

Belleville

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

30 August 1991

TO: Members, University Senate

The University Senate will meet in regular session on Monday, September 16, 1991, at 3:00 P.M. in room 115 of the Nursing Building (CON/HSLC). Note: The Nursing Building is across Rose Street from the University Hospital and is connected with the Medical Plaza. Room 115 is at the north end of the building.

AGENDA:

1. Minutes: April 8, 1991
2. Chair's announcements and remarks.
3. Remarks: President Charles T. Wethington, Jr.
4. Report: Dr. Gretchen LaGodna, Academic Ombud, 1990-91
5. Action Items:
 - a. Proposed addition to the University Senate Rules, Section I - 2.2.4, Ex Officio Membership to add the Special Assistant to the President for Academic Affairs as a Non-Voting member of the University Senate. (Circulated under date of 4 September 1991.)
 - b. Proposed changes in the University Calendar, including adoption of new policy guidelines in Section II, University Senate Rules. (Circulated under date of 3 September 1991.)

Randall Dahl
Secretary, University Senate

5075C

Note: If you are unable to attend this meeting, please contact Ms. Martha Sutton in the Registrar's Office in advance, 7-7155.

MINUTES OF THE UNIVERSITY SENATE, SEPTEMBER 16, 1991

The University Senate met in regular session at 3:00 p.m., Monday, September 16, 1991, in Room 115 of the Nursing Health Sciences Building.

Marcus T. McEllistrem, Chair of the Senate Council, presided.

Members absent were: Harry V. Barnard, Robert L. Blevins*, Glenn C. Blomquist*, Peter P. Bosomworth, Douglas A. Boyd, Joseph T. Burch, D. Allan Butterfield*, Rutheford B Campbell, Jr., Clyde R. Carpenter, Edward A. Carter, Donald B. Clapp, Patricia Collins*, Clifford J. Cremers*, Lenore Crihfield, Paul M. Eakin, Bruce S. Eastwood*, Richards Edwards, Raymond E. Forgue, Wilbur W. Frye*, Richard W. Furst, Lester Goldstein, John J. Harris III, Zafar S. Hasan*, Brian Hoffman, Micki King Hogue, Craig L. Infanger*, Richard A. Jensen*, Kenneth K. Kubota, Thomas W. Lester, Linda Levstik*, Thomas T. Lillich*, C. Oran Little, Linda J. (Lee) Magid, Robert C. Noble, Clayton P. Omvig*, Deborah E. Powell, Daniel R. Reedy, Thomas C. Robinson, Jim Shambhu, Michael C. Shannon*, Andrew Shveda, Robert H. Spedding*, David H. Stockham, Dennis M. TeKrony, John S. Thompson*, John Thrailkill*, Ann R. Tickamyer*, Thomas Tucker, Enid S. Waldhart*, Thomas J. Waldhart, Michael A. Webb, Eugene R. Williams, and Emery A. Wilson*.

The Chair welcomed the senators, the President, visitors, and students to the first full meeting of the University Senate for the 1991-1992 calendar year. He predicted an exciting year.

The Chair recognized the Chair-elect of the Senate, Professor John Piecoro from Pharmacy, to present a resolution.

SPECIAL RESOLUTION
1990-1991 SENATE CHAIR
September 16, 1991

Traditionally, at the first meeting of the University Senate during the Fall semester of each academic year, we recognize our retiring Senate Council Chair. This resolution is offered to thank and commend Professor Carolyn Bratt for her dedicated, energetic and untiring leadership as presiding officer of the University Senate and as chair of the Senate Council.

In addition to the above leadership positions, Carolyn served as one of the two faculty members of the Board of Trustees of the University as well as serving as a member of the Presidential Search Committee. She was engrossed in these top level University affairs and yet continued her teaching duties in the College of Law where she holds the W. L. Mathews Professor of Law Chair.

Professor Bratt's tenure began in the midst of the turmoil of the Presidential search. She maintained strong lines of communication with the Administration, faculty and students. She conveyed the will of the Senate in a most direct and diplomatic way at all times and earned the trust and respect of everyone involved.

*Absence explained.

After the appointment of President Charles T. Wethington, Jr., Professor Bratt scheduled regular meetings with him. She also scheduled meetings of the full Senate Council with the President. Other meetings were held with the Council, the Chancellors of the Lexington Campus and Medical Center respectively, as well as the Deans and Associate Deans of the Colleges. Carolyn succeeded in opening lines of communication among these groups and individuals.

Two important ad hoc committees of the Senate which had been formed two years before released their reports in the fall of 1990. One was the Committee on the Status of Minorities Employed at U.K. and the other was on the Status of Women Employed at U.K. These Committees were charged with "identifying the impediments to the full and equal participation of minorities and women in the University Community" and the respective reports pointed out the glaring issues and problems which exist. The University has seriously considered the findings of the reports and many changes have been implemented and other changes will most certainly follow.

Carolyn was the Chair of the Committee on the Status of Women. She and other members of the Committee made numerous presentations to faculty units across the campus and other concerned groups. The Committee could not have had a better Chair to marshal the study and orchestrate the release of the information in the report. This undoubtedly will be one of the most significant accomplishments of Professor Bratt. She and her committee are owed a deep gratitude for their efforts.

Professor Bratt skillfully employed the various Senate committees, the Senate Council and faculty to handle the myriad of typical Academic issues brought to the Senate. Key resolutions were passed which will strengthen many University programs and Colleges. The Senate under Professor Bratt's leadership was quite busy and active and can certainly be proud of the many accomplishments.

Carolyn, like the previous Chairpersons of the University Senate, accepted and solved many individual problems brought to her attention, although these were not part of any Senate agenda.

In departing the office, Professor Bratt emphasized her concern for the enhancement of the faculty's role in governing the University.

Professor Bratt, please accept the sincere thanks of the Senate Council and the University Senate for your leadership, your dedication and your service to the University and to all of its members.

Professor Picoro requested that the resolution be presented to Professor Bratt as a symbol of the Senate's appreciation and that a copy be spread upon the Minutes of the University Senate.

Professor Bratt was given a round of applause.

The Chair thanked Professor Picoro for the resolution.

In recognizing the President, the Chair stated that President Charles Wethington has completed his first full year as President of the University and that it has been an exciting year. The Chair added that this is a very exciting climate for education at all levels in all of Kentucky. During this year administrative leadership and academic leadership has been developed, refined, and solidified and many of the leaders who are functioning in these positions have said to Professor McEllistrem that they particularly enjoy working with President Wethington because when he sees a direction that ought to be taken he is anxious to see that moves are made so that direction is taken. The President has shown a very clear concern, not only for all University faculty but also, for the entire staff of the University. It was a special privilege to the Chair to welcome the President and ask him to offer his remarks to the senate to open the year.

President Charles Wethington was given a round of applause.

The President's "Status of the University Address" is attached to the minutes. The President prefaced this address by thanking Professor McEllistrem and added his words of appreciation to Professor Carolyn Bratt for what she has done during the time she has been in the lead role in the University Senate and Senate Council. He thanked her for the manner in which she worked with him and with the administration during this past year, and he added that he looks forward to carrying on that same kind of good relationship with Professor McEllistrem and the rest of the senate who are leaders in the University system faculty.

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

The Chair thanked the President for his address. He stated that on behalf of Professor Bratt's leadership she had made a point near the end of her term about the important role that faculty governance plays in achieving the kind of goals for the University that the President talked about and the Chair feels that faculty governance begins in the senate. He hoped that everyone would encourage their colleagues to take a role in the University Senate seriously this year and in the years to come. He feels that through the senate and participation with each other is the only chance of establishing the community that will make the University the kind the President mentioned.

The Chair pointed out an editorial change in the April 8, 1991, Minutes. The change had to do with the approval of the Center for Membrane Sciences. On page 20, the second line was changed to read: "The Director will report to the Vice President for Research and Graduate Studies." On motion by Scott Crosbie, seconded by Professor Weil and passed, the Minutes of April 8, 1991, were approved as editorially changed and as circulated.

The Chair recognized Professor John J. Piecoro, Jr., Chair-elect of the Senate Council, for the first action item on the agenda. Professor Piecoro, on behalf of the Senate Council, moved approval of the proposed addition to the University Senate Rules, Section I - 2.2.4, Ex Officio Membership to add the Special Assistant to the President for Academic Affairs as a Non-Voting member of the University Senate. The proposal was circulated to members of the senate under date of 4 September 1991. Professor Piecoro stated that

because the motion was a recommendation from the Senate Council it did not need a second.

The floor was opened for discussion. The Chair stated that the Special Assistant is Professor Juanita Fleming. Professor Jesse Weil asked if Paul Sears had been a non-voting member of the senate. The Chair stated that Paul Sears held a position similar to Professor Fleming's, but it is not the same position. He added that Professor Sears was not a member of the senate. Professor Louise Zegeer (Nursing) stated that she feels it is important that Professor Fleming be included in the non-voting ex officio membership because of her critical position with regulations. She supports the motion.

There was no further discussion. The motion unanimously passed and reads as follows:

Proposal: [proposed addition is in bold print and underlined]

2.2.4 Ex Officio Membership

Voting:

The ex officio voting members shall number 13 or 14. In academic years beginning with an even number (e.g., 1984-1985, 1986-1987), this group shall be composed of the following: Chancellor for the Medical Center, Vice President for Research and Graduate Studies, Director of Libraries, Vice Chancellor for Academic Affairs for the Lexington Campus, Vice Chancellor for Academic Affairs for the Community College System, and Deans of the Colleges of Allied Health Professions, Architecture, Communications, Dentistry, Education, Engineering, Law, and Social Work. In academic years beginning with an odd number, the ex officio voting members shall be the following: Chancellor for the Lexington Campus, Chancellor for the Community College System, Vice Chancellor for Academic Affairs for the Medical Center, the Dean of the Graduate School, the President of the Student Government Association, and the Deans of the Colleges of Agriculture, Arts and Sciences, Business and Economics, Fine Arts, Human Environmental Sciences, Library and Information Science, Medicine, Nursing, and Pharmacy. (US:10/12/81 and BofT:4/6/82; US: 11/10/86; US: 4/13/87 and BofT:9/15/87)

Non-Voting:

The ex officio non-voting membership shall include the President, the Special Assistant to the President for Academic Affairs, all vice presidents, University System Registrar, Associate Vice Chancellor for Academic Affairs, Dean of Students, Professor of Military Science, Professor of Aerospace Studies, the Director of the University Studies Program, and, if they are not already elected members of the Senate, the University System faculty members of the Board of Trustees, the Academic Ombudsman, the Director of the Honors Program, and the chairmen of the University Senate Committees, including University Senate Advisory Committees.

