

MINUTES OF THE UNIVERSITY SENATE, OCTOBER 8, 1990

The University Senate met in regular session at 3:00 p.m., Monday, October 8, 1990, in Room 115 of the Nursing Health Sciences Learning Center Building.

Carolyn S. Bratt, Chair of the Senate Council, presided.

Members absent were: Barry Applegate, Jim Arnett, Carl Baker, Harry V. Barnard, Mark C. Berger*, James D. Birchfield*, Dan A. Black*, T. Earle Bowen, Douglas Boyd, Kelly Breitenstein, David Brickeen*, D. Allan Butterfield*, Rutheford B Campbell, Jr., Bradley C. Canon, Ben W. Carr, Edward A. Carter, Jordan L. Cohen, Audrey L. Companion, Clifford J. Cremers, Richard C. Domek, Paul M. Eakin, William H. Fortune, Michael B. Freeman*, Richard W. Furst, Hans Gesund*, Philip A. Greasley*, Brian Gullette, Marilyn C. Hamann, J. John Harris, Laurie R. Hatch*, Donald L. Hochstrasser*, Micki King Hogue, Richard A. Jensen*, Edward J. Kasarskis, Kim Kells, Kenneth K. Kubota, Gerald Lemons, Thomas W. Lester, C. Oran Little, Sean Lohman, Jill Lowry*, Richard V. McDouglass, Shawn Meaux*, Ernest J. Middleton, Roy L. Moore*, Clayton P. Omvig, Jose Oubrerie*, Clayton R. Paul, Barbara Phillips, John J. Piccoro, Jr.*, Ronald Polly, Thomas R. Pope, Daniel R. Reedy, Robert E. Rhoads, Thomas C. Robinson, JoAnn V. Rogers*, Arturo A. Sandoval, Frank A. Scott*, Michael C. Shannon*, Timothy Sineath*, Mike Sparkman*, Louis J. Swift*, John S. Thompson*, Michael A. Webb, Jesse L. Weil*, Ervy Whitaker, Eugene Williams, Emery A. Wilson, W. Douglas Wilson, Alfred D. Winer, Peter Wong, and Louise J. Zegeer*.

The Chair stated that once a year the President of the University formally addresses the University Senate. Professor Bratt introduced President Charles T. Wethington who shared some remarks with the Senate. President Wethington was given a round of applause.

A summary of President Wethington's remarks follows:

President Wethington expressed his appreciation to those who sent notes of congratulations. Many also sent notes of condolences on the death of his father. Both of them are very much appreciated by Dr. Wethington and his family and he wanted to publicly express his appreciation. He also expressed his appreciation to Carolyn Bratt, Sean Lohman, Ray Betts and to others who by their statements, after the decision was made about the presidency, clearly indicated that all of us are interested in the best interests of the University of Kentucky and that everything would be done to see that the University moves forward.

The President stated that his comments would be different than if he had spoken in September. He indicated that the Senate already knew the facts, figures, and statistics on enrollment. From the President's perspective the semester is off to a good beginning with a good enrollment, with an increasingly effective higher academic quality student body.

*Absence explained

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There is a slight enrollment increase on this campus and a considerable increase in the Community College System.

The first topic which the President discussed and one he considers to be very important is that he believes the faculty at the University of Kentucky is the "heart of this Institution" and will always be that. He believes that an excellent faculty is absolutely essential to having an excellent University, and he believes UK has an excellent faculty as represented by those in the Senate, by the faculty throughout the Community Colleges, Medical Center and Lexington Campus. He is dedicated to insuring the excellence of that faculty and to providing the kind of support that is essential to see the faculty remain an excellent one and indeed an even better one than it is today. He knows the faculty works hard, works long hours, is not always appreciated, not paid as well as they or he would like to see, but their role continues to be an exceedingly important one in the University of Kentucky.

In the President's perspective he feels it is his job to try to help in any way he can to provide the faculty with the resources, with the support staff, support services, competitive salaries, and working environment that lets the faculty do the kind of job that they are uniquely qualified to do. He believes that in his role as President and believed that in the role of Chancellor of the Community College System. He believes the Office of the President is the office of "last resort." It is his hope and desire that the vast majority of problems inside the University can get solved at much different levels, as closely as possible to where the problems lie. He would like to see them solved as quickly and expeditiously as possible. He stated that he wants the faculty to know that he accepts the responsibility, he will be accessible, and if problems cannot get resolved in some other fashion then he is there. He may not always solve the problem in the manner the faculty might like it to be solved, but he stated that he would listen and respect the faculty's point of view. He asked to be supported in those decisions as the University moves ahead.

President Wethington's first point was to get across to the faculty his sincere belief in the vital role that the faculty plays in the University and to let them know that he has an understanding of that faculty role. He will work to have an even better understanding of that faculty role and to try to convince the faculty that his administrative style will be one that recognizes and supports the role of the faculty in the job they must do inside the University of Kentucky.

President Wethington feels the University has a very good strategic plan -- one which he and many others have participated in developing for the University. He believes the plan is sound, but he feels it can be improved. For a first effort, he feels it is an exceptionally good one. He stated that the

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"Strategic Plan" says that we all want to see developed a modern, comprehensive University that is known nationally and internationally, we hope, for the quality of its scholarship, its graduates, service, its students and teaching. He hopes there is complete agreement that everyone is working toward that goal.

President Wethington has a particular point of view that he thinks the time is right to pursue. To become a nationally recognized University then it has to truly become one University. He realizes the strength of the University is in its diversity, and it always will be. To be most effective he feels that diversity should be coordinated and move in one direction. He is committed to doing that and trying to avoid the "splinter group mentality." He stated that across the University from the Medical Center to Community Colleges to Lexington Campus, athletics, hospital, and agriculture, there are groups or units that tend to have the opportunity to be more autonomous than others. He feels that autonomy is good, sound, and solid but the University needs to have all of those units "pushing, pulling, shoving" and taking the University forward by working together. President Wethington's dedication and goal is going to be to establish one UK. He stated that everyone working together could do more than the various units could by working separately.

