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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

26 February 1987

TO: Members, University Senate

The University Senate will meet in regular session on Monday, March 9, 1987, at 3:00 p.m. in ROOM 115 of the Nursing Building (CON/HSLC).

AGENDA:

1. Minutes of February 9, 1987.
2. Resolutions.
3. Report of Faculty Trustee -- Professor Constance P. Wilson.
4. Report on Presidential Search Committee.
5. Chairman's Announcements and Remarks.
6. ACTION ITEMS:
 - a. Proposed Revisions in the Pharmacy Honor Code. (Circulated under date of 27 February 1987.)
 - b. Proposal to revise the Admission and Retention Procedures for Teacher Education Programs. (Circulated under date of 26 February 1987.)
7. FOR DISCUSSION ONLY -- Suggestion to add two "free" days to the academic calendar for students to use as study days in preparation for final examinations. (To be circulated)

Randall Dahl
Secretary

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MINUTES OF THE UNIVERSITY SENATE, MARCH 9, 1987

The University Senate met in regular session at 3:05 p.m., Monday, March 9, 1987, in Room 115 of the College of Nursing/Health Sciences Building.

Wilbur W. Frye, Chairman of the Senate Council, presided.

Members absent were: Curtis W. Absher, David M. Allen, Sandra Allen, Robert A. Altenkirch*, Richard Angelo, Patrick Appelman, Michael A. Baer, Charles E. Barnhart, Raymond F. Betts, Frank J. Bickel, Tex Lee Boggs, Ronn Borgmeier, Charlie Boyd, Jeffery A. Born, Peter P. Bosomworth, Ray M. Bowen, Daniel J. Breazeale*, Stanley D. Brunn, Joe Burch, D. Allan Butterfield, Charles W. Byers*, Michael Cibull, Harry Clarke*, Richard R. Clayton, Lisa Corum, Emmett Costich*, M. Ward Crowe*, Frederick Danner, Richard Domek*, Robert Lewis Donohew, Paul Eakin, Anthony Eardley, Donald G. Ely*, Stanley Feldman, Gerald Ferretti*, Carolyn Fore*, James Freeman*, Michael Freeman, Richard W. Furst, Art Gallaher, Jr.*, Thomas C. Gray*, Andrew Grimes, John R. Groves, Marilyn D. Hamann*, Zafar Hasan*, Ronald C. Hoover, Raymond R. Hornback, James G. Hougland, Jr.; Jennifer Jacquet, John J. Just*, James D. Kemp*, Joseph Krislov, Robert G. Lawson, Bruce A. Lucas, Edgar D. Maddox, Paul Mandelstam*, Sally Mattingly*, Patrick J. McNamara, Robert Murphy, Robert C. Noble*, Arthur J. Nonneman, Philip C. Palmgreen, Alan Perreiah*, David J. Prior, Peter Purdue, Thomas C. Robinson, Thomas L. Roszman, Wimberly C. Royster, Edgar L. Sagan, Timothy Sineath*, Otis A. Singletary*, Karen Skaff*, Robert H. Spedding, Carol B. Stelling*, Michael G. Tearney*, Sheree Thompson, Thomas L. Travis, Marc J. Wallace, Charles T. Wethington, Carolyn Williams*, Paul A. Willis, David Wilson*, Judy Wiza*, and Constance L. Wood.

Approval of the Minutes of February 9, 1987, was postponed to a subsequent Senate meeting.

Chairman Frye recognized Professor L. L. Boyarsky, Department of Physiology and Biophysics, who read the following Memorial Resolution on James W. Archdeacon.

MEMORIAL RESOLUTION

James W. Archdeacon

Dr. James W. Archdeacon was born in Carlisle, Kentucky, October 29, 1911, and died November 4, 1986, at the Veterans Hospital Hospice in Lexington. His death, following a long struggle with leukemia, marked the end of a meritorious career of research and teaching, 32 years of which were spent at this University.

Bill was reared in central Kentucky, attending both parochial and secular institutions. Although the country was in a deep economic depression, he found the resources to attend the University of Kentucky. Under the influence of Professor Richard S. Allen, Chairman of the Department of Anatomy and Physiology, he obtained a B.S. in 1933 and M.S. in 1940. He was principally interested in physiology

*Absence explained.

so he went to the University of Rochester to work on his Ph.D. in the Department of Vital Economics. At the time, this oddly-named department was perhaps the leading department of physiology in the United States with, however, a strong orientation toward nutrition. The Chairman was Wallace Fenn who pioneered in muscle physiology. After obtaining the Ph.D. in 1943, Bill entered the Air Force as a second lieutenant. He was one of those fortunate few who were actually well-employed by the Armed Forces, since he was entrusted with the task of instructing pilots in the proper use of their oxygen supply on bailing out at high altitudes.

He returned to the University of Kentucky in 1946 as an assistant professor in the Department of Anatomy and Physiology. Bill's teaching load was heavy. Nevertheless he continued to do research and publish. He moved to the newly-formed Department of Physiology and Biophysics in the early sixties. The move to the Medical School meant that he had much less teaching and more time to do research.

