

The University Senate met in called session at 3:00 p.m., Monday, May 3, 1976, in the Court Room of the Law Building. Chairman Jewell presided. Members absent: Gerald Ashdown*, Ruth Assell*, Brad Austin, John G. Banwell*, Charles E. Barnhart, Jerry M. Baskin*, Robert P. Belin*, Joanne Bell, Robert S. Benton, Juris Berzins*, Norman F. Billups*, Jack C. Blanton, Peter P. Bosomworth*, Robert N. Bostrom, Garnett L. Bradford*, Joseph T. Burch, H. Stuart Burness*, Carl Cabe*, D. Kay Clawson, Michael Clawson, Frank Colton*, Ronda S. Connaway*, Samuel F. Conti*, Alfred L. Crabb*, Donald P. Cross, M. Ward Crowe, Vincent Davis*, Robert J. DeAngelis, Patrick P. DeLuca, George W. Denmark, Roland Duell*, Mary Duffy, Anthony Eardley, Jane M. Emanuel*, Diane Eveland, Paul Fraysure*, Fletcher R. Gabbard*, Claudine Gartner*, Dennis George*, James Gibson*, James Gladden*, John L. Greenway, Ward O. Griffen*, Joseph Hamburg, George W. Hardy, Beth Hicks, Nancy Holland, Sara L. Holroyd*, Raymond R. Hornback, David Howard, Margaret W. Jones*, David T. Kao, Don Kirkendall, James Knoblett*, Theodore A. Kotchen*, Austin S. Litvak*, William Lyons, Michael C. McCord*, Randolph McGee*, Marion E. McKenna*, Gwen E. Mead, James Metry, Stacie Meyer, Robert C. Noble*, Jacqueline A. Noonan, Elbert W. Ockerman*, Janet Patterson, Margie Peak, Paul M. Pinney, Jean Pival*, Jeanne Rachford, Daniel R. Reedy*, Frank J. Rizzo, Ellen Roehrig*, JoAnn Rogers, David F. Ross, John S. Scarborough, John Serkland, Gerard E. Silberstein, Otis A. Singletary*, John T. Smith*, David Spaeth*, John B. Stephenson, Sharon Stevens, William Stober*, John P. Strickland*, Louis J. Swift, Harold H. Traurig*, Kristin Valentine*, Earl Vastbinder*, M. Stanley Wall, Julie Watkins*, M. O'Neal Weeks, Matthew Welch, Kennard Wellons*, Judith Worell*, Kenneth R. Wright, Fred Zechman.

The minutes of the regular meeting of April 12, 1976 were accepted as circulated with the correction of the word "autocratic" to "autonomous" in the last line of the fifth full paragraph on page 9.

The Chairman reported to the Senate as follows:

There are three or four items the Senate Council has been dealing with that I want to call to your attention. The first involves a proposed amendment to the Governing Regulations. There is another one which we will be dealing with today. The first one came to the attention of the Senate Council who looked at it and decided that we did not need to take time on it but simply report to you that the Board of Trustees will be considering at its next meeting many of the Governing Regulations to make it clear that the Student Code will no longer apply to students not on the Lexington campus. Specifically, it will no longer include students at Ft. Knox, or off-campus extension students. We could see no objection to this and are simply reporting this to you.

There is also a very slight amendment to the Senate Rules, which the Rules Committee and the Senate Council have approved, to clarify an ambiguity in the Senate Rules about when the secretary of the Senate Council is chosen. We are going to have a secretary-elect chosen at the same time the chairman-elect is chosen, namely, in March preceding the time they take office in January. The existing Rule is vague and has been followed even more vaguely.

More exciting than this for you--you will be glad to know that the Rules of the University Senate are going to be put on a computer so that those of us who care about the Senate Rules can, at any moment, find out exactly how they are worded at that time so that we can keep up-to-date an amended version. It should also facilitate reprinting those parts that

*Absence explained.

are reprinted every year to circulate to you. It should, eventually, facilitate such things as interpretations of the Rules, keeping records of these, even finding the dates of amendments to the Rules, so that we can trace the history of it. This kind of thing we have discovered from sad experience, is sometimes hard to find out.

There is a feeling that, to a large degree, the existing rules regarding regulating students in the academic requirements of various kinds, apply primarily to undergraduates; and that in some cases, the Rules need to be expanded or amended to clarify distinct rules that may be pertinent to professional or graduate students. An example would be the recently adopted rule of the Graduate School concerning probation for graduate students which will be submitted to the Senate for incorporation in the Senate Rules next fall. This problem will be studied early in the fall, if not before, and I call it to your attention so that if you have any input you want to make about it, you may send us a note.

I would like to make a brief announcement concerning the protocol of the Senate. The Senate Council discussed some time ago, and decided to put into effect in the fall, a slightly different procedure for handling memorial resolutions. In the future when we get a memorial resolution it will be submitted to the Chairman who will briefly state the basic information in it. The resolution, itself, will be entered in the minutes of the Senate and, therefore, be available to all members of the faculty, as the minutes are. But the resolution, as such, will not be read at the Senate meeting. We will also continue the custom of standing for a moment of silence but we will not read the resolutions on the floor of the Senate.

This is the final Senate meeting for some of you whose term is coming to an end. I want to take this opportunity to thank you for your contributions to the Senate, in most cases, over the last three years. We appreciate the contributions you have made. There are a lot of thankless jobs in the University and I think serving on the Senate, like so many of the other committee assignments, fits into that category.

At this time I would like to call on Dr. Paul Sears who has a Resolution to present to the Senate.

I have the honor to read a Resolution on behalf of the University Senate.

