

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

28 August 1992

TO: Members, University Senate

The University Senate will meet in regular session on Monday, September 14, 1992, at 3:00 P.M. in room 115 of the Nursing Building (CON/HSLC).

AGENDA:

1. Minutes: 10 February, 13 April and 27 April 1992
2. Chair's Introductions and Announcements
3. Remarks: President Charles T. Wethington, Jr.
4. Resolutions
5. Action Items:
 - a. Consideration and action on the proposed Honor Code for the College of Law (circulated under date of 27 August 1992).
 - b. Consideration of the uniform teaching evaluation instrument proposed by an ad hoc Committee chaired by Wilbur W. Frye. (Circulated under date of 31 August 1992).

Randall Dahl
Secretary, University Senate

Note: If you are unable to attend this meeting, please contact Ms. Susan Caldwell in the Registrar's Office (7-7155). Thank you.

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MINUTES OF THE UNIVERSITY SENATE, SEPTEMBER 14, 1992

The University Senate met in regular session at 3:00 p.m., Monday, September 14, 1992, in Room 115 of the Nursing Health Sciences Building.

John J. Piccoro, Jr., Chair of the Senate Council, presided.

Members absent were: Debra K. Aaron, Virginia Atwood, Robert L. Blevins, Glenn C. Blomquist*, Carolyn S. Bratt, Laretta Byars, Rutheford B Campbell, Jr., Clyde R. Carpenter*, Ben W. Carr, Chris Carrico*, Edward A. Carter, Shea Chaney, Louis C. Chow*, Donald B. Clapp, Charlie Clark, Jordan L. Cohen, Patricia Collins, David Denton, Richard Edwards, Michael B. Freeman*, James E. Funk*, Richard W. Furst, Stuart Gay, Zakkula Govindarajulu*, Larry L. Grabau*, Philip A. Greasley, William S. Griffith, Robert D. Guthrie, J. John Harris III, Floyd J. Holler*, Don A. Howard, Richard A. Jensen*, Richard I. Kermode*, Kenneth K. Kubota, James M. Kuder, Gretchen LaGodna*, Carl W. Lee*, Thomas W. Lester, C. Oran Little, William E. Lyons, Justin Marriott, James S. Mosbey, Phyllis J. Nash, Robert C. Noble, Pete November, Barbara Phillips*, Leigh Ann Poynter, Daniel R. Reedy, Thomas C. Robinson, Edgar L. Sagan*, David Sanford, Michael C. Shannon*, Candi Smith, Crystal Smith, Thomas Stipanowich, David H. Stockham, Thomas J. Waldhart, Jesse L. Weil, Carolyn A. Williams, Eugene R. Williams, Emery A. Wilson, Mary L. Witt.

The Chair welcomed the President, the senators, and visitors to the first meeting of the University Senate for the 1992-1993 academic year. He stated that he was honored and felt privileged to be the Presiding Officer of the Senate. He predicted an interesting and exciting year in which the Senate will make important decisions affecting the Institution. The Senate with its academic governance has the opportunity to move the Institution forward in spite of budget cuts and the accountability reporting to various oversight groups. He said many Senators have already been involved in the different review groups, looking at the strategic plan for the University and the departmental, college and sector reviews. Many more will be called upon during the year to participate. This Institution needs your participation and commitment.

Professor Piccoro then introduced Susan Caldwell, Recording Secretary; Randall Dahl, Secretary of the Senate; Gifford Blyton, Parliamentarian; Celinda Todd, Administrative Assistant in the Senate Council Office; and Jacquie Hagar, Sergeant at Arms.

The following remarks were made by the Chairperson:

At the end of the spring semester the Senate Council elected a new faculty representative to the Board of Trustees, Dr. Deborah Powell from the College of Medicine. Dr. Powell stood and was given a round of applause. She joins Dr. Carolyn Bratt, College of Law, and two other new members Professor John Sisturnik, Community College System, and Pete November from the student body.

During the summer, Dr. Gretchen LaGodna, College of Nursing, was appointed as the Academic Ombud. She was also the Ombud in 1990-1991.

*Absence Explained

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No corrections were made to the Senate Minutes for February 10, 1992, April 13, 1992 and April 27, 1992, which had been previously distributed. They were approved as circulated.

The Chairman asked that if anyone had comments that they would identify themselves and their departments or colleges for the benefit of those who did not know everyone.

The Chairman then introduced the President, who traditionally addresses the Senate at their first meeting of the year. He stated that the President is also the Chair of the Senate and the Presiding Officer. He delegates to the Senate Council Chair the responsibility of Presiding Officer. Marcus McEllistrem, the immediate past Senate Council Chair had indicated to the Chair that he would enjoy working with President Wethington and he had found that to be correct. It had been an interesting summer and he had found the President to be one who was interested and who had shown concern for the faculty and staff. The President is most willing to get faculty involved and that will be seen during the coming semester. It was a special privilege for the Chair to welcome the President and ask him to offer his remarks to the Senate.

President Charles Wethington was given a round of applause.

The President thanked Professor Piecoro and Professor Marc McEllistrem for their leadership and indicated that with Professor Dan Fulks "coming along in the pipeline" he looked forward to continued strong leadership in the position of Chair of the Senate Council. He indicated that he appreciated the spirit and relationship with which they had been able to work during the last year and currently in the present year. This is a time that this is needed and he will do everything he can to insure this kind of relationship continues during the 1992-1993 year.

As we move into the 1992-1993 year, he believes we have the fall semester off to a good start thanks to the Senate members and many other people in the University.

The President's "State of the University Address" is attached to the Minutes.

After his remarks the President was again given a round of applause.

The Chair thanked the President for his address. He stated that he would like to point out, as had previous Chairs, that the faculty has a most important role in the academic governance and through that role the kinds of goals can be achieved for the University that the President talked about. By participating in the Senate and its committees and with each other we can continue to establish and nurture the Community that is needed to make the University the kind the President mentioned.

The following remarks were made by the Chair.

The President mentioned the Strategic Planning Team that met during the summer and had sent a draft to the President and his cabinet. The Chair stated that the faculty was well represented with about half of the team being composed of faculty.

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As the President mentioned, the Teaching Portfolio which was approved last spring, is now incorporated in the administrative regulations. All faculty will now have to develop teaching portfolios. Soon Dr. Louis Swift, Dean of Undergraduate Studies, and Dr. Joe Davis, Director of the Teaching and Learning Center, will be conducting seminars on the Teaching Portfolio and will be distributing guidelines to the Lexington Campus. Dr. Phyllis Nash, Vice-Chancellor for Academic Affairs at the Medical Center, will do likewise with the Medical Center faculty.

The Faculty Workload Committee, Chaired by Dr. Karl Raitz, has asked Professor Piccoro to inform the Senate that the committee will be seeking faculty input in various ways as they get further along in their process. The initial orientation meeting was last week and they will be meeting again this week.

Professor Piccoro stated that he had just sent the list of committee members to each of the Chairs of the Senate Standing Committees and they will soon be receiving specific charges for those committees.

The Chair recognized Dr. William Moody, Professor of Animal Sciences, to present a memorial resolution.

MEMORIAL RESOLUTION

Theodore R. Freeman
1906 - 1992

Theodore R. Freeman, a Professor of Animal Sciences died March 24, 1992 after a long illness.

Dr. Freeman, who lived at 2304 Harrodsburg Road, retired as Professor of Food Chemistry in 1972. He joined the University of Kentucky faculty in 1948 after serving on the faculties of Texas A&M (1937-41) and University of Florida (1941-46), and as co-owner of Sunshine Dairy Products, Inc., Gainesville, Florida (1946-48). During his long period of service at the University of Kentucky, he served for a year (1958-59) as acting head of the Dairy Department.

His service at the University of Kentucky included research, teaching and extension in the subject areas of food chemistry, manufacturing of cheese, ice cream and other dairy products and organoleptic evaluation of foods. He also coached the dairy products judging team representing the University of Kentucky in a number of intercollegiate regional and national contests. Students could always look to him for understanding and help.

Dr. Freeman made significant contributions in studies involving the improvement of milk quality, effect of milk quality on yield of cheese and factors affecting the freezing point of milk. He was author or co-authored over 70 scientific papers and co-authored one book.

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Professor Freeman served the dairy food industry of Kentucky and the nation in many ways. He organized the Florida Association of Milk Sanitarians and served as its first president. He was a charter member and former president of the Blue Grass Section of the Institute of Food Technologists and served on the Board of Directors of the Dairy Products Association of Kentucky and was an advisor to the Kentucky State Board of Health. In 1968, Dr. Freeman was honored by the American Dairy Science Association with the "Distinguished Service to the Dairy Industry of the South" award.

Professor Freeman held membership in Gamma Sigma Delta where he served as local president of the Kentucky chapter and historian of the national association. He was also a member of Sigma Xi, Phi Sigma, AAAS (Fellow), the American Dairy Science Association, Institute of Food Technologists, International Association of Milk, Food and Environmental Sanitarians, and optimist International. He served as secretary-treasurer, vice president and president of the Southern Division of American Dairy Science Association. He also chaired many important committees, both at the local and national level.

Dr. Freeman was a charter member of the Southern Hills United Methodist Church in Lexington and was an active leader of its educational programs where he served as a member of its Board of Directors.

Colleagues of Dr. Freeman will long remember his wit and dry humor which was always present in staff meetings, conferences or informal groups.

He is survived by his wife, Virginia Atkins Freeman, a daughter, Coranell (Nell) Newton of Lexington; a stepdaughter, Barbara Duff of Collegedale, Tennessee; a stepson, James Atkins of Lexington, and two grandchildren.

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

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

The Chair recognized the Chair-elect of the Senate, Professor Daniel Fulks from Business and Economics, to present a resolution.

SPECIAL RESOLUTION
1991-1992 SENATE COUNCIL CHAIR
September 14, 1992

On behalf of the Senate Council and the full University Senate, it is with pleasure that I offer this resolution in recognition of our retiring presiding officer, Professor Marcus T. McEllistrem. Professor McEllistrem's service as Chair of the Senate Council during the 1991-1992 academic year was exemplary. His leadership was untiring

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and professional; his style thorough and diplomatic; his demeanor assertive but cooperative. With a constant awareness of and concern for the benefit of the University community, he promoted a true team spirit.

Professor McEllistrem's term in office occurred at a time when scrutiny, transition, and administrative and academic restructuring were at the forefront of the University's agenda. The year's agenda included the on-going university self-study, the development of the revised strategic plan, and the revision of the Administrative Regulations. Throughout the year, Marc served as a strong liaison with the university administration, especially President Wethington. From his vantage point as presiding officer of the Senate and as a member of the faculty of the College of Arts and Sciences, Marcus was constantly a champion of the desires and needs of the faculty. And in working with the various committees of the Senate he was also effective in soliciting the involvement of the faculty in ensuring the successful accomplishments of the respective committees.

Marc's role in the revision of the University Administrative Regulations deserves special mention. He served as the only faculty representative on the committee to rewrite the regulations, a tedious, thankless, less than inspiring task, but one of great importance.

Professor McEllistrem's leadership was particularly effective in directing four significant, complex, and potentially controversial documents through the bureaucratic maze. As a result, the new teaching portfolio regulations, as well as the honor codes for both the College of Medicine and the College of Dentistry have been approved. The Honor Code for the College of Law will be presented for approval this Fall. Marc's leadership was critical to the success of each of these proposals.

For the past several years, this University had managed to avoid the dire budgetary problems which had befallen many of the nation's institutions. Midway through Marc's term in office, however, the inevitable budget shortfall was announced. The fact that the constriction was imposed at mid-year exacerbated the problem, yet Marc represented the interests of the faculty and support staff admirably during the ensuing deliberations.

By maintaining strong lines of communication with the University Community, Marc not only continued but improved upon many excellent traditions which had been established by previous Senate leaders. Breakfasts with the President proved to be a very effective informal forum. In addition, invited guests at regular Council meetings and special functions included chancellors, vice presidents, and other administrative officials. Marc's style was extremely conducive to exchanging ideas and sharing concerns.

Only a former Senate Council Chair can fully appreciate the magnitude of the daily duties of the position over and above the much more visible leadership role. Marc managed to provide timely and equitable

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attention to the immeasurable volume of forms and petitions representing the myriad of requests with which the Council Chair must contend. He dispatched his duties with a clear and sincere concern for the welfare of the University's students, faculty, and the Commonwealth of Kentucky.

Professor McEllistrem, please accept the sincere thanks and recognition of the Senate Council and the University Senate for your energetic dedication to the University Community, your laudable leadership, and your interminable spirit of cooperation.