Bill was fundamentally interested in research in physiology. His training at Rochester had been under John R. Murlin, a man who had discovered the hormone glucagon and had almost isolated insulin before Banting and Best. At Kentucky Bill continued to do excellent research with co-workers of high calibre such as Dr. William Markesbery, presently head of the Sanders-Brown Center on Aging, who published a paper with him in 1961. He supervised a number of Ph.D.'s who are now professors in respected departments of physiology. His publications usually appeared in prestigious journals such as Biochimica Biophysica Acta, the American Journal of Physiology, and Nature. Because of this high quality he never had difficulty in obtaining research money or graduate students. Some of his success was certainly the result of his ease and skill at writing papers--a task which he actually enjoyed.

So far as I know, Bill was the first to show carefully that bulk fiber in diet inhibited appetite. While these early studies in 1948 were in nutrition, his later efforts were in more fundamental aspects of physiology. He had learned some of the modern tracer methods from a short stay at Oak Ridge in 1951. He became interested in the uptake of iron in 1964 and pursued these studies until his retirement in 1977.

Although in appearance diffident and retiring, Bill was in fact an adventurous character. Following the death of his mother Carrie "Dee" Archdeacon, with whom Bill had lived throughout his life, he began a period of travel as a visiting professor to exotic places. In 1964 he was a Fulbright-Hayes Lecturer in Physiology at the University of Malaya to which he returned ten years later. These may have been the happiest two periods in his life, since he

was deeply attached to the oriental style as manifest in Kuala Lumpur. Unfortunately, his next visiting professorship was at the Medical School at the University of Benghazi in Libya. This was the result of a promise to the Chairman of that department which he felt honor-bound to fulfill. He was very uncomfortable with the mores and restrictions in Libya. He felt happier in Rhodesia, where he taught in 1977. There, however, he contracted a fever of unknown origin whose cause was never satisfactorily determined and which plagued him unremittingly.

Bill was filled with a joie de vivre which his colleagues appreciated and encouraged. When asked to talk at the retirement dinners of Professors Allen and Pratt, he regaled us with his extremely witty observations. He himself had three such celebrations upon each of his three ostensible retirements. In fact, Bill never really retired. He was a regular visitor to the department almost to the end. Bill liked to eat well and to smoke good cigars. He enjoyed playing the stock market which he was able to do after he received a legacy. He would buy extra cars or television sets to raise his spirits. This was a residue of his habit of buying a new hat to alleviate depression in his penurious youth. One of his deepest attachments was to his dog Susie, whose death greatly distressed him. Fortunately, in his last days he was well cared-for, and his death was painless. We shall miss him as a colleague and friend.

(Prepared by Professor Louis Boyarsky, Department of Physiology and Biophysics)

The Senate stood for a moment of silent tribute.

The Chair recognized Professor Bradley Canon for a Resolution. Professor Canon said it was a Resolution of gratitude and appreciation for Dr. Otis A. Singletary.

UNIVERSITY OF KENTUCKY SENATE
RESOLUTION OF GRATITUDE AND APPRECIATION
FOR DR. OTIS A. SINGLETARY

WHEREAS, Dr. Otis A. Singletary has served as President of the University of Kentucky for eighteen eventful years, which have produced many challenges and opportunities for the University, and

WHEREAS Dr. Singletary has given thoughtful effort and long hours to meeting these challenges and using these opportunities to improve the University, and

WHEREAS his efforts have produced a dramatic increase in private gifts to the University, and have led to the construction of many new teaching, research, residential, cultural and athletic facilities on the campus, and

WHEREAS his efforts have helped the University to better educate its students, increase the quality and quantity of research, expand its service to the people of the Commonwealth of Kentucky, and have enhanced the remuneration, benefits and working conditions of the faculty and staff, and

WHEREAS Dr. Singletary has respected and protected the faculty's academic rights and policy-making prerogatives,

NOW, therefore, be it resolved by the University of Kentucky Senate that this body extends to Dr. Otis A. Singletary its deep appreciation and gratitude for his leadership as President of the University during the years 1969-1987, and that this body wishes him well in his new role at the University.

Professor Canon moved adoption of the Resolution. Motion was seconded and approved unanimously.

The Chair reminded the Senate that Dr. Singletary would be at the April 13 meeting to receive the Resolution that was passed in the form of a plaque.

The Chair recognized William Lyons for a Resolution which follows:

The University Senate expresses its deep appreciation to its representatives on the Presidential Search Committee: Mary Sue Coleman, Wilbur Frye, Robert Guthrie, and Donna Greenwell.

At the time when each was carrying heavy responsibilities in the University, they devoted endless hours to the work of the committee. Working closely with the trustee members, they adopted an excellent set of criteria, actively searched for the best possible candidates, and carefully selected a number of individuals to be interviewed in depth.

After the names of the candidates became public, our representatives worked skillfully and responsibly to answer faculty questions and provided information about them. They listened to faculty views and opinions concerning the candidates and supported efforts by the faculty to have input into the selection process. As the time approached for the Search Committee to make a recommendation to the Board of Trustees, they joined in giving very positive support to Dr. David Roselle as the next President of this Institution.