President Wethington wants the University to keep the designation that everyone has helped to earn and that is that the University has become a research University of the first class. He feels everyone is committed to seeing that continue and even improve. He feels the research program can be improved and strengthened, and he wants to keep the Vice President for Research position. He will actively work to fill that position within the next few months and will seek faculty advice on the candidates in order to fill the position with the best possible person who will be a member of the President's Cabinet. He wants that position recognized as well as that of the Chancellors because in his opinion the research program to be most successful and grow must have the active and close involvement of the Vice President for Research, the Chancellors and the other Vice Presidential positions. President Wethington committed that he would move ahead as rapidly as possible to keep the Vice President for Research position in the forefront and work to fill it with the best possible person that can be found.

President Wethington stated that to have an excellent University there has to be the same kind of excellence in teaching as there is in research. He has never considered these to be working at cross-purposes with each other. He feels they must mutually support each other. He hoped the faculty and he would both agree that the University will be looking for the ideal faculty candidate who is an excellent researcher and who is also dedicated to excellence in teaching. His emphasis, if

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he were going to reword the University's global mission statement, is that the word teaching or instruction would be there. He feels everyone should work at ways to recognize excellent teaching in the same fashion that excellent research is recognized. He stated that everyone should work at providing quality instruction at the undergraduate, professional and graduate level that is the same kind of excellence that is looked for in research. He feels that it is exceedingly important to the undergraduate students. He feels the efforts which Chancellor Hemenway has made in reestablishing the Dean of Undergraduate Studies and focusing more attention on graduate assistants are things which indicate that the University is sincerely interested and dedicated to the teaching profession. The President hopes that everyone agrees with him in putting emphasis on teaching that does not detract but helps with the University's development as a nationally recognized University.

President Wethington wants the University to reach out and serve the state in more and better ways than it ever has. With this year's 1990-91 budget there were some dollars approved to take some doctoral level instruction and professional engineering courses to other areas of the state. He truly believes the University is the one principal institution in the state for teaching, research and service. He stated that the University is the only institution in Kentucky that can play the state-wide role. In his opinion that state-wide role must not slip. He stated there are two reasons for that. One, the state deserves that kind of service and instruction. Two is that the University has a vested interest in protecting that state-wide role and mission. He believes the resources should be taken to the extent that the University can to other places in the state but do it with the same kind of quality and excellence that is done on this campus. He is dedicated to the furthering of service to the state that says, "Let's take programs out." He stated this initial effort was started in Western Kentucky because that seemed to be the primary interest of the Council on Higher Education and the needs of the state. The University's back has not been turned on Eastern Kentucky in terms of graduate programs. There is graduate emphasis in the rural health initiative which is being planned. This gives the University excellent opportunities to utilize the resources of this state to help solve some of the problems that are in the Commonwealth which only the University of Kentucky can help resolve.

The President wants to see the University provide state-wide leadership in minority affairs. He feels the state deserves no less and that this institution should be expected to be a leader in that arena. He supports the hiring of additional black faculty and staff, recruitment of additional black students to the University, the retention of those students and the establishment of an environment that is conducive to cultural diversity. He believes this says to everyone, "Here is a place that recognizes and does hold valuable cultural diversity." He

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feels we must knock down whatever barriers might exist that cause a black student to say, "Here is a problem that I would like to see solved in order for this Institution to be more hospitable to black students, to minority students generally, or to international students."

President Wethington is most appreciative of the students' efforts that have recognized some of the problems faced in establishing the kind of environment he would like to see. The students have willingly accepted a role in helping to work with faculty, administration and fellow students to determine how to make this a better environment in which to live and work and to say to the rest of the state and hopefully beyond the state's borders that this is an institution that does value cultural diversity and is bound and determined to make this a place that does recognize that.

The President emphasized the University's need to be a leader in computer technology and information systems. The University has made great headway in the last five years. The University has moved computing technology to the point where this institution is one of the best in the country. He stated that we had begun to lose some ground, but some of the faculty were instrumental in convincing the President that in terms of priorities for University dollars there was a need to upgrade the super computer to keep the University at a level of technology to say that the University is serious about providing the kind of resources in computing that will help the faculty do the job they want to do. He feels Kentucky is in the forefront and he wants to see it stay there.

President Wethington encouraged an international emphasis for the University. He stated there is a group that has begun to work on putting a better focus on our international expertise and resources at the University. He believes that includes international students, faculty exchanges, academic programs, and the kind of service role that this institution may play whether it is in Agriculture or some other part of the University. He stated that the University is a resource to the state in being able to help others with international service kinds of problems. He believes the University can put more emphasis, attention, and focus on the International Programs in which the office acts as a broker across the entire span of the University. He feels it is absolutely essential that the University push to have the students when they leave here have a "global perspective."

President Wethington believes that the Medical Center is a valuable part of the University -- one which gives many advantages that some other institutions do not have. Obviously, one of them is the sort of possibilities that exist for interdisciplinary kinds of efforts. He is pleased with what he knows is happening at this University in comparison with that of other

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institutions. One of the reasons is the attitude of the Chancellors who have clearly pushed the business of cooperation. He stated that the Medical Center gives this view an advantage over other institutions where the medical centers are located separate from the university. He wants to see the Medical Center stay a part of the University of Kentucky. He wants to see its excellence continue. Everyone knows the University has been recognized nationally for the Pharmacy School, Dental School, Center on Aging, and for other programs in the College of Medicine. He feels it is an advantage for the University to have a Medical Center here and not a disadvantage. He thinks there is a unique opportunity to develop excellence across the "waterfront" in the Medical Center and teaching hospital.

President Wethington stated that everyone knows how he feels about the Community Colleges and his feeling that they must continue to be the vehicle for providing access to higher education throughout the state and must provide excellence in academic instruction and must provide the kind of service to this state that only an institution can if it is located in some of the more rural areas. The Community College System has been nationally recognized, and he wants to see it continue in that direction. He wants to see the system reach out, broaden, and even better serve tomorrow the Commonwealth of Kentucky than it does today.