All officials mentioned in the preceding paragraph who are not voting ex officio members in any year shall be considered non-voting ex officio members. Other ex officio non-voting members may be added by the University Senate Council for the purpose of supplying information and viewpoints on problems considered by the Senate. Ex officio non-voting members shall enjoy all privileges of the elected membership except the right to vote. (US:10/12/81 and BofT:4/6/82) (US: 12/10/84 and BofT:4/1/86) (US: 10/14/85 and BofT: 4/1/86) (US: 11/10/86 and BofT: 1/20/87)

Rationale: The person in this position serves as academic liaison between the administration and all educational units on campus as well as between the campus and the Higher Education offices in Frankfort. To maintain open communication in matters of academic concern, the Senate Council recommends the Special Assistant be designated as an ex officio, non-voting member of the University Senate. (If approved, the proposal will be forwarded to the President for inclusion in the Governing Regulations.)

NOTE: The change will be forwarded to the Rules Committee for codification.

The Chair recognized Professor Piccoro for the second action item. Professor Piccoro, on behalf of the Senate Council, moved approval of the proposed changes in the University Calendar, including adoption of new policy guidelines in Section II, University Senate Rules. He stated one recommendation was that a two-day Fall break on the Thursday and Friday immediately preceding mid-term be instituted, and secondly, the alignment of the Fall and Spring Semester mid-term dates so that they coincide. The proposed changes were circulated to members of the senate under date of 3 September 1991. Professor Piccoro stated that because the proposals were recommended by the Senate Council there was no need for a second.

The Chair asked for any questions or discussion on the item. Professor Louis Swift (Dean of Undergraduate Studies) is in favor of the motion if it is designed to help the students do better in their academic achievement. He stated that as he reads the resolution he is not sure if it is appropriate or possible for a faculty member to use this time to call special sessions of the class to help students or is it appropriate for other activities that normally go on in a student's day or in a faculty member's academic day? He wanted to know if it would be a mini-vacation. He went on to say if this is something to help students catch-up academic work, review, talk to professors, work on a paper, this would be eminently commendable. He does not see that happening. He wanted to know more about what is expected of faculty and students during this time and wants to know where the University is coming from in terms of enhancing student academic performance in the whole academic program at the University.

The Chair stated that Professor Lynne Hall's ad hoc Committee on the Calendar studied the issue and made the second recommendation that Professor Piccoro offered. The Chair recognized Professor Lynne Hall (Nursing) for the

rationale. Professor Hall stated that the committee's intent was not to limit what the days would be used for, but they would be for multiple purposes, whether that might be catching up on work or doing other kinds of activities. Professor Swift wanted to know if it would be appropriate for a professor to give students extra help such as to hold special sessions? Professor Ray Betts (Faculty Board Member) suggested using the time constructively toward a University seminar and use the time to create a greater sense of intellectual community to add to the academic program. He feels there are many ways the time could be used vitally and constructively to make the institution a better one as an academic community.

Professor Thomas Blues (English) stated that the question is whether a faculty member could hold students to special seminars, conferences, and field trips. He went on to say that it is nice to say the days might be used for that, but there is no language in the recommendation which suggests there could be such activities. Professor Blues moved that the proposal be sent back to committee for two reasons: one, to consult with the constituencies that have direct concern such as the Undergraduate Council, University Studies Committee, the various College Councils, Student Government Council and second, to consider whether the proposal is an academic enterprise or whether it is simply a vacation. His concern is that the major rationale of the proposal is not a major rationale at all.

Professor Jesse Weil (Physics) seconded the motion. He pointed out what he feels are some definite problems with the proposal of taking two teaching days and turning them into vacation days. He went on to say that one of the things he sees as a problem is that it will further crowd what is already a tight lecture schedule. The second problem he sees is that the proposal would move the University to the low end of the distribution of the number of teaching days among the benchmark universities. The third problem he sees and is quite conscious of in one of his faculty roles is that students who meet on Thursdays have a difficulty in fulfilling all the material of the course because of Thanksgiving vacation. He went on to say there would be a disparity between the students who have labs on Monday, Tuesday or Wednesday.

Student Senator Scott Crosbie, President of Student Government, wanted to know how many faculty members Professor Lynn Hall had consulted. Professor Hall stated the committee did not consult with the Graduate or Undergraduate Councils.

Professor William Lyons (Political Science) stated that he feels part of the problem is about what the professors want the committee to do. He did not know if the professors wanted the committee to simply reverse its recommendation. As he recalled, when the recommendation first came to the committee, it was simply viewed as setting a two-day break for the Fall. When it came to the Senate Council, there were some, including Professor Betts, who spoke in favor of having something happen on this campus during those days that students could attend, not mandated to attend, which may provide some opportunities for students to get exposed to some ideas or activities that they would not ordinarily be exposed. He was not sure where the motion stood on the floor. He added that if the motion was to return to committee with the hopes that the committee will change its recommendation, then the appropriate way to do that is to see whether or not the sentiment of the senate is to defeat the original motion. "If the intent is to send it back to committee

simply to explore this further with more groups, regardless of the outcome, then that might be a worthwhile enterprise," he said. He went on to say that if the sentiment of the senate is that the University ought not to do this as it stands, then he suggested the easiest way to do that is to defeat the original motion.

The Parliamentarian ruled that the motion on the floor was to refer to the original committee, which is the Calendar Committee. The Chair stated that the issue was not what the committee should do or not do, but whether or not the Senate wants more committee study. He added that a vote could be taken on whether or not to send the proposal back to the Calendar Committee and then if the senate decides to do that, instructions can be given to the Calendar Committee to follow in its further study of the question.

Student Senator Scott Crosbie said that the students were ready to vote on the proposal, and he was not sure how productive it would be to send the proposal back to the committee.

Professor Bradley Canon (Political Science) asked if the proposal occurred next year, how soon would the senate need to vote to change the calendar? The Chair stated by February at the latest.

The motion to refer the proposal back to committee failed in a show of hands.

The Chair suggested that the motion be divided in order to move more efficiently. The first thing to consider is whether or not to move the Spring mid-term date from its technical position on Friday to the succeeding Monday so that both mid-term dates occur on Monday which lets students check things over the weekend before deciding what he/she is going to do on Monday, which will become the official mid-term date for both semesters. The motion carried and reads as follows:

RECOMMENDATION: The committee recommends that mid-term for Spring Semester be on Monday instead of Friday.

NOTE: The change will be forwarded to the Rules Committee for codification.

Implementation Date: Spring, 1992.

The Chair recognized Student Senator Scott Crosbie for any comments. Mr. Crosbie stated that he would yield his time to Student Senator Jay Ingle. Mr. Ingle read the following resolution.

WHEREAS, the University of Kentucky is the benchmark institution in the Commonwealth of Kentucky, and

WHEREAS, in a survey by the 1991 Ad Hoc Calendar Committee, 8 of 9 comparable benchmark institutions have some type of fall break, and

WHEREAS, the addition of a fall break and the University of Kentucky's academic calendar would not lengthen the Fall Semester, and

WHEREAS, the addition of a two-day fall break would make the number of instructional days in the Fall and Spring Semesters more equivalent, and

WHEREAS, a fall break on Thursday and Friday of the eighth week of the Fall Semester would give faculty the opportunity to review written work by students and prepare midterm examinations, and

WHEREAS, many members of the University of Kentucky student body support the idea of a two-day fall break.

THEREFORE BE IT RESOLVED BY THE UNIVERSITY OF KENTUCKY STUDENT GOVERNMENT ASSOCIATION THAT: the student body at the University of Kentucky supports a two-day fall break as recommended by the 1991 Ad Hoc Calendar Committee.

Mr. Ingle stated that the resolution was passed by acclamation by the Student Senate.

Professor Carolyn Bratt (Law) complimented the students for all the work they did and respect their opinion, but she had to disagree. Her reasons for disagreeing are first of all, the break would cause three breaks in the continuity of instruction during the Fall Semester. She feels that kind of interruption in the continuity of instruction ought not to occur. Secondly, the proposal cannot be implemented for all colleges at the University. The College of Law requires a certain number of hours of instruction and already starts the semester one day early in the Fall in order to get in enough days. She added that Law would not be able to allow their students to take advantage of the break. She is not sure about the other professional schools and does not know if this would apply to everyone. The third concern she has is that the University is going to fall into the lowest category in terms of the number of instruction days for the Fall Semester with the benchmark schools. She is opposed to the proposal.

Student Senator Jim Arnett stated that the faculty must be pessimistic about the quality of instruction to have an objection to putting the University of Kentucky with the Universities of North Carolina and Virginia. He asked if those colleges were so terrible that they have less instruction days than UK or can they get the job done in fewer days? His argument was that the majority at the University would be losing only one instruction day. He went on to say that because he is a student perhaps he is not fully aware of the ramifications of the proposal.

Student Senator Jay Ingle's feelings are that the two-day break would truly be an academic break because if the students wanted a four-day weekend to party they would ask for the time after the fall break. He went on to say that the emphasis should be quality instructional days, not quantity.

The Chair stated that in the discussion he did not hear starkly new ideas. He added that the change is a very significant development and perhaps some time is needed to reflect about it. He wanted to know if the senators wanted to defer the final decision to the next senate meeting or go ahead and vote on the proposal. In a show of hands the Chair ruled the senate did not want to defer.

In further discussion a senator stated that the senate should be realistic as they think about the Wednesday before Thanksgiving, the Monday after Thanksgiving, the Friday before spring break, and the Monday after spring break. He stated that the discussion was for four days, not two days.

Professor Raymond Betts stated that he was hearing more comments against the proposal because it would disrupt what is already a tight schedule for many people. He wanted to know if anyone saw the proposal as academically constructive and somehow make it mandatory for the University. In other words, take the two days and do something such as mini-seminars or academic conferences. He heard no one speak of the real advantage of using the time in an alternate manner. The Chair stated that the legal problems in structuring the proposal in a mandatory way might be difficult to formulate and to enforce.

Professor Louis Swift wanted to know if it is possible for a professor to hold special sessions with students without giving the impression he is imposing upon them. He added there is nothing in the proposal that indicates that an academic activity on that date could be required by anyone. The Chair's interpretation of the proposal is that a professor cannot mandate a student to perform in a certain way on those two days.