The presidential selection worked well under difficult conditions, and the Senate commends all of those who made it work: its representatives on the Search Committee; members on the board, Connie Wilson and Ray Betts, and the many faculty members who provided information and vigorous support for the Search Committee and its candidate.

Professor Lyons moved that the Resolution be placed on record. The motion was seconded and approved unanimously.

Chairman Frye introduced his two colleagues who worked diligently with him during the past eight or nine months on the Search Committee. They were Mary Sue Coleman in Biochemistry and Robert Guthrie from the Department of Chemistry who were given a hand of applause.

The Chair recognized Professor Constance Wilson for a Faculty Trustee report.

Professor Wilson's report follows:

"Last Friday a phone call reminded me again that Kentucky is a special place - it has faculty who sit on the Board of Trustees with full voting privileges. The call came from some University of Maryland faculty who are preparing to approach their legislators for the right to participate in policy decisions at the highest level of governance - the Trustee level. This call was one of several I've received through the years from colleges and universities in other states who are sometimes in awe that we have had this right for better than 30 years. It is so much part of our tradition of governance that not much thought is given to its importance - or fragility. I delight in hearing Paul Oberst's stories about the resistance of President Donovan to this idea - of how he bargained - if faculty would forget the trustee idea, he would agree that the next Presidential Search Committee would be made up of four faculty members plus four board members. Eventually we got both - faculty representation on the Presidential Search Committee and voting faculty representatives on the Board of Trustees. President Oswald was known to remark that though he viewed this structure with trepidation when he first arrived on campus, he later found that the faculty trustees were instrumental in helping him interpret what a university is about and in influencing certain decisions. These continue to be the major roles of the Faculty Trustees on the Board.

Why, then, in 1987, is the University setting still such an enigma to most of the powerful businessmen and professionals who occupy trustee seats? Perhaps it's because the University, an institution of higher learning, is a different kind of place. Concepts like collegiality, peer review, governance from the bottom up, the thrill of discovery in either the laboratory or in quiet concentration - are in sharp contrast to what most trustees experience in their world of work. The hierarchical structure of most corporations, the leadership and authority that comes from the top down, the goals of efficiency and profit would on face seem to pose an insurmountable gulf to mutual understanding.

It is why the term "employee" is defined very differently by some persons on the Board and by the faculty. And it is why a Faculty Trustee is continually

asked "How many hours do faculty actually work? Why should a Faculty Trustee have a vote (as opposed to being present just for informational purposes) on promotions or salaries? 'Employees don't do that?!' - There are the horror stories, such as: a faculty member at a cocktail party who declared he had not been to his office in 2 years - or "My wife says it must be a great life - 'He's always home by noon working in his garden'" or the continual question - asked directly or indirectly of how faculty account for their time - Do they clock in? For most Board members the Wall Street Journal speaks much more eloquently than the Chronicle. Here are some excerpts from a January 27 edition of the Wall Street Journal entitled "How Colleges Can Cut Costs" that I feel probably is much in tune with how we are viewed. I have excerpted certain passages but I hope you will read the full article.

'College administrators and faculty answer critics with a list of standard responses. But these myths, however popular in the hall of ivy, don't adequately explain the high costs.

Myth No. 1: The high cost of college is due to expensive equipment, buildings, computers and other items peripheral to education. Wrong. The single biggest reason for the high cost of college, public institutions as well as private ones, is staff. The average college spends more than 80% of its budget on salaries and fringe benefits.

Myth No. 2: The average professor is overpaid. Wrong. The average professor is under-worked. There are more than 450,000 full-time professors teaching in this country's 3,300 colleges, earning an average salary of 31,000 for nine months of work plus numerous breaks. How many breaks? Ask those parents who paid a huge tuition bill and sent their kids off to college only to find them back home again for a fall break, a Thanksgiving break, a long winter break, and a spring break ... well, you get the idea.

A few decades ago professors taught 15 credits a semester (about one-half the teaching load of a high school teacher today) and were expected to engage in research. Today, some teach 12 credits, but nine credits is the norm at many colleges... .

... Teaching is what many professors do best, and they ought to do more of it, not less. Professors ought to be in the classroom for no less than 12 hours a week. With the 30-week academic year, that should leave ample time for research... .

Myth No. 3: ... Colleges, especially public ones whose costs are subsidized by high taxes, excel in building bureaucracies. The president "needs" vice presidents who

"need" deans who "need" fleets of associate and assistant deans, most of whom cannot give answers without checking with their superiors. The top-heavy bureaucracy we lament in business and government is alive and flourishing in higher education.'

And much more

The Faculty Trustee is in a major position to bridge this gulf and increase appreciation and understanding of the faculty role and traditions. Remember that persons appointed to the Board of Trustees have, on the whole, a very great commitment to the greater good of the University. They give a great deal of time to University business and in many cases a great deal of money. Most truly want to understand what seems to be incomprehensible. Faculty must responsibly perform this role.

All faculty, however, must be ever vigilant and understand that their actions, positive or negative, can profoundly influence the public view of faculty work and put rights and privileges, already fragile in jeopardy.