This meeting of the University Senate on May 3, 1976, is the finale for one person among us whose association with this body is unparalleled in its history. For twenty years, Mrs. Kathryn (Kitty) Shelburne has served as Recording Secretary of the University Senate. Prior to that, she served for five years in this capacity on a substitute basis.

During her twenty years as Recording Secretary, the number of Senate meetings has ranged from eight to twenty-three meetings per year and Kitty has been at her station at all but two of these meetings. Her devotion to duty and exemplary fulfillment of responsibility with respect to her role as Recording Secretary is indeed unique for an organization such as this.

Throughout these years, Kitty has established the reputation of knowing more about the Senate - its actions and its current rules than any other person. Prior to the creation of the University Senate Council, she maintained the only complete records of the Senate's actions. Those who needed information about the Senate have always called on her. Since the advent of the Senate Council, her recordkeeping responsibilities have diminished somewhat, yet her files are the most complete available on matters such as:

academic programs and courses approved by the Senate; Senate elections and membership; eligibilities of persons for various elections; and other pertinent concerns of the Senate.

Since the establishment of the Senate Council, each chairman of the Council has found Kitty to be most helpful. She has always gone out of her way to provide information and resource material and, yet, at the same time she has never been known to attempt to interfere with or impose her way on the internal workings of the Senate or its Council.

Mrs. Shelburne has been associated with the University of Kentucky for thirty-two years: 1945-1951 with the Stenographic Bureau, where she was Director at one time, and since 1951 in several capacities with the Registrar's office. She is planning to retire on June 30, 1976.

Therefore, Mr. Chairman, let us rise to recognize Mrs. Shelburne for her many contributions to the University Senate and to the University of Kentucky. Let us express to her, with a round of applause, our gratitude for her devotion, her integrity, her accurate minutes and records, and her cooperation and, last but not least, for her as a person.

The Chairman moved to the first action item on the agenda, that of the recommendation to amend the Governing Regulations defining academic year (circulated to the faculty under date of April 27, 1976). He stated that he would need a motion from the floor to suspend the ten-day Rule in order to consider this item. Motion was made and approved to suspend the Rule. The Chairman then recognized Professor Paul Oberst, Secretary, Senate Council, who recommended, on behalf of the Senate Council, that the Senate notify the President of its approval of the following proposed amendments to the Governing Regulations to be adopted in place of those received for consideration at the April 6, 1976 meeting of the Board of Trustees.

(a) Amend PART X-C (page 36) to read:

C. Conditions of Employment

1. Terms of Assignment

Academic assignments are made on academic year, ten month, and twelve month basis.

2. Vacation Leave

All full-time appointees on a ten month or a twelve month academic assignment basis shall be entitled to a one-month vacation leave with pay. Vacation leave cannot be accumulated. All members of the teaching faculty shall be in actual attendance at least until after commencement and until all reports have been made, and at least three days prior to the first day of registration for the fall semester unless for special reasons special leave is approved.

Full-time faculty members employed on an academic year basis shall be on assignment from August 16 through May 15 and are expected to be normally available for participation in

appropriate academic activities during this period. To insure opportunities for vacations, faculty members employed on this basis shall be limited to two months of employment in activities funded by the University or its affiliated corporations during the summer period (May 16 through August 15).

3. Professional Practices

During their annual assignment period (whether academic year, ten months or twelve months), faculty and research staff members are expected to serve the University. It is assumed that all persons on the academic staff will be interested primarily in the work of their respective educational units, giving their chief efforts to the promotion of that work.

(No further changes in this section.)

- (b) Amend the third and fourth paragraphs of PART X-C-5-a (pages 38 and 39) to read:

After six years of continuous eligible service, an individual may apply for one year's leave (academic year for appointees on academic year or ten month assignments) at one-half salary or six months' leave (academic semester for appointees on academic year or ten month assignments) at full salary. After three years of continuous eligible service, an appointee may apply for six months' leave (academic semester for appointees on academic year or ten month assignments) at one-half salary. "Continuous service" is interrupted by a sabbatical leave, i.e., no service prior to a sabbatical leave may be credited toward eligibility for future sabbatical leave. Leaves of absence without pay are not normally credited toward eligibility for sabbatical leave. However, exception may be made when the leave enhances the value of the individual to the University, e.g., a leave to accept a fellowship or a grant, service for professional organizations, etc. In no case shall the leave of absence without pay be considered as an interruption of continuous service.

Sabbatical leaves shall not be used as a means of augmenting personal income. A recipient may not accept gainful employment during the sabbatical leave (for an individual on an academic year assignment basis this does not include the period of May 16 through August 15; for an individual on a ten month assignment basis this does not include the period of vacation and the two months outside the assignment period each fiscal year; for an individual on a twelve month assignment basis this does not include the one-month vacation period) except as follows:

(No further changes in this section)

In discussion which followed a Senator raised the question of why the change in the definition of the employment period. Vice President Donald Clapp responded that the basic reason for it runs to the amount of compensation faculty members are eligible for primarily from extramural sources. Under the current 10-month contract the regulation provides that there is a month's vacation in that 10 months.

The federal agencies have suddenly decided that persons on 10-month contracts like that are no longer eligible for two-ninths compensation in the summer so the only thing we are attempting to accomplish is to put the month's vacation beyond the nine-month period so that the employment period is nine months that employee will be eligible for two-ninths compensation from extramural sources in the summer.

Following further discussion motion was made to amend the proposal to delete the following sentence:

". . . To insure opportunities for vacations, faculty members employed on this basis shall be limited to two months of employment in activities funded by the University or its affiliated corporations during the summer period (May 16 through August 15).

The Senate defeated this amendment.

The Senate then voted to approve the proposal as presented, for recommendation to the President for presentation to the Board of Trustees.