Professor McEllistrem was given a round of applause.

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

The Chair thanked Professor Fulks for the resolution.

The Chair recognized Professor Daniel Fulks, Chair-elect of the Senate Council, for the first action item on the agenda. Professor Fulks, on behalf of the Senate Council, moved approval of the proposed Honor Code for the College of Law. The proposal was circulated to members of the Senate under the date of 27 August 1992. Professor Fulks stated that proposed Honor Code closely follows the Medical School and Dental School Honor Codes which were approved last year.

In the second paragraph of the proposal, the College has received input from the University Legal Counsel as well as the University Ombud. The Committee on Admissions and Academic Standards reviewed several documents including recommendations from the previous year relative to the Code, the current Senate Rules on cheating and plagiarism, and the Student Rights and Responsibilities Handbook.

The Rationale for the proposal is stated on Page 2.

Note also the implementation date on the back page. The Code would be approved from the period Fall Semester 1992 until June 30, 1996. During the 1995-96 academic year, all colleges with honor codes will meet with the Senate Admission and Academic Standards Committee to review their experiences with their codes, discuss the strengths and propose common wording and methods of procedure.

Professor Piccoro stated that since the Senate Council recommends approval no second is needed.

The floor was opened for discussion. There was no discussion. In a voice vote on whether or not to adopt the Honor Code for the College of Law the motion unanimously passed and reads as follows:

AGENDA ITEM: University Senate meeting, Monday, September 14, 1992. Proposed amendment to University Senate Rules, Section IV, Proposed Honor Code: College of Law.

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Background and Rationale:

Attached is the final version of the Honor Code Proposal from the College of Law as approved by the 1991-92 Admissions and Academic Standards Committee and modified and approved by the University Senate Council.

In addition to requesting and receiving input from University Legal Counsel and the University Ombud, the Committee on Admissions and Academic Standards reviewed 1) the recommendations from the 1990-91 Admissions and Academic Standards Committee relative to the Code, including comments from then University Ombud, Dr. Gretchen LaGodna, 2) the current Senate Rules on cheating and plagiarism, and, 3) the Student Rights and Responsibilities booklet.

The Committee on Admissions and Academic Standards believes the College of Law has made a good argument for the initiation and participation of students in the management and disposition of cheating and plagiarism. Such activity is part of the learning and professionalization process that must take place. Unfortunately the current Senate procedures for handling cheating and plagiarism make no provision for student initiation or participation. The implementation of an Honor Code is the only mechanism currently available to obtain this participation.

The Law Honor Code is one of several recently proposed. While the Committee recognizes that a proliferation of different Codes may be confusing and a uniform template of procedures and wording may be more desirable, few colleges have sufficient experience to allow development of a uniform template. The suggested procedure [see NOTE, page 2] to allow colleges to adopt different Codes, gain experiences with the Codes, and, after some years of experience, meet to compare experiences and develop a uniform template makes much more sense than recommending a uniform template at this time.

The Committee also feels the overall concept of students being honorable and operating under a student governed honor code is desirable for the entire campus. Whether such a system may be practical for the entire campus community remains to be seen. Students in the colleges submitting Codes [Dentistry, Medicine, Law] tend to be more mature. They are in classes together for a number of years and represent a smaller, more tightly knit group than students in other programs. These students usually know each other fairly well, and because they take almost all of their coursework in one college, should be influenced by the philosophy and principles of that college to a greater extent than students in other majors. Because of this the Committee feels Honor Codes are more likely to be successful in the professional schools.

The attached proposal is recommended for adoption by the Senate Committee on Admissions and Academic Standards and the University Senate Council.

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Implementation Date: Fall, 1992.

NOTE: This Code will be approved from the period Fall Semester, 1992 to June 30, 1996. During the 1995-96 academic year, all colleges with Honor Codes will meet with the Senate Admissions and Academic Standards Committee to review their experiences with their Codes, discuss the strengths and weaknesses of their Codes and propose common wording and methods of procedure. If it becomes apparent that common wording is not appropriate and workable then a justification for individual Codes shall be formulated and the individual proposals resubmitted. One person or group from each college shall be appointed by the college now to follow the working of the Code and be responsible for reporting in 1995-96.

Attachment

UNIVERSITY OF KENTUCKY COLLEGE OF LAW

HONOR CODE

Preamble

The students of the University of Kentucky College of Law, in recognition of our responsibility to foster integrity and honor within our profession, to encourage an atmosphere of mutual trust and confidence among ourselves and the faculty, and to promote respect for ourselves and the College of Law, do hereby affirm and this day undertake to live within the privileges and duties accorded to us and required of us by this Code of Honor and its attached Appendices.

ARTICLE I

Scope of the Honor Code

The Honor Code applies to any law student engaged in any academic endeavor in or from the University of Kentucky College of Law. "Academic endeavor" means classroom and class-related activities including out-of-class assignments, placement and co-curricular activities taken for credit. Application of the Honor Code is limited to incidents which occur in relation to an academic endeavor or affect a student/s performance in an academic endeavor.

Expectations of behavior consistent with this Code apply to all academic endeavors in or outside the College of Law; however, academic offenses committed outside the College of Law are subject to regular University procedures and sanctions.

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ARTICLE II

Administration of the Honor Code

The students and faculty of the College of Law shall be responsible for implementing the Honor Code. The Honor Council will be responsible for administering the Honor Code in accordance with its purpose, scope and procedures. No academic right of students, including the right of appeal to the University Appeals Board and the right to consult with the Academic Ombud, shall be abrogated by the operation of this Code.

ARTICLE III

Violations of the Honor Code

1. Lying

A law student shall not deliberately misrepresent the truth in areas relating to academic performance.

2. Cheating

A law student shall not cheat.

3. Stealing

A law student shall not intentionally take or acquire without permission any property for academic advantage.

4. Interference with Academic Pursuits

A law student shall not engage in conduct intended to interfere with the academic performance of any member of the College community.

5. Failure to Report a Breach of Honor

A law student shall not fail to report a breach of the Honor Code.

ARTICLE IV

Amendment

Amendments and revisions to the Honor Code shall be approved by a majority vote of the Honor Council, the College of Law Faculty and the University Senate.

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STUDENT AGREEMENT

I, _____, have read
the College of Law Honor Code and its attached Appendices, understand
them, and agree to abide by their provisions.

(Signature) _____

_____ (Date)

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APPENDIX A

Comments to Article III

1. Lying

Lying to any member of the College community is a violation of the Honor Code. If an individual lies concerning some matter but, later, on his or her own initiative, tells the truth concerning the same matter before he or she is confronted with committing a breach of honor, this shall be considered a mitigating factor in the case.

The offense of lying includes (a) misrepresentation of academic records to potential employers and (b) falsification, attempted falsification, or other misuse of academic records.

One who testifies before the Honor Council and lies has committed an honor offense. Such offense will be adjudicated separately from the offense in which that person is testifying.

2. Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking or presenting of any information or material by a student with the intent of aiding himself or herself or another on any academic work. The offense of cheating encompasses the use of fraud, deceit or plagiarism on any examination, assignment or project.

Cheating on an examination can take a wide variety of forms including the following: 1) discussing the examination during the examination with anyone except the instructor or the instructor/s substitute unless specifically authorized to do so by the instructor; 2) giving, receiving, or soliciting unauthorized aid during any examination, take-home examination, or make-up examination before or after the regularly scheduled examination has been administered; 3) using any materials in any examination except those which are specifically authorized by the instructor; 4) exchanging materials with another student during the examination unless specifically permitted to do so by the written examination instructions; and 5) violating any rules that the instructor has established.

Plagiarism is the act of presenting as one/s own the information, ideas, organization or phrasing of another source. The appropriate section of the Senate Rules dealing with plagiarism is hereby adopted, and may be consulted for additional guidance.

3. Stealing

The offense of stealing includes but is not limited to the theft or conversion of property belonging to the College or located on its premises or to any property of a member of the College community.

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The misappropriation or destruction of property needed by other students for a specified academic endeavor such as the first-year legal writing program, any moot court competition or law journal program is a violation of the Code. The offense also includes removing books from the library without checking them through proper channels.

Taking of property for reasons other than to gain academic advantage does not fall within the scope of this Code, and shall be governed by the Code of Student Conduct.

4. Interference with Academic Pursuits

The offense of Interference with Academic Pursuits includes: hiding or defacing library or other academic materials; misusing the Code to harass another student; failing to maintain the confidentiality of any hearing or proceeding under this Code; inappropriately disclosing confidential or protected academic record information; or disrupting another student/s academic endeavors.

5. Failure to Report a Breach of Honor

A law student having actual knowledge that another student has committed a violation of the Code shall report such violation to the Honor Council. Failure to report a known infraction is in itself a violation of the Honor Code.

The basis of the Honor Code rests upon each student/s acceptance of the responsibility to act honorably and to uphold the code of honorable conduct. For this system to be effective, each student must acknowledge that he or she will not accept dishonorable conduct among fellow students. Therefore, the responsibility of a student to report infractions is a vital part of the Honor Code. Similarly, each student is obligated to testify as a witness in any proceeding related to the administration of this Code if called upon to do so.

APPENDIX B

Organizational Framework

1. Honor Council Membership

A. Student Membership - The Student Bar Association of the College of Law each year shall invite all interested students to submit their names as candidates for Honor Council positions. Each year during the month of March the Dean shall choose from the candidates twelve (12) students who shall serve as Council members. The Council shall include at least four (4) members of the prospective third-year class and four (4) members of the prospective second-year class. If for any reason there is an insufficient number of candidates, the Dean shall select sufficient ad hoc members from the student body at large to serve on the Council.

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B. Student Terms of Office - Student Honor Council members shall serve one-year terms from April 1 through March 31, and are eligible for re-appointment. If for any reason a student Council member is not available for a session, the Honor Council Chairperson shall select a temporary alternate from the available student body. If a student Council member is unable to complete his or her one-year term, the Dean shall appoint a replacement to serve until the end of the term.

C. Faculty Membership - The Dean shall appoint two (2) faculty members to the Council.

D. Faculty Terms of Office - Faculty members shall serve a two-year term on the Honor Council on a staggered basis, and are eligible for re-appointment. If a faculty Council member is unable to complete his or her two-year term, the Dean shall appoint a replacement to serve until the end of the term.

2. Honor Council Chairperson

The Dean shall appoint one of the twelve (12) Council student members as Chairperson of the Council. It shall be the duty of the Chairperson to preside at all meetings of the Council; to provide for the investigation and disposition of each case as provided for in the procedures; to address the first-year class concerning the existence and importance of the Honor Code and its procedures; and to perform all duties common to the office. The Chairperson shall appoint the Advocate, Investigator, Hearing Committee and Judicial Panel members to one-year terms. The Chairperson shall not be a voting member of the Hearing Committee or Judicial Panel.

3. Advocate

The Advocate shall be chosen on an annual basis by the Chairperson from among the student Honor Council members. Additional Advocates may be appointed by the Chairperson as needed.

The Advocate shall attend the proceedings of the Hearing Committee and the Judicial Panel and act as the Honor Council representative by presenting an affirmative argument and refuting defenses of the alleged violator.

4. Investigator

An Investigator, to be chosen by the Chairperson from among the student Honor Council members, shall investigate a suspected violation of the Honor Code.

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5. Hearing Committee

A. Membership - There shall be a three-member Hearing Committee, to be composed of two (2) student Council members and one (1) faculty Council member. The Hearing Committee members shall be chosen by the Chairperson of the Council but shall not include the Advocate or the Investigator.

B. Hearing Officer - The Chairperson shall designate one of the Hearing Committee members as Hearing Officer of the Hearing Committee proceedings.

6. Judicial Panel

A. Membership - There shall be a Judicial Panel, to be composed of at least four (4) student Council members and one (1) faculty Council member. The Judicial Panel members shall be selected from those Council members not chosen as members of the Hearing Committee, as Investigator or as Advocate.

B. Presiding Officer - The Chairperson shall designate one of the Judicial Panel members as Presiding Officer of the Judicial Panel proceedings.

APPENDIX C

Procedures

1. Reporting of Suspected Violations

Any person who believes there has been a violation of the Code shall bring the alleged violation to the attention of the Chairperson of the Honor Council by a signed written complaint. The complaint should include a brief account of the facts describing the incident, and shall be submitted no later than thirty (30) days after the Complainant becomes aware of the incident.