Assaults on these rights and privileges come unexpectedly more often than not. Some that I consider most serious are:

1. The introduction last fall in the Kentucky Legislature, a bill to strip all faculty trustees of voting rights.
2. Liability Insurance Crisis: Because of this, the work of faculty in tenure decisions, doctoral committees, privilege and tenure committee and other committees have seriously been compromised.
3. The Present Presidential Search: A trustee was quoted by the newspapers as saying that faculty opinion was not of much concern since it was so narrow. Some unhappy trustees are declaring that the search process needs to be examined.

These are only a few of a number of assaults that are raised periodically. However, I have reason to believe we shall overcome - our tradition of faculty activism has proven to be not only alive and well but also quite effective. Faculty voices were loud and clear these last few weeks.

I want to conclude by commenting on the Faculty Trustee role inside the institution. Faculty Trustees are ex-officio members of the Senate Council and therefore can not only convey to the Trustees the sense of the requests brought before them but can also bring back to the senate the Trustee view. As a Trustee one is suddenly thrust into

many different roles from an information, referral person to facilitator, mediator, advocate, interpreter, etc., etc. Sometimes it is as though the perception is that conferring of title "Trustee" means the presenting of a magic wand with which you should be able to accomplish anything. Suddenly, the phone rings - early morning to late evening - your office is a drop in for all - from the youngest secretary somewhere in the Medical Center to faculty and administrators all over the state. You are called upon to "Act". Hours and hours are spent on the mundane tasks that are unsung and unheard ranging from 10 minutes to hours. It is hard work! Ray Betts and I have spent countless hours during this presidential search conferring, making calls, planning strategy, compiling information and data. The emotional investment and time spent can never be recorded because it isn't in the job description.

The reward was the tremendous support of this faculty and the outpouring of concern for our work as Faculty Trustees. Ray and I truly appreciated this since it made a difficult task somewhat less arduous.

I have been proud to represent this faculty as a Trustee. I thank you for this honor. I have tried to represent you and your concerns and views in a conscientious way.

I hope that I succeeded."

Professor Wilson was given a round of applause and Chairman Frye thanked her. She agreed to answer any questions that anyone might have. Professor Jesse Weil (Physics and Astronomy) asked Professor Wilson if she sensed, over the period of time she had been on the Board of Trustees, that there has been some growth in the willingness of the non-faculty trustees to come to her for information. Professor Wilson felt this was true and said that in the Presidential Search Committee the faculty trustees would have been cut out from all information if they had not had contact from the Board. She added it was worthwhile to have that trust. Professor James Applegate (Communications) wanted to know if she would comment on the faculty-trustee role in the search process in regards to the decision making. She said that by the time the decision had gotten "behind closed doors" the votes were there. However, it was not unanimous and she felt that had been Robert McCowan's goal. She said it was interesting in the kinds of ways people try to manipulate other people.

The Chairman thanked Professor Wilson and said the report was appreciated.

There was no report from the Presidential Search Committee.

The Chairman made the following announcements and remarks:

"Tomorrow morning at 7:30 a.m. the Senate Council is having breakfast with nine local legislators.

At the request of the Senate Council I wrote a letter of congratulations to Dr. Roselle on behalf of the Senate and the Senate Council.

A reminder that April 16 is the day that has been selected to pay tribute to Dr. Singletary. Invitations will be sent soon. You will be getting those in the campus mail. The time is 3:30 p.m. April 16 at the Center for the Arts. There will be a reception following in the Faculty Center.

As you know, Connie is the retiring faculty Board of Trustee member. There is an election underway right now to elect her successor. The two finalists in that election are Mary Sue Coleman and Marcus McEllistrem. (The Chairman asked the two to stand to be recognized.) Professor Mary Sue Coleman is in Biochemistry and is Associate Director of the Markey Cancer Center. Professor Marcus McEllistrem is in the Department of Physics and Astronomy. You will be receiving the ballot soon to vote for your choice of those candidates. If you have any questions regarding the Board of Trustees or their position, you might see them after the meeting today or call them at their office. I am sure they would be happy to discuss any issues with you that you might have in mind."

The Chair recognized Professor William Lyons, Chair-elect of the Senate Council. Professor Lyons, on behalf of the Senate Council, moved adoption of the Proposal to Revise the Honor Code for the College of Pharmacy. The proposal was circulated to members of the Senate on February 27, 1987.

Motion was moved and seconded to waive the ten-day circulation rule. The motion carried unanimously.

The Chair recognized Professor Loys Mather (Agriculture Economics), who is Chairman of the Admissions and Academic Standards Committee, for a report on the agenda item. Professor Mather said that the committee reviewed the proposal and acted in favor of its recommendation. He thought the College of Pharmacy was the only college in the University who had an honor code. He said the changes were getting the honor code in line with the new standards which the University has.

The Chair said the proposal needed no second since it came from the Senate Council. The floor was opened for discussion.

Professor Hans Gesund (Engineering) had an editorial correction. He did not like the "he/she" notation and suggested strongly that "or" be substituted for the slash. There was no objection.