The Chairman asked for a motion from the floor to waive the ten-day circulation in order to consider the next action item on the agenda. The Senate approved such a motion. Chairman Jewell recognized Professor Oberst who presented a motion, on behalf of the Senate Council, to amend the Rules of the University Senate, Section IV, 3.4, to read:

3.4 Concurrent Registration in Courses Bearing the Same Number --

A student may not register in a given term for more than one course bearing the same number except where the course description indicates the course may be repeated for a specified number of credit hours.

This proposal had been circulated to the faculty under date of April 27, 1976.

Without debate the Senate approved this motion.

The Chairman asked for a motion from the floor to waive the ten-day circulation in order to consider the next item on the agenda. The Senate approved such a motion. The Chairman then recognized Professor Oberst who presented a motion, on behalf of the Senate Council, to amend the Rules of the University Senate, Section I, 5.2, first paragraph, as follows. This proposal was a part of the preceding proposal circulated to the faculty under date of April 27, 1976.

5.2 Election of Voting Faculty Members of the Board of Trustees

As specified in the Governing Regulations, there shall be two voting faculty members of the Board of Trustees. Faculty members who may vote in the election of faculty members for the Board of Trustees shall be those in both the University System and the Community College System who (1) have an actual or equivalent rank of Assistant Professor or higher, (2) hold a tenured position or one in which tenure may be acquired, and (3) are included in the faculty T.I.A.A.-C.R.E.F. retirement program (or eligible for such inclusion after one year of University service) or other retirement program approved by the Board of Trustees.

Faculty members eligible to serve as an elected member of the Board of Trustees shall be those who meet the voting qualifications and who are members of the teaching and research faculty at time of election and service. Teaching and research faculty are those whose primary assignment is in those areas. For purposes of this section, assignment as Department Chairman shall not automatically exclude one who holds such a position from eligibility to serve as an elected member of the Board of Trustees. Faculty members of the Board of Trustees shall be eligible for re-election.

Eligibility under paragraphs 1 and 2 above shall be certified in the same manner as for elections to the University Senate or the Senate of the Community College System.

Following some discussion motion was made to delete the word "automatically" from the second paragraph of the proposal. The Senate approved this motion.

The Senate then approved the motion as presented and amended.

Dr. Jewell reported that the next item for consideration by the Senate was not on the agenda of the meeting nor had it been to the Senate Council. He referred the Senators to the one-page document that had been handed to the Senators as they entered the meeting, a recommendation from the College of Home Economics.

He asked for a motion from the floor to waive the ten-day rule in order to consider this proposal. The Senate voted to waive the rule.

Dr. Leonard Packett, Department of Nutrition and Food Science, College of Home Economics, moved that the following rule be added to the Rules of the University Senate, Section IV, 2.0 Admission Requirements, as an additional paragraph, on page 5, contingent upon approval of the program by the Undergraduate and Senate Councils.

2.19 Admission to the College of Home Economics Coordinated Undergraduate Program in General Dietetics, Option B of the Professional Dietetics Program.

Admission to the University of Kentucky of transfer students or completion of the Sophomore year by continuing students does not guarantee admission to the Coordinated Undergraduate Program. Admission to the program is dependent upon the availability of resources for implementation of quality instruction and the number of students admitted will be limited by these considerations. Students who have completed the required preprofessional courses will be admitted on the basis of their cumulative collegiate grade point average and other criteria indicating potential for becoming successful dietitians (e.g. physical acceptability, references and personal interview).

Following some discussion the Senate voted to approve this addition to the Rules of the University Senate, contingent upon approval of the program by the Undergraduate and Senate Councils.

The Chairman recognized Dr. Pritam Sabharwal, the Academic Ombudsman, who presented the following annual report:

Mr. Chairman and Members of the Senate:

I want to express my appreciation to all of those with whom I have had dealings as an Academic Ombudsman. Even when the relationships were strained, everyone involved was cooperative to reach a so-called satisfactory solution. I review this position of Academic Ombudsman as one who is a good listener, and

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can influence the parties concerned in trying to reach a fair solution of the problem

There was a total of about 329 complaints for which I kept records. There were another 100 students for whom it was necessary to maintain records. These included advising and minor personal and academic problems. Also there were students who did not want to have a record of their complaints filed in the office--perhaps afraid of the CIA or FBI. There were 28 cases which were considered non-academic. These included fines, financial aid, ventilation in the classrooms, smoking, bookstore, Library fines, Placement Office problems, thus leaving 301 academic cases. This compares to the 188 contacts that Dr. McCullers made last year as an Academic Ombudsman.

First of all, I would like to give a breakdown of the cases with respect to the various units involved. As usual, Dr. Gallaher's college is at the top of the list. We had about 147 cases there. We know that there are too many students there and we expect that kind of problems coming from the students. Business and Economics had 26 cases; Law had 22; Home Economics had 21; Education had 30; Agriculture had 10; and Engineering and the Registrar's Office had 5 each. Nursing and Allied Health had 4; Architecture had 3; Pharmacy had 4. LTI, Dentistry, and Medicine had 2 each. There was a complaint from ROTC also, and one from the Honors Program. There were only 16 complaints from graduate students and that is also expected because mostly they are afraid of making any of these complaints. The majority of the complaints were from the undergraduate students.