Student Senator Jay Ingle feels that it would be great if his professors would have special sessions and he does not have a problem with that. Student Senator Scott Crosbie feels that a break at mid-term would allow the new freshmen the time to study. He added that to vote for the calendar days now would allow time to plan for academic days or free days.

Professor Don Hochstrasser (Allied Health) feels that it might be of some value for incoming freshmen but for the professional programs the proposal would not work. He did not see how something could be mandated for the whole University and wanted to know if it also would apply to graduate students. The Chair responded that as the proposal is written it applies to all students.

Question was called, seconded by Professor Louise Zegeer and passed.

Motion to modify the calendar to include a two-day fall break on the Thursday and Friday immediately preceding mid-term failed in a show of hands.

The Chair recognized Professor Gretchen LaGodna, the Academic Ombud for the 1990-91 academic year. [Professor LaGodna's 1990-1991 Academic Ombud Report is attached to the minutes.]

Professor LaGodna's remarks to the Senate follow:

Professor LaGodna urged the Senators to read the report (attached to the minutes) for the details. She stated that it was a

privilege to serve in that capacity and thanked the faculty for their cooperation in helping to resolve conflicts and particularly for their efforts to prevent those kinds of problems.

One recommendation she shared was that the Academic Ombud Office was established in 1970. It has never been subject to an external review nor has its mission been revised to reflect changing needs of the University community. The former and present Ombuds are proposing and have recommended to the President that he appoint an internal review committee to work with an external consultant to study the office -- its purpose, its scope and effectiveness as well as its relationships to other Ombud services on campus.

Professor LaGodna stated that the mediating role certainly requires the assistance of many people, and particularly the staff of the office. She thanked Frankie Garrison and the staff assistants who served in consecutive order during the year -- Donna Bruszewski, Kate Whitehead and Michelle Sohner. She added that a special note of appreciation would have to go to Jean Pival who year after year as a former Ombud, steps into the gap when she is most needed.

Professor LaGodna introduced Professor Russell Groves (Architecture), Academic Ombud for 1991-92. She is sure he will have a very productive academic year. Professor Groves was given a round of applause.

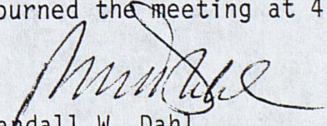
Professor LaGodna thanked the senate and she was given a round of applause.

The Chair thanked Professor LaGodna for her report.

Professor McEllistrem then introduced Martha Sutton, Recording Secretary; Randall Dahl, Secretary of the Senate; Gifford Blyton, Parliamentarian; and Celinda Todd, Administrative Assistant in the Senate Council Office. He also read the names of the members of the Senate Council who are: Carolyn Bratt, Law and faculty member of the Board of Trustees; Lynne Hall, Nursing; William Lyons, Political Science; Robert Guthrie, Chemistry; Deborah Powell, Pathology; John Piecoro, Pharmacy, Chair-elect of the Council; Robert Noble, Medicine; Glenn Blomquist, Economics; Connie Wilson, Social Work; Scott Crosbie, President of Student Government; Ray Betts, faculty member of the Board of Trustees; Jay Ingle and Jim Arnett, students.

In new business Professor Daniel Fulks (Accounting) stated that he had served on the Calendar Committee two years ago and at that point the committee was ready to recommend a change in the Summer Session. He wanted to know if it would be possible for the senate to discuss those changes at a later date. He wanted to know if this is an issue worth further discussion. The Chair suggested taking the issue to the Senate Council first and look at it there before bringing it to the entire University Senate.

There was no further new business and the Chair entertained a motion to adjourn. Motion was made and the Chair adjourned the meeting at 4:17 p.m.


Randall W. Dahl
Secretary, University Senate

STATUS OF THE UNIVERSITY
ADDRESS TO THE UNIVERSITY SENATE
SEPTEMBER 16, 1991

FIRST, LET ME EXPRESS MY THANKS FOR THE MANY SUPPORTIVE AND POSITIVE STATEMENTS RECEIVED FROM THE FACULTY. YOUR EXPRESSIONS INDICATING THAT YOU FEEL I AM FULFILLING THE ROLE OF PRESIDENT CREDITABLY ARE GRATIFYING.

SECOND, LET ME SIMPLY MAKE AN OBSERVATION ABOUT WHAT I BELIEVE ABOUT THE UNIVERSITY AND, FROM THAT CONTEXT, HIGHLIGHT WHERE WE HAVE BEEN OR WHAT WE HAVE DONE IN THE PAST YEAR THAT I HAVE BEEN YOUR PRESIDENT, COMMENT ON WHERE WE ARE TODAY, OR WHAT WE ARE CURRENTLY DOING, AND, FINALLY, GIVE YOU A PERSPECTIVE ON WHERE I THINK WE NEED TO GO.

I BELIEVE A UNIVERSITY SUCH AS OURS HAS A UNIQUE ROLE TO PLAY IN SOCIETY BECAUSE KNOWLEDGE IS NOT ONLY PRODUCED BUT ALSO TRANSMITTED AND USED TO PROVIDE COMPETENT SERVICE TO PEOPLE. THE RAPID ADVANCE TOWARD AN ECONOMICALLY AND SOCIALLY INTERDEPENDENT WORLD COMMUNITY PLACES NEW RESPONSIBILITIES AND REQUIREMENTS ON OUR NATION'S INSTITUTIONS OF HIGHER EDUCATION. I AM NOT INTERESTED IN JUST BEING A GOOD CORPORATE MANAGER OF THIS UNIVERSITY BUT IN PROVIDING THROUGH PROGRESSIVE LEADERSHIP OPPORTUNITIES FOR OUR BRIGHTEST MINDS, OUR BEST THINKERS TO CONTRIBUTE TO KENTUCKY, THE UNITED STATES AND THE WORLD THROUGH DEVELOPING AND PRODUCING NEW KNOWLEDGE, TRANSMITTING KNOWLEDGE AND THROUGH KNOWLEDGEABLE SERVICE. OUR DEMOCRACY DEPENDS ON AN ENLIGHTENED AND EDUCATED CITIZENRY.

I BELIEVE TOO THAT THE UNITED STATES 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. THE UNITED STATES HAS THE RICHEST MIX OF ETHNIC GROUPS, RACIAL GROUPS AND GLOBAL EXPERIENCE THE WORLD HAS EVER KNOWN. IT IS THE RICHNESS OF THIS MIX THAT YIELDS AMERICANS' INCREDIBLE CREATIVITY. NO COUNTRY IN THE WORLD IS BETTER POSITIONED THAN THE UNITED STATES. IT IS CONSTANTLY REPLENISHING AND ENHANCING THE RICH MIX OF TALENT IT HAS.

THE UNIVERSITY OF KENTUCKY IS POISED TO CONTRIBUTE TO THE KNOWLEDGE OF SOCIETY IN A VARIETY OF WAYS. IT ALSO HAS A MIX OF STUDENTS AND FACULTY THAT REFLECTS THE MIX OF THIS COUNTRY. CONSEQUENTLY, A RICH ENVIRONMENT FOR STUDENTS AND FACULTY TO GROW AND WORK IS POSSIBLE. IT IS IN THIS CONTEXT THAT I WISH TO COMMENT TODAY ON WHAT WE HAVE DONE THIS FIRST YEAR OF MY PRESIDENCY, WHAT WE ARE DOING AND, FROM MY PERSPECTIVE, WHERE WE NEED TO GO.

WHERE WE HAVE BEEN

THE RECOMMENDATIONS FROM THE WOMEN AND MINORITY STATUS REPORTS WERE TWO IMPORTANT DOCUMENTS WITH WHICH WE DEALT THIS PAST YEAR. TO ASSURE A DIVERSE MIX ON THE CAMPUS WHOSE TALENTS AND ABILITIES WILL BE UTILIZED APPROPRIATELY IS IN KEEPING WITH WHAT I BELIEVE A UNIVERSITY IN THIS COUNTRY SHOULD BE ABOUT. IF OUR UNIVERSITY IS TO PROGRESS AND OUR NATION IS TO REMAIN A LEADER AMONG NATIONS, IT IS IMPERATIVE THAT WE

VALUE AND RESPECT THE CONTRIBUTION EACH PERSON MAKES. EACH RECOMMENDATION OF BOTH COMMITTEES WAS REVIEWED AND EVALUATED. THEY WERE CONSIDERED FROM THE PERSPECTIVE OF: 1) FEASIBILITY. THE PRIMARY CONSIDERATION FOR FEASIBILITY WAS THE COST IN DOLLARS, PERSONNEL AND THE TIME IT WOULD TAKE TO IMPLEMENT THE RECOMMENDATION. 2) INTEGRATION. THE CONSIDERATION FOR INTEGRATION WAS TO DETERMINE WHETHER THE ACTIVITY SUGGESTED IN THE RECOMMENDATION SHOULD BE INTEGRATED INTO THE UNIVERSITY AS A NEW OR AN ONGOING ACTIVITY, AND WHICH UNIT OF THE UNIVERSITY WAS BEST ABLE TO HANDLE IMPLEMENTATION OF THE ACTIVITY.

I MET WITH THE COMMITTEES AND PROVIDED FOR THEM MY ASSESSMENT OF THEIR RECOMMENDATIONS. I SHARED WITH THE COMMITTEES WHAT HAD BEEN ALLOCATED TO ADDRESS WOMEN'S AND MINORITY EMPLOYEE ISSUES IN THE 1990-91 BUDGET, AS WELL AS THE 1991-92 BUDGET. I FIRMLY BELIEVE THAT IF YOU ARE SINCERE ABOUT SOMETHING YOU HAVE A RESPONSIBILITY TO MAKE EVERY EFFORT TO ALLOCATE DOLLARS TO HELP RESOLVE PROBLEMS. IN SUMMARY, \$2.5 MILLION IN NEW DOLLARS IN THE 1991-92 BUDGET WERE COMMITTED TO RESPOND TO FEMALE AND MINORITY ISSUES. THIS WAS OVER AND ABOVE WHAT HAD BEEN COMMITTED IN THE 1990-91 BUDGET IN RESPONSE TO THESE ISSUES.