The President stated that there is an opportunity at the University of Kentucky to have a model athletics program. He does not apologize for his interest in intercollegiate athletics, because he clearly has been interested in athletics for a number of years, and he is a participant in terms of being a fan and has been supportive of the University of Kentucky's athletics programs. In his opinion with the leadership in place the University can play a national leadership role in athletics to develop the kind of program which he thinks everyone would like to see that puts the student athlete first and does not tolerate any breaking of SEC and NCAA Rules and Regulations. He believes the University of Kentucky is one of the few institutions that really has an opportunity with the leadership, interest, and financial soundness to be able to say to the rest of the country, "Look, we are going to develop a program here that is right." He is aware that this is much easier said than done. He has let athletics know in no uncertain terms the kinds of expectations he has in having a program that emphasizes putting the student-athletes first. Win, but be consistent with the rules and regulations of the conferences and association.

The President hopes the faculty will expect from him his interest in accountability. He is interested in institutional effectiveness. He does not mind to demonstrate to the outside world that the University is doing reasonably well what it says it is doing. If he were worried about the institution and did not think it was doing the kind of job that should be done, he

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might feel a little differently. He has never worried about being accountable. He has felt the institution can stand on its own merits and can provide information about the use of the state's resources that will make people understand and make people more supportive rather than less.

In the next few months the President will be taking a look at the administrative structure in the University, making any necessary changes that he feels must be made in order to make the institution be as lean and as able to move ahead as it possibly can. He wants the administrative organization of the Institution to be well understood by all those who work within it, and by those outside who see the University and are able to help the Institution in its funding. He wants them to feel they can come to the University for information, reporting, or whatever it may be. He wants to say to those people that the University has taken dollars, used them in the manner anticipated, and the University believes it is doing an excellent job with what it has. He does not feel that it is too much for University supporters to ask, and he knows it is not too much for the state legislators and executive branch officials to ask. He wants to be proud of the effectiveness with which the University operates and wants to demonstrate to the world that the University can be the kind of excellent institution that everyone envisions and at the same time be perceived to be accountable to the inside and outside constituencies.

The last item President Wethington talked about concerned the fund raising effort to build up an endowment to improve the humanities collection -- the King Library collection that will benefit the humanities. He thinks that is an extremely important kick off for the University, and he is strongly behind and supportive of and would like to see that effort brought to a successful fruition.

President Wethington stated that the University has a facility problem in terms of the library. He thinks many would agree not to have to go several miles to access some of the resources of the King Library. He stated that all would agree if they saw some of the library facilities around the country that the University might not have one that is quite up-to-date. He personally believes that a library facility on a university campus is extremely vital, important, and critical because the library is obviously not only the repository of books and other kinds of services, but it also ought to be perceived as the "heart of the Institution." He feels the library at this University is a good one in terms of collection and ought not to be allowed to go down but be on the up swing in terms of support and collections. He feels there should be an expansion of the present library facilities. He asked the faculty, staff, students, Board of Trustees, alumni, athletics, and the private sector to join with him to work toward the building of a new library for the University of Kentucky. He stated that he does

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not want to tear down the King Library. He thinks there is always a place for the present library facility and is vitally interested in maintaining it. The administration has looked at the possibility of expanding the King Library or seeking a new location. President Wethington's feeling is that the University ought to move to a new location, build a new facility that would be state-of-the-art to indicate to the rest of the world the value this University places on the library. He stated that if the University seeks support of the private sector as well as the public sector, then the University has an excellent opportunity to do something over the next few years that will be exceedingly important for the future of the University of Kentucky. He stated that the planning would involve the faculty. He feels that within the next few months a decision should be made, and the President plans to appoint a steering committee in the next few weeks to work with him on the plans for developing a first-rate proposal for a first-rate library facility that can supplement, assist, and help in every way to demonstrate to the rest of the world that the University is very serious about the library, and that there is an excellent place to house what he believes is an excellent collection.

President Wethington's final word was that as faculty leaders he knew they were often not understood, often not appreciated, but he will work with them and together they can push the University ahead, move it forward to even greater heights than it has ever been moved before. He stated that he truly believes that the University is great and can be even better. He feels the opportunity is there in this Commonwealth. He says no other institution has that opportunity in this Commonwealth, and if that is seized, then the University has failed not only themselves but the Commonwealth as well and even beyond its borders.

President Wethington said that he is a person very positive by nature and is upbeat about the University's prospects. He knows that the base is solid and sound and that the heart is there. He also believes the resources are here if they are focused to move the University forward to even greater heights. He expressed his appreciation to everyone for their attendance and for listening to his thoughts and ideas about the University of Kentucky. He told the Senate that he would be pleased to come back again to talk about statistics or he would be pleased to talk about other topics. He feels it is helpful to him to have the Senate hear about what he feels about faculty in the University and then to hear from him what he considers to be some of his priorities and plans for the University of Kentucky. He asked the Senate to join with him in what he considers to be a very important project as plans are made to push for the funding for a first-class library facility that will make everyone inside the University of Kentucky even prouder than they are today. The President thanked the Senate for having him speak.

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President Wethington was given a round of applause.

The Chair thanked the President for being with the Senate and told him he would be invited back because there would be questions and other issues they would want to hear from him. The Chair stated that the University has been through a difficult time in the past month. Some people have said to her that it is now over and some have said it has just begun. She is not sure which is right and which is wrong. She feels that perhaps both are correct. She does know this is the time to lower voices but not the goals. It is the time to continue doing those tasks that the University does so well and are the "heart of the University" which are teaching, research and service. On behalf of herself, Ray Betts, William Lyons, and Loys Mather, Professor Bratt thanked the Senate for the opportunity to represent the Senate's views. The Chair stated that the four of them appreciated their words of wisdom and support during the time period.

The Chair stated that Professor Daniel Fulks suggested that the Ombudsman's report be attached to the Minutes rather than his reading the report at the meeting. She asked for any objections. Hearing none, she directed that the report be attached to the Minutes to be circulated. [The Academic Ombudsman's Report for 1989-1990 is attached at the end of these Minutes.]

The Chair introduced the new Ombudsperson for this year, Dr. Gretchen Lagonda (Nursing).

The Chair stated that two years ago the Senate Council appointed an ad hoc Committee on the Status of Minorities Employed at UK and another one on the Status of Women Employed at UK. Professor Juanita Fleming asked Professor James Wells (Mathematics), a member of the Minority Committee to give the report. The Chair recognized Professor Wells.