The motion carried unanimously and reads as follows:

Background and Rationale:

The attached revisions (new portion underlined; delete bracketed portions) in the Pharmacy Honor Code were prompted by the recommendations of the Ombudsman's Committee on Cheating and Plagiarism and resulting changes in the University Senate Rules approved by the University Senate March 10, 1986. The proposed revisions accomplish four things:

1. They bring the penalties and reporting system for cheating and plagiarism in line with the current Senate Rules.
2. They directly indicate a faculty responsibility for helping to maintain academic integrity and give the faculty the option of following the University Senate procedures should a breach in that integrity occur.
3. They give the students a mechanism for pursuing cheating and plagiarism problems, something that is missing in the Senate Rule.
4. They maintain the principle that students share in the responsibility of enforcing appropriate academic behavior.

The proposed revisions were discussed with the Student Advisory Committee of the College of Pharmacy in the fall, 1986, and approved by the College faculty and administration, the Academic Council for the Medical Center, the Senate's Committee on Admissions and Academic Standards and the University Senate Council.

Implementation Date: Fall Semester, 1987

[Copy of the College of Pharmacy Academic Honor Code is attached at the end of these minutes.]

The Chair again recognized Professor William Lyons for the presentation of action item b. Professor Lyons, on behalf of the Senate Council, moved adoption of the Proposal to revise the admission procedures in the College of Education Teacher Education Program, Section IV, 2.2.3 University Senate Rules; and proposal to add retention procedures in the College of Education Teacher Education Program. This proposal was circulated to members of the Senate under date of February 26, 1987.

Motion was moved and seconded to waive the ten-day circulation rule. The motion carried unanimously. [The Chairman apologized for asking for the waiver of the rule.]

The Chair said the motion did not need a second since it came from the Senate Council. The floor was opened for discussion.

Professor Jesse Weil (Physics and Astronomy) had a question concerning the last paragraph on the first page which stated, "A demonstrated skill level equal to or greater than the minimum, acceptable level mandated by the State Department of Education." He wanted to know if it was mandated for applicants to the program, for teachers to be certified, and what the regulations were. Professor Mather said that was not part of the proposal. He said that was already in the Rules. He said what was being proposed was to change the minimum grade requirement for admission to the program. The other part of the proposal was to add a retention policy.

The motion carried unanimously and reads as follows:

Proposal: [delete bracketed portion; add underlined portion]

IV 2.2.3 College of Education

A student must apply and be admitted to a Teacher Education Program in order to receive a teaching certificate. Applications are accepted for review by the Program Faculty from students who have completed, or will complete during the semester in which they apply, sixty semester hours of work, which must include EDP 202 completed with a grade of C or better. Program Faculties shall review applications and interviews, which shall be required of all students admitted, and recommend to the Dean of the College that an applicant be accepted, accepted provisionally, or rejected. A student's education advisor, academic advisor, and the Admission Coordinator also may make recommendations concerning the disposition of an application. Information considered during the review process shall include but not be limited to an applicant's:

1. Total academic record. A minimum, overall grade point average [2.0] 2.5 is required for admission.
2. Performance on required tests of skills in written and oral communication, reading, and mathematics. A demonstrated skill level equal to or greater than the minimum, acceptable level mandated by the State Department of Education is required for admission.
3. Record of preprofessional curricula experiences.
4. Commitment to the profession based on a realistic understanding of employment conditions and demands.
5. Proficiency in human relation skills.
6. Recommendations from at least three persons familiar with the student's qualifications.
7. Willingness to help provide an adequate education for children and youth. (US: 12/5/83)

Proposed Retention Policy:

The teacher candidate's progress in a Teacher Education Program will be continuously monitored. The following conditions will result in the student being placed on probationary status in the Teacher Education Program:

1. The student fails to earn a grade of C or better in a professional education class.
2. The student fails to maintain a GPA of 2.50.

3. The student fails to demonstrate the ability to work successfully with youngsters in a classroom setting during field experiences or student teaching.

In conditions 1 and 2, a student will be placed on probationary status for one semester. If the student fails to meet the specified criteria within one semester after being placed on probationary status, he or she will be suspended from the program. If concerns are raised under conditions 3, the case will be referred to the appropriate Program Faculty and the student may be suspended upon the recommendation of the Program Faculty. If the Program Faculty deems it necessary to suspend the student from the Teacher Education Program, the student may request a hearing before the Program Faculty. If the student wishes to appeal the decision of the Program Faculty, he or she may request a hearing before the College of Education Undergraduate Admissions and Retention Committee.

Rationale:

The National Council for the Accreditation of Teacher Education has recently adopted a requirement that students must have a minimum GPA of 2.50 before they can be admitted into a Teacher Education Program.

Upon approval of this revised admission requirement, the Teacher Education Program will initiate a one-year grace period during which an applicant whose GPA falls between 2.00 and 2.50 will be considered for admission on an individual basis.

The College of Education is scheduled for an accreditation visit in 1988-89; thus it is requested that the minimum GPA of 2.50 be instituted as a requirement for students admitted into Teacher Education Programs as of Fall, 1987.

NOTE: This proposal will be codified by the Rules Committee.

The last item on the agenda was for "discussion only" which pertained to the suggestion to add two free days to the academic calendar for students to use as study days in preparation for final exams. The Chairman said that Student Senator Cyndi Weaver (Arts and Sciences) had prepared a letter explaining the proposal made on behalf of the Student Caucus of the University Senate.