THE ACTIVITIES INDICATED IN THE RECOMMENDATIONS THAT WERE ACCEPTED, AND MORE THAN 90% WERE ACCEPTED, HAVE BEEN ASSIGNED TO VARIOUS UNITS IN THE UNIVERSITY TO HANDLE. IT IS IMPORTANT THAT THE RECOMMENDATIONS NOT JUST BE PUT ASIDE. THE ASSIGNMENTS TO UNITS WERE TO ASSURE THAT ACTIVITIES WHICH NEEDED TO BE ADDRESSED WERE INTEGRATED INTO THE UNIVERSITY WHERE THEY COULD BE APPROPRIATELY MONITORED. I KNOW THAT ACTIVITIES ARE GOING ON TO ADDRESS THE RECOMMENDATIONS. MY AIM IS TO CONTINUE TO MONITOR THROUGH MY CENTRAL ADMINISTRATIVE TEAM, THE SENATE COUNCIL AND OTHER ADMINISTRATIVE COMMITTEES, THE HANDLING OF THE ACTIVITIES THAT HAVE NOW BEEN INTEGRATED INTO THE UNIVERSITY INFRASTRUCTURE. I APPLAUD THE WORK OF THE COMMITTEES AND APPRECIATE THE CONSTRUCTIVE CRITIQUE OF THE REPORTS THAT HAS GONE ON IN THIS ACADEMY.

WAGES AND SALARIES ARE IMPORTANT DIMENSIONS FOR MANY EMPLOYEES. UNLIKE MANY UNIVERSITIES IN THIS COUNTRY, WE WERE ABLE TO PROVIDE FUNDS TO SUPPORT AN OVERALL TEN PERCENT RAISE TO FACULTY AND STAFF IN BOTH 90-91 AND 91-92. AN INVESTIGATION OF PAY EQUITY AMONG ALL OF OUR EMPLOYEES, WITH PARTICULAR ATTENTION TO U.K. DIFFERENCES IN MALE AND FEMALE SALARIES AND THOSE OF MINORITIES, WAS CONDUCTED. THE INVESTIGATION WAS LIMITED TO OBJECTIVE AND VERIFIABLE CHARACTERISTICS TO ASSURE FAIRNESS IN SALARIES.

I APPOINTED AN AD HOC WAGE AND SALARY COMMITTEE TO STUDY THE ISSUES OF WAGES AND SALARIES FOR THE STAFF IN THIS UNIVERSITY. THIS COMMITTEE DID AN OUTSTANDING JOB OF POINTING OUT THE PROBLEMS AND APPROPRIATE SOLUTIONS. AS A RESULT OF THEIR WORK, WE MADE SUBSTANTIVE STRIDES IN ADDRESSING STAFF COMPENSATION. WE WERE ABLE TO MAKE ADJUSTMENTS THAT WOULD MAKE THIS UNIVERSITY'S FACULTY AND STAFF SALARIES MUCH MORE COMPETITIVE WITH OUR BENCH MARKS, WHERE IT WAS POSSIBLE TO USE BENCH MARK ASSESSMENT INFORMATION. RETIREMENT CONTRIBUTIONS FOR STAFF WERE CHANGED. THE UNIVERSITY WILL NOW CONTRIBUTE 8.5% AND THE STAFF 4.25%

EFFECTIVE JULY 1, 1991. THE UNIVERSITY BASIC LIFE INSURANCE PLAN FOR REGULAR FULL-TIME ACTIVE EMPLOYEES WAS INCREASED TO \$7,500. IT IS IMPORTANT THAT EVERY EMPLOYEE WHO WORKS HERE KNOWS THAT THE UNIVERSITY IN WHICH THEY WORK CARES ABOUT THEM AND CONSIDERS EACH EMPLOYEE VALUABLE. THIS AD HOC COMMITTEE IS STILL IN PLACE WORKING ON OTHER ISSUES THAT NEED TO BE ADDRESSED IN REGARD TO THE WAGE AND SALARY SYSTEM.

YOU ARE AWARE OF THE PEOPLE WHO JOINED THE CENTRAL ADMINISTRATION AND WHO ARE, AS AM I, COMMITTED TO MAKING THIS AN EXCELLENT UNIVERSITY. YOU ARE AWARE OF OTHER ADMINISTRATORS IN THE SECTORS WHO JOINED THIS COMMUNITY LAST ACADEMIC YEAR IN LEADERSHIP ROLES. YOU ARE ALSO AWARE OF THE MANY FACULTY WE WERE ABLE TO RECRUIT TO THIS UNIVERSITY LAST YEAR. WHAT I WOULD LIKE TO EMPHASIZE TO YOU IS THAT THE INTENT IS TO GET THE BEST ADMINISTRATORS AND FACULTY WE CAN ATTRACT. I WAS INTERESTED IN GETTING BOTH MINORITIES AND WOMEN TO JOIN OUR RANKS. I AM ALSO INTERESTED IN BOTH WOMEN AND MINORITIES BEING REPRESENTED IN ALL ASPECTS OF THE UNIVERSITY, INCLUDING ITS POLICY MAKING UNITS. I BELIEVE WE HAVE ACHIEVED SIGNIFICANT REPRESENTATION IN A NUMBER OF IMPORTANT AREAS.

I WANT IT CLEAR, HOWEVER, THAT IT IS NOT IN THE BEST INTEREST OF THIS UNIVERSITY OR OF THE INDIVIDUALS TO SIMPLY PLACE THEM IN POSITIONS BECAUSE OF WHO OR WHAT THEY ARE. PEOPLE WILL BE, AND HAVE BEEN, PLACED IN POSITIONS BECAUSE OF THE CONTRIBUTIONS THEY ARE ABLE TO BRING AND BECAUSE OF THEIR TALENTS AND COMPETENCY. I DO NOT BELIEVE IN TOKENS OR ACHIEVING PARITY BY INVECTIVE. IT IS NOT FAIR TO THE INDIVIDUAL NOR IS IT FAIR TO THE INSTITUTION. I BELIEVE WHAT WE HAVE TRIED TO DO IS TO CONDUCT OBJECTIVE SEARCHES FOR THE BEST CANDIDATES WHICH INCLUDED WOMEN AND MINORITIES IN THE POOLS AS WELL AS OUTSTANDING MEN. WHEN WOMEN OR MINORITIES, OR ANYONE FOR THAT MATTER, ARE SELECTED FOR POSITIONS IN THIS UNIVERSITY, THEY WILL NOT NEED TO WONDER IF THEY ARE TOKENS BUT CLEARLY WILL KNOW THAT THEY ARE THE BEST CANDIDATE. PARITY FOR WOMEN AND MINORITIES WILL NOT BE ACHIEVED BY QUOTAS.

THE STUDENT ENROLLMENT INCREASE LAST YEAR WAS MODEST FOR THE UNIVERSITY SYSTEM AND GREATER FOR THE COMMUNITY COLLEGE SYSTEM. THERE IS EVIDENCE THAT WE GAINED SIGNIFICANTLY IN THE ACADEMIC QUALITY OF OUR STUDENTS ON THIS CAMPUS. EFFECTIVE COMMUNICATION OF THE QUALITY OF OUR PROGRAMS, FACULTY, AND FACILITIES HAS TO BE A POSITIVE FACTOR IN OUR ABILITY TO ATTRACT THE QUALITY OF STUDENTS THAT WE ATTRACTED LAST YEAR AND THAT WE ATTRACTED THIS YEAR.

THE CENTER OF MEMBRANE SCIENCES WAS ESTABLISHED. THIS BROADLY BASED MULTIDISCIPLINARY AREA OF INQUIRY INVOLVES APPLICATION OF DIVERSE PHYSICAL, NATURAL AND BIOLOGICAL SCIENCES, MEDICAL AND ENGINEERING CONCEPTS. RESEARCH IN MEMBRANE SCIENCES IS RAPIDLY EXPANDING, INCLUDING MEMBRANE STRUCTURE, FUNCTION RELATIONSHIPS AND THEIR APPLICATION TO DISEASE, IMMUNOLOGY, DRUG DELIVERY SYSTEMS, WASTE WATER TREATMENT, AGRICULTURE AND FOOD SCIENCES. THE CENTER IS ONE OF ONLY FOUR ACADEMIC MEMBRANE SCIENCE CENTERS IN THE UNITED STATES.

WHERE WE ARE

PRESENTLY, OUR UNIVERSITY IS IN THE TOP 100 IN TERMS OF THE FUNDS WE RECEIVE FOR RESEARCH AND DEVELOPMENT. THIS IS NOT BAD COMPANY IN WHICH TO BE. SINCE JULY 1 WE ARE UP NINE MILLION DOLLARS UNIVERSITY-WIDE FROM THE COMPARABLE PERIOD LAST YEAR. WE HOPE THE FIRST TWO MONTHS' STRONG START CONTINUES THROUGHOUT THE FISCAL YEAR.

WE, ALL OF US, MUST BE DOING SOMETHING RIGHT BECAUSE FORTY-EIGHT NATIONAL MERIT SCHOLARS ARE IN THE FRESHMAN CLASS. THIS IS A RECORD NUMBER FOR THE UNIVERSITY OF KENTUCKY AND NEARLY DOUBLES THE NUMBER OF MERIT SCHOLARS WHO WERE ENROLLED HERE LAST YEAR, WHICH WAS ALSO A RECORD NUMBER. BASED ON LAST YEAR'S NATION WIDE LISTINGS, IT IS REASONABLE TO BELIEVE THAT UK WILL RANK AMONG THE TOP 35 UNIVERSITIES IN THE NATION IN THE NUMBER OF NATIONAL MERIT SCHOLARS ATTENDING THE UNIVERSITY.

THERE ARE MANY PEOPLE ON THIS CAMPUS WHO ARE INVOLVED IN GETTING INFORMATION ABOUT THE UNIVERSITY OF KENTUCKY TO THE BEST AND BRIGHTEST HIGH SCHOOL STUDENTS. OUR ADMISSION OFFICE, UNDER THE LEADERSHIP OF DR. JOE FINK, HIS STAFF AND SEVERAL UNIVERSITY FACULTY, HAS GIVEN NATIONAL MERIT SEMI-FINALISTS A GREAT DEAL OF PERSONAL ATTENTION IN PROMOTING THEIR ENROLLMENT HERE. MY BELIEF IS THAT THIS IS A TRIBUTE TO YOU, THE FACULTY WHO MAKE THE DIFFERENCE IN THE QUALITY OF OUR PROGRAMS.