Let me give you an idea of the types of problems an Ombudsman faces. There are some that are very interesting and I don't know whether I can repeat those things here. However, I think I can express a few which are very common. The matter of grades and grading procedures constituted about 204 cases. These included problems relating to syllabus not given to the students. (We should do that thing; legally we are supposed to.); course not corresponding to the syllabus (the syllabus was there but the course was a little different, sometimes very different); changing of grades from E to W or I (the student felt that his work and grades deserved an A or a B instead of a C); there were 84 cases involving dissatisfaction with the teacher. What kind of dissatisfaction? The teacher was either late or did not show up for the class several times; showed no enthusiasm or interest toward the students or the course; and there were instances where the teacher insulted a student in front of the whole class repeatedly; 52 cases in all--examinations--whether or not it was legal to change the time or the date of the exam; examinations being too ambiguous, too messy to read, maybe hand-written, in my language (Punjabi) perhaps. There were 16 cases of plagiarism and cheating. One of these was very fascinating to me. A faculty member reported the matter to me but also said that he would volunteer to put this boy on the right track. I would like to get this type of help quite often. I accepted his help and the faculty member concerned counselled the student back on the right track without any harsh punishments. I definitely have a lot of respect for this type of faculty member. There were nine cases where the students were dissatisfied with the quality of the course. They thought it was gibberish. But that, once again, depends upon who was making the comment. There were some cases where the teachers announced the names of students

while giving grades. And that is, by the way, illegal. All the cases, except those pending, have been resolved to the satisfaction of the parties concerned and the good news is that not one of these cases has gone to the Appeals Board so far.

The Ombudsman's Office has served as a cooling off place for the students. The student does not feel pressed and left inhibited and is more confident that the Ombudsman will at least make his best effort to remedy the situation. The office provides an excellent chance for the students and faculty to bring their grievances and to come to an amiable solution. Somebody might ask, "When do we have our busiest season?" Well, it is here right now. It seems that the numerous complaints come before, during, and after the examinations and the grades are in.

A majority of the students and some faculty members think that this is a full-time job. I must make it clear that officially it is a half-time job and normally the faculty member is given 50 per cent off from his teaching responsibilities. However, this was not the case with me. I was needed in the department and I had full-time teaching and research responsibilities in addition to being Ombudsman. The next question is, "Is it really a half-time job?" There are days when the job demands more than full-time; however, there are times when the new complaints are few and this was a good opportunity to make contacts with the professors and resolve pending cases. In other words, this was the busiest, yet the most pleasant year, of my life.

Now how can we reduce the problems for the Academic Ombudsman next year. On the basis of my experience, I recommend nine Commandments instead of the 10 coming from Moses. I would like for you to listen to these carefully because if you do, I believe we will reduce the problems next year.

1. The Chairman of all departments should remind faculty members that they give a syllabus to the students during the first week of classes.
2. The syllabus must contain the contents of the course.
3. The course content should be preferably similar to what you plan to teach.
4. The grading system should be explained clearly. The students like to know whether the grade A starts at 90 or 100. And some faculty members are in the habit of using a different system and telling the student, "Well, we will see later, decide the cut off line depending upon the curve." And that curve really suspends the students. So to reduce problems for the Ombudsman, I think it would be preferable to use the exact point system.
5. Please do not apply new rules and regulations to the students who entered the program under a different set of rules. I think we have rules and regulations for undergraduates that very clearly say that a student has an option to pick up the old rules or the new rules but to my knowledge I did not see such rules and regulations for the graduate students.
6. Do not encourage students to cheat. I think the faculty should take more responsibility. I have cases where numerous students were packed in small rooms and the students are practically breathing on each other. Sometimes the faculty member concerned left the room quite often. Where he went, God knows. And today I have had the same kind of example again. The student

called and said, "Dr. Sabharwal, the faculty member was not in the class. I want to ask some questions and I think he has disappeared."

7. Please do inform the students in advance if you are planning to miss a lecture due to a professional meeting. Ask someone else to put a note on the door before the class starts if you can't come to the class because you are sick.

8. Listen to the student's problems very carefully and please try to resolve by putting yourself in his or her position.

9. Encourage mutual trust and put a spark in the life of the students by use of your experience and genuine interest in your own students. They are our own students. They need us and we need them.

I would now like to mention a few words of thanks to those who made my job very enjoyable and very successful. I would like to begin with Dr. McCullers, the Ombudsman for last year, who gave me a few very nice inside tips; Dr. Paul Sears and the Senate Council Office, especially Cindy, for very helpful set of rules and regulations and who also gave friendly advice wherever I needed it; Mr. Jack Blanton, Vice President for Business Affairs, and Ms. Judy Singleton, the Business Affairs Ombudswoman. Perhaps you know that we have an Ombudswoman on this campus, too. Dr. Clapp, the Vice President for Administration, was always very helpful. Various faculty members, Chairmen, Deans, and other Vice Presidents with whom I had some grievance, were extremely cooperative. A special thanks is due to President Singletary for his encouragement and for providing excellent facilities for carrying out the job in the best possible manner.

Finally, I would like to thank you all for giving me this opportunity to serve the University of Kentucky. I hope that I have been able to reduce the friction and bridge the gap between the students, the faculty, and Administration. As I mentioned previously, this time is a peak season for my business so I think I had better run back to my office. Thank you very much.

Chairman Jewell asked the Senators if they wished to address any questions to the Chairman of the Senate Committees that had presented annual reports. The reports had been circulated to the faculty under date of April 21, 1976 and additional committee reports were handed to the Senators at this meeting and are appended to these minutes. There being no questions, the Chairman declared the meeting adjourned at 4:25 p.m.

Kathryne W. Shelburne
Recording Secretary

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

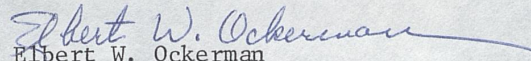
April 26, 1976

TO MEMBERS OF THE UNIVERSITY SENATE

The University Senate will meet in called session at 3:00 p.m., Monday, May 3, 1976, in the Court Room of the Law Building.