The floor was opened for discussion. The Chair recognized Student Senator Weaver who thanked the Senate for the opportunity to address the proposal as a discussion item before it was brought as an action item. She said that the Student Government had considered the proposal and passed a resolution urging the Senate to consider it favorably. She pointed out that the proposal was not to impose upon the faculty. She said no more time was being asked of the faculty except that school would begin two days earlier. She added that it was not to give students time to cram before exams. She felt all academic policies should be for serious students and that those students would use the time well. She hoped the Senators would consider the proposal favorably.

Professor Geraldine Maschio (Theatre Arts) wanted to know how the proposal would affect registration and the time when students do not show up for classes and would be dropped from the roll. Student Senator Weaver said in the letter to Professor Frye that the committee is planning a feasibility study on the logistics of the proposal. She stressed the importance that when considering something of an academic impact not to "let the tail wag the dog" and to consider the academic merit.

The Chairman said that when one looks into the University academic calendar and sees all the things the extra two days would affect, then it appears it will require a great deal of study and manipulating the schedules in order to accommodate this. He visualized a great deal of study before the proposal could be brought to the Senate for consideration. He said the reason for discussion was to get some idea about the Senate's thoughts and feelings before all the work was put into the proposal in hope of saving some time. He said if the Senate's reaction was positive, then all the work necessary to see what affect it would have on the total University by changing the calendar would be done.

Professor Malcolm Jewell (Political Science) said if the Senate moved in that direction, they should avoid putting add/drop on the same day as the first day of classes. He said that add/drop could be the previous Friday or Saturday. He added that the Senate must not settle for trying to have students adding, dropping, and late registering at the same time when classes are beginning.

Professor Gesund suggested starting exams on a Wednesday and finishing on the following Tuesday rather than starting the semester early which would add two more days for study with the weekend, if that was what the Senate wanted to do. He was not sure that was what the Senate wanted. He said it would be better to add the time at the end of the semester rather than at the beginning. He said the question of whether or not to have the additional time for study was a more difficult one. He felt there would be a tendency on the part of the students to delay or not study as much during the semester. Students would think they could cram during those two days. He did not think learning that way was as beneficial to the students as trying to keep up. He was ambivalent about the change, but he suggested putting the additional time at the end of the semester rather than at the beginning.

Student Senator John Menkhaus (Fine Arts) wanted to know if two days were added at the end of the semester whether or not that would interfere with the Christmas holidays. He said he had contacted other colleges and found this was the norm in institutions of high academic quality.

Professor Weil wanted to know what the Student Government had done to determine from the students themselves what they wanted. Student Senator Weaver said in all honestly there was debate on the Student Senate floor on whether or not to have a policy, but it focused on whether students' opinions should be solicited in a referendum in the April elections. She added that there was a very poor voter turnout for Student Government elections. She was not sure if that would be a good representative feeling of what the students think. Professor Weil said there were other considerations for students such as having to get to school earlier, winter vacation shorter, earning power in summer jobs, or they lose at the other end by starting summer jobs later.

Professor Ronald Atwood (Curriculum and Instruction) said when talking about the weekend the students would be coming on campus four days earlier which would mean four days of additional expenses. He felt the students should be asked if they wanted to do that.

Professor Lisa Barclay (Family Studies) suggested taking a straw vote to see the feeling of the Senate on the issue to get some indication as to whether it is worth pursuing. She agreed with polling the students. The Chair indicated that would be appropriate.

Dean Joseph Swintosky (Pharmacy) volunteered his services to ask the students in the College of Pharmacy their opinion.

Professor Weil said he could support the issue on its merits, but if the majority of the student body opposed, then he might well reconsider. He found it difficult to know how to vote in a straw vote without additional information. Professor Bradley Canon (Political Science) said the Senate would have to vote on the assumption that the students wanted the extra time. He felt it was more a student rather than a faculty issue. He said the students were the ones affected.

Professor Roger Hemken (Animal Sciences) said the vote should be for two additional study days and not whether they should be before or after the semester if the students are in favor.

The Chair asked, "Assuming the students favor the proposal and not considering whether to put the days at the beginning or end of the semester to be used as study days, how many would vote in favor of the proposal?" In a straw vote the Senate was overwhelmingly in favor of the proposal.

The Chairman declared the meeting adjourned at 4:10 p.m.

Randall W. Dahl
Secretary of the University Senate

COLLEGE OF PHARMACY

ACADEMIC HONOR CODE

Introduction

The Honor Code is predicated upon the premise that pharmacy students, as future professionals, will develop professional maturity through a system of self-government. The Honor System may be defined as a method of student self-government which permeates and operates in all facets of students' academic and professional activities. It operates on the assumption that all students in the College are basically honest and enjoy working best in a situation where their honesty, and the honesty of others, is not in question. *[It operates through a process of student self-government that will help to eliminate cheating and plagiarism.]*

The system contributes to the development of and the expression of moral standards of conduct that would be desirable for all to have and that are essential possessions of the professionally trained individual in whom the public places confidence.

Each student is expected to abide by the Honor Code. The student will sign a pledge card at the beginning of each academic [*semester*] year, acknowledging that he or she has read the Honor Code, understands it and agrees to abide by it.