TWO HUNDRED AND TEN OUTSTANDING BLACK STUDENTS ALSO ENROLLED IN OUR FRESHMAN CLASS. THIS BRINGS OUR TOTAL BLACK STUDENT POPULATION TO NINE HUNDRED AND SEVENTY FIVE, UP TWENTY-SIX PERCENT. DR. LAURETTA BYARS AND HER STAFF AND THE FACULTY ARE TO BE COMMENDED FOR THIS ACHIEVEMENT.

THERE ARE 4,900 GRADUATE STUDENTS ENROLLED THIS FALL, AN INCREASE OF 8.9%.

WE WERE ABLE TO ATTRACT A NUMBER OF NEW FACULTY TO THE UNIVERSITY IN A WIDE VARIETY OF AREAS; BOTH MALE AND FEMALE AND BLACK AND WHITE. CHANCELLOR HEMEMWAY WAS ABLE TO MATCH THE TEN BLACK FACULTY RECRUITED LAST YEAR WITH TEN MORE THIS YEAR. THE EFFORTS OF ALL THE CHANCELLORS, THE DEANS, THEIR FACULTY AND STAFF IN RECRUITING TALENTED FACULTY AND STUDENTS TO THIS UNIVERSITY ARE PROMISING AND HIGHLY POSITIVE.

YOU SHOULD KNOW, TOO, THAT OUR COMPUTER RESOURCES ARE SEEN AS SOME OF THE BEST IN THE COUNTRY. THIS PAST YEAR WE ENHANCED NOT ONLY OUR COMPUTER RESOURCES, BUT WE ARE

PROCEEDING TO INTEGRATE VOICE, DATA, AND IMAGE. WE INTEND TO AGGRESSIVELY EMPLOY TECHNOLOGY TO SUPPORT THE STATE-WIDE MISSIONS OF TEACHING RESEARCH AND SERVICE TO THE COMMONWEALTH.

WHERE ARE WE GOING

LET ME QUICKLY HIGHLIGHT THE DIRECTION I BELIEVE WE SHOULD BE GOING.

I DO NOT NEED TO TELL YOU THAT UNIVERSITIES ARE BEING SCRUTINIZED AND SOME ARE GETTING BASHED. PROGRAM QUALITY IS A HIGH PRIORITY. YOU WILL NOTE THAT, IN THE UPDATED STRATEGIC PLAN, ONE OF THE GOALS OF THE UNIVERSITY IS TO STRENGTHEN ITS COMMITMENT TO SCHOLARSHIP AND ACADEMIC EXCELLENCE. WE PLAN TO DO THIS BY MAKING THE UNIVERSITY A LEADING PUBLIC UNIVERSITY NATIONALLY RECOGNIZED FOR THE QUALITY OF ITS TEACHING, RESEARCH, SERVICE AND GRADUATES; MAXIMIZING ACCESS TO HIGHER EDUCATION AND INCREASING THE COLLEGE-GOING RATE OF KENTUCKIANS; IMPROVING ITS STANDING

AMONG THE NATION'S LEADING RESEARCH UNIVERSITIES THROUGH THE ENHANCEMENT OF ITS GRADUATE, PROFESSIONAL AND RESEARCH PROGRAMS; PROVIDING UNDERGRADUATE STUDENTS A LEARNING ENVIRONMENT COMPETITIVE WITH OTHER LEADING PUBLIC UNIVERSITIES AND MAINTAINING THE UNIVERSITY AT THE FOREFRONT OF INFORMATION TECHNOLOGY IN SUPPORT OF A QUALITY EDUCATIONAL EXPERIENCE.

TO CARRY OUT THESE AND OTHER OBJECTIVES INDICATED IN THE STRATEGIC PLAN, ADDITIONAL FUNDING WILL BE NECESSARY. I PLAN TO DO ALL I CAN TO NOT ONLY KEEP THIS UNIVERSITY COMPETITIVE IN TERMS OF ITS SALARIES BUT ALSO PUSH TO GET THE RESOURCES NEEDED FOR ENHANCING OUR PROGRAM QUALITY AS WELL.

THE SOCIO-POLITICAL CLIMATE NECESSITATES THAT WE GIVE SERIOUS ATTENTION TO THE QUALITY OF OUR PROGRAMS. WE WILL NEED TO CONTINUE TO BE ACCOUNTABLE AND DEMONSTRATE THAT WHAT WE DO IS EFFECTIVE.

OUR COMMITMENT TO SCHOLARSHIP AND ACADEMIC EXCELLENCE IS INDICATED IN THE STRATEGIC PLAN, TOO, AND FUNDING IS BEING REQUESTED FOR THIS AREA. FUNDING FOR TWO CENTERS OF EXCELLENCE IS ALSO IN THE 1992-1994 BUDGET REQUEST. MY BELIEF IS THAT WE AS AN INSTITUTION SHOULD FOSTER EXCELLENCE EVERY OPPORTUNITY WE GET AND SENSITIZE OUR MANY CONSTITUENTS TO THE FACT THAT OUR INTENT IS TO BE EXCELLENT.

THE CAMPUS DEVELOPMENT PLAN HAS BEEN PUBLISHED AND IT ESSENTIALLY REFLECTS THE DIRECTION IN WHICH THE CAMPUS IS ANTICIPATED TO GROW TO ACCOMMODATE OUR VARIOUS PROGRAMS. OUR INTENT IS TO BE A GOOD NEIGHBOR, BUT IT IS OUR RESPONSIBILITY TO PLAN FOR THE FUTURE DEVELOPMENT OF THIS CAMPUS TO SERVE THIS ENTIRE COMMONWEALTH. THE PLAN IS A GOOD ONE, AND IT WILL GIVE US A FRAME OF REFERENCE FOR MAKING DECISIONS ABOUT THE PHYSICAL DEVELOPMENT OF THE UNIVERSITY IN LEXINGTON.

HIGHER EDUCATION MUST PLAY A SIGNIFICANT ROLE IN THE IMPLEMENTATION OF THE ELEMENTARY AND SECONDARY EDUCATION REFORM ACT. WE SHOULD AND WILL TAKE A LEADERSHIP ROLE. HIGHER EDUCATION DOES NOT STAND ALONE AS A DISCRETE EDUCATIONAL ENTITY. UNIVERSITIES MUST BE CONCERNED ABOUT WHAT HAPPENS IN THE ELEMENTARY, JUNIOR HIGH AND HIGH SCHOOL YEARS. THERE IS AN APPROPRIATE ROLE FOR THE UNIVERSITY TO PLAY, AND IT IS MY INTENTION THAT WE DO SO.

TO SUPPORT EDUCATIONAL REFORM WE ARE EXTENDING OUR GRADUATE PROGRAMS TO AREAS OF THE COMMONWEALTH WHERE THEY ARE NEEDED. AS THE COMPREHENSIVE UNIVERSITY OF THE STATE, AND THE ONE WHICH IS THE MAJOR GRADUATE AND RESEARCH UNIVERSITY, WE ARE OBLIGATED TO MEET STATE-WIDE NEEDS. LADIES AND GENTLEMEN, THIS STATE DOES NOT NEED, NOR CAN IT AFFORD, SIX MORE DOCTORATE GRANTING UNIVERSITIES. THE UNIVERSITY OF KENTUCKY CAN MEET THE STATE'S NEEDS. AS FACULTY, YOUR INVOLVEMENT IS ESSENTIAL IN ASSURING THAT THE SAME QUALITY OF PROGRAMS OFFERED IN LEXINGTON ARE OFFERED IN OUTREACH SITES.

WE WILL CONTINUE TO BE ACCOUNTABLE. THE VALUE OF A DEGREE FROM THE UNIVERSITY OF KENTUCKY WILL NOT BE SUSPECT BUT RESPECTED. LAX HIGH SCHOOL AND COLLEGE ACADEMIC STANDARDS FEED ON EACH OTHER. WE WILL DO ALL WE CAN TO HELP THE SCHOOLS THAT ARE PREPARING YOUTH FOR COLLEGE. WHEN THEY COME TO THE UNIVERSITY OF KENTUCKY THEY WILL HAVE WITH YOUR COMMITMENT SIGNIFICANT INTELLECTUAL DEMANDS PLACED ON THEM AND THE EXPECTATION THAT THEY DEVELOP SPECIFIC SKILLS BEFORE THEY ARE CERTIFIED FOR DEGREES. JUST GRADUATING FROM HIGH SCHOOL WILL NOT BE ENOUGH TO ENTER THE UNIVERSITY. STUDENTS WILL BE EXPECTED TO DEMONSTRATE A BASE OF KNOWLEDGE WHICH INDICATES THAT THEY ARE READY TO PERFORM AT THE LEVEL EXPECTED.

IN ORDER TO PREPARE STUDENTS FOR WHAT THEY WILL FACE IN SOCIETY I BELIEVE THIS CAMPUS MUST BECOME MORE STUDENT ORIENTED. WE WANT TO HAVE A HIGH LEVEL OF COMMITMENT TO SCHOLARSHIP, EXCELLENT TEACHING, THE BEST ADVISING SYSTEM POSSIBLE. STUDENTS WHO COME HERE WILL NEED TO KNOW THAT WE CARE ABOUT THEM AND THEIR SUCCESS AS FUTURE CONTRIBUTORS TO SOCIETY.

OUR STUDENTS MUST ALSO BE PREPARED TO MEET THE DEMANDS OF EMPLOYERS WHICH ARE NOT UNREASONABLE. WE WILL NEED TO PREPARE INDIVIDUALS WHO WILL BE ABLE TO ANALYZE, SYNTHESIZE, EVALUATE AND INTERPRET INFORMATION EFFICIENTLY, EFFECTIVELY AND EXPEDITIOUSLY. GRADUATES WILL NEED TO BE FLEXIBLE, EXCELLENT NEGOTIATORS, ABLE TO COMMUNICATE. THEY WILL NEED TO BE CREATIVE, FUTURE ORIENTED AND GOOD CONCILIATORS AND MEDIATORS, REGARDLESS OF THE CAREER FOR WHICH THEY PREPARE.