Items on the agenda:

- (1) Approval of the minutes of the regular meeting of April 12, 1976.
- (2) Informational Items:
 - a. Summary of Senate Council activities.
- (3) Action Items:
 - a. Recommendation on amendment to Governing Regulations on definition of academic year (circulated to the faculty under date of April 27, 1976).
 - b. Proposed amendment to University Senate Rules, Section IV, 3.4, regarding simultaneous registration in two courses with same number (circulated to the faculty under date of April 27, 1976).
 - c. Proposed amendment to University Senate Rules, Section I, 5.2, concerning eligibility for election of faculty members to the Board of Trustees (circulated to the faculty under date of April 27, 1976).
- (4) Reports:
 - a. Report of the Academic Ombudsman.
 - b. Opportunity for Senators to raise questions about Senate reports previously circulated.


Elbert W. Ockerman
Secretary, University Senate

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

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UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 21, 1976

MEMORANDUM

TO: Members, University Senate

FROM: University Senate Council.

Each of the Senate Committees has been asked to submit a report on its work during the academic year. The reports already received are enclosed. Others that are received will be circulated or distributed at the May 3 Senate meeting.

Chairpersons of Senate committees will be available to answer questions related to the reports at the May 3 meeting.

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Attachments

Annual Report of the Senate General Studies Committee
Mary W. Hargreaves, Chairman
April 29, 1976

"The Committee on General Studies is charged with reviewing and evaluating the General Studies program to determine whether it is achieving its educational objectives." The Committee has accepted as a statement of the overall objectives of the General Studies program the report of the Ulmer Committee, presented in the spring of 1974. Noting, however, that the goals for the individual Areas in contributing to that program have yet to be defined, the Committee has worked on the problem at two levels.

First, it presents the following statements as minimal summations for incorporation in the University Catalogue:

Area I: Introduces the student to tools or thought that are applicable across a broad range of inquiries. Study of mathematical and logical systems carries with it practice in abstraction, inference, and precision, which the student will find valuable in all modes of thought. In philosophy the student approaches systems of thought from a critical point of view, examining pre-suppositions and values and meeting basic issues of meaning, reality, reasoning, and ethics.

Area II: Provides basic understanding and awareness of the environment as manifest in the physical sciences. The aim is to present courses of sufficient breadth and depth to insure a firm foundation in the philosophy and methods of the chosen field.

Area III: Opens up the field of biological science to the new student through the use of approaches that provide insights into pertinent scientific methods; teaches the vocabulary necessary to understand the particular discipline, so that exploration can be continued independently; stresses the relevance of the subject matter to other fields of everyday life; and emphasizes concepts or generalizations based upon the data presented.

Area IV: Focuses on the language, literature, and cultural development of given groups of people. The objectives are: (1) to provide intellectual insights to the nature and function of language, and (2) to develop sensitivity to and awareness of different cultural patterns. An important accompanying aspect of these goals is skill development in a foreign language.

Area V: Develops broad understanding of Western culture, from which value judgments and aesthetic appreciations may be formed.

Area VI: Acquaints students with the past of their cultural experience so that they may better understand the present. Creates a consciousness of developmental change, and teaches the ability to read and think critically through the analysis and interpretation of historical problems.

Areas VII and VIII: Promote basic understandings of human, social, and economic behavior. These areas afford an ever-growing, systematic distillation of the currently available knowledge about some of the most fundamental problems facing our society, civilization, and common humanity.

Second, the Committee has approved somewhat broader criteria to serve as guidelines in assessing course offerings under General Studies. In respect to all the Areas, it is agreed that such courses: (1) Should not be career-oriented or directed toward a specific profession; (2) Should not be merely a sampling of the knowledge of the several disciplines or, still less, a sampling of the knowledge from individual disciplines within the Area. The courses should aim to develop useful syntheses of knowledge.

With specific reference to Area III the goals for course inclusion have been stated as follows: General studies courses in Biology should serve as an introduction to the basic principles of the discipline, since these courses lay the groundwork for future courses in the field or serve as terminal courses for students in other disciplines. An experimental approach should be used when appropriate to provide insight on how the scientific method is implemented. These courses should: (1) introduce new fields to students, (2) teach terminology, thereby enabling students to continue study about the living world, (3) stress the significance and relevance of the biological world whenever possible, so that students are stimulated to relate the material to other fields, (4) emphasize concepts or generalizations based on the facts, and (5) provide the foundation of learning necessary for evaluating and making intelligent decisions regarding important biological problems or questions facing both the individual and society.

For Area V: The list of acceptable courses should be broadly based in literature and the arts (including music), should consist of a mix of upper and lower division offerings (thus insuring that students need not repeat materials they have already studied), should provide a broad understanding of Western culture from which value judgments and aesthetic appreciations may be formed, and should whenever possible be taught by faculty with expertise specifically identified with the subject matter.

Areas VII and VIII: The effort to develop syntheses of knowledge, as distinct from a sampling of disciplines, seems particularly essential and applicable in the area of social and behavioral sciences. The current and potential uses, as well as probable limitations, of science and scientific research in such study should be delineated.