Infractions of the Honor Code are to include cheating and plagiarism as defined by general usage. Cheating can include a student intentionally listening to or participating in a discussion of an examination which he or she is yet to take. Any student who has not taken the examination being discussed is obligated to make the fact known, and either the discussion will cease or the student will leave the area. Failure to use the options available to deal with infractions or suspected infractions of the Honor Code is also an infraction of the Honor Code.

The faculty of the College of Pharmacy has approved the Honor Code and in so doing pledges its support.

HONOR CODE

Certain rules of conduct are essential for a society to function harmoniously. The Honor Code supplies the statutes under which the Code operates and prevents the possible implication of an innocent individual. These are:

1. If a student suspects another member of his or her class of cheating, he or she may choose one of several options. He or she may stand and address the class as a whole, singling out no specific individual in the class, but indicating that cheating, or activity that appears to be cheating, is going on, and suggesting that in fairness to all it should stop. Such an approach does not cause offense to anyone and is

a fair warning to those who may have placed themselves in a compromising position. He or She may decide to speak to the individual and persuade him or her not to cheat, or he or she may decide to report the entire incident to the Honor Code Committee. Each student is obligated to take whatever action, as described above, he or she believes to be most effective to stop the cheating or to prevent its recurrence.

2. In relation to the Honor Code the faculty of the College of Pharmacy has the responsibility to:
 - a. Support the Honor Code
 - [b. Abide by the Code]
 - b. Avoid placing the students in situations where violation of the Code may unintentionally occur. Example: To give vague directions in an exam, and then not being available to explain. Also, all rules and directions regarding an examination should be clearly stated before the exam begins.
 - c. Indicate conditions for carrying out the examination, such as, but not limited to, use of scratch paper, tools, appropriate seating and time allotment.
- [3. *The instructor has the prerogative to either remain in the room or to leave. If he does remain, his purpose is that of a resource person and not to proctor the exam. However, if a faculty member becomes aware of or suspects an infraction of the Honor Code, the faculty member shall choose one of the same three options given to students who suspect an infraction.*]
3. Students should bear in mind that (1) they are enrolled in the University as well as in the College, and (2) faculty share with students the responsibility of maintaining academic integrity. The University Senate has outlined faculty responsibilities in regard to cheating and plagiarism. If a faculty member suspects a breach in academic integrity, the faculty member may proceed under the University Senate Rules, Section VI, 4.0.

PROCEDURES

1. The Chair of the Student Advisory Committee (SAC) will be the chairman of the Honor Code Committee and the members of SAC will be the members of the Honor Code Committee. The Assistant to the Dean for Student Affairs shall be a non-voting member of the Honor Code Committee.
2. The members of the Honor Code Committee will elect a secretary who will keep records of all proceedings.
3. The Advisory Honor Code Committee is appointed annually by the Dean of the College of Pharmacy. The Advisory Honor Code Committee shall consist of a chairman and four other members of the faculty of the College of Pharmacy.

4. The Honor Code Committee will meet, following the report of a suspected infraction, to start procedures for the determination of the guilt or innocence of the individual in question. All action of the Honor Code Committee must be kept in complete confidence to ensure protection of the innocent.
5. This Honor Code is subject to Part I, Article II, Section 2.3 of the Code of Student Conduct dealing with the rights of the accused.
6. The Honor Code Committee may, with the permission of the Dean, seek information concerning the suspected infraction from any source deemed necessary.
7. The Honor Code Committee will interview all concerned parties.
8. To be considered guilty, the accused student must be found guilty by at least a two-thirds vote of the total Honor Code Committee membership.
9. If a student is not found guilty by the Honor Code Committee, the case is dismissed and the records of the proceedings will be destroyed after one year. This shall be the responsibility of the Assistant to the Dean for Student Affairs.
10. If the student is found guilty, a written report of the proceedings (excluding names) and a recommended penalty will be submitted to the Advisory Honor Code Committee.
11. The Advisory Honor Code Committee will review the Honor Code Committee's (student) findings and recommendations as well as any history of previous infractions by the individual. In the event of a disagreement as to the appropriateness of the penalty, the Honor Code Committee will meet with the Advisory Honor Code Committee to resolve the differences.
- [12. *The penalty must be approved by the Advisory Honor Code Committee before the name of the student is revealed to the Advisory Honor Code Committee and the instructor. However, if this student has a record of previous Honor Code violations, the record (excluding names) should be made known to the Advisory Honor Code Committee.*]
12. If the student is found guilty, written records, including the name of violator, will be kept on file in the Dean's Office *[but will not be made a permanent part of the student's record, unless the penalty is dismissal from school. In any event, that file can be reviewed only by approval of the Dean] and a copy forwarded to the University Registrar according to Senate Rules Section VI, 4.0*
13. If a member of the Honor Code Committee is charged with an infraction of the Honor Code, that member will remove himself or herself for the duration of the hearing involving him or her.

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14. If an infraction occurs in a class instructed by a member of the Advisory Honor Committee, that member will step down from the Advisory Honor Committee and will assume only the role of the involved instructor during that proceeding.