THIS UNIVERSITY WILL PAY ATTENTION TO THE MAINTENANCE OF A HEALTHY ENVIRONMENT. WE WILL WORK TO REDUCE ADVERSE ENVIRONMENTAL EFFECTS ON THIS CAMPUS. THE DEVELOPMENT OF ENVIRONMENTAL POLICIES AND A FRAMEWORK FOR IMPLEMENTING SUCH POLICIES MAY BE NECESSARY TO ASSURE THAT WE PROTECT THE INDIVIDUALS WHO UTILIZE THE RESOURCES OF THIS CAMPUS. I ALREADY AM AWARE THAT THERE ARE COURSES BEING DEVELOPED AND CIRCULATED WHICH DEAL WITH HELPING STUDENTS LEARN MORE ABOUT POLLUTION, HAZARDOUS WASTE, AND HOW TO PREVENT ADVERSE ENVIRONMENTAL IMPACTS. ANY POLICIES SET WILL BE DESIGNED TO MAKE THE ENVIRONMENT EVEN SAFER AND TO MEET STANDARDS SET BY VARIOUS REGULATORY AGENCIES.

WE WILL CONTINUE OUR EFFORTS TO MAKE THIS A CULTURALLY DIVERSE CAMPUS. THIS FACULTY, I BELIEVE, WILL ESPOUSE THE PREMISE THAT I SET OUT EARLIER IN MY COMMENTS. THE PRESIDENT OF RUTGERS, FRANCIS LAWRENCE, NOTED IN DISCUSSING POLITICAL CORRECTNESS THAT ALTHOUGH ADVANCING THE PARTICIPATION OF MINORITIES IN HIGHER EDUCATION STARTED OUT AS AN ETHICAL ISSUE IN THE 60'S AND 70'S, IT IS NOW AN ISSUE OF SOCIAL AND ECONOMIC SURVIVAL FOR THE NATION. I AM PERSUADED THAT THE IMAGE OF THIS UNIVERSITY IS CHANGING AND THAT WE ARE BEGINNING TO BE SEEN AS AN INSTITUTION THAT RECOGNIZES THE CONTRIBUTIONS OF THE INDIVIDUALS WHO ARE FACULTY, STUDENTS OR STAFF HERE, NO MATTER WHAT THEIR RACE, CREED, ETHNIC BACKGROUND OR GENDER MAY BE, OR FROM WHAT PART OF THE WORLD THEY CAME. WE ARE DIVERSE AND HAVE ON THIS CAMPUS INDIVIDUALS FROM COUNTRIES AROUND THE WORLD.

WE OF COURSE WILL BE BUSY TRYING TO GET READY FOR OUR ACCREDITATION SITE VISIT NEXT SEPTEMBER. I HOPE TO DELIVER A FACULTY HANDBOOK TO EACH FACULTY MEMBER BEFORE THE VISIT OCCURS.

FINALLY, LET ME COMMENT ABOUT THE NEW LIBRARY AND THE CAMPAIGN. WE INTEND THAT THIS BE A FIRST-RATE FACILITY AND A FIRST-RATE ENDOWMENT, AND A GIFT TO OURSELVES. THIS FACILITY WILL BE AN OUTSTANDING TECHNOLOGICALLY ADVANCED REPOSITORY OF INFORMATION FOR THIS UNIVERSITY AND THE COMMONWEALTH. OUR GOAL WILL BE TO ACHIEVE 100% PARTICIPATION IN THIS CAMPAIGN. IF WE MAKE UP OUR MINDS THAT WE ALL WANT TO CONTRIBUTE THIS WILL HAPPEN. THE HUMAN MIND IS THE MOST COMPLEX AND MOST MARVELOUS TOOL EVER CREATED, FAR MORE POWERFUL THAN ANY COMPUTER OR ANY OTHER MACHINE DEvised BY MAN. IT INFLUENCES EVERYTHING WE DO. IT IS ALWAYS ACTIVE, WITH OR WITHOUT OUR AWARENESS OF IT, AND IT CUTS BOTH WAYS; EITHER TO FACILITATE ACCOMPLISHMENT OF OUR GOALS OR TO BLOCK IT. IN ALMOST EVERY SINGLE AREA OF LIFE, THE MIND IS WHAT MAKES THE DIFFERENCE BETWEEN SUCCESS AND FAILURE OR GETTING BY AND DOING GREAT. MY MIND IS SET THAT THE LIBRARY CAMPAIGN WILL BE SUCCESSFUL. LET YOUR MIND

BE SET AS WELL. DR. LOU SWIFT IS HEADING THE CAMPAIGN, AND I AM SURE YOU WILL BE HEARING MORE FROM HIM.

IN FULFILLING ITS MISSION, THE UNIVERSITY WILL ACHIEVE ITS GOALS OF:

- RESPONDING TO THE EDUCATIONAL NEEDS OF INDIVIDUALS FROM THE COMMONWEALTH OF KENTUCKY AND THOSE FROM THE NATION AND WORLD BY OFFERING EXCELLENT PROGRAMS IN UNDERGRADUATE, GRADUATE AND PROFESSIONAL EDUCATION.
- ADVANCING THE FRONTIERS OF KNOWLEDGE BY CONDUCTING PROGRAMS OF BASIC AND APPLIED RESEARCH, WHICH SEEK SOLUTIONS TO HUMAN, RESOURCE AND ENVIRONMENTAL PROBLEMS AND FURTHER THE HUMAN GOOD.
- IMPROVING THE WELL-BEING OF CITIZENS OF THE COMMONWEALTH OF KENTUCKY, AS WELL AS ALL HUMANITY, THROUGH APPLICATION OF THE KNOWLEDGE, ABILITIES AND SKILLS OF MEMBERS OF THE UNIVERSITY COMMUNITY.

WE ARE A UNIVERSITY COMMITTED TO ENHANCING AND IMPROVING EVERYTHING THAT WE DO. ALL OF US MUST KEEP MOVING TO MAKE THIS UNIVERSITY BETTER. MARK TWAIN, I BELIEVE, SAID, "EVEN IF YOU ARE ON THE RIGHT TRACK YOU'LL GET RUN OVER IF YOU DON'T KEEP MOVING." YOUR PRESIDENT INTENDS TO KEEP MOVING ON BEHALF OF YOU AND ALL THAT IS A PART OF THE UNIVERSITY OF KENTUCKY. THIS FIRST YEAR HAS BEEN REWARDING AND CHALLENGING. I LOOK FORWARD TO THE SECOND YEAR.

1990-1991 ACADEMIC OMBUD REPORT

Gretchen E. LaGodna

It is difficult to distill into one brief report an entire year of such diversity and challenge. The perspective of this unique position of Academic Ombud enables one to experience the best and worst of this University's academic life. It has been a privilege to serve in a position of such trust. This report will present a statistical summary of the complaints handled by the office, discussion of particular problem areas, and recommendations.

Communication with Students and Faculty

Continued efforts were made this year to maintain accessibility and open communication with students, faculty and administration. Information about the office was updated and included in all frequently used internal university publications. Columns were published in the Kernel to increase awareness of the office and to inform readers about particular rules, regulations and rights. In an effort to prevent problems, memos were sent to faculty and administrators at the beginning and end of each semester. These memos served as reminders about course syllabi, exams, excused absences, dead week, and other problem areas. Guidelines for preventing and/or responding to cheating and plagiarism were revised and disseminated.

Face-to-face interactions also served to strengthen communication. We worked with the SGA Academic Rights Committee, student orientation leaders, TA's in orientation, minority students in orientation, and other student groups as requested. We also participated in orientation for new faculty and consulted as requested with Senate Committees and the Senate Council.

University and College Ombudsman Association Meeting

University of Kentucky hosted the annual meeting of this national organization in April, 1991. The meeting attracted approximately 70 ombuds from universities in the United States and Canada. The participants shared mutual concerns, programs, and legal and ethical issues relevant to the ombud role. Approaches to the escalating problems of campus violence, multicultural conflict, and racial and sexual harassment were also addressed.

PARTICULAR PROBLEM AREAS

Problems brought to the Academic Ombud range from minor misunderstandings to major difficulties. They were all challenging in their own way. Over all, the profile of cases changes very little from year to year. Some problem areas, however, were particularly troubling.

Cheating and Plagiarism

These academic offenses continue to be significant problems on our campus. While many faculty have made consistent efforts to prevent cheating and plagiarism, new faculty and TA's are often unsure of what steps can be taken to prevent it and how to respond when they do suspect such behavior. Special efforts are required to educate students, especially beginning undergraduate and/or international students, about plagiarism.

Consistent responses to academic offenses, in accordance with Senate Rules, make a clear statement about the seriousness and unacceptability of such behavior. An existing belief among some faculty that the process is too difficult or the consequences too severe has resulted in an inconsistent application of the rules. We need to consider the resulting mixed messages we send about these offenses.

Health Related Excused Absences

The continuing problems surrounding verification of student illness resulted in a formal joint examination of the issue by the Senate Council, the University Health Service and the Academic Ombud office.

Providing written excuses for every student visit had a significant effect on the care of the truly ill and on the workload of the health care professionals. A survey of the benchmark institutions revealed that none of them provided written verification. An agreement was reached that the Health Service would not issue written verifications, but would verify by telephone if contacted by an instructor. This change in procedure was instituted in January 1991. Subsequently, faculty have been able to handle questions of excused absence directly with students, with few problems, and the change has had positive outcomes on the delivery of health care.

Sexual Harassment

A great deal of education of both students and faculty remains to be done regarding sexual harassment. The number of cases handled by this office does not reflect the prevalence of the problem. The Academic Ombud is only one of the resources designated in the Administrative Regulations; many cases are never reported to anyone. Problems included widespread ignorance about the established University of Kentucky policy and definition of harassment; reluctance on the part of many department chairs and administrators to treat less blatant forms of harassment seriously; and failure to report on the part of victims.

RECOMMENDATIONS

The Academic Ombud office was established in 1970. This unit of the university has never been subject to an external review, nor has its mission been revised to reflect a changing university community. We are requesting that the President appoint an internal review committee to work with an external consultant to study this office, its purpose, scope, and effectiveness, as well as its relationship to other ombud services on campus.

Another way to maximize the effectiveness of the academic ombud is to extend the initial term of appointment. Our one year term limits the appointee's ability to follow through on more extended problems. Currently, the shortest term held by ombuds on other campuses across the country is two years.

The perspective of the Academic Ombud is an important one in a variety of campus activities and problems. While the Academic Ombud is often called upon for input, ex-officio membership on Senate and Administrative committees would formalize this contribution.

The name of the office - Office of the Academic Ombudsman, certainly needs to be changed to a more gender-free title. This has been accomplished in the majority of offices throughout the country. The review committee could suggest a title which accurately reflects the work of the office.