Action recommendations: The General Studies Committee recommends to the appropriate bodies:

- 1) That the University Senate request the University Administration to support long-term, organized, interdisciplinary effort to formulate core courses or sequences of courses for the General Studies program;
- 2) That the Departments be urged to staff General Studies courses, insofar as practicable, with faculty of professorial rank;
- 3) That amendments be effected in the University Catalogue, viz: :
 - a) Correction of listings of course options in accordance with available offerings, specifically in reference to Area III;
 - b) Identification with an asterisk of all General Studies courses, as an aid to students and their advisers in program planning;
 - c) Clarification of the difference in language requirements between the General Studies and the Arts and Sciences programs, by inserting the explanatory statements as appended to this report;
- 4) That the Department of Mathematics be encouraged to consider introducing a course or course sequence for the non-science/non-business major which would emphasize the development of the basic principles of mathematics;
- 5) That the Undergraduate Council direct that the ENG 261 and 262 sequence be revised during the coming academic year, so that it will not exclude English and American literature; that better coordination of the sections be implemented; that a syllabus and a statement of goals be developed; and that qualified faculty from other departments also be utilized in the teaching of these courses. It is recommended, furthermore, that the English Department be asked to consider and report on the practicability of developing ENG 221 and 222 and ENG 251 and 252 as General Studies courses.
- 6) That TA 121 (a new course proposal combining TA 120 and 121) be accepted for inclusion in the General Studies component of Area V if it is taught in accordance with the revised justification as filed under date of March 30, 1976. The Committee recognizes that the course syllabus may be interpreted with a craft emphasis antithetical to the goals of the General Studies and requests that the development of the course under the humanistic approach stipulated in the justification be reviewed periodically.
- 7) That GEN 102, taught through the College of Agriculture, be listed as an alternative to SOC 101 under Areas VII and VIII of the General Studies program.

Appendix on Language Requirements

It is important to note that under the University General Studies program a student may satisfy any 5 of 8 Areas for graduation. If he chooses Area IV (Languages) as one of the 5 Areas, he must satisfy the four-semester sequence in one language by passing the fourth semester or by demonstrating equivalent competence by examination.

Aside from the above University requirement, various colleges of the University have their own requirements. Some require a knowledge of languages for graduation; others do not. Among those requiring knowledge of languages is the College of Arts and Sciences. If a student in this College wishes to count Area IV as one of the 5 Areas needed for graduation, he must satisfy the four-semester sequence, as above stipulated. If, on the other hand, the student chooses 5 Areas outside Area IV in fulfillment of graduation requirements of the University, he may satisfy the language requirement of the College in a variety of modes:

- (a) by satisfactorily completing four years of language in high school;
- (b) by adding to his high school language study the college units necessary to satisfy a four-semester sequence of one language;
- (c) by adding to three years of one language taken in high school two semesters of another language taken in college;
or
- (d) by adding to two years of one language taken in high school three semesters of another language taken in college; or
- (e) by adding to one year of language taken in high school two semesters of the same language continued in college and two more semesters of another language taken in college.

Annual Report from the Senate Special Teaching Programs Committee
Constance P. Wilson, Chairman
April 27, 1976

This Senate Committee chose among its several components to review in depth three areas. First to be acted upon were the recommendations of Professor Margaret Jones' committee of last year regarding correspondence courses. Professor Jim Gibson reviewed these in depth, and a change in the Senate rules was presented and passed.

Professor Sara Leech and her sub-committee reviewed some issues around the Evening School Program. Her full report is on file in the Senate office. Among some of the questions raised which can be followed up next year are: Should the Evening Program become an integral part of the Colleges? How can class offerings be broadened and salaries upgraded in this program? Are we serving both our own students and the community well in both the degree and non-degree offerings and should these be separated? Should more thought and resources be devoted to the part-time, more mature, non-traditional student so that a well integrated education is possible for this individual? In addition to other questions, a summary view of the Evening School is available in this report.

Professor Richard Warren reviewed the use of T.V. as campus instruction and the use of media services. Some issues raised are: a change in the Senate rules in regard to T.V. instruction; an updating on the use of various technologies in the classroom and in other settings; the education of faculty in the use of various media.

Experiential learning was reviewed in depth last year by Professor Jess Harris' committee, and this year Professor Virginia Lane was responsible for monitoring that area.

International Programs, Honors, Cooperative teaching were not examined.

A recommendation has been made to the Senate Council for restructuring and dividing the various tasks of this committee.

Annual Report of the Senate Academic Organization
and Structure Committee
James Criswell, Chairman
April 22, 1976

Actions Recommended to the Senate:

- 1) Approval of changing the name of the Department of Cell Biology, College of Medicine, to the Department of Medical Microbiology and Immunology.
- 2) School of Communications be abolished and elements of the school be realigned into two new academic units-- School of Journalism and Department of Human Communication.
- 3) Establishment of a College of Fine Arts Composed of the School of Music, Department of Art, and Department of Theatre Arts.

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 27, 1976

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEMS: University Senate Meeting, May 3, 1976
(1) Amendment to Rules IV, 3.4, regarding simultaneous registration in two courses with the same number.
(2) Amendment to Rules I, 5.2, on eligibility for election of faculty members to Board of Trustees.

- (1) The Senate Council recommends approval of the following proposal from the Admissions and Academic Standards Committee.
Amend Senate Rules IV, 3.4 to read:

A student may not register in a given term for more than one course bearing the same number except where [such courses have different identifying titles] the course description indicates the course may be repeated for a specified number of credit hours.

The existing rule has created considerable confusion concerning independent study courses, topical seminars, research problems, courses, etc. Departments often consider it desirable for a student to take two such courses at one time, dealing with different topics or projects. The rules change would permit this.

- (2) The Senate Council recommends approval of the following proposal from the Rules Committee.
Amend Senate Rules I, 5.2 (first paragraph) to read:

5.2 Election of Voting Faculty Members of the Board of Trustees

As specified in the Governing Regulations, there shall be two voting faculty members of the Board of Trustees. [Faculty members eligible to serve as and to vote for the faculty members of the Board of Trustees shall be those in both the University System and Community College System who have an actual or equivalent rank of assistant professor or higher and have full-time academic assignments in one or more of the areas of teaching, re-

search, libraries, and counseling. The roster of such eligible faculty members shall be prepared and certified in the same manner as for elections to the University Senate or the Senate of the Community College System. Faculty members of the Board shall be eligible for re-election.] Faculty members who may vote in the election of faculty members for the Board of Trustees shall be those in both the University system and the Community College system who (1) have an actual or equivalent rank of Assistant Professor or higher, (2) hold a tenured position or one in which tenure may be acquired, and (3) are included in the faculty T. I. A. A. -C. R. E. F. retirement program (or eligible for such inclusion after one year of University service) or other retirement program approved by the Board of Trustees.