2. Preliminary Determination

When the Chairperson receives a complaint, he or she shall make a preliminary determination of whether the complaint alleges an academic violation within the scope of Article III of the Code. After assessing the allegation, the Chairperson shall inform the Complainant in writing of the decision and the rationale for the decision. If the Chairperson believes the reported act falls within Article III, he or she shall:

- a) Inform the accused person (hereinafter "Respondent") of the complaint against him or her and furnish the Respondent with a copy of the Code and full Appendices; and

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- b) Inform the Investigator and the Hearing Committee of the charges.

A preliminary determination that the complaint fails to state an Article III violation does not preclude a subsequent complaint based on the same facts.

3. Investigation

Upon being informed by the Chairperson that the reported act falls within Article III, the Investigator shall promptly and confidentially investigate the matter by gathering any physical evidence and interviewing possible witnesses. Within a reasonable time, the Investigator shall turn over all information gathered to the Hearing Officer and to the Respondent.

4. Guilty Pleas

A student accused of a violation may plead guilty to the charge by submitting a written admission of guilt to the Chairperson of the Honor Council. When an accused pleads guilty, no hearing shall take place; however, an investigation and a Judicial proceeding will be held to determine the appropriate penalty. Evidence may be offered by the Advocate and Respondent to assist the Judicial Panel in determining the appropriate penalty.

5. Hearing Committee

A. Hearing - Within a reasonable time after the Chairperson/s determination that the reported act falls within Article III, the Hearing Committee shall meet to determine whether there is probable cause that the Respondent has violated the Honor Code. The Chairperson shall inform the Respondent and the Hearing Officer in writing of the time, date and place of the hearing. In addition to the Committee members, only the Chairperson, the Respondent and/or his or her advisor or legal representative, the Advocate and necessary witnesses may be present at the hearing. All matters discussed at the hearing are to be held confidential by those present.

B. Disqualification of Committee Members - The Respondent is entitled to one peremptory challenge; such challenge may be used against either a student or faculty committee member. Committee members with an interest in the proceeding, whether due to subject matter or relationship to Respondent, shall disqualify themselves. The Chairperson shall select alternates from the law school student body to replace student members. The Dean shall select alternates from the faculty to replace faculty members.

C. Finding of Probable Cause - The Hearing Committee may consider any evidence it deems relevant. Two of the three Hearing Committee members must find probable cause that the Respondent has violated the Honor Code to forward the case to the Judicial Panel.

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The Hearing Committee members shall make their findings by secret ballot, to be counted by the Hearing Officer. Upon a finding of probable cause by the Hearing Committee, a Judicial Proceeding shall occur. Additionally, the Honor Council Chairperson shall notify the Academic Ombud of this finding.

If there is no finding of probable cause, the accusation will be dismissed with prejudice, and will not be heard again absent extraordinary circumstances.

6. Judicial Panel

A. Proceeding - Within thirty (30) days of a finding of probable cause by the Hearing Committee, the Judicial Panel shall meet to determine whether an Honor Code violation has occurred. This 30-day period can be waived at the request of the Respondent if good cause is shown. The Chairperson shall inform the Respondent and the Presiding Officer of the time, date and place of the Proceeding. In addition to Panel members, only the Chairperson, the Respondent and his or her advisor or legal representative, the Advocate and necessary witnesses may be present at the Proceeding. All matters discussed at the Proceeding are to be held confidential by those present.

The Proceeding shall be recorded on tape by the Chairperson or Presiding Officer. Only the Chairperson, the Respondent, his or her advisor or legal representative and the Dean shall have access to the tape recording. The Dean/s office shall be responsible for the security of all taped records, and shall make a proper disposition of them when they are no longer needed.

B. Disqualification of Judicial Panel Members - The Respondent is entitled to two (2) peremptory challenges, which challenges may be made against a student and/or faculty Panel member. Panel members with an interest in the proceeding, whether due to subject matter or relationship to Respondent, shall disqualify themselves. The Chairperson shall select alternates from the law school student body to replace student members. The Dean shall select alternates from the faculty to replace faculty members.

C. Procedure - The Advocate shall present the evidence against the Respondent, and the Respondent shall have the opportunity to present evidence in his or her defense. Evidence may include testimony or statements of witnesses and documentary or physical evidence. The Respondent and his or her advisor, the Advocate and the Panel members shall have the opportunity to question witnesses. The formal rules of Evidence do not control. Evidence may be admitted if it is of the type commonly relied upon by reasonably prudent people in the conduct of their serious affairs. However, irrelevant, immaterial, or unduly repetitious evidence shall be excluded and the rules of privilege (for example, lawyer-client confidentiality) shall be given effect.

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D. Findings - At least two-thirds (2/3) of the Judicial Panel members must find guilt by clear and convincing evidence before the student shall be adjudged guilty of an Honor Code violation. The Judicial Panel members shall make their findings by secret ballot, which will be counted by the Presiding Officer. Upon finding an Honor Code violation, the Judicial Panel shall choose by majority vote one or more of the penalties enumerated in Appendix D of the Code.

In determining the penalty to be recommended, the Judicial Panel shall take into consideration all facts and circumstances including, but not limited to:

- i) the flagrancy and seriousness of the violation;
- ii) the degree of premeditation and/or whether the act was committed willfully or intentionally; and
- iii) the truthfulness of the accused throughout the investigation and the hearing.

7. Application of Penalties

The Dean shall be responsible for imposing any penalty other than suspension or expulsion, either of which shall be imposed only with the recommendation of the Dean and upon approval of the Chancellor.

The Dean may reject or modify the finding of guilt only if it is not supported by substantial evidence on the record considered as a whole. The Dean may change the Panel/s recommended penalty only if he or she concludes that the Judicial Panel abused its discretion. The Dean shall finalize such action, or in the case of suspension or expulsion make a recommendation to the Chancellor, within one week after the completion of the Judicial Proceeding.

The Dean shall report all final decisions of guilt of an academic offense in writing to the Registrar and to the Academic Ombud, with the following information: 1) name of student; 2) student identification number; 3) student/s college; 4) course and section number; 5) approximate date of offense; 6) brief description of offense; 7) penalty imposed; and 8) date of imposition of penalty.

8. Publicity of Action Taken

The Chairperson of the Honor Council upon consultation with the Dean shall post in the College of Law a summary of the proceedings (including the charge) and the penalties imposed no sooner than two (2) weeks following the completion of the Judicial Proceeding. The notice shall make no mention of names and shall otherwise be consistent with applicable law.

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APPENDIX D

Penalties for Violations of the Honor Code

Appropriate penalties for lying shall include one or more of the following:

1. Written reprimand by the Dean of the College of Law;
2. Loss of privilege to participate in placement office programs;
3. Suspension from the College of Law;
4. Expulsion from the College of Law.

Appropriate penalties for cheating shall include one or more of the following:

1. Failure in the course;
2. Suspension from the College of Law;
3. Expulsion from the College of Law.

Appropriate penalties for stealing shall include one or more of the following:

1. Written reprimand by the Dean of the College of Law;
2. Failure in the course;
3. Loss of privilege to participate in placement office programs;
4. Suspension from the College of Law;
5. Expulsion from the College of Law.

Appropriate penalties for interference with academic pursuits or failure to report a violation shall include one or more of the following:

1. Written reprimand by the Dean of the College of Law;
2. Failure in the course;
3. Loss of privilege to participate in placement office programs;
4. Suspension from the College of Law;
5. Expulsion from the College of Law.

All penalties shall be implemented by the Dean in the manner prescribed in Appendix C.

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APPENDIX E

Rights of the Respondent

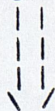
Every student accused of an Honor Code violation shall have the right:

1. To be advised of the nature of the accusation and to receive a copy of the complaint;
2. To be given a reasonable time to prepare for a proceeding before the Judicial Panel;
3. To know the nature of and examine the evidence not later than seventy-two (72) hours before any hearing or proceeding;
4. To be represented by an advisor of his or her choosing from the student body;
5. To have legal representation during any Honor Council proceeding;
6. To cross-examine witnesses who appear against him or her, and where a witness/ testimony is presented in written form, to comment on the failure of the witness to testify in person;
7. To present evidence and witnesses in his or her own defense;
8. To be heard in his or her own defense;
9. To refuse to testify against himself or herself;
10. To challenge any conduct during the proceedings that may prejudice the foregoing rights.

APPENDIX F

Flowchart

Within 30 days of becoming aware of incident, Complainant must submit to Honor Council Chairperson a signed written complaint alleging the facts of the incident.

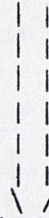


Chairperson makes a preliminary determination of whether complaint alleges an academic violation within the scope of Article III of the Honor Code, and informs Complainant in writing of this decision.

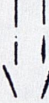


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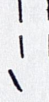
IF NO: Complainant may re-submit complaint, if Chairperson's decision is based solely on the fact that the wording of the Complaint was technically faulty.



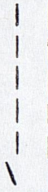
IF YES: Chairperson informs accused (Respondent) of complaint and furnishes him or her with a copy of Honor Code and full Appendices. Chairperson also informs Investigator and Hearing Committee of charges.



Investigator gathers physical evidence and interviews possible witnesses, and within a reasonable time turns over information to Hearing Officer and to Respondent.



Within a reasonable time, Hearing Committee meets to determine whether there is probable cause that Respondent has violated the Honor Code. Chairperson must inform Respondent and Hearing Officer in writing of time, date and place of hearing.

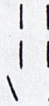


IF NO PROBABLE CAUSE, complaint dismissed with prejudice.

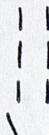
IF AT LEAST 2 OF 3 HEARING COMMITTEE MEMBERS FIND PROBABLE CAUSE, Judicial Panel convened within 30 days. Chairperson notifies Academic Ombud.

NOTE: Respondent may plead guilty at any phase by submitting a written admission of guilt to the Honor Council Chairperson, and thereby proceed directly to investigation and Judicial Panel.

IF PROBABLE CAUSE

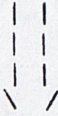


Chairperson informs Respondent and Presiding Officer of time, date and place of Proceeding.



If 2/3 of Panel members find guilt by clear and convincing evidence, student is adjudged guilty of Honor Code violation. Panel recommends appropriate sanction(s) from Appendix D.

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Within 1 week after completing Judicial Proceeding, Dean imposes penalty, or in case of suspension or expulsion, recommends penalty to Chancellor.

The Chairperson recognized Professor Daniel Fulks for the next agenda item. Professor Fulks, on behalf of the Senate Council, moved approval of the proposed use of the Uniform Teaching Evaluation Instrument (UTEI). (The proposed Uniform Teaching Evaluation is attached to the minutes.) This item was distributed under the date 31 August 1992. Professor Fulks stated that the Council was asking for endorsement of the full Senate. The Uniform Teaching Evaluation has been in the works for a couple of years, the committee was chaired by Dr. Wilbur Frye. Professor Fulks referred to the final paragraph of the agenda item which reads:

The Senate Council recommends the use of Uniform Teaching Evaluation Instruments on an optional basis during the 1992-93 academic year. It is anticipated that they will eventually be adopted by all educational units on campus, with a central office designated to issue the forms, maintain the data, etc. Copies of the Uniform Teaching Evaluation Instrument will be distributed at the Senate meeting on September 14, 1992.

Professor Fulks said that the Instrument had been tested extensively. Dr. Roseann Hogan stated the data from the evaluation is on the VIEW Facility. The data includes, all the analysis, the correlation and the information about how it was administered.

The Chair stated that since this proposal is recommended by the Senate Council it requires no second.

The floor was opened for discussion.

Professor Bradley Canon (Political Science) asked a question about clarifying the last paragraph of the Instrument. He stated the paragraph said "it is anticipated that they will eventually be adopted by all educational units". He wanted to know if they were hoping that each education unit will choose to use it or if at some point down the road the Senate will force all units to use it.

The Chair stated he thought the answer was that eventually the Senate would adopt the use of the Instrument.

Professor Cannon wanted to know why they were doing this, what was the problem with the current system?

Professor Piccoro said that one of the problems with the current system is that norms are not available for all departments and colleges. This would give an instructor an idea where he stands relative to his colleagues, his college and the University. It would also be helpful to be incorporated into the Teaching Portfolio as a standard document that has room for personalization by the department or college.

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Professor Louis Swift (University Studies) advised that the Instrument came about because of an incident four years ago when University Studies first started. He did a survey of students on a trial basis to find out some information on University Studies courses. The same year Don Sands ran a survey of TAs, there was the departmental or the college evaluation system, and there was one other survey. He got responses from students that asked how many surveys were they going to have to fill out. As a result of that discourse, Don Sands and Loys Mather, Chair of the Senate Council said they should look at developing some type of common instrument so that duplicate forms did not have to be completed. He said he was not on the recent committee so he did not know the intent of the last paragraph.