SUMMARY

The experience of serving as Academic Ombud has been unique. It has required that I examine problems through the eyes of students, faculty, and administrators. Solutions were more elusive for some problems than for others; but I found that generally those involved were willing to take the extra step necessary to resolve a conflict or misunderstanding.

This mediating role requires the assistance of many people, particularly the staff of the office: Frankie Garrison, and staff assistants Donna Bruszewski, Kate Whitehead and Michelle Sohner. A special note of appreciation goes to Associate Professor Emeritus and former Ombud Jean Pival, who stepped in to help at times of need.

The office is now in the able hands of Professor Russell Groves, College of Architecture, for the 1991-92 academic year, and I am sure the year will be a productive one.

GL/jb
WY6296
8/5/91

STATISTICAL REPORT

1990-91

NUMBER OF SINGLE CONTACTS (TELEPHONE CALLS/ REFERRALS).....	1,133
NUMBER OF CASES HANDLED.....	269

GLA01

CLASSIFICATION OF THE STUDENT

FRESHMEN	43
SOPHOMORES	60
JUNIORS	53
SENIORS	54
GRADUATES	40
NON-DEGREE	6
NON-APPLICABLE	13
MULTIPLE CLASSIFICATION	0
TOTAL	269

NATURE OF COMPLAINTS

ATTENDANCE	19
EXAMS	32
INSTRUCTION	33
GRADES	74
ACADEMIC OFFENSES	34
PROGRESS/PROMOTION	45
DISCRIMINATION/ SEXUAL HARASSMENT	4
PERSONAL PROBLEMS	12
UNIVERSITY POLICY	16
TOTAL	269

STUDENT'S COLLEGE

AGRICULTURE	5
ALLIED HEALTH	9
ARCHITECTURE	4
ARTS AND SCIENCES	99
BUSINESS AND ECONOMICS	24
COMMUNICATIONS	12
DENTISTRY	1
EDUCATION	32
ENGINEERING	21
EVENING-WEEKEND	1
FINE ARTS	12
GRADUATE SCHOOL	6
HUMAN ENVIRONMENTAL SCIENCES	15
LAW	1
LIBRARY AND INFORMATION SCIENCE	2
MEDICINE	4
NURSING	8
PHARMACY	4
SOCIAL WORK	2
MULTIPLE COLLEGES	0
NON-APPLICABLE	7
TOTAL	269

COLLEGE WHERE COMPLAINT
ORIGINATED

AGRICULTURE.....	4
ALLIED HEALTH.....	6
ARCHITECTURE.....	4
ARTS AND SCIENCES.....	133
BUSINESS AND ECONOMICS.....	23
COMMUNICATIONS.....	7
DENTISTRY.....	1
EDUCATION.....	18
ENGINEERING.....	15
EVENING-WEEKEND.....	0
FINE ARTS.....	14
GRADUATE SCHOOL.....	4
HOME ECONOMICS.....	9
LAW.....	1
LIBRARY AND INFORMATION SCIENCE.....	2
MEDICINE.....	5
NURSING.....	6
PHARMACY.....	4
SOCIAL WORK.....	2
MULTIPLE COLLEGES.....	0
NON-APPLICABLE.....	11

TOTAL 269

CASES BY MONTH

JULY ,	08
AUGUST	20
SEPTEMBER	19
OCTOBER	17
NOVEMBER	28
DECEMBER	29
JANUARY ,	21
FEBRUARY	18
MARCH	25
APRIL	40
MAY	36
JUNE	08

TOTAL 269

4 YEAR COMPARISONS

	CASES HANDLED	SINGLE CONTACTS
1990-91	269	1,133
1989-90	354	1,522
1988-89	295	1,498
1987-88	194	685

MOST FREQUENT COMPLAINTS

1990-91

GRADES 74
PROG/PRO-
MOTION . . . 45
ACADEMIC
OFFENSE . . 34
INSTR 33
EXAMS 32

1988-89

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

1989-90

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

1987-88

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

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

3 September 1991

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, September 16, 1991. Recommendations to establish new calendar policy, Section II - University Senate Rules.

Proposal:

Background:

The attached report from the 1991 ad hoc Committee on the Calendar was discussed and approved by the University Senate Council on 19 August 1991 to be forwarded to the University Senate for action.

In its discussion, the Senate Council moved the two positive recommendations of the report, namely, (1) a two day Fall break, on the Thursday and Friday immediately preceding midterm, and (2) the alignment of Fall and Spring Semester midterm dates. Both recommendations were adopted with the additional proviso that the Fall break be used to offer special University-wide programs for those who wish to participate. [Those recommendations are found on pages 2 and 3 of the attached report.]

Note: If adopted, the proposed changes will be forwarded to the Rules Committee for codification.

Implementation Date: Fall, 1992.

Attachment-1

5078C

REPORT OF THE 1991 AD HOC COMMITTEE ON THE CALENDAR

Membership: Lynne Hall (chair), Randy Dahl, Sue Fosson, Martha Gentry, Mary Sue Hoskins, Carolyn Kennedy, Sean Lohman, Bill Lyons

Charges to the Committee:

1. Should the current 4- and 8-week summer session arrangement be altered.
2. Adequacy of instructional days provided for in the calendar relative to our benchmark institutions.
3. Issues created by part-of-term courses.
4. Feasibility of a fall break.
5. Alignment of fall and spring semester midterm dates.

Interession/Summer Schedule

The committee surveyed Deans, Department Chairs, and Directors concerning viable alternatives to the current 4/8 week arrangement. A total of 35 responded. Of these, 4 indicated their units do not offer interession or summer session courses and thus did not reply. Of the remaining 31, 20 indicated they were not interested in changing the present arrangement, while 8 indicated a desire for change, and 2 did not care. A summary of the survey results is attached.

The survey was inadvertently sent by the Printing Department to others on the University Senate mailing list. Of those who received the survey (number unknown), 28 responded: 17 indicated no interest in changing and 7 indicated a desire to change. The remaining 4 indicated "maybe" or did not respond.

Conclusion: At this time, the committee found no basis on which to support an alternative to the current 4-week interession/8-week summer session arrangement. Therefore, the committee recommends no change.

Adequacy of Instructional Days

The committee surveyed the Registrars of our 11 benchmark institutions; 9 responded. A summary of this information is attached. Most of the institutions do not include Saturdays as instructional days. The University's number of instructional days (excluding Saturdays) is comparable to the benchmarks' which have a range of 70 to 76 Monday through Friday instructional days per semester. A summary of instructional days by meeting pattern and the current use of Saturdays for instruction at the University also is attached. (See "Selected Calendar Information.")

Conclusion: The current number of instructional days for fall and spring semesters is comparable to our benchmark institutions.

Part-of-Term Courses

Recommendation: The committee recommends that this issue be referred to the Graduate and Undergraduate Councils for review and recommendation. This should be part of the course approval process.

Fall Break

A major rationale for a fall break is that it would provide a respite for students especially beginning students at all levels, as well as additional instructional flexibility for faculty (e.g., increased opportunity to review written work by students). The benchmark institutions were surveyed with respect to a fall break. Three institutions have two days off in October, two give the Wednesday before Thanksgiving, one is out the entire week of Thanksgiving, one has breaks between quarters, one has a one-day break, and one does not have a fall break but is discussing the issue. Thus, 8 of the 9 benchmark institutions who responded have some type of fall break.

The committee contacted Penny Cox, Director of Housing Operations, regarding the potential ramifications of a Fall Break. A response received from Robert Clay, Director of the Office of Residence Life, indicated that the impact on housing should be minimal. No major opposition was presented by Mr. Clay.

Given that a fall break is a prevailing practice of our benchmark institutions and given the relatively high number of instructional days in our fall calendar compared to our benchmarks, the committee felt that a two-day fall break could be implemented without seriously encroaching on the instructional days currently available. The committee agreed that a two-day fall break before the midpoint of the semester was feasible and desirable, but that expansion of the Thanksgiving break to include the Wednesday preceding Thanksgiving Day would be counterproductive, as this may encourage students to take the entire week off. The committee also agreed that a fall break was not necessarily intended as a vacation, and that University housing should remain open. The committee recommends that a 2-day Fall Break be instituted Thursday and Friday of the 8th week of fall semester. A break at this time would precede the midpoint of the term (the following Monday). This time is approximately halfway between the beginning of the semester and Thanksgiving. The committee considered alternating Thursday-Friday with Monday-Tuesday of the same week, but concluded the adverse impact on instructional days would be minimized by the Thursday-Friday arrangement, since there are few Friday classes. The committee also agreed that academic units with special calendars (Law, Medicine, and Dentistry) should be free to make independent determinations regarding the incorporation of a fall break within the guidelines for their respective calendars.

Below is an illustration of how the proposed fall break would fit in the 8th week of the 1991-92 and 1992-93 Calendars:

Characteristic	Thurs.-Fri. Week 8 (1991-92)	Thurs.-Fri. Week 8 (1992-93)
Dates of Fall Break	10/11-12	10/10-11
Midterm (last day to drop)	10/15	10/14
Instructional days to Labor Day	8	8
Instructional days to Fall Break	27	27
Instructional days to Thanksgiving	28	28
Instructional days Thanksgiving to End	10	10

Recommendation: The committee recommends that a two-day Fall Break on Thursday and Friday of the 8th week of the fall semester be instituted beginning in 1992-93. Academic units with special calendars should be free to make their own determinations about the feasibility of a Fall Break.

Alignment of Fall and Spring Semester Midterm Dates

The committee discussed the issues and confusion created by having different days of the week for midterm: Fall-Monday and Spring-Friday.

Recommendation: The committee recommends that midterm for Spring Semester be on Monday instead of Friday.

Other Issues

Another topic for consideration by a future Ad Hoc Calendar Committee was presented by Mr. Clay in his letter concerning Fall Break. The issue is that of the need for Housing to have a longer time between the conclusion of the spring semester and the beginning of the 4-week Intersession. His office is confronted with closing the residence halls at the end of spring semester while admitting students for Intersession. This leaves little time for building maintenance. Mr. Clay suggested that even a few days would be helpful.

LH/lm
WY6094
5/31/91

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

4 September 1991

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, September 16, 1991. Recommendation to amend University Senate Rules, Section I - to add the Special Assistant to the President for Academic Affairs as an Ex Officio Non-Voting Member of the University Senate. If approved, the proposal will be forwarded to the President with a request that the Governing Regulations be amended accordingly.