A summary of Professor Wells' report follows:

Professor Wells stated that the committee was appointed almost two years ago, and he assured the Senate it did feel like two years. He recognized the members of that committee who are Darwin Allen, James Applegate, Anne Boling from the Dean of Students Office, Pete Middleton, Associate Dean of the Graduate School, and Juanita Fleeming who was the Chair. He also acknowledged the generous support and counsel of Nancy Ray.

Professor Wells stated that he would not list all the recommendations of the committee but he did want to give "some of the flavor" of what it meant to serve on the committee. He feels that each of the committee members is more sensitive to the problems which were charged to the committee mainly to investigate the economic, cultural and political status of black and other minority faculty members and employees of the University of Kentucky. The primary mission of the committee is to identify methods for eliminating impediments to the full and equal participation of Blacks and other minorities in the University community.

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Professor Wells stated that the committee in carrying out the charge worked with the ad hoc Committee on the Status of Women and developed three surveys. The committee surveyed the faculty, professional staff, and the hourly employees. They interviewed minority faculty who had left the University. They surveyed and spoke with minority alumni. They reviewed statistical data on minority employees. Professor Wells stated there were only 13 black administrators and two Asian administrators in the 1988-89 statistics. There were 15 Black male faculty, four Hispanic, 65 Asians. There were 7 Black women faculty, no Hispanic and 7 Asians. In the service maintenance area there were 471 Black, 4 Hispanic, 23 Asians, 279 women, 1 Hispanic, and 1 Asian. Professor Wells stated that the majority of minority employment at the University is concentrated in the clerical and maintenance area.

Professor Wells felt it should come as no surprise that the Black minority employees of the University of Kentucky as well as the Black alumni do not regard this institution with great affection. Fifty-one black alumni were interviewed. Professor Wells personally read and analyzed the reports that came in from those people. The older ones do not look upon this University as a pleasant place to be, and they don't have great affection for a certain member of the Board of Trustees. Professor Wells stated that most of the Black alumni of the University look back upon their experience here as mostly negative, interspersed with a few doctored lines with a few caring teachers, but Black alumni say they are proud of the education they received from the University of Kentucky. Many of them responded that they would send their children to this institution even despite their memories are not very positive.

It was a new experience for Professor Wells to sit across the table from a Black employee of the University and hear detailed stories about discrimination and sexism. He stated that would elevate one's sensitivity very fast. He feels that is something which the University cannot ignore. He did not say the University is worse than other institutions, but he did say that the faculty should acknowledge that discrepancy.

Professor Wells feels that the main problem is not at the faculty level but with the secretarial and maintenance and operations area of the University. In that area there are very few Black supervisors. Professor Wells stated that Blacks have a great lack of mobility in their employment opportunity. In the maintenance area there is a great lack of Black in-service training. The minorities view their opportunities as inverted. That is if one goes to work as a janitor, they will die as a janitor. There are no opportunities for movement to better positions. Professor Wells believes the University has been seriously neglectful in the past in providing opportunities for in-service training. He urged the University to get serious about the training of minority employees and giving them broader opportunities.

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The committee was astonished to learn that many of the minority employees are having a terrible time paying for medical coverage. This looms large in their view. Professor Wells stated that many of them are finding it difficult or even impossible to carry the University's health care. One of the recommendations of the committee is that the University's contribution to its employee health costs and employees' cost of day care be scaled to reflect ability to pay. Another recommendation is that the Personnel Division expand the number and scope of its training activities particularly workshops to give minorities opportunity for more mobility.

The committee believes that the University should continue to have a very vigorous program for the recruitment of minority employees. The committee hopes the University gives every possible concern they can to that end, particularly with respect to putting some energy into the next generation of minorities. Many people believe that this generation of minorities is lost in so far as providing professional people at the University level.

The committee believes their recommendations stand to benefit the entire University.

Professor Wells thanked the Senate, and they gave him a round of applause. The Chair thanked Professor Wells and stated the University owes a very deep debt of gratitude to Professors Fleming and Wells and the others on the committee as the amount of data and work that went into the reports was phenomenal, and it took a two-year commitment of time and energy.

The Chair recognized Dr. Peter Bosomworth (Chancellor of the Medical Center). Professor Bosomworth felt it was a very responsible and valuable report. He stated that the President, Chancellors and the Deans at the Medical Center have discussed the report and intend to take it seriously.

The Chair recognized Professor Marcus McEllistrem (Physics and Astronomy) for the first action item. Professor McEllistrem stated that there were two action items. One concerned admissions standards for majors in the Department of Human Environment: Design in the College of Home Economics and the other having to do with the establishment of the engineering curriculum in the College of Engineering. Both of the items had to be presented without the ten-day circulation period. Professor McEllistrem moved that the ten-day circulation period be waived. The motion was seconded and unanimously passed.

Professor McEllistrem, on behalf of the Senate Council, moved to amend University Senate Rules, Section IV - 2.2.9, to amend the admissions standards in the College of Engineering. Professor McEllistrem pointed out two changes in the circulated proposal. The change reads as follows:

"To establish a pre-engineering curriculum within the college so that students who enter the University can be considered part of the College of Engineering, if they wish to be considered part of the Engineering College, rather than waiting a couple of

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years until they fulfill all pre-engineering requirements and then seeking admission to the College of Engineering."

Professor Robert Noble (Medicine) seconded the motion. The Chair recognized Dr. Thomas W. Lester (Dean of the College of Engineering) to explain the proposal. Professor Lester stated that the essence is that the College of Engineering has the opportunity to interact with the students very early in their careers to help in advising. He feels the college can do a better job in advising. The Chair's understanding is that if the students were in Arts and Sciences the College of Engineering will take the students when they enroll. Dean Lester stated they would be taking the same courses, but the students would be enrolled in the College of Engineering. Professor Kumble Subbaswamy (Physics and Astronomy) wanted to know if the college had enough advisors to take care of the extra students. Dean Lester stated that all advising was done at the department level by faculty and students would have to specify what department.

