having to do with requirements for graduation. The proposal originated in the Admissions and Academic Standards Committee and basically the change involves adding a requirement that a student must have no less than a 2.0 grade point average in their major as well as a 2.0 GPA overall. The previous rule would have allowed students to graduate with GPAs in their majors that could be below 2.0 unless the department has specific rules.

Chairman Cox stated this came from the Senate Council and needed no second.

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

Proposal: [Add underlined and bold phrase]

5.4.3 Requirements for Graduation

To be eligible for any degree, a student must have completed the requirements as approved by the University Senate, except that curriculum substitutions may be made by the college affected if not inconsistent with these Rules. Curriculum requirements must include, in addition to specified credits, a specified grade point average **both overall and in the student's major** which shall in no case be less than 2.0.

Every baccalaureate degree program shall include four divisions or components:

1. University Studies
2. Pre-Major or Pre-Professional
3. Major or Professional
4. Free Electives

Rationale: If the University certifies a student to have done adequate work and "majored" in an area, we as a Faculty should be confident the student is competent in the major. Some programs (Business and Economics and Engineering for example) now require a 2.0 in the major.

Implementation: Fall, 1995

Professor Cox then recognized Professor LaGodna for the next action item. Professor LaGodna stated the second action item was a proposal to change from a Quality Point Deficit system of monitoring progress to a GPA system. This proposal originated in the Admission and Academic Standards Committee and was unanimously approved by the Senate Council. The primary reason for the change is to provide clarity and consistency for both faculty and students. There have been problems in both those areas; presently some students can continue with less than a 2.0 GPA without any sanctions for extended periods of time. In relation to the consistency issue, after 90 credit hours are earned, the quality points are no longer relevant in determining sanctions. This has been an issue of great concern to students and faculty. The proposal directs the Rules Committee to codify changes to change those rules related to academic progress based on the GPA criteria as opposed to a Quality Point Deficit. They are looking for a sense in principle whether the Senate

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Minutes, University Senate, October 10, 1994

agrees, and if so the Rules Committee will be directed to work out the details and bring this back to the Senate in February.

Chairman Cox stated this was a fairly complicated rule and it did not behoove them to write a particular rule if the Senate did not like the idea in principle. The Senate Council took the recommendation from the Admissions and Academic Standards Committee and if the idea is liked in principle it will be approved then the Rules Committee will come back with the particular codification.

Douglas Boyd (Dean - Communications and Information Studies) agreed that a simplification is probably a good idea, but had talked with his student services staff and they had written a formal response. The point they made in their response is there is a huge difference in having a 1.8 after 12 hours and having a 1.8 after 95 hours. Some of the students haven't come to grips with where they are in the system. For a particular student who has a 1.97 GPA and 140 hours, it is easier to talk to him in terms of a Quality Point Deficit which he understands. It sounds easy to say I have a 1.97, I will just take a course and make an A and get my degree. It takes three courses with As in this case to get to a 2.0. This seems to be something we want to think about in the overall scheme of things, because simplifying this overall maybe to the student's detriment.

The Chair stated if senators weren't familiar with this, if a student has a Quality Deficit of 7 for example, that means is the student has to get seven hours of B to raise their average to a 2.0, for a 12 Quality Point Deficit they would need 12 hours of B, six hours of A, or some mixture. That is easy to explain to students.

Professor Lynne Hall - (Nursing) would like to speak about suspension without a preliminary probationary semester if the GPA falls below 0.6 during the first semester. She feels there are occasions where students do come in and do poorly but yet come back in a subsequent semester and do well. The adjustments many times for students are very difficult, this is the first time they have been away from home for an extended period of time, they are faced with new challenges. This is one particular component of this, she is not in favor of.

Dr. Louis Swift - (Dean - Undergraduate Studies) asked if it was not possible to have general rules and the college deans can make exceptions in some cases.

Dr. Randall Dahl - (University Registrar) stated the special suspension provision for first semester students was passed about two years ago, and allows a dean to in their discretion to suspend a student who achieves less than a 0.6, the notion being the student may have dug himself or herself so deep a hole to continue and have another bad semester might make it impossible ever to get out. This is like all the academic suspensions in the University, they are discretionary with the dean of the student's college.

Chairman Cox stated the vote would be a sense of the meeting, a spirit of rule and hopefully get a report from the Rules Committee in February. The motion passed in an unanimous voice vote and reads as follows:

Proposal:

The Rules Committee is directed to codify a change in the Senate Rules replacing probation and suspension criteria based on quality point deficit with new criteria based on GPA. The spirit of the changes are as follows:

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- A. Monitoring academic progress be done by a system involving GPA rather than Quality Point Deficit with rules indicated by B, C and D below.
- B. Students are placed on probation if
 1. Their cumulative GPA falls below 2.0
 2. They have two consecutive academic terms with semester GPAs below 2.0 regardless of their cumulative GPA.
- C. Students are subject to suspension if
 1. They have 3 consecutive semesters with their cumulative GPA below 2.0
 2. They fail to earn a 2.0 semester GPA for any term while on probation
- D. Students are subject to suspension without a preliminary probationary semester if their term GPA is below 0.6 after their first term of full time enrollment in the University System.
- E. Rule 5.3.1.5 applying to students eligible for suspension be continued "the Dean of the Student's College may continue a student on academic probation if the individual case so justifies".

Following codification, the Rules Committee is to report to the Senate which will take final action in February, 1995.

Rationale: The present system based on the calculation of quality points is not well understood by either faculty or students, is often confusing, and is not consistently applied as probation for students with over 90 hours is GPA based.

This proposal comes from the Admissions and Academic Standards Committee and comes with unanimous approval.

Implementation: Fall, 1995.

The meeting was adjourned at 3:19 p. m.

RECEIVED

OCT 27 1994

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