The other issue Professor Swift was concerned about was, the University Studies Committee was charged with evaluating the program, since they were not privy to the course evaluation for faculty members, only the faculty member, the chair and maybe the dean sees the evaluations, there was no way unless he had his own survey to find out what was going on in order to evaluate the program. That is why there are University Studies questions in the questionnaire. He said he would hope that eventually since the questionnaire is broad enough and flexible enough and allows for individual questions that it would be useful for the whole campus. He thinks that if there was one department which was willing to provide some of the information about University Studies and felt that they had a program that was so unique that it didn't fit, he can see individual departments having their own system. He thinks that in large measure, that it was flexible enough to allow for written comments and allow for professors to ask their own questions, there are ten questions which professors can ask and they can be essay. They were hoping, initially that it would be flexible enough that everyone would want to use it.

Professor Canon stated that the instrument is probably not too different from those that are most commonly used around the University and may win widespread usage.

Professor Ray Mullins (Dentistry) said that the proposal was just called to the attention of academic deans in the Medical Center about three weeks ago and there are no provisions for the clinical instruction related to patient care if the Instrument were to be adopted by the entire campus. They are not opposed to the Instrument, but had not been involved in its development and would want an opportunity to have some modifications.

Professor Piecoro stated that part of that could be handled through the optional questions but that Professor Mullins had raised a good point. The instrument was used in the College of Allied Health last year.

Professor Martin McMahon (Law) said he thought that the availability of the optional questions helps alot with particular problems that may occur in the professional schools. Also, an additional problem that may arise in the future if the Instrument is adopted as mandatory is that some of the questions, particularly the first questions seem designed to fit an undergraduate model of teaching as opposed to the model in some of the professional schools and would be totally irrelevant in the College of Law in most of the courses. He doesn't see any problems as long as it is on an optional basis, but he thinks it will be important to give some consideration to permitting the individual graduate professional programs to submit a custom form at the time when the Instrument might be considered as mandatory.

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Professor Arturo Sandoval (Fine Arts) stated his question relates to the context of art studio courses that are very similar to lab courses, where students are raising personal issues that are used for the development of experimentation and he doesn't see in the first area questions directed to that kind of philosophy.

The Chair asked if Professor Sandoval had looked at the back page at Section G or Section H and wondered if those might be appropriate in art classes.

Professor Sandoval said that those Sections may be appropriate. The context from where he was speaking is for the Studio Faculty and the Studio Faculty rejected the form and he was trying to bring up an issue which they clarified at the time of their departmental meeting that this was not going to work. He questioned again if there was any way that it could be kept voluntary instead of mandatory. He thinks in his program in the College of Fine Arts it would be more helpful if it were voluntary.

Professor Piccoro stated the Council was proposing that it be optional or voluntary this year and beyond that, based on the results and modifications go from there.

Student Senator Steve Olshewsky said he was curious about the forms in general. He had never had anyone fill out one for him but had filled out quite a few. He wanted to know if the questions in the Summary Sections were to just let students blow off steam or if the information could ever be valuable.

Professor Louis Swift said that the overall evaluation of the instructor is usually taken very seriously by chairs who are evaluating faculty performance. The individual ones (ie: does he speak with a loud enough voice or does she speak with clarity) may not be paid as much attention to, but he as a former chair took that very seriously.

Steve Olshewsky then said that the form would allow the student to say "I hate this teacher" and then some chair is going to look at the teacher and say why does the student hate you. He said he is curious, does that really reflect the quality or the attitude of the student?

Professor John Bernardo (Business and Economics) stated they had used a form of this nature for quite a few years with similar type questions and about three years ago they eliminated Question 21. They had found it was unnecessary.

Professor Michael Cibull (Medicine) said he would like to hear views as to the applicability of this to courses taught with multiple instructors where it is difficult to identify a single instructor, many of the College of Medicine courses are taught in that format.

Professor Piccoro said he thought use of this one time in such a course would create difficulty. He said if one instructor gave a significant number of presentations in the class he might need to be evaluated separately from other individuals in the class with the same kinds of responsibilities.

Professor Cibull said that sort of defeated the purpose of the uniform form. He doesn't think in that format it would be a particularly useful device. It might be very useful in evaluating the course rather than the instructor.

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Professor Piccoro stated that the College of Pharmacy has used separate forms for various instructors and it was extra work but was helpful.

Professor Lance DeLong (Physics and Astronomy) stated he knew there was a volume of research and there is a fairly involved set of criteria to evaluate the form itself after the data has been collected. In previous studies there has been a strong correlation between trends in answers and the expected grade on the part of the student. He wonders how the data will be analyzed because that can mean a lot and some of the additional questions in the physiological area are cross checks and validity checks and how well they are implemented in this document. He asked if those questions had been addressed at all.

Dr. Roseann Hogan stated the correlation between expected grade and the overall evaluation of the instructor and the course was about zero. She was unaware of any literature that says there is a strong relationship between the grade and the overall evaluation.

Professor DeLong said that may depend on the nature of the questionnaire.

Dr. Hogan indicated that all of the items in the questionnaire were originally drawn from a national item bank and they were changed to fit the University preferences.

Professor DeLong said that it should not be a stagnant procedure and should be continually turned over. Dr. Hogan said absolutely not, especially the first couple of years, it can be changed every year.

Professor Piccoro stated the Senate Council spent a considerable amount of time with the form during the summer. It has undergone several revisions since the end of the Spring semester.

Professor William Lubawy (Pharmacy) said that several questions had come up about the applicability of this form and its applicability to multiple instructors in individual courses which is a problem. The Medical Center was invited to participate in the process from the beginning and for some reason something happened and the ball was dropped. He felt that should not hold up the discussion.

Student Senator Minni Saluja felt Questions 20 and 21 were important because when a student has been with a professor all during the semester the student can get a general feeling on how to rate that instructor. She said she thought they would be important to an evaluation team and the students should know the importance of the questions and if they feel extreme about a question they could use the comment section.

Professor Clyde D. Poe (Business and Economics) said he had comments based on seminars he had attended dealing with evaluations. High correlation between the student's evaluation of the teacher after the first day of class and again on the evaluations, which says that nothing the instructor did during the semester really had any influence on the instructor as an instructor. He said if there is no change from the first date to the end then the question is not valid, it is all based on whether the student likes the teacher and the teacher's performance in class rather than the presentation of the materials.

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Professor Arturo Sandoval asked whether there is any way to include the word Studio in the Section H area. Dr. Hogan stated at this point in time, no.

Professor Enid Waldhart (Communications) asked if it were possible to put a time line as was used with the Honor Codes and say by X point a decision should be made, rather than let it go optional for a year or so? Is two years long enough?

Professor Piccoro said he thought two years was a long time to study it. There were several uses of the form last year and he anticipated there would be more this year. Hopefully, the comments made today can be incorporated into another document that would be presented to the Senate. If the Senate wishes to set a time line, the Council would probably go along with that.

Professor John Bernardo (Business and Economics) moved to amend the item by deleting Item Number 21.

Professor Piccoro stated a motion for amendment has been made to delete Question 21 and the motion was seconded.

The floor was opened for discussion on the amendment. Professor Donald Leigh (Engineering) asked if it is possible to delete it for this year. The Chairperson said these forms are already in print and for the fall it is not possible, because of the short timeframe to get them out.

Professor DeLong said he had been told by his Department Chair that he had observed in the departmental evaluation that Question 21 often has a very different rating than the sum averages of some of the other answers. It is possible that the kinds of doubts that people have about it could be taken up in the analysis of the data.

Professor Thomas Zentall (Psychology) said it is not clear exactly what the role is here, they are given a document that is already printed and are being asked to approve it, vote it up or vote it down, in its entirety.

Professor Piccoro stated this form is going to be used by a group of faculty this year whether the Senate endorses it or not. He thinks it is a good idea to have the Senate's endorsement. If it can be refined to a point that is flexible enough to be used throughout the Institution, that is what they are after.

Professor Zentall stated it seemed the Senate was either brought in too early or too late in the process, because amendments are being made to change wording that has already been gone over many times by different groups. Either they should be given additional data on how acceptable it is to all units, that information needs to be collected. It seems too late in the process to make changes.

Professor Piccoro stated that the problem is with the process, if it were to be presented today and bring it back in October for changes, it would then not be back soon enough to use it.

Professor Zentall said maybe they need to go back to the departments and discuss the Instrument and come back with suggestions. They have just been given the document today and are supposed to do something with it, and that may be inappropriate.

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Professor Piecoro said that is possible. He said this is the first time the Instrument has come before this body, but it has been used with 20,000 students. The Instrument has had extensive use throughout the University, it has gone through several revisions, everyone has tinkered with it and will tinker with it a long time. At some point in time, something needs to be done with it.

Professor Poe moved to table entire resolution and amendment.

The Parliamentarian ruled this is a motion to postpone. There are three methods of doing that, postpone temporarily, postpone definitely, and postpone indefinitely. He assumes the motion is to postpone temporarily.

Professor Poe stated the motion is to postpone until the next meeting.

The Parliamentarian then ruled that is definite postponement. The motion is to postpone consideration until the next meeting. This requires a majority vote.

Professor Poe made the comment that to just postpone the discussion would not do anything, they would just have the same argument again. He asked, postpone it and do what; get more information presented, postpone it and take it to the departments for discussion? He would like to see the information, how the Instrument was validated, or if it was validated. For example, he had no idea this information was available on the past usage and he doesn't think anyone in his department knew it was available until today. They wondered why they had not received the form as the letter said they would. Maybe the department chairs have seen it, but the faculty had not seen the form and had no idea what was going on.

By a voice vote, the discussion was postponed until the next meeting.

Professor Piecoro then asked what information they wanted to know in order to prepare for the October meeting.

Professor Poe asked, where is the information on past usage and the statistical analysis? Dr. Roseann Hogan advised to look on VIEW under LC INFO for results. There is a section of UTEI evaluations with spring and fall results, broken down by undergraduate and graduate. The Arts and Sciences' department chairs have a complete copy of the analysis that was presented to them.

Professor Wilbur Frye (Agronomy) stated the purpose was to pretest and develop an evaluation system. The form was pretested in several colleges and three departments. The Senate Council was asking to approve presenting this to the University Community to be adopted on a volunteer basis, not asking at this time that it be a mandatory evaluation. If there was not enough information to move ahead, more information will be provided. The form has been tested for one full year (2 semesters, Fall 1991 and Spring 1992). Roseann Hogan has a considerable amount of data and that information can be made available to the Senate.

Professor Mark Berger (Business and Economics) asked was the testing done with, the same form, or were there alterations in the form between the time it was tested and the time they are seeing it?

Professor Frye stated it is essentially in the form it was tested in, there are some minor modifications based on suggestions made by the departments.

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Professor Berger said he heard that one full column was taken out. He believes there are some major changes from the Senate Council. Is the data for the earlier form or should they wait until the current form is tested by the departments this coming year before a decision is made?

Professor Frye said the form in front of them will give the same results as the one with which the testing was done.

Dr. Hogan stated the column that was taken out was not in the original, it was added in and taken out again, so the test that was done was done more like the form received today.

Professor Piccoro said the things that were taken out had to do with ethnic origin and demographics, many people felt that one might be able to identify a student that way.

Professor Canon noted that when discussion is resumed there will be a motion on the floor to eliminate one item. When it was tabled, the motion to eliminate Item 21 was also tabled.

The Parliamentarian ruled that the way the motion is stated, it comes back automatically, and doesn't require a move to resume consideration.

Professor Canon said his point is some people need to be prepared to defend Item 21 and 20 as well. Those who believe these are well worded questions or the overall summary question is useful should be prepared for such a discussion.

Professor Piccoro stated the first item of business in October will be to deal with the amendment that was placed and seconded involving Item 21.

Professor Cibull asked if the the test were broken down by colleges for departments so the validity can be compared by college.

Dr. Hogan said each college and department that participated has the course results, the departmental results, the college results, then the university results. But only on those people who participated.

The Chair entertained a motion to adjourn. Motion was made and the Chair adjourned the meeting at 4:25 p.m.

AGENDA ITEM: University Senate meeting, Monday, September 14, 1992.
Proposed use of Uniform Teaching Evaluation Instrument (UTEI).

Background and Rationale:

Attached is the 1992-93 version of the Uniform Teaching Evaluation Instrument (UTEI) proposed by the ad hoc Committee formed two years ago and chaired by Dr. Wilbur W. Frye. The Instrument was modified and approved by the University Senate Council.