The Chair recognized Dr. Joseph Fink (Director of Admissions). Dr. Fink stated that the Office of Admissions supports the recommendation. They are the ones dealing with the high school students and the proposal would help to clarify and attract students to the University when they can tell them they can be in the College of Engineering from "day one." He added that a lot of the students do know what department in Engineering they want to enroll.

There were no further questions. The proposal unanimously passed and reads as follows:

Proposal:

PRE-ENGINEERING

Students who qualify for admission into the University are eligible to enroll in any of the pre-engineering programs offered by the College of Engineering.

ENGINEERING

There are two procedures available to move from pre-engineering to engineering in one of the degree programs of the College. These two procedures are described in detail below. Admission to engineering in a degree program is necessary in order to be granted a baccalaureate degree in engineering. Students must complete at least 30 of the last 36 hours of their programs in residence at the University. At least 24 credit hours must be departmental courses at or above the 300 level.

A. Automatic admission. Students enrolled in pre-engineering in a degree program and those applying to enter a program may progress to engineering in that program if they meet the following criteria: (1) submission of application for engineering standing in a department; (2) program with a minimum of 50 semester hours acceptable toward the degree program with a minimum cumulative grade-point average of 2.5.; (3) completion of the program requirements with a minimum grade-point average of 3.0 in the following courses - freshman English (writing courses), freshman chemistry course sequence, physics course

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sequence, calculus course sequence; (4) completion of the additional specific program admission requirements as listed below.

B. Admission Based Upon Departmental Review. This procedure is available for those individuals who meet the requirements in (A) above with the exception of the grade-point averages. These individuals are encouraged to apply for a review of their academic record by the department of their choice. This review will give the student the opportunity to have his or her record evaluated in order to determine if there are special circumstances which should be considered in support of the admission decision. The specific criteria to be used during the departmental review can be obtained from each departmental office. In general terms, the criteria will consist of tangible factors such as overall grade-point averages, grades in specific courses, and resources available in the department, and intangible factors such as personal motivation, work experiences, and career plans. No department will consider an individual for admission unless the two grade points mentioned in (A) above are both greater than or equal to 2.25.

All students must apply for admission to engineering in a specific department. Those students who do not qualify for engineering in the department of their choice may be eligible for consideration for engineering in another department.

Pre-engineering students who meet all of the other requirements for engineering but who do not have a sufficient grade-point average to qualify for engineering in their department must move to another department in which they qualify for engineering or leave the College of Engineering within two semesters.

To establish a pre-engineering curriculum within the college so that students who enter the University can be considered part of the College of Engineering, if they wish to be considered part of the Engineering College, rather than waiting a couple of years until they fulfill all pre-engineering requirements and then seeking admission to the College of Engineering.

NOTE: The full Engineering Standing portion of this proposal is intended to be essentially the same as the present policy for Upper Division. Only the wording is changed to accommodate Pre-engineering for Lower Division and Full Engineering Standing for Upper Division. Those portions where the wording has been changed are underlined.

RATIONALE: In the past, freshmen and transfer students who did not meet the engineering admission requirements were forced to reside in another college while qualifying for engineering. These students should be advised by engineering advisors if they are to be guided along the shortest path to acceptance into engineering. Under this plan qualifying to move from pre-

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engineering to engineering will now be the same as qualifying to move from lower division to upper division has been in the past. The only difference between this admission policy and the previous policy is that all students wishing to qualify for engineering will now reside in the Engineering College as pre-engineering students.

Effective Date: Upon approval by the University Senate this policy becomes effective for all students entering the College of Engineering during the fall semester of 1991.

Note: The proposal will be forwarded to the Rules Committee for codification.

The Chair recognized Professor McEllistrem for the second action item. Professor McEllistrem, on behalf of the Senate Council, moved approval of the proposed addition to University Senate Rules, Section IV - to establish admissions standards for majors in the Department of Human Environment: Design, College of Home Economics. Student Senator Greg O'Connell seconded the motion.

Professor Terry Rothgeb (Chairman of the Department of Human Environment: Design and Textiles) stated that the department had investigated selective admissions per the Advisory Board. The accrediting agency recommends that students be screened, so the department is trying to implement the recommendations. The floor was opened for questions. Professor Ray Betts (Honors Program) wanted to know what the cut-off would be and would it be according to places available. He asked that if grades were considered as well as portfolio, then how would the department distinguish the number of students to be accepted? Professor Rothgeb stated there would be an evaluation and rating system to identify those students most qualified to continue in the available spaces. Professor Betts stated it would be the number of positions open which determines the number of candidates who succeed. There were no further questions. Motion to accept the proposed addition to the Senate Rules unanimously passed and reads as follows:

Proposal:

Lower Division Admission:

Admission to the University is adequate for admission to the lower division interior design program courses (100 through 200) but does not guarantee admission to upper division studio courses (above 200 level).

Upper Division Admission:

Admission to upper level interior design studio courses is dependent upon the qualifications and preparation of the applicant. Since the number of applicants admitted to upper level interior design studio (HED 355) will be limited, applicants will be examined on a comparative and competitive basis.

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To be considered for admission to upper division interior design studio (HED 355) an applicant must fulfill the following requirements:

1. Make application by January 15 for admission to upper division studio in the Fall Semester of the next academic year.
2. Complete or be currently enrolled in all lower division interior design program requirements (studio and lecture).
3. Submit for blind review a portfolio of work completed in lower division interior design studio courses and/or an Interior Design Aptitude Test (e.g., a home project assignment and/or controlled test taken by the candidate). Specific requirements for the portfolio and review and/or Design Aptitude Test will be available from the Human Environment Design Department office in September of each academic year.
4. Give a verbal presentation (specific requirements available, see #3 above).

Transfer Students: From Within the University

Transfer students from within the university must complete all lower division interior design program requirements or equivalents; make application for admission to upper division interior design studio; and complete all requirements of the portfolio review (see #1 through 4 above).

Transfer Students: From Other Interior Design Programs

Applicants from other Interior Design Programs must fulfill the equivalent of all lower division interior design program requirements, provide verification by transcript and meet all portfolio requirements (described above) before admittance into any upper division interior design studio. Applicants applying for a studio number higher than HED 355 must supply additional coursework in their portfolio. Application indicating applicant's intent to participate in the review process must be received no later than January 15 for admission into any upper division studio during the next academic school year.