Faculty members eligible to serve as an elected member of the Board of Trustees shall be those who meet the voting qualifications and who are members of the teaching and research faculty at time of election and service. Teaching and research faculty are those whose primary assignment is in those areas. For purposes of this section, assignment as Department Chairman shall not automatically exclude one who holds such a position from eligibility to serve as an elected member of the Board of Trustees. Faculty members of the Board of Trustees shall be eligible for re-election.

Eligibility under paragraphs 1 and 2 above shall be certified in the same manner as for elections to the University Senate or the Senate of the Community College system.

This proposed revision was prepared by the Rules Committee after consultation with the President and after considerable deliberation. The major effect of the change is to distinguish between eligibility for voting in a Board of Trustees election and eligibility to serve on the Board. It extends the right to vote to all "faculty members" who could logically be so classified under state law but places restrictions on those eligible to serve. Such a distinction is provided for in the state law (KRS 164.130(2): "The faculty members [of the Board] shall be teaching or research members of the faculty of the University of Kentucky of the rank of assistant professors, or above. They shall be elected by secret ballot by all faculty members of the university of the rank of assistant professor and above." Such a change appears to be necessary to make the Senate Rules conform to the statute. The result will be some expansion in the number of persons eligible to vote for faculty members of the Board of Trustees.

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 27, 1976

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, May 3, 1976
Recommendation on amendment to the Governing Regulations
on definition of academic year.

The Senate Council recommends that the Senate recommend to the President approval of the amendment to the Governing Regulations (enclosed) pertaining to definition of the academic year, which is on the agenda of the Board of Trustees.

Under the Governing Regulations, the Senate has an opportunity to recommend on all amendments to the Regulations before final action by the Board. The Council has concluded that the amendment will serve faculty interests by facilitating adequate funding of summer salaries from outside grants. The following background statement was provided when the proposal was presented to the Board:

Background: The proposed amendments primarily constitute technical changes in wording which will bring statements in the Governing Regulations of the University of Kentucky into better conformance with established institutional practices. No basic modifications in the nature of assignments or responsibilities of faculty will be involved. Interpretation and acceptability of current practices with respect to externally funded programs, however, will be greatly facilitated.

/cet

Attachments

Office of the President
May 4, 1976

Members, Board of Trustees:

PROPOSED AMENDMENTS TO THE GOVERNING REGULATIONS

Recommendation: that the following proposed amendments to the Governing Regulations of the University of Kentucky be adopted in place of those received for consideration at the April 6, 1976 meeting of the Board of Trustees.

(deletions are bracketed; additions are underlined)

(a) Amend PART X-C (page 36) to read:

C. Conditions of Employment

1. Terms of [Appointment] Assignment

Academic [appointments] assignments are made on academic year, ten month, and twelve month[s] bases.

2. Vacation Leave

All full-time [academic] appointees [, whether] on a ten month[s] or a twelve month[s] academic assignment basis[,] shall be entitled to a one-month vacation leave with pay. Vacation leave cannot be accumulated. All members of the teaching faculty shall be in actual attendance at least until after commencement and until all reports have been made, and at least three days prior to the first day of registration for the fall semester unless for special reasons special leave is approved.

Full-time faculty members employed on an academic year basis shall be on assignment from August 16 through May 15 and are expected to be normally available for participation in appropriate academic activities during this period. To insure opportunities for vacations, faculty members employed on this basis shall be limited to two months of employment in activities funded by the University or its affiliated corporations during the summer period (May 16 through August 15).

3. Professional Practices

During their annual [employment] assignment period ([either] whether academic year, ten months or twelve months), faculty and research staff members are expected to serve the University. It is assumed that all persons on the academic staff will be interested primarily in the work of their respective educational units, giving their chief efforts to the promotion of that work.

(No further changes in this section.)

- (b) Amend the third and fourth paragraphs of PART X-C-5-a (pages 38 and 39) to read:

After six years of continuous eligible service, an individual may apply for one year's leave (academic year for [10 months'] appointees on academic year or ten month assignments) at one-half salary or six months' leave (academic semester for [10 months'] appointees on academic year or ten month assignments) at full salary. After three years of continuous eligible service, an appointee may apply for six months' leave (academic semester for [10 months'] appointees on academic year or ten month assignments) at one-half salary. "Continuous service" is interrupted by a sabbatical leave, i. e., no service prior to a sabbatical leave may be credited toward eligibility for future sabbatical leave. Leaves of absence without pay are not normally credited toward eligibility for sabbatical leave. However, exception may be made when the leave enhances the value of the individual to the University, e. g., a leave to accept a fellowship or a grant, service for professional organizations, etc. In no case shall the leave of absence without pay be considered as an interruption of continuous service.

Sabbatical leaves shall not be used as a means of augmenting personal income. A recipient may not accept gainful employment during the sabbatical leave (for an individual on an academic year assignment basis this does not include the period of May 16 through August 15; for [10 months' appointees] an individual on a ten month assignment basis this does not include the period of vacation and the two months [during the summer] outside the assignment period each fiscal year; for [12 months' appointees] an individual on a twelve month assignment basis this does not include the one-month vacation period) except as follows:

(No further changes in this section.)