Prior to approving the final version, the Senate Council requested and received input from 1) Dr. Louis Swift, Dean of Undergraduate Studies,

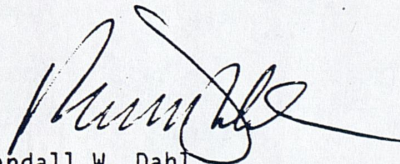
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and Dr. Joe Davis, Director, Teaching & Learning Center, as they were involved in the development of the Teaching Portfolio which utilizes teaching evaluations, and 2) Dr. Roseann Hogan, Director of Planning and Assessment for the Lexington Campus, and a member of the ad hoc Committee. Her office will coordinate the use of the UTEI.

In the fall of 1991, the first draft of the UTEI was piloted involving courses from the colleges and departments: Agriculture; Allied Health; Arts & Sciences, departments of Philosophy, School of Biological Sciences, and Sociology; Communications; Engineering; and Fine Arts. Instructions were provided to the departments to guide their administration of the UTEI to aid the uniformity with which the questionnaires were administered. A total of 601 courses were included in the pilot and 11,158 students completed a useable UTEI. The UTEI was revised based on suggestions of the pilot participants and experience with the form.

During the Spring, 1992, a revised UTEI was administered to 8,111 students in the following colleges: Agriculture, Allied Health, Arts and Sciences (School of Biological Sciences), Communications, Engineering and Fine Arts. Changes to the form were made based on the data and additional feedback from various groups.

The Senate Council recommends the use of Uniform Teaching Evaluation Instruments on an optional basis during the 1992-93 academic year. It is anticipated that they will eventually be adopted by all educational units on campus, with a central office designated to issue the forms, maintain the data, etc. Copies of the Uniform Teaching Evaluation Instrument will be distributed at the Senate meeting on September 14, 1992.



Randall W. Dahl
Secretary, University Senate

CONTACT PERSON FOR UNIFORM TEACHER COURSE EVALUATION

For each department participating in the Uniform Teacher Course Evaluation process, please complete this form with your college/department information by September 11, 1992 and forward to: **Planning and Assessment, 4 Administration Building, CAMPUS 0032.**

Please contact Rick Marquardt at 74110 for any additional information needed.

NAME: _____

DEPARTMENT: _____

ADDRESS: _____

EMAIL ADDRESS: _____

PHONE NUMBER: _____

FAX NUMBER: _____

University of Kentucky Teacher and Course Evaluation Questionnaire

Directions: Fill in bubbles with No. 2 pencil. Mark only one response.

A. Student Information

Classification	Main reason for taking this course	Hours per week spent on the course (excluding class time)?	Expected grade in this course
<input type="radio"/> Freshman <input type="radio"/> Sophomore <input type="radio"/> Junior <input type="radio"/> Senior <input type="radio"/> Graduate <input type="radio"/> Professional <input type="radio"/> Other	<input type="radio"/> Required by University Studies <input type="radio"/> Required by my major <input type="radio"/> Other (e.g., elective)	<input type="radio"/> less than 1 <input type="radio"/> 1-3 <input type="radio"/> 4-6 <input type="radio"/> 7-10 <input type="radio"/> over 10	<input type="radio"/> Pass or audit <input type="radio"/> I <input type="radio"/> E/Fail <input type="radio"/> D <input type="radio"/> C <input type="radio"/> B <input type="radio"/> A

Strongly Disagree Disagree Agree Strongly Agree
Not Applicable

B. Course Items

1. At the beginning of the course, the instructor outlined in reasonable detail course material and grading procedures.
2. The textbook(s) contributed to my understanding of the subject.
3. The assignments (supplemental reading, homework, reports, etc.) helped me to understand the subject.
4. Examinations reflected what was taught in the course.
5. Grading in the course was fair and consistent.
6. Assignments were distributed fairly throughout the semester.
7. Graded assignments, tests, etc., were returned promptly.
8. Graded assignments included helpful comments from the instructor.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Instructor Items

9. The instructor presented course material in an effective manner.
10. The instructor had a good knowledge of the subject matter.
11. The instructor was available for consultation outside of class during office hours.
12. The instructor satisfactorily answered questions raised in class.
13. The instructor stimulated my interest in the subject.
14. The instructor encouraged student participation in class.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Learning Outcomes

15. I learned to respect viewpoints different from my own.
16. The course strengthened my ability to analyze and evaluate information.
17. The course helped me to develop the ability to solve problems.
18. I gained an understanding of concepts and principles in this field.
19. The course stimulated me to read further in the area.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Summary Items

20. Rate the overall value of this course.
21. Rate the overall quality of teaching by the primary instructor in this course.

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Not Applicable Disagree Agree Strongly Agree
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F. Complete for University Studies Courses Only

- 22. (For University Studies Science Courses) The course helped me to understand the general methods of scientific inquiry.
- 23. I learned how this discipline relates to other areas of study.
- 24. The writing assignments in this course (e.g. essay questions, exams, papers) helped me understand the subject.
- 25. (For Cross-Cultural Courses) The course increased my understanding of thinking and behavior in other cultures.
- 26. (For Cross-Disciplinary Courses) The cross-disciplinary links between this course and the one it is paired with were evident.

G. Complete for Seminars Only

- 27. The instructor provided helpful feedback on oral presentations.
- 28. The instructor effectively guided the preparation of student reports/oral presentations.
- 29. Students in this course were free to express their opinions.
- 30. The class discussions broadened my knowledge of the subject area beyond what I learned from the readings.
- 31. I developed the ability to conduct research in this area.

H. Complete for Laboratory and Discussion Sections Only

- 32. The laboratory/discussion clarified lecture material.
- 33. The amount of work required was a realistic expectation for this laboratory/discussion section.
- 34. The laboratory/discussion instructor adequately explained what was expected each session.
- 35. The laboratory/discussion instructor helped me with my problem areas.
- 36. The use of laboratory equipment was satisfactorily explained.

I. Optional Questions

- 37. 0 1 2 3 4 5
- 38. 0 1 2 3 4 5
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Comments

Below, or on a separate sheet of paper, please comment on the strengths and/or weaknesses of this course and suggest ways to improve it.

STATE OF THE UNIVERSITY
ADDRESS TO THE UNIVERSITY SENATE
SEPTEMBER 14, 1992

THE UNIVERSITY OF KENTUCKY LIKE MANY OTHER COLLEGES AND UNIVERSITIES HAS EXPERIENCED SIGNIFICANT BUDGET CONSTRAINTS. THE GROWING FINANCIAL RETRENCHMENT OF THE UNIVERSITIES HAS RESULTED IN MANY INSTITUTIONS' INCREASING CLASS SIZES AND OFFERING FEWER COURSES; FACULTY AND ADMINISTRATIVE STAFF RECEIVING NO PAY INCREASES, SPENDING ON BUILDINGS, EQUIPMENT AND LIBRARY ACQUISITIONS BEING REDUCED, FACULTY HIRING FROZEN AND PLANS FOR NEW PROGRAMS OR OTHER IMPROVEMENTS POSTPONED.

SUFFICE IT TO SAY, MY DECISION TO PROTECT PEOPLE WHERE EVER POSSIBLE AND NOT LAY OFF INDIVIDUALS DUE TO THE TWO BUDGET CUTS CONTINUES TO BE A HIGH PRIORITY ALONG WITH THE PROTECTION OF OUR ACADEMIC PROGRAMS. IT HAS NOT, HOWEVER, BEEN BUSINESS AS USUAL. I WON'T REPEAT WHAT WE HAVE DONE TO MANAGE THE BUDGET CUT BECAUSE I ALREADY HAVE PROVIDED THIS BODY THIS INFORMATION. INSTEAD I WANT TO EXPRESS MY SINCERE APPRECIATION TO EACH OF YOU, FACULTY, STUDENTS, STAFF AND THE CHANCELLORS AND VICE PRESIDENTS WHO HAVE WORKED WITH ME IN MANAGING THE FINANCIAL PROBLEMS WE FACE BECAUSE OF THE BUDGET CUTS. IT IS CLEAR TO ME THAT ALL OF YOU CARE VERY MUCH ABOUT THIS UNIVERSITY. YOUR COMMITMENT TO ASSURE THAT THE UNIVERSITY CONTINUE TO FUNCTION IN AN EXCELLENT MANNER DURING THIS CRITICAL PERIOD IN ITS HISTORY IS VERY EVIDENT. YOUR WILLINGNESS TO SERVE ON COMMITTEES AND TASK FORCES THAT WE UTILIZE TO DO MUCH OF THE WORK OF THE UNIVERSITY IS PERSONALLY GRATIFYING TO ME. I BELIEVE IT IS OUR OBLIGATION TO PROVIDE THOSE PROGRAMS THAT MAKE A DIFFERENCE FOR THE CITIZENS OF OUR STATE AND TO CONTINUE ACTIVITY THAT KEEPS THIS UNIVERSITY VIABLE AND AS PROGRESSIVE AS POSSIBLE. TO DO LESS WOULD, IN MY OPINION, BE A DISSERVICE TO THE COMMONWEALTH.

I AM CONVINCED THAT WE HAVE A WORK FORCE THAT RECOGNIZES THE IMPORTANCE OF A UNIVERSITY AND THE CONTRIBUTION IT MAKES AND CAN MAKE TO THE COMMONWEALTH OF KENTUCKY AND TO THE NATION. IN LOOKING AT THE STATE OF THE UNIVERSITY MY INTENT TODAY IS TO HIGHLIGHT WHERE WE ARE AND NOTE SOME ISSUES THAT SUGGEST WHERE WE MUST GO.

WHERE WE ARE

WE HAVE A NEW BOARD OF TRUSTEES. WE HAVE EXPERIENCED A SUCCESSFUL TRANSITION FROM THE OLD TO THE NEW BOARD. AN ORIENTATION TO THE UNIVERSITY WAS CONDUCTED FOR NEW BOARD MEMBERS TO ASSURE THAT CRITICAL INFORMATION THAT WOULD FACILITATE THE FUNCTIONING OF BOARD MEMBERS WAS PROVIDED. IT IS COMFORTING TO KNOW THAT THE NEW BOARD IS STRONGLY COMMITTED TO HELPING THE UNIVERSITY ACHIEVE EXCELLENCE.

WE HAVE A NEW COUNCIL ON HIGHER EDUCATION WITH WHICH WE WILL BE WORKING. I HOPE AND EXPECT THEM TO BE A STRONG VOICE IN SUPPORTING HIGHER EDUCATION IN THIS STATE AND IN UNDERSTANDING THE STATEWIDE MISSION OF THE UNIVERSITY OF KENTUCKY.

WE ARE IN THE MIDST OF OUR ACCREDITATION VISIT FROM THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS. MANY OF YOU WILL NO DOUBT ENCOUNTER SOME OF OUR VISITORS. I WANT TO PUBLICLY THANK DRs. MATHER, NASH, HOUGLAND AND THE CHAIRS OF THE SELF STUDY COMMITTEES FOR THEIR LEADERSHIP IN WORKING WITH US TO CARRY OUT OUR SELF STUDY AND PREPARE FOR THE VISIT OF THE THIRTY SIX INDIVIDUALS, THIRTY OF WHOM MAKE UP THE REAFFIRMATION TEAM. WE WELCOME THE TEAM TO OUR UNIVERSITY.

THE SELF STUDY REFLECTS OUR STRENGTHS AND AREAS IN WHICH WE WISH TO IMPROVE. NO MATTER HOW GOOD OUR PROGRAMS ARE, I ACCEPT THE PREMISE THAT THEY CAN ALWAYS BE BETTER. I SEE EXCELLENCE AS A PROCESS THAT INVOLVES EVERYONE ALWAYS DOING EVERYTHING WE DO EVEN BETTER.

MORE THAN 9,800 OF YOU CONTRIBUTED TO THE LIBRARY CAMPAIGN AND HELPED RAISE MORE THAN 17 MILLION DOLLARS TO DATE. WE ARE ON TARGET TO REACH OUR GOAL OF 20.0 MILLION THIS YEAR. WE ARE GRATEFUL TO ALUMNI LIKE W.T. YOUNG AND MANY OTHERS WHO BELIEVE IN THIS UNIVERSITY AND SPECIFICALLY IN THIS PROJECT AND ITS VALUE TO OUR FACULTY, STAFF AND STUDENTS AND TO THE COMMONWEALTH. WE HAVE COMMISSIONED THE ARCHITECTURAL FIRM OF KALLMANN MCKINNEL AND WOOD, INC. TO DESIGN THE NEW LIBRARY. IT WILL BE A FACILITY IN WHICH EACH ONE OF US CAN TAKE PRIDE.