Proposal: [proposed addition is in bold print and underlined]

2.2.4 Ex Officio Membership

Voting:

The ex officio voting members shall number 13 or 14. In academic years beginning with an even number (e.g., 1984-1985, 1986-1987), this group shall be composed of the following: Chancellor for the Medical Center, Vice President for Research and Graduate Studies, Director of Libraries, Vice Chancellor for Academic Affairs for the Lexington Campus, Vice Chancellor for Academic Affairs for the Community College System, and Deans of the Colleges of Allied Health Professions, Architecture, Communications, Dentistry, Education, Engineering, Law, and Social Work. In academic years beginning with an odd number, the ex officio voting members shall be the following: Chancellor for the Lexington Campus, Chancellor for the Community College System, Vice Chancellor for Academic Affairs for the Medical Center, the Dean of the Graduate School, the President of the Student Government Association, and the Deans of the Colleges of Agriculture, Arts and Sciences, Business and Economics, Fine Arts, Home Economics, Library and Information Science, Medicine, Nursing, and Pharmacy. (US:10/12/81 and BofT:4/6/82; US: 11/10/86; US: 4/13/87 and BofT:9/15/87)

Non-Voting:

The ex officio non-voting membership shall include the President, the Special Assistant to the President for Academic Affairs, all vice presidents, University System Registrar, Associate Vice Chancellor for Academic Affairs, Dean of Students, Professor of Military Science, Professor

Page 2
US Agenda Item: Section I - 2.2.4
4 September 1991

of Aerospace Studies, the Director of the University Studies Program, and, if they are not already elected members of the Senate, the University System faculty members of the Board of Trustees, the Academic Ombudsman, the Director of the Honors Program, and the chairmen of the University Senate Committees, including University Senate Advisory Committees. All officials mentioned in the preceding paragraph who are not voting ex officio members in any year shall be considered non-voting ex officio members. Other ex officio non-voting members may be added by the University Senate Council for the purpose of supplying information and viewpoints on problems considered by the Senate. Ex officio non-voting members shall enjoy all privileges of the elected membership except the right to vote. (US:10/12/81 and BofT:4/6/82) (US: 12/10/84 and BofT:4/1/86) (US: 10/14/85 and BofT: 4/1/86) (US: 11/10/86 and BofT: 1/20/87)

Rationale: The person in this position serves as academic liaison between the administration and all educational units on campus as well as between the campus and the Higher Education offices in Frankfort. To maintain open communication in matters of academic concern, the Senate Council recommends the Special Assistant be designated as an ex officio, non-voting member of the University Senate. (If approved, the proposal will be forwarded to the President for inclusion in the Governing Regulations.)

5076C

UNIVERSITY SENATE 1991-1992

AGRICULTURE (7)

*Blevins, Robert L. '94 (AGR)
 +Davis, Joe T. '93 (AEC)
 Frye, Wilbur W. '93 (AGR)
 +Infanger, Craig L. '94 (AEC)
 +Moody, William G. '94 (ASC)
 Smith, M. Scott '92 (AGR)
 TeKrony, Dennis M. '92 (AGR)

ALLIED HEALTH (3)

*Collins, Patricia '94 (CS)
 Hochstrasser, Donald L. '93 (HS)
 Tucker, Thomas '92 (HA)
 (for McDougall, retired)

ARCHITECTURE (1)

+Groves, J. Russell '92

ARTS AND SCIENCES (24)

Biological & Physical Sciences (10)

Butterfield, D. Allan '93 (CHE)
 Cox, Raymond H. '92 (CS)
 Eakin, Paul M. '92 (MA)
 Goldstein, Lester '92 (BIO)
 (for Fugate, resigned)
 *Griffith, William S. '94 (STA)
 +Kubota, Kenneth K. '94 (CS)
 Lee, Carl W. '93 (MA)
 Thrailkill, John '92 (GLY)
 *Truszczynski, Miroslaw '94 (CS)
 +Weil, Jesse L. '93 (PHY)

Literature & Philosophy (6)

Blues, Thomas O. '93 (ENG)
 +Durant, David S., Jr. '93 (ENG)
 Eastwood, Bruce S. '92 (HIS)
 *Gardner, Joseph H. '94 (ENG)
 *Howard, Don A. '94 (PHI)
 Kiernan, Kevin S. '93 (ENG)

Social Sciences (8)

Canon, Bradley C. '93 (PS)
 *Milich, Richard S. '94 (PS)
 *Mingst, Karen A. '94 (PS)
 Hatch, Laurie R. '92 (SOC)
 Hougland, James G. Jr. '92 (SOC)
 +Lyons, William E. '93 (PS)
 Tickamyer, Ann R. '92 (SOC)
 +Zentall, Thomas R. '94 (PSY)

BUSINESS AND ECONOMICS (9)

Bernardo, John J. '93 (DECSCI)
 *Fulks, Daniel '94 (ACC)
 (On Lv Sp '92)
 Jensen, Richard A. '93 (ECO)
 *Poe, Clyde D. '94 (ACC)
 Pope, Thomas R. '92 (ACC)
 Scott, Frank A. '92 (ECO)
 Tearney, Michael G. '93 (ACC)
 Webb, Michael A. '92 (ECO)
 *Whittler, Tommy E. '94 (MKT)

COMMUNICATIONS (2)

Scheiner, Edward C. '92 (JOU)
 Waldhart, Enid S. '93 (COM)

DENTISTRY (2)

Lillich, Thomas T. '93 (OHS)
 +Spedding, Robert H. '92 (OHP/PED)

EDUCATION (6)

Alston, Reginald J. '92 (EDU)
 Barnard, Harry V. '92 (CUR)
 +Danner, Frederick W. '92 (EDP)
 *Levstik, Linda '94 (CUR)
 *Sagan, Edgar L. '94 (EPS)
 Omgvig, Clayton P. '93 (EDV)

ENGINEERING (6)

*Chow, Louis C. '94 (ME)
 +Cremers, Clifford J. '93 (ME)
 *Funk, James E. '94 (ME)
 *Leigh, Donald C. '94 (EM)
 Paul, Clayton R. '92 (EE)
 Tauchert, Theodore R. '93 (EM)

FINE ARTS (3)

*Collins, Georgia C. '94 (ART)
 +Clarke, W. Harry '92 (MUS)
 Sandoval, Arturo A. '93 (ART)

HUMAN ENVIRONMENTAL SCIENCES (2)

Forgue, Raymond E. '92 (FAM)
 McMahan, Pamela '93 (NFS)

LAW (2)

Ausness, Richard C. '93
 (On Lv Fall 1991)
 McMahan, Martin J. Jr. '92
 (for Underwood, resigned)
 Short, David C. '91
 (for Ausness, On Lv)

*New member Fall 1991

+Serving second consecutive term

LIBRARY AND INFORMATION SCIENCE (1)
Sineath, Timothy W. '93

MEDICINE (11)

Baker, Robert S. '93 (OPH)
*Cibull, Michael L. '94 (PAT)
*Lieber, Arthur '94 (RAD)
+Lucas, Bruce A. '92 (SUR)
Noble, Robert C. '92 (MED)
Phillips, Barbara '93 (MED)
(for Brower, Retired)
+Powell, Deborah E. '93 (PAT)
Thompson, John S. '92 (MED)
*Turco, Salvatore J. '94 (BCH)
+Wilson, H. David '92 (PED)
Wong, Peter '93 (PED)

NURSING (2)

Hall, Lynne '92
Zegeer, Louise '93

PHARMACY (2)

*Lubawy, William C. '94
Shannon, Michael C. '93

SOCIAL WORK (1)

+Wilson, Constance P. '94

UNIVERSITY LIBRARIES (1)

*Janet Stith '94

ASSOCIATION OF EMERITI FACULTY

Voting

Miller, Fannie '91

STUDENT SENATORS (18)

Voting

Agriculture

Tod A. Griffin

Allied Health

Bart Baldwin

Architecture

Andrew Shveda

Arts & Sciences

Jay Ingle

Business & Economics

Brian Stover

Communications

Shawn Meaux

Dentistry

Education

Derby Newman

Engineering

Misha Goetz

Fine Arts

Jim Shambhu

Graduate School

Adrian Jones

Human Environmental Sciences

Angela Knopp

Law

Martha Bruenderman

Library & Information Science

Medicine

Brian Hoffman

Nursing

Pharmacy

Jim Arnett

Social Work

Lenore Crihfield

EX OFFICIO MEMBERS

Voting (14)

Ben W. Carr
Jordan L. Cohen
Scott A. Crosbie
Richard C. Domek, Jr.
Richard Edwards
Richard W. Furst
Robert E. Hemenway
C. Oran Little
Peggy S. Meszaros
Phyllis J. Nash
Daniel R. Reedy
Thomas J. Waldhart
Carolyn A. Williams
Emery A. Wilson

Non-Voting (31)

Virginia Atwood
Raymond F. Betts
Peter P. Bosomworth
Douglas A. Boyd
Carolyn S. Bratt
Joseph T. Burch
Rutheford B. Campbell, Jr.
Clyde R. Carpenter
Edward A. Carter
Samuel Q. Castle
Donald B. Clapp
Audrey L. Companion
Randall W. Dahl
Joseph L. Fink, III
Philip A. Greasley
J. John Harris III
S. Zafar Hasan
Christine Havice
Micki King Hogue
James M. Kuder
Gretchen LaGodna
Thomas W. Lester
Linda J. (Lee) Magid
David A. Nash
Thomas C. Robinson
Thomas Stipanowich
David H. Stockham
Louis J. Swift
Charles T. Wethington
Eugene R. Williams
Paul A. Willis

SENATE COUNCIL

Voting

Blomquist, Glenn C. '92 (B & E)
Guthrie, Robert D. '91 (CHE)
Hall, Lynne A. '92 (NUR)
Lyons, William E. '93 (A & S)
McEllistrem, Marcus T. '91 (PHY)
Noble, Robert C. '92 (MED)
Piecoro, John J. Jr. '93 (PHAR)
Powell, Deborah E. '93 (MED)
Wilson, Constance P. '91 (SW)
(for Boling, resigned)

Students

Jim Arnett '92
Jay Ingle '92

Ex-officio (Non-Voting)

Betts, Raymond F. '92 (Board Member)
Bratt, Carolyn S. '93 (Board Member)
Crosbie, Scott A. (SG President)