Review Process

Admittance to upper division interior design studio (HED 355) will be in order of priority based on a review by the Interior Design Admissions Committee. The Committee will conduct a blind review of the applicant's portfolio. A non-blind review of each applicant's verbal presentation, grades in lower division studio and non-studio courses, and professional aptitude will also be evaluated by the Interior Design Admissions Committee. The review process will occur only once each academic year during the spring semester. Approval for admission into an upper division studio in the spring is only valid for the following fall semester. A student who is admitted to an upper level studio in the spring but who does not complete the studio the following

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fall must go through the portfolio review process again for admittance.

Background and Rationale:

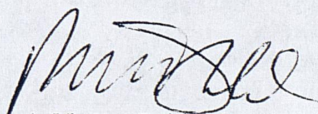
The interior design program recently received full accreditation from the Foundation for Interior Design Education Research (FIDER), the recognized official accrediting agency for first Professional Degree Level Programs of interior design in North America. The revised standards of FIDER include specific areas of study needed to prepare an individual to practice the interior design profession. To meet those standards, the faculty initiated several curricular revisions [approved: see University Senate transmittal dated September 5, 1990]. The faculty also determined that a Sophomore Portfolio Review requirement was necessary. The Review evaluates each student's competency level relevant to design technical knowledge and graphic and verbal communication skills. Implementation of both the revised program and portfolio review are essential for the department to retain its status as the first fully-accredited interior design program in the Commonwealth of Kentucky.

The proposal has been reviewed by the Senate Committee on Admissions and Academic Standards and the Senate Council, both of which recommend approval.

Implementation Date: Fall admission, 1991

Note: The proposal will be forwarded to the Rules Committee for codification.

The Chair asked for any other business to be brought to the attention of the Senate. Hearing none, she entertained a motion to adjourn. Professor Marcus McEllistrem moved to adjourn. The motion was seconded. The meeting adjourned at 4:10 p.m.


Randall W. Dahl
Secretary, University Senate

DANIEL L. FULKS
ACADEMIC OMBUDSMAN

1989 - 1990

It is with pleasure that I offer this annual report for the Office of Academic Ombudsman for the academic year ended June 30, 1990, the 20th year of the existence of the office. The report will be as brief as possible and will include a review of some of the activities during the year, a statistical representation of the contacts received, and some recommendations based upon these experiences.

Sincere appreciation is offered to the many faculty members, staff, administrators, and students who cooperated and assisted so kindly during the year. Special appreciation, of course, is given to Ms. Frankie Garrison and Ms. Donna Bruszewski for their patience, kindness, and endless energy. Thanks also to former President David Roselle for affording me the opportunity to serve in this capacity and to Interim President Wethington and his assistants for their continued support.

The experience was exciting, exasperating, challenging, rewarding, frustrating, enlightening, and never dull. I recommend it.

OUTREACH ACTIVITIES

In an effort to continue to make the office better known and more available, outreach efforts were rather aggressive. Personal presentations were provided for residence halls, sororities, fraternities, the Student Government Association (SGA), the T.A. Training Program, the Resident Advisor Training Program, and Fall Orientation. The Ombudsman's Corner series of columns for the Kernel was continued; a video tape presentation was produced for use by the SGA; and the Ombudsman was available on the premises in the SGA office, on a trial basis, on several dates during both Fall and Spring terms. We believe these activities are important in our efforts to expand the role of the office.

SENATE RULE PROPOSALS

Because of the nature of the role of the Ombudsperson, the wide range of contacts on campus, and the resulting comprehensive overview of the University's academic environment, it is my belief that the Ombudsperson should be proactive. Therefore, with the benefit of an "insider's" knowledge of persistent problem areas, several proposals for revisions to the Senate Rules were offered during the year. We believe this should be a continuing responsibility of the office.

STATISTICAL REPORT

The attached statistical report is offered as a source of information concerning the number, type, and origin of contacts received. The report is offered with no value judgments attached, and any departmental and college comparisons should be made in light of the relative classroom productions of the respective units.

RECURRING PROBLEM AREAS

The foregoing statistical report includes a table of the number of contacts concerning the various types of issues. In most areas the pattern is consistent with those of prior years. Although the reader may draw his or her own inferences from the data, there are some recurring problem areas which are worthy of mention. Where appropriate, suggestions for potential means of improvement are included in the discussion.

Plagiarism Despite the excellent efforts of the Department of English, the T.A. Training Program, the Dean of Students Office, and others, plagiarism remains a significant problem. 1) We encourage all faculty to alert students to the definition and the potential consequences of plagiarism. 2) We recommend specific verbiage devoted to plagiarism be included in the syllabi of at least the 100 and 200 level courses. 3) We recommend inclusion of plagiarism as a topic of discussions in meetings of student organizations such as Residence Halls and Greek social organizations.

Excused absences Students are very often caught in the middle of a difficult controversy concerning excused absence requests of a medical nature. Because of staffing problems, and perhaps some legal considerations, the University Health Service currently provides a student only with a form which states that the student appeared at the Health Service. This provides no information concerning the nature or severity of the student's problem, nor does the form assure that the student was actually seen by medical staff. Understandably, many faculty members desire more assurance that a student's absence from a class or an exam is legitimate. Students are often forced to incur the inconvenience and the expense of consultation of a medical person in private practice. In many cases bona fide excused absences are not granted appropriate status. We recommend appointment of a Senate ad hoc committee to investigate the appropriate role of the University Health Service in these matters. It should be noted herein that Ms. Jean Cox, Administrator of Student Health Service, has been extremely cooperative in our discussions and is currently working with Professors LaGodna and Bratt in search of a resolution.

Course syllabi Faculty should be reminded that 1) students are entitled to a course syllabus no later than the second class meeting of each course, and 2) such syllabus should contain as much detailed information as possible concerning the course content, objectives, expectations, etc. Several problems continue to arise involving the absence of a syllabus, ambiguities of the syllabus, and/or deviations from the stated terms of the syllabus.