WE HAVE ADDED COMPUTING RESOURCES FOR FACULTY AND STUDENTS THANKS TO AN INCREASE IN STUDENT FEES THIS YEAR. SOME DORMITORIES ARE NOW EQUIPPED WITH COMPUTERS FOR OUR STUDENTS. I HAVE BEEN INFORMED THAT OUR COMPUTER LABS THAT ARE OPEN LATE AT NIGHT AND EARLY IN THE A.M. ARE BEING USED BY INCREASING NUMBERS OF STUDENTS. OUR STUDENT GOVERNMENT IS SPONSORING AN ESCORT SERVICE FOR STUDENTS, FACULTY AND STAFF WHO WISH TO MAY USE THE SERVICE AT NIGHT TO HELP ASSURE THEIR SAFETY ON THE CAMPUS.

OUR INFORMATION SYSTEM GENERALLY IS ONE IN WHICH WE CAN BE PROUD. WE ARE IN STEP WITH THE INFORMATION AGE IN WHICH WE FIND OURSELVES. OVER 7,000 PERSONAL WORK STATIONS CAN ATTACH, THROUGH COMPREHENSIVE COMMUNICATIONS FACILITIES, TO VIRTUALLY ANY OF THE UNIVERSITY'S SUBSTANTIAL COMPUTING RESOURCES, INCLUDING ONE OF THE LARGEST IBM BASED, HIGH PERFORMANCE COMPUTING FACILITIES IN HIGHER EDUCATION.

WE ARE ASSUMING A LEADERSHIP ROLE IN THE STATE BY OFFERING COMPRESSED VIDEO AS ONE ASPECT OF DISTANCE LEARNING TO INDIVIDUALS IN SUCH EFFORTS AS OUR DOCTORAL PROGRAM IN EDUCATIONAL ADMINISTRATION WHICH IS, ALONG WITH A NUMBER OF OTHER ONGOING ACTIVITIES, SUPPORTIVE OF KENTUCKY EDUCATIONAL REFORM (KERA). IN THE LAST FEW MONTHS A STANDING DISTANCE LEARNING COMMITTEE HAS BEEN ESTABLISHED WHICH HAS AS ONE OF ITS CHARGES THE ONGOING EFFORT TO ESTABLISH WORKING RELATIONSHIPS WITH TELECOMMUNICATION PROGRAMS OF OTHER COLLEGES AND UNIVERSITIES IN KENTUCKY. OUR COMMITMENT TO KERA CONTINUES EVEN THOUGH WE HAVE BUDGET CUTS. WE BELIEVE THAT ALL LEVELS OF EDUCATION IN THIS STATE ARE IMPORTANT.

OUR INTENT FOR THE INFORMATION SYSTEM OF THIS UNIVERSITY IS TO REMAIN IN THE FOREFRONT OF INFORMATION TECHNOLOGY AND STRIVE TO REMAIN INNOVATIVE AND RESPONSIVE TO OUR COLLEGES AND DEPARTMENTS WHOSE OBJECTIVES ARE TO PROVIDE HIGH QUALITY INFORMATION MANAGEMENT AND INFORMATION TRANSFER TO SUPPORT THE BROADER UNIVERSITY MISSIONS OF TEACHING, RESEARCH AND SERVICE.

I COMMEND THIS BODY FOR THE PASSAGE OF THE TEACHING AND ADVISING PORTFOLIO THAT IS NOW A PART OF OUR ADMINISTRATIVE REGULATIONS. IT MAY NOT BE ENOUGH TO CONVINCING OUR DETRACTORS OF OUR BELIEF IN THE IMPORTANCE OF UNDERGRADUATE EDUCATION. HOWEVER, YOUR RECOGNITION OF THE IMPORTANCE OF TEACHING, ITS COMPATIBILITY WITH RESEARCH AND THE MUTUALLY REINFORCING RELATIONSHIP BETWEEN RESEARCH, INSTRUCTION AND SERVICE SPEAKS WELL FOR OUR INSTITUTION. WE HAVE AN OPPORTUNITY NOW TO ADDRESS THE CAUSES OF STUDENT ATTRITION AND THE CHALLENGE TO BUILD STRATEGIES WHICH FACILITATE RETENTION AND GRADUATION OF STUDENTS THROUGH SYSTEMATIC, WELL THOUGHT OUT ADVISING AND GUIDANCE TO STUDENTS.

YOU ARE TO BE COMMENDED, TOO, FOR A RECORD OF \$92,194,384 IN EXTERNAL FUNDING DURING THE 1991-92 YEAR. SOMETIMES A WEAK ECONOMY MAKES IT MORE DIFFICULT TO RELY ON TRADITIONAL SOURCES OF REVENUE AND RESULTS IN MUCH EFFORT BEING EXPENDED IN OBTAINING FUNDS FROM OTHER SOURCES. WHILE I AM EXTREMELY PLEASED ABOUT THE INCREASE OF FUNDS WE HAVE AS A RESULT OF CONTRACTS AND GRANTS AND BELIEVE WE SHOULD CONTINUE TO AGGRESSIVELY SEEK SUCH FUNDS, I DO WANT TO MAKE IT CLEAR THAT WE CANNOT AFFORD TO RELY SOLELY ON GRANTS AND CONTRACTS TO DO WHAT THIS UNIVERSITY IS OBLIGED TO DO BASED ON ITS MISSION. WE MUST HAVE TANGIBLE SUPPORT FROM THE STATE. OUR UNIVERSITY MUST BE STRONG IF WE WANT TO CONTINUE TO ATTRACT STUDENTS WHO GRADUATE FROM WHAT WE BELIEVE WILL BE AN IMPROVED EDUCATIONAL SYSTEM BECAUSE OF KERA.

THE OFFICE OF DEVELOPMENT HAS BEEN RESTRUCTURED TO ENCOURAGE PRIVATE SECTOR FINANCIAL SUPPORT FOR THE UNIVERSITY. I BELIEVE THAT SUCH FINANCING SHOULD PROVIDE A MARGIN OF EXCELLENCE IN THE UNIVERSITY PROGRAMS BEYOND FUNDING AVAILABLE TO US AS A PUBLIC, STATE-ASSISTED INSTITUTION.

I AM MOST PLEASED THAT OUR MEDICAL RESEARCH BUILDING IS PROGRESSING AND SHOULD BE UNDER CONSTRUCTION IN 1993 AND WE HAVE RECEIVED FUNDING FOR THE THIRD PHASE OF THE ATECC PROJECT. I HOPE YOU CAN APPRECIATE THE IMPORTANCE OF THESE PROJECTS AND WHAT THEY MEAN TO OUR CAMPUS IN THE FUTURE.

CHANCELLORS AND VICE PRESIDENTS HAVE BEEN ASKED TO ASSURE THAT EACH EDUCATIONAL UNIT HAVE UP TO DATE ESTABLISHED RULES OF PROCEDURE AND THE COMMITTEE AND/OR COUNCIL STRUCTURE NECESSARY FOR THE PERFORMANCE OF ITS FUNCTIONS. REVISIONS OF THESE RULES AND STRUCTURES HAVE BEEN DEVELOPED AND ARE NOW BEING REVIEWED BY CHANCELLORS AND VICE PRESIDENTS FOR APPROVAL. THESE DOCUMENTS HAD NOT BEEN REVISED IN SOME INSTANCES SINCE THE 1970'S AND I AM PLEASED TO REPORT TO YOU THAT HOPEFULLY BY THE END OF THE YEAR A COPY OF EACH ACADEMIC UNIT'S DOCUMENT WILL BE IN THE RESPECTIVE UNIT AND THE SENATE COUNCIL OFFICE.

WE CONTINUE TO MAKE PROGRESS IN ELIMINATING BARRIERS FOR MINORITIES AND WOMEN IN THIS INSTITUTION. I REITERATE MY BELIEF THAT OUR NATION IS A LEADER AMONG NATIONS OF THE WORLD BECAUSE IT RECOGNIZES THAT NO ONE RACIAL OR ETHNIC GROUP OR CLASS LEVEL OR GENDER HAS A MONOPOLY ON THE TRAITS THAT MAKE A SOCIETY WORK EFFECTIVELY. OUR UNIVERSITY HAS A MIX OF STUDENTS AND FACULTY THAT REFLECTS THE MIX OF THIS COUNTRY.

THE U.K. ADVANCE, A PROGRAM OF DEVELOPMENT THAT EVOLVED AS A RESULT OF THE WOMEN'S AND MINORITIES AD HOC COMMITTEES' RECOMMENDATIONS WAS OFFERED FOR THE FIRST TIME THIS SUMMER. THE OFFERING WAS WELL RECEIVED AND CONSIDERED EXCELLENT BY MANY OF THE PARTICIPANTS. MORE THAN 200 OUTSTANDING STAFF APPLIED. MY ONLY REGRET IS THAT WE WERE NOT ABLE TO OFFER THE PROGRAM TO A LARGER NUMBER OF PERSONS. WE HAVE ALSO OFFERED A PROGRAM OF SKILL UPGRADE TRAINING TO ENHANCE EMPLOYEES WHO WERE PRIMARILY IN THE PHYSICAL PLANT AREA. OUR INTEREST IN BEING AN EXCELLENT AND FAIR EMPLOYER FOR ALL OF THOSE WHO ARE A PART OF THE WORK FORCE HERE IS IMPORTANT.

OUR EFFORTS TO RECRUIT AND RETAIN MINORITIES AND WOMEN IS HAVING AN IMPACT. I HAVE RECEIVED REPORTS FROM THE CHANCELLORS AND VICE PRESIDENTS AND OTHER INDIVIDUALS SUCH AS CHAIRS OF SPECIFIC COMMITTEES FROM WHOM I REQUESTED FOLLOW-UP ON SPECIFIC RECOMMENDATIONS THAT I ACCEPTED FROM THE TWO AD HOC COMMITTEES THAT STUDIED MINORITIES AND WOMEN. I AM GENERALLY PLEASED WITH THE COMMITMENT THAT HAS BEEN EVIDENT BY THESE REPORTS. THERE ARE STILL AREAS, HOWEVER, THAT NEED TO BE MORE FULLY ADDRESSED SUCH AS OUR POLICY ON SEXUAL HARASSMENT.

MONEY MAGAZINE, IN THE CATEGORY OF GOOD NEWS, RECENTLY RATED OUR INSTITUTION 15TH AMONG ALL PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION AS A PLACE TO GET AN EXCELLENT EDUCATION AT A BARGAIN FINANCIALLY.

ENROLLMENT DATA SUGGESTS THAT WE LOOK VERY MUCH LIKE OTHER INSTITUTIONS COMPARABLE TO OURS IN THE COUNTRY. OVERALL ENROLLMENT IS ESSENTIALLY UNCHANGED FROM A YEAR AGO. FRESHMAN ENROLLMENT IS DOWN SLIGHTLY. WE ADMITTED APPROXIMATELY 2550 FRESHMEN THIS FALL. MINORITY ENROLLMENT IS UP SLIGHTLY IN THAT WE ENROLLED APPROXIMATELY 1000 AFRICAN-AMERICAN STUDENTS THIS FALL COMPARED TO 955 LAST YEAR WHICH IS A 4.7 PERCENT INCREASE AND RECORD FOR THE UNIVERSITY. COMMUNITY COLLEGE ENROLLMENT WILL EXCEED 48,000, UP MORE THAN 4% FROM LAST YEAR. GRADUATE ENROLLMENT IS AT AN ALL TIME HIGH, INCREASING BY 3.7 PERCENT TO ABOUT 5,100 STUDENTS.

THE UNIVERSITY CONTINUED ITS INCREASE IN THE ACADEMIC QUALITY OF THOSE ADMITTED TO THE UNIVERSITY. WE CONTINUE TO RANK HIGH IN THE NUMBER OF MERIT SCHOLARS WE ATTRACT. THIS FALL WE HAVE 44 NEW MERIT SCHOLARS AND 113 OF KENTUCKY GOVERNOR'S SCHOLARS RESULTING IN THE LARGEST TOTAL NUMBER OF GOVERNOR'S SCHOLARS ATTENDING KENTUCKY INSTITUTIONS OF HIGHER LEARNING. WE HAVE 136 VALEDICTORIANS AND SALUTATORIANS. THE ACT SCORE AVERAGE FOR THE ENTERING CLASS IS 24.3 UP FROM 23.9 WITH THE 25TH PERCENTILE AT 22.0 AND THE 75TH PERCENTILE AT 27.0.