Background: The amendments received for consideration at the April 6 meeting of the Board of Trustees provide for a nine month academic year instead of the current ten month academic year. The substitute amendments retain the option of a ten month academic assignment basis (which includes one month of vacation) while adding the option of a nine month academic assignment basis (without vacation). The Community College System faculty has expressed an interest in remaining on the ten month academic assignment basis.

Professor John Lihani
Dept. of Spanish & Italian Lang. & Lit.
1127 Patterson Tower
Campus

EF

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ABSENCES

Gerald Ashdown*	Patrick P. DeLuca	Michael C. McCord*
Ruth Assell*	George W. Denmark	Randolph McGee*
Brad Austin	Roland Duell*	Marion E. McKenna*
John G. Banwell*	Mary Duffy	Gwen E. Mead
Charles E. Barnhart	Anthony Eardley	James Metry
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		Harold H. Traurig*
		Kristin Valentine*
		Earl Vastbinder*

Absences continued

M. Stanley Wall

Julie Watkins*

M. O'Neal Weeks

Matthew Welch

Kennard Wellons*

Judith Worell*

Kenneth R. Wright

Fred Zechman

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- ✓ James E. Currell
- ✓ Paul G. Sears
- ✓ E Anne Stiney
- ✓ G. Truman Stevens
- ✓ P. S. Scharwal.
- ✓ Robert W. Ridd
- ✓ Sara Leech
- ✓ Mary Evelyn Hunter
- ✓ W. L. Matthews, Jr?
- ✓ William D. Moody
- ✓ James O. Kemp
- ✓ Frank Beck
- ✓ Donald E. Fards
- ✓ Raymond H. Cox
- ✓ R. M. Layton
- ✓ Lorne Cullers
- ✓ J. D. Burkholz
- ✓ B. C. Pass
- ✓ A. J. Heath
- ✓ Rhonda Coulter
- ✓ Tom R. Meach
- ✓ Robert H. Emwintch

- ✓ Richard S. Levine
- ✓ H. K. Barclay
- ✓ P. G. Fraud
- ✓ Fred Edmund
- ✓ J. W. Brehm
- ✓ Donald B. Cliff
- ✓ Harry V. Barnard
- ✓ Alan J. Ross
- ✓ Bradley C. Canon
- ✓ Joan R. Lytle
- ✓ Col Art Ruby
- ✓ Paul Willis
- ✓ Clayton On. sig
- ✓ Charles Byers
- ✓ Harold R. Buckley
- ✓ ~~Harold R. Buckley~~
- ✓ Jim Hanson
- ✓ Bill Ecton
- ✓ Ted G. Saffidge
- ✓ Paul M. ...

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- ↓ Samuel E. Lippincott
- ↓ Patricia Horridge
- ↓ George Schmitt
- ↓ David Beck
- ↓ J. C. Moore
- ↓ Elizabeth R. Clotfelter
- ↓ M. Lynn Smith
- ↓ Philo K. Berger
- ↓ M. Lee Waller
- ↓ William C. Templeton, Jr.
- ↓ Lewis W. Cochran
- ↓ J. A. Bryant, Jr.
- ↓ J. B. Collins
- ↓ Anna F. Reed
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- ↓ R. W. Johnson
- ↓ L. B. Backett
- ↓ Maggie L. Stewart
- ↓ Thomas R. Ford
- ↓ Neil Hackbart
- ↓ John Lohan.

- ↓ Carolyn McKinney
- ↓ John Shaulbell
- ↓ Anne E. Patterson
- ↓ R. O. Egan
- ↓ B. J. Duddle
- ↓ Z. Govindarajulu
- ↓ Harmon L. Voss
- ↓ John L. Butler
- ↓ Lyle Baek.
- ↓ Bernice T. Jager
- ↓ Jess G. Harris, Jr.
- ↓ J. M. Gletzer
- ↓ Virginia Lane
- ↓ R. L. Hays
- ↓ Majorie Crandall
- ↓ J. M. Field
- ↓ R. Warren
- ↓ Jess Mail
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- ↓ Madeline E. Adelman
- ↓ T. R. Robe
- ↓ W. P. D. Dmewich
- ↓ Joseph V. Swintorsky

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May 3, 1976

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- ✓ W. M. Carter
- ✓ Guy L. Linn
- ✓ Harold A. Bunge
- ✓ W. R. Rypstra
- ✓ Peter Skelland
- ✓ Alvin C. Re
- ✓ R. J. Rieck
- ✓ William Kerkel
- ✓ Mary Wilma Hargreaves
- ✓ Merrill Packer
- ✓ C. B. ERNST, MD
- ✓ Art Gallaher, Jr.
- ✓ Dwight Amvashine
- ✓ W. J. Rulink
- ✓ Donald I. Madden
- ✓ Don Dieckrich
- ✓ Kathryn Sallee
- ✓ Willis A. Sutton, Jr.
- ✓ Betty Ott Hardin

✓ Rudolph Schilo

ATTENDANCE SHEET
May 3, 1976

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- ✓ Susan A. McLaugh
- ✓ Patricia Lannon
- ✓ Constance Wilson
- ✓ Ralph L. Wiseman
- ✓ S. Diachen
- ✓ J. Sedney Ulmer
- ✓ Malcolm E. Jewell
- ✓ James R. Marsden
- ✓ Meria Coker
- ✓ Virgil W. Hays
- ✓ Michael Summers
- ✓ Ronald C. Dillehay

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May 3, 1976

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Claudia E. Wells NFS

John C. Roberts

~~Frank Buck~~

Larry N. Craft

~~Donald~~

JAMES SODT

VISITORS SHEET
May 3, 1976

Casey L. McElrath