Final exams Recurring problems concerning final exams involve several issues. First, anyone involved with the administering of common exams is aware of the myriad of difficulties, for both students and faculty associated therewith. We take this opportunity to encourage all faculty to be familiar with the Senate Rules and to be as flexible and understanding as possible. Second, there remains widespread misunderstanding of or disregard for the Senate Rules concerning what is commonly referred to as "dead week." And third, there are problems specifically related to final exams administered during the eight-week summer session. Current rules make it impossible to give the students the customary two-hour final exam. This is the only academic term for which this is true. Faculty efforts to locate suitable "loop-holes," however well intentioned, have resulted in student complaints. A revision in the Senate Rules to provide two-hour examination periods might well be appropriate, a proposal for which is currently being developed.

Grade Disputes Grade disputes represent one of the most common areas of complaints and one of the most difficult to resolve. While most are unavoidable, some could be averted by more clear and concise explanations of grading policies for courses. Also helpful are periodic class discussions concerning grading scales and class standings during the course of the semester.

OTHER RECOMMENDATIONS AND OBSERVATIONS

The following additional recommendations and observations are based upon my personal experience during my year in office.

Name recognition The Office of the Academic Ombudsman continues to serve a vital role for students, faculty, and administration. In spite of continuing outreach efforts discussed above, however, there remains an apparent problem with name recognition. The term "ombudsperson" is neither familiar nor inviting. A change in the title would likely result in increasing the effectiveness, availability, and appeal of the office. Some examples, many of which are taken from similar offices across the country would include: Student/Faculty Academic Grievance Office, Student/Faculty Academic Advocate, Student/Faculty Academic Relations Office, Academic Ombudservices. Perhaps a recommendation could be submitted by a committee of former ombudspersons.

Rule changes Senate rules, student code, and other university regulations are necessarily in a state of continuous change and evolution. Currently most changes are made known to faculty via the circulation of official Senate Minutes. It is inevitable that the minutes, verbose as they tend to be, are often put asunder without adequate perusal. Perhaps a more effective means of publicizing critical rule changes would be a separate circulation by the Senate Council.

Administrative affairs of the office Organized in 1970, the Office of Academic Ombudsman is relatively young. Recommendations for improvements in the administrative affairs of the office have been discussed among former ombudspersons, with Vice President Carter and other representatives of the President's Office. Two recommendations are worthy of inclusion in this report.

The highly cyclical nature of activity in the Office is problematic, as is the growing volume of contacts. Consequently, it is my belief that the secretarial position currently held by Ms. Donna Bruszewski be made a full-time position. In addition, I encourage greater utilization of emeritus faculty, a resource with tremendous potential, in providing assistance to the Office. Professor Emeritus Jean Pival was extremely helpful in this regard during the 1989-90 academic year. Indeed, there is at least one Academic Ombudsman Office at another institution which is staffed in its entirety by emeritus faculty volunteers.

Annual meeting of University College Ombudsman Association The University of Kentucky is hosting the annual meeting of the University College Ombudsman Association (UCOA) in April 1991. I encourage any faculty willing to assist with the technical programs or hosting activities to contact Ms. Garrison.

As a separate but related recommendation, I encourage future ombudspersons to attend these very productive and enlightening annual meetings.

Faculty/Student Relations During the course of my year in the office, I have been encouraged by the cooperative attitude and spirit of concern evinced by the majority of faculty and administrators in responding to the needs, concerns, and problems of students. Unfortunately, however, there are also a number of faculty members who choose to conduct their courses, departments, and other activities with apparent disregard for the rights of our students and with equal disregard for University regulations and professional ethics. Many of these names appear annually in the files of the Ombudsman's office. The behavior of these faculty members is distressing. Until such time as the University's reward system is modified to better reward teaching and advising efforts of the faculty, I would recommend that deans,

directors, and chairs minimize student contact for those faculty members who obviously do not desire such contact. There are ample opportunities available for faculty to serve the university community outside the classroom. Indeed, there are substantial incentives in place for such divisions of effort. To continue to ask these faculty to interact with students is a disservice to our students and the University. An alternative, of course, is to attempt to modify the behavior of these faculty.

Fee structure Because of changes in the University's registration system (with the implementation of SIS) and also, to a lesser extent, because of continuing changes in the University calendar, it may well be beneficial to review the University's fee refund policies. It is likely that many of the existing deadlines are no longer necessary, and at least in some instances inequities exist. For instance, the deadline for receiving an eighty percent refund during the Eight Week 1990 session was Monday, June 11. Students dropping courses after that date were entitled to only a fifty percent refund. Unfortunately, since classes began on Thursday, June 7, classes meeting on Monday and/or Wednesday evening did not have their initial class meeting until June 11 or later. Consequently, students were not given the opportunity to attend a class before having to decide whether to drop. There is and probably always will be a great disparity in the quality and style of classroom instruction at this and all other institutions. We believe students should be able to attend at least one class session prior to making the drop decision.

In closing, I take this opportunity to introduce Professor Gretchen LaGodna of the College of Nursing, who succeeds me as the Academic Ombud for the 1990-1991 academic year.

This concludes the annual report to the University Senate as this University's 16th Academic Ombudsperson. Again, I wish to express my appreciation to the past and present presidents for providing me this opportunity and to faculty, staff, administrators, and friends for helping to make the experience as pleasant, productive, and rewarding as possible. I wish Professor LaGodna a successful, productive, and enjoyable year.