UNDERWAY IN 1992-93

OUR STRATEGIC PLANNING PROCESS IS UNDERWAY. A GROUP OF FACULTY, STUDENTS, STAFF AND ADMINISTRATORS ARE INVOLVED IN THE FIRST PHASE OF THIS PLANNING. I HAVE INSTRUCTED THE CHANCELLORS AND VICE PRESIDENTS TO SOLICIT WIDESPREAD INVOLVEMENT OF FACULTY AND STAFF AND TO RECEIVE REACTIONS TO THE FIRST PHASE OF THE WORK. EACH OF YOU WILL HAVE A ROLE IN THIS PROCESS AS THE ACADEMIC UNITS OF THIS UNIVERSITY IN EACH SECTOR AND AREA PROCEED WITH PLANNING FOR OUR FUTURE.

THIS PLANNING PROCESS IS AN OPPORTUNITY TO REVIEW OUR MISSION AND OUR STRATEGIES. LET ME CONFIRM THAT OUR MISSION OF INSTRUCTION, RESEARCH AND SERVICE WILL BE RETAINED. YOUR INPUT, HOWEVER, WILL BE VITAL IN DELINEATING STRATEGIES TO CARRY OUT OUR MISSION AND IN DETERMINING PRIORITIES FOR THE USE OF OUR RESOURCES.

I HAVE REQUESTED CHANCELLORS AND VICE PRESIDENTS TO WORK WITH THEIR DEANS, DIRECTORS AND CHAIRS IN EXAMINING THE ADMINISTRATIVE AND ORGANIZATIONAL STRUCTURE OF THEIR AREAS AND FOCUS ON HOW BEST TO UTILIZE THEIR EXISTING RESOURCES. TO CONTINUE TO MANAGE THE BUDGET CUTS THAT WE HAVE EXPERIENCED IT IS NECESSARY THAT WE BECOME MUCH MORE EFFICIENT AND EFFECTIVE. CONSEQUENTLY IT MAY MEAN MODIFYING ASPECTS OF OUR ADMINISTRATIVE AND ORGANIZATIONAL STRUCTURE AND ELIMINATING OR CONSOLIDATING PROGRAMS. ANY PROPOSED ELIMINATION OF ACADEMIC PROGRAMS OR UNITS, OF COURSE, WILL INVOLVE APPROPRIATE FACULTY INPUT CONSISTENT WITH OUR RULES AND REGULATIONS. WE MUST STREAMLINE OUR PROCESSES AND IF IN DOING SO POSITIONS ARE ELIMINATED THOSE INDIVIDUALS WHO HOLD THE ELIMINATED POSITIONS WILL HAVE PRIORITY IN CONSIDERATION FOR POSITIONS WHICH REMAIN OR THAT ARE CREATED AS A RESULT OF RESTRUCTURING.

AN AD HOC COMMITTEE HAS BEEN ESTABLISHED TO DEVELOP A FACULTY WORKLOAD POLICY FOR THIS UNIVERSITY. AS WE DEVELOP OUR STRATEGIC PLAN AND EXAMINE OUR ORGANIZATIONAL STRUCTURE AND FUNCTIONING IT IS TIMELY THAT WE ALSO DEVELOP A WORKLOAD POLICY. IN MY OPINION WE MUST DEVELOP SUCH A POLICY FOR GOOD MANAGEMENT AND TO ENSURE THAT WE CAN COMMUNICATE WITH OUR PUBLIC ABOUT THE VARIED RESPONSIBILITIES CARRIED OUT BY FACULTY IN THIS UNIVERSITY. DR. KARL RAITZ, DEPARTMENT OF GEOGRAPHY, HAS AGREED TO CHAIR THE COMMITTEE.

AFTER AT LEAST TEN YEARS OF PROMISING WE FINALLY HAVE ISSUED EACH FACULTY MEMBER A FACULTY HANDBOOK.

ISSUES AND WHERE WE MUST GO

ACCOUNTABILITY, INSTITUTIONAL EFFECTIVENESS AND QUALITY ARE ISSUES IN HIGHER EDUCATION THROUGH OUT THE NATION. THE PUBLIC WANTS MORE CLEAR DEMONSTRATIONS OF INSTITUTIONAL ACCOUNTABILITY AND QUALITY PROGRAMS. OUR CONSTITUENTS ARE ASKING WHY WE CAN'T RETAIN OUR UNDERGRADUATES AND GRADUATE THEM IN FOUR YEARS. OUR STATE

LEGISLATIVE BODY PASSED AN ACCOUNTABILITY ACT WHICH SPECIFIES THE KIND OF INFORMATION WE MUST OBTAIN AND REPORT. IN THE MID-80'S THE VALUE ADDED CONCEPT WAS BEING PUSHED AS A MEANS TO DEMONSTRATE QUALITY. INSTITUTIONAL EFFECTIVENESS MEASURED PRIMARILY BY STUDENT OUTCOMES IS NOW THE TERM OF CHOICE.

THERE IS A CONCERN ABOUT THE NUMBER OF UNDERGRADUATES WHO ENTER COLLEGE AND RECEIVE THEIR DEGREES IN FOUR YEARS. THERE IS A BELIEF THAT STUDENTS ARE NOT PROPERLY ADVISED AND THAT PROFESSORS DO NOT WANT TO BE BOTHERED WITH TEACHING THEM. IF WE DON'T TAKE THE LEADERSHIP IN ASSURING THAT OUR INSTITUTION IS A STUDENT-CENTERED ONE WITH A FOCUS ON EDUCATING OUR YOUNG MEN AND WOMEN AND BALANCING THAT WITH RESEARCH AND SERVICE WE ARE LIKELY TO GET THE PASSAGE OF MORE ACTS BY OUR LEGISLATORS TELLING US WHAT WE MUST DO.

REFORM IN HIGHER EDUCATION IS ON THE MINDS OF MANY PEOPLE IN THIS COUNTRY. PROGRAMS SUCH AS ONE TITLED "REDESIGNING THE STATE'S HIGHER EDUCATION SYSTEM FOR THE 21st CENTURY" ARE BEING OFFERED IN THIS NATION AND LEGISLATORS AND THEIR STAFF ARE ATTENDING THEM. ALTERNATIVES TO WHAT EXIST TODAY ARE BEING CONSIDERED BECAUSE SOME FEAR THAT THE FACULTY AND ADMINISTRATORS OF UNIVERSITIES ARE TOO INSULATED TO BE MORE ACCOUNTABLE.

MANY FEEL HIGHER EDUCATION HAS NOT LIVED UP TO ITS EXPECTATIONS. WHETHER THIS IS THE TRUTH OR NOT MAY NOT BE AS IMPORTANT AS THE PERCEPTION.

OBSERVATIONS ABOUT THE STATUS OF MANY OF OUR UNIVERSITIES IS THAT THERE IS AN EVIDENT DECLINE IN TEACHING LOADS, A GROWING LACK OF AVAILABILITY OF FACULTY FOR STUDENT CONSULTATION, MENTORSHIP AND ADVISING. SOME SEE THE UNIVERSITIES AS PRIVILEGED HAVENS OF WASTE. THE PUBLIC SCRUTINY AND DECLINING SUPPORT OF HIGHER EDUCATION NECESSITATES THAT WE NOT ONLY DEFEND BUT ALSO HELP INDIVIDUALS UNDERSTAND THE REAL BENEFITS OF HIGHER EDUCATION.

I TELL YOU THIS, BECAUSE I WANT YOU TO THINK WITH ME ABOUT THE REALITIES THAT WE FACE. I BELIEVE UNDERGRADUATE AND GRADUATE STUDENTS ARE ADVANTAGED IN THIS UNIVERSITY BECAUSE WE ARE A RESEARCH UNIVERSITY. I FIRMLY BELIEVE THAT MOST OF OUR FACULTY ARE HERE BECAUSE THEY WANT TO TEACH STUDENTS AND TO TEACH STUDENTS DOES NOT MINIMIZE THE ABILITY TO CONDUCT RESEARCH. THE SUMMER/FALL ISSUE OF ODYSSEY ON TEACHING AND RESEARCH IS WELL DONE AND SPEAKS DEFINITELY TO THE RELATIONSHIP BETWEEN THESE FUNCTIONS.

I WANT TO REITERATE MY BELIEF THAT A UNIVERSITY SUCH AS OURS HAS A UNIQUE ROLE TO PLAY IN SOCIETY BECAUSE KNOWLEDGE IS NOT ONLY PRODUCED BUT ALSO TRANSMITTED AND USED. THE RAPID ADVANCE TOWARD AN ECONOMIC AND SOCIALLY INTERDEPENDENT WORLD COMMUNITY PLACES NEW RESPONSIBILITIES AND REQUIREMENTS ON THE NATION'S INSTITUTIONS OF HIGHER EDUCATION.

I MUST SHARE WITH YOU THAT THE FINANCIAL PICTURE FOR HIGHER EDUCATION IN THIS STATE AND THE NATION IN THE SHORT TERM IS A BLEAK ONE. OBVIOUSLY WE WILL NEED TO BE PREPARED TO HANDLE IT. I HAVE TRIED TO KEEP YOU INFORMED ABOUT THE BUDGET PICTURE OF THIS UNIVERSITY AND WILL CONTINUE TO DO SO.

IT IS CRITICAL THAT WE MUST BUILD PUBLIC SUPPORT FOR HIGHER EDUCATION AND PARTICULARLY FOR THIS UNIVERSITY. THE PUBLIC MUST KNOW THE GOOD THINGS THAT HIGHER EDUCATION DOES FOR THEM. OUR STATE OFFICIALS MUST SEE HIGHER EDUCATION AS AN IMPORTANT DIMENSION OF THE STATE AND RECOGNIZE THAT HIGHER EDUCATION IS AN INVESTMENT IN THE FUTURE OF ITS CITIZENS.

GROWING SKEPTICISM OF THE PUBLIC ABOUT THE EFFECTIVENESS OF HIGHER EDUCATION ALONG WITH A WEAK ECONOMY LEAVES MANY WONDERING IF THOSE OF US IN HIGHER EDUCATION CAN BE A PART OF THE SOLUTION. AS WE ADVOCATE FOR HIGHER EDUCATION WE MUST CONSIDER HOW TO SOLVE THE PROBLEMS THAT CONFRONT US.

THE KEY INDUSTRIES FOR THE NEXT FEW DECADES MICROELECTRONICS, BIOTECHNOLOGY, THE NEW MATERIALS INDUSTRIES, CIVILIAN AVIATION, TELECOMMUNICATIONS, ROBOTS AND COMPUTERS PLUS SOFTWARE ARE ALL BRAIN POWER INDUSTRIES. THIS UNIVERSITY ALREADY IS INVOLVED DIRECTLY IN MANY OF THESE AREAS AND OTHER PROGRAMS ARE BEING DEVELOPED THAT SUGGEST OUR FURTHER INVOLVEMENT. THESE ALONG WITH MANY OF OUR OTHER DISCIPLINES MAKE UP A MIX THAT ALLOW US TO BE IN THE FOREFRONT IN PREPARING PEOPLE TO FUNCTION IN OUR SOCIETY. THE SKILLS OF THE LABOR FORCE WILL BE THE KEY COMPETITIVE WEAPON IN THE TWENTY-FIRST CENTURY.

LET ME RECAP BY STATING THAT I HAVE HIGHLIGHTED WHAT WE HAVE DONE THIS YEAR AND WHAT WE ARE PRESENTLY DOING TO ENHANCE OUR UNIVERSITY. I HAVE ALSO INDICATED ISSUES THAT RELATE TO ACCOUNTABILITY AND INSTITUTIONAL EFFECTIVENESS, THE PUBLIC'S PERCEPTION OF HIGHER EDUCATION, THE FINANCIAL STATE OF HIGHER EDUCATION AND MY BELIEFS ABOUT OUR UNIVERSITY.

TO SURVIVE IN THIS MODERN WORLD WE MUST BE FLEXIBLE AND CAPABLE OF ADAPTING TO CHANGE. WE ARE ACCOUNTABLE FOR OUR ACTS AND HAVE NO NEED TO BE DEFENSIVE BECAUSE WE ARE NOT IMPOSTORS IN THE TEMPLE AS MARTIN ANDERSON HAS CLAIMED. WE HAVE THE GIFT OF EXTRAORDINARY MINDS, CAPABLE OF HELPING US ACHIEVE ANY GOAL WE SET.

OUR CONTRACT WITH THE PEOPLE OF THIS STATE IS TO PROVIDE THEM WITH A QUALITY COMPREHENSIVE UNIVERSITY. YOUR COLLECTIVE MINDS WILL MAKE THE DIFFERENCE IN HOW SUCCESSFUL WE ARE IN FULFILLING THIS CONTRACT. I COUNT ON EACH OF YOU TO ASSURE THAT OUR STUDENTS RECEIVE THE BEST EDUCATION POSSIBLE AND THAT EACH OF YOU CONTINUE TO BE REWARDED AND ENRICHED BY THE CONTRIBUTIONS YOU MAKE HERE IN INSTRUCTION, RESEARCH, AND SERVICE. WE MUST FOCUS ON THE FUTURE AND BUILD ON OUR STRENGTHS. I SEE THE FACULTY OF THIS UNIVERSITY AS ONE OF OUR VITAL STRENGTHS. WE HAVE HARD CHOICES TO MAKE AND I COUNT ON YOU TO HELP MAKE THEM.



University Registrar

Funkhouser Building
Lexington, Kentucky 40506-0054
FAX: 606-257-7160

September 16, 1992

Mrs. Virginia Atkins Freeman
2304 Harrodsburg Road
Lexington, KY 40502

Dear Mrs. Freeman:

At the meeting of the University Senate on September 14, 1992, Professor William Moody, College of Agriculture, read the enclosed Memorial Resolution on the death of Dr. Theodore R. Freeman. Professor Moody requested that the Resolution be made a part of the minutes of that meeting and that a copy be sent to you.

We express our sympathy to you and the family in the loss of Professor Freeman.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Randall W. Dahl'.

Randall W. Dahl
University Registrar and
Secretary, University Senate

c

Enclosure

cc: John J. Piecoro, Jr., Chairperson
Senate Council

MEMORIAL RESOLUTION

Theodore R. Freeman
1906 - 1992

Theodore R. Freeman, a Professor of Animal Sciences died March 24, 1992 after a long illness.

Dr. Freeman, who lived at 2304 Harrodsburg Road, retired as Professor of Food Chemistry in 1972. He joined the University of Kentucky faculty in 1948 after serving on the faculties of Texas A&M (1937-41) and University of Florida (1941-46), and as co-owner of Sunshine Dairy Products, Inc., Gainesville, Florida (1946-48). During his long period of service at the University of Kentucky, he served for a year (1958-59) as acting head of the Dairy Department.

His service at the University of Kentucky included research, teaching and extension in the subject areas of food chemistry, manufacturing of cheese, ice cream and other dairy products and organoleptic evaluation of foods. He also coached the dairy products judging team representing the University of Kentucky in a number of intercollegiate regional and national contests. Students could always look to him for understanding and help.

Dr. Freeman made significant contributions in studies involving the improvement of milk quality, effect of milk quality on yield of cheese and factors affecting the freezing point of milk. He was author or co-authored over 70 scientific papers and co-authored one book.

Professor Freeman served the dairy food industry of Kentucky and the nation in many ways. He organized the Florida Association of Milk Sanitarians and served as its first president. He was a charter member and former president of the Blue Grass Section of the Institute of Food Technologists and served on the Board of Directors of the Dairy Products Association of Kentucky and was an advisor to the Kentucky State Board of Health. In 1968, Dr. Freeman was honored by the American Dairy Science Association with the "Distinguished Service to the Dairy Industry of the South" award.

Professor Freeman held membership in Gamma Sigma Delta where he served as local president of the Kentucky chapter and historian of the national association. He was also a member of Sigma Xi, Phi Sigma, AAAS (Fellow), the American Dairy Science Association, Institute of Food Technologists, International Association of Milk, Food and Environmental Sanitarians, and Optimist International. He served as secretary-treasurer, vice president and president of the Southern Division of American Dairy Science Association. He also chaired many important committees, both at the local and national level.

Dr. Freeman was a charter member of the Southern Hills United Methodist Church in Lexington and was an active leader of its educational programs where he served as a member of its Board of Directors.

Colleagues of Dr. Freeman will long remember his wit and dry humor which was always present in staff meetings, conferences or informal groups.

He is survived by his wife, Virginia Atkins Freeman, a daughter, Coranell (Nell) Newton of Lexington; a stepdaughter, Barbara Duff of Collegedale, Tennessee; a stepson, James Atkins of Lexington, and two grandchildren.



University Registrar

Funkhouser Building
Lexington, Kentucky 40506-0054
FAX: 606-257-7160

September 17, 1992

Professor Marcus T. McEllistrem
Physics Department
177 Chemistry Physics Building
Campus 00055

Dear Professor McEllistrem:

At the meeting of the University Senate on September 14, 1992, Professor Daniel Fulks, College of Business and Economics, read the enclosed Special Resolution. Professor Fulks requested that the Resolution be made a part of the minutes of that meeting and that a copy be sent to you.

Sincerely,



Randall W. Dahl
University Registrar and
Secretary, University Senate

c

Enclosure

cc: John J. Piecoro, Jr., Chairperson
Senate Council

SPECIAL RESOLUTION
1991-1992 SENATE COUNCIL CHAIR
September 14, 1992

On behalf of the Senate Council and the full University Senate, it is with pleasure that I offer this resolution in recognition of our retiring presiding officer, Professor Marcus T. McEllistrem. Professor McEllistrem's service as Chair of the Senate Council during the 1991-1992 academic year was exemplary. His leadership was untiring and professional; his style thorough and diplomatic; his demeanor assertive but cooperative. With a constant awareness of and concern for the benefit of the University community, he promoted a true team spirit.

Professor McEllistrem's term in office occurred at a time when scrutiny, transition, and administrative and academic restructuring were at the forefront of the University's agenda. The year's agenda included the on-going university self-study, the development of the revised strategic plan, and the revision of the Administrative Regulations. Throughout the year, Marc served as a strong liaison with the university administration, especially President Wethington. From his vantage point as presiding officer of the Senate and as a member of the faculty of the College of Arts and Sciences, Marcus was constantly a champion of the desires and needs of the faculty. And in working with the various committees of the Senate he was also effective in soliciting the involvement of the faculty in ensuring the successful accomplishments of the respective committees.

Marc's role in the revision of the University Administrative Regulations deserves special mention. He served as the only faculty representative on the committee to rewrite the regulations, a tedious, thankless, less than inspiring task, but one of great importance.

Professor McEllistrem's leadership was particularly effective in directing four significant, complex, and potentially controversial documents through the bureaucratic maze. As a result, the new teaching portfolio regulations, as well as the honor codes for both the College of Medicine and the College of Dentistry have been approved. The Honor Code for the College of Law will be presented for approval this Fall. Marc's leadership was critical to the success of each of these proposals.

For the past several years, this University had managed to avoid the dire budgetary problems which had befallen many of the nation's institutions. Midway through Marc's term in office, however, the inevitable budget shortfall was announced. The fact that the constriction was imposed at mid-year exacerbated the problem, yet Marc represented the interests of the faculty and support staff admirably during the ensuing deliberations.

By maintaining strong lines of communication with the University Community, Marc not only continued but improved upon many excellent traditions which had been established by previous Senate leaders. Breakfasts with the President proved to be a very effective informal forum. In addition, invited guests at regular Council meetings and special functions included chancellors, vice presidents, and other administrative officials. Marc's style was extremely conducive to exchanging ideas and sharing concerns.

Only a former Senate Council Chair can fully appreciate the magnitude of the daily duties of the position over and above the much more visible leadership role. Marc managed to provide timely and equitable attention to the immeasurable volume of forms and petitions representing the myriad of requests with which the Council Chair must contend. He dispatched his duties with a clear and sincere concern for the welfare of the University's students, faculty, and the Commonwealth of Kentucky.

Professor McEllistrem, please accept the sincere thanks and recognition of the Senate Council and the University Senate for your energetic dedication to the University Community, your laudable leadership, and your interminable spirit of cooperation.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

31 August 1992

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate meeting, Monday, September 14, 1992. Proposed use of Uniform Teaching Evaluation Instrument (UTEI).

Background and Rationale:

Attached is the 1992-93 version of the Uniform Teaching Evaluation Instrument (UTEI) proposed by the ad hoc Committee formed two years ago and chaired by Dr. Wilbur W. Frye. The Instrument was modified and approved by the University Senate Council.

Prior to approving the final version, the Senate Council requested and received input from 1) Dr. Louis Swift, Dean of Undergraduate Studies, and Dr. Joe Davis, Director, Teaching & Learning Center, as they were involved in the development of the Teaching Portfolio which utilizes teaching evaluations, and 2) Dr. Roseann Hogan, Director of Planning and Assessment for the Lexington Campus, and a member of the ad hoc Committee. Her office will coordinate the use of the UTEI.

In the fall of 1991, the first draft of the UTEI was piloted involving courses from the colleges and departments: Agriculture; Allied Health; Arts & Sciences, departments of Philosophy, School of Biological Sciences, and Sociology; Communications; Engineering; and Fine Arts. Instructions were provided to the departments to guide their administration of the UTEI to aid the uniformity with which the questionnaires were administered. A total of 601 courses were included in the pilot and 11,158 students completed a useable UTEI. The UTEI was revised based on suggestions of the pilot participants and experience with the form.

During the Spring, 1992, a revised UTEI was administered to 8,111 students in the following colleges: Agriculture, Allied Health, Arts and Sciences (School of Biological Sciences), Communications, Engineering and Fine Arts. Changes to the form were made based on the data and additional feedback from various groups.

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US Agenda Item: Uniform Teaching Evaluation Instrument
31 August 1992

The Senate Council recommends the use of Uniform Teaching Evaluation Instruments on an optional basis during the 1992-93 academic year. It is anticipated that they will eventually be adopted by all educational units on campus, with a central office designated to issue the forms, maintain the data, etc. Copies of the Uniform Teaching Evaluation Instrument will be distributed at the Senate meeting on September 14, 1992.

5698C

A faint, circular seal of the University of Kentucky is visible in the background. The seal features a central emblem with a torch and an open book, surrounded by the text "UNIVERSITY OF KENTUCKY" and "1775".

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

27 August 1992

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate meeting, Monday, September 14, 1992. Proposed amendment to University Senate Rules, Section IV, Proposed Honor Code: College of Law.

Background and Rationale:

Attached is the final version of the Honor Code Proposal from the College of Law as approved by the 1991-92 Admissions and Academic Standards Committee and modified and approved by the University Senate Council.

In addition to requesting and receiving input from University Legal Counsel and the University Ombud, the Committee on Admissions and Academic Standards reviewed 1) the recommendations from the 1990-91 Admissions and Academic Standards Committee relative to the Code, including comments from then University Ombud Dr. Gretchen LaGodna, 2) the current Senate Rules on cheating and plagiarism, and, 3) the Student Rights and Responsibilities booklet.

The Committee on Admissions and Academic Standards believes the College of Law has made a good argument for the initiation and participation of students in the management and disposition of cheating and plagiarism. Such activity is part of the learning and professionalization process that must take place. Unfortunately the current Senate procedures for handling cheating and plagiarism make no provision for student initiation or participation. The implementation of an Honor Code is the only mechanism currently available to obtain this participation.

The Law Honor Code is one of several recently proposed. While the Committee recognizes that a proliferation of different Codes may be confusing and a uniform template of procedures and wording may be more desirable, few colleges have sufficient experience to allow development of a uniform template. The suggested procedure [see NOTE, page 2] to allow colleges to adopt different Codes, gain experiences with the Codes, and, after some years of experience, meet to compare experiences and develop a uniform template makes much more sense than recommending a uniform template at this time.

Page 2

US Agenda Item: Law Honor Code
27 August 1992

The Committee also feels the overall concept of students being honorable and operating under a student governed honor code is desirable for the entire campus. Whether such a system may be practical for the entire campus community remains to be seen. Students in the colleges submitting Codes [Dentistry, Medicine, Law] tend to be more mature. They are in classes together for a number of years and represent a smaller, more tightly knit group than students in other programs. These students usually know each other fairly well, and because they take almost all of their coursework in one college, should be influenced by the philosophy and principles of that college to a greater extent than students in other majors. Because of this the Committee feels Honor Codes are more likely to be successful in the professional schools.

The attached proposal is recommended for adoption by the Senate Committee on Admissions and Academic Standards and the University Senate Council.

Implementation Date: Fall, 1992.

NOTE: This Code will be approved from the period Fall Semester, 1992 to June 30, 1996. During the 1995-96 academic year, all colleges with Honor Codes will meet with the Senate Admissions and Academic Standards Committee to review their experiences with their Codes, discuss the strengths and weaknesses of their Codes and propose common wording and methods of procedure. If it becomes apparent that common wording is not appropriate and workable then a justification for individual Codes shall be formulated and the individual proposals resubmitted. One person or group from each college shall be appointed by the college now to follow the working of the Code and be responsible for reporting in 1995-96.

Attachment

5691C