STATISTICAL REPORT

1989-90

NUMBER OF CONTACTS
(TELEPHONE CALLS/
REFERRALS).....1,522

NUMBER OF MERIT CASES.....354

APPROXIMATE TIME SPENT
ON EACH CASE.....3 DAYS

RANGE OF TIME SPENT ON
EACH CASE.....1 HOUR/1 YEAR

APPROXIMATE MINIMAL
TIME SPENT ON EACH
CASE FORWARDED TO
THE APPEALS BOARD....36 HOURS

CASES BY MONTH

JULY, 1989	15
AUGUST	29
SEPTEMBER	40
OCTOBER	29
NOVEMBER	27
DECEMBER	31
JANUARY, 1990	33
FEBRUARY	23
MARCH	20
APRIL	57
MAY	35
JUNE	15

TOTAL 354

CLASSIFICATION OF THE STUDENT

FRESHMEN	62
SOPHOMORES	65
JUNIORS	54
SENIORS	93
GRADUATES	27
1ST YEAR	1
2ND YEAR	1
3RD YEAR	3
4TH YEAR	1
NON-DEGREE	7
NON-APPLICABLE	35
MULTIPLE CLASSIFICATION	5

TOTAL 354

NATURE OF COMPLAINTS

GRADES.....	83
EXAMS.....	33
COMMON EXAMS.....	30
CHEATING.....	23
INSTRUCTOR.....	21
COLLEGE.....	19
CLASS TIME CHANGED.....	17
DEAD WEEK.....	15
PLAGIARISM.....	13
CLASS.....	12
ILLNESS.....	9
PRE-REQUISITES.....	8
UNIVERSITY REQUIREMENTS.....	8
ABSENCES.....	6
ADD/DROP.....	6
DEATH FAMILY/FRIEND.....	5
PERSONAL PROBLEMS.....	5
REGISTRAR.....	5
REPEAT OPTION.....	5
ADMISSIONS.....	4
SUSPENSION.....	4
FIRE ALARMS.....	3
PAPERS NOT RETURNED.....	3
FALSIFICATION OF RECORDS.....	3
ACADEMIC BANKRUPTCY.....	2
FEES.....	2
MISCELLANEOUS.....	10

TOTAL

354

STUDENT'S COLLEGE

AGRICULTURE.....	16
ALLIED HEALTH.....	6
ARCHITECTURE.....	8
ARTS AND SCIENCES.....	105
BUSINESS AND ECONOMICS.....	40
COMMUNICATIONS.....	21
DENTISTRY.....	1
EDUCATION.....	21
ENGINEERING.....	19
EVENING-WEEKEND.....	7
FINE ARTS.....	7
GRADUATE SCHOOL.....	25
HOME HONOMICS.....	18
LAW.....	0
LIBRARY AND INFORMATION SCIENCE.....	0
MEDICINE.....	1
NURSING.....	14
PHARMACY.....	2
SOCIAL WORK.....	3
MULTIPLE COLLEGES.....	5
NON-APPLICABLE.....	35

TOTAL 354

**COLLEGE WHERE COMPLAINT
ORIGINATED**

AGRICULTURE.....	2
ALLIED HEALTH.....	2
ARCHITECTURE.....	3
ARTS AND SCIENCES.....	158
BUSINESS AND ECONOMICS.....	19
COMMUNICATIONS.....	6
DENTISTRY.....	1
EDUCATION.....	9
ENGINEERING.....	11
EVENING-WEEKEND.....	1
FINE ARTS.....	9
GRADUATE SCHOOL.....	4
HOME ECONOMICS.....	14
LAW.....	0
LIBRARY AND INFORMATION SCIENCES.....	2
MEDICINE.....	7
NURSING.....	12
PHARMACY.....	1
SOCIAL WORK.....	1
MULTIPLE COLLEGES.....	20
NON-APPLICABLE.....	72

TOTAL 354

DEPARTMENT WHERE COMPLAINT
ORIGINATED

ACCOUNTING	2
AGRONOMY	1
ART	4
BEHAVIORAL SCIENCE	1
BIOLOGICAL SCIENCES	39
BUS. & OFFICE TECHNOLOGY	3
CHEMISTRY	14
CLASSICAL LANG. & LIT	1
COMMUNICATION	3
COMMUNITY HEALTH	2
COMPUTER SCIENCE	5
ECONOMICS	6
ED. & COUNSELING PSY	1
ELECTRICAL ENGINEERING	1
ENGLISH	12
FINANCE	1
FRENCH	1
GEOGRAPHY	6
GEOLOGY	2
GERMAN	1
HISTORY	6
HEALTH, PE & RECREATION	4
HUMAN ENV-DESIGN & TEXTILES	12
JOURNALISM	3
LANDSCAPE ARCHITECTURE	1
MANAGEMENT	4
MARKETING	5
MATERIALS SCIENCE & ENG	7
MATHEMATICS	18
MECHANICAL ENGINEERING	2
MILITARY SCIENCE	1
MUSIC	15
NUTRITION & FOOD SCIENCE	2
ORTHODONTICS	1
PHARMACOLOGY	1
PHILOSOPHY	3
PHYSICS & ASTRONOMY	11
POLITICAL SCIENCE	4
PSYCHOLOGY	8
PUBLIC ADMINISTRATION	3
SELF-INSTRUCTIONAL LANGUAGE	2
SOCIOLOGY	6
SPANISH & ITALIAN	3
STATISTICS	7
SURGERY	1
THEATRE	1
MULTIPLE DEPARTMENTS	21
NON-APPLICABLE	96

TOTAL 354

6 YEAR COMPARISON

	<u>MULTIPLE CONTACTS</u>	<u>SINGLE CONTACTS</u>
1989-90	354	1,522
1988-89	295	1,498
1987-88	194	685
1986-87	505	2,745
1985-86	538	2,016
1984-85	535	1,894

COMPARISON OF TOP 6 COMPLAINTS

1989-90

GRADES 83
 EXAMS 33
 COMMON
 EXAMS 30
 CHEATING . . . 23
 INSTR 21
 COLLEGE . . . 19

1987-88

GRADES 61
 CHEATING . . . 17
 ILLNESS . . . 13
 INSTR 12
 EXAMS 11
 COLLEGE . . . 10

1985-86

GRADES 297
 INSTR 65
 ILLNESS . . . 32
 EXAMS 25
 COLLEGE . . . 21
 GRADUAT . . . 14

1988-89

GRADES 87
 COMMON
 EXAMS 25
 INSTR 24
 DEATH/
 FAMILY . . . 19
 EXAMS 15
 REPEAT
 OPTION . . . 13

1986-87

GRADES 266
 INSTR 72
 CHEATING . . . 55
 EXAMS 45
 COLLEGE . . . 14
 DEAD WEEK . 11

1984-85

GRADES 265
 INSTR 45
 CHEATING . . . 38
 ADD/DROP . . 32
 REPEAT
 OPTION . . . 29
 FINALS 29