PENALTIES

The penalty for violations of the Honor Code should reflect the degree of both the intention and the infraction. A range of penalties is necessary to cope with the myriad of possible situations.

Minimum Penalty --- *[At the discretion of the Honor Code Committee]*
an "E" in the course.

Maximum College Penalty --- dismissal from the College.

When agreement on a recommended penalty has been reached by both the Honor Code Committee and the Advisory Honor Code Committee, the recommendation will be forwarded for consideration to the Dean. If the penalty is actual suspension or dismissal, it shall be imposed only with the recommendation of the Dean of the College
[and upon approval of the President of the University.]

The following statement is signed each year by every student:

HONOR CODE PLEDGE

I hereby acknowledge that I have read the Honor Code and the description of the Honor Code System of the University of Kentucky College of Pharmacy. I understand and agree to abide by and support the Honor Code throughout my enrollment in the College. I understand also that the maximum penalty for an infraction of the Honor Code is dismissal from the College.

(signature)

(name printed)

3/5/87

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

26 February 1987

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting: Monday, 9 March 1987. Proposal to revise the admission procedures in the College of Education Teacher Education Program, Section IV, 2.2.3, University Senate Rules; and proposal to add retention procedures in the College of Education Teacher Education Program which, if approved, will be codified by the Rules Committee.

Proposal: [delete bracketed portion; add underlined portion]

IV 2.2.3 College of Education

A student must apply and be admitted to a Teacher Education Program in order to receive a teaching certificate. Applications are accepted for review by the Program Faculty from students who have completed, or will complete during the semester in which they apply, sixty semester hours of work, which must include EDP 202 completed with a grade of C or better. Program Faculties shall review applications and interviews, which shall be required of all students admitted, and recommend to the Dean of the College that an applicant be accepted, accepted provisionally, or rejected. A student's education advisor, academic advisor, and the Admission Coordinator also may make recommendations concerning the disposition of an application. Information considered during the review process shall include but not be limited to an applicant's:

1. Total academic record. A minimum, overall grade point average [~~2.0~~] 2.5 is required for admission.
2. Performance on required tests of skills in written and oral communication, reading, and mathematics. A demonstrated skill level equal to or greater than the minimum, acceptable level mandated by the State Department of Education is required for admission.

3. Record of preprofessional curricula experiences.
4. Commitment to the profession based on a realistic understanding of employment conditions and demands.
5. Proficiency in human relation skills.
6. Recommendations from at least three persons familiar with the student's qualifications.
7. Willingness to help provide an adequate education for children and youth. (US: 12/5/83)

Proposed Retention Policy:

The teacher candidate's progress in a Teacher Education Program will be continuously monitored. The following conditions will result in the student being placed on probationary status in the Teacher Education Program:

1. The student fails to earn a grade of C or better in a professional education class.
2. The student fails to maintain a GPA of 2.50.
3. The student fails to demonstrate the ability to work successfully with youngsters in a classroom setting during field experiences or student teaching.

In conditions 1 and 2, a student will be placed on probationary status for one semester. If the student fails to meet the specified criteria within one semester after being placed on probationary status, he or she will be suspended from the program. If concerns are raised under conditions 3, the case will be referred to the appropriate Program Faculty and the student may be suspended upon the recommendation of the Program Faculty. If the Program Faculty deems it necessary to suspend the student from the Teacher Education Program, the student may request a hearing before the Program Faculty. If the student wishes to appeal the decision of the Program Faculty, he or she may request a hearing before the College of Education Undergraduate Admissions and Retention Committee.

Page 3

US Agenda Item: 3/9/87 (Education: Admissions & Retention)
26 February 1987

Rationale:

The National Council for the Accreditation of Teacher Education has recently adopted a requirement that students must have a minimum GPA of 2.50 before they can be admitted into a Teacher Education Program.

Upon approval of this revised admission requirement, the Teacher Education Program will initiate a one-year grace period during which an applicant whose GPA falls between 2.00 and 2.50 will be considered for admission on an individual basis.

The College of Education is scheduled for an accreditation visit in 1988-89; thus it is requested that the minimum GPA of 2.50 be instituted as a requirement for students admitted into Teacher Education Programs as of Fall, 1987.

/cet
1598C

Todd, Celinda
Senate Council Office
10 Administration Building
CAMPUS 0032

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

27 February 1987

Cellinda

*approved
as per*

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting: Monday, 9 March 1987. Proposal to revise the Honor Code for the College of Pharmacy.

Background and Rationale:

The attached revisions (new portion underlined; delete bracketed portions) in the Pharmacy Honor Code were prompted by the recommendations of the Ombudsman's Committee on Cheating and Plagiarism and resulting changes in the University Senate Rules approved by the University Senate March 10, 1986. The proposed revisions accomplish four things:

1. They bring the penalties and reporting system for cheating and plagiarism in line with the current Senate Rules.
2. They directly indicate a faculty responsibility for helping to maintain academic integrity and give the faculty the option of following the University Senate procedures should a breach in that integrity occur.
3. They give the students a mechanism for pursuing cheating and plagiarism problems, something that is missing in the Senate Rule.
4. They maintain the principle that students share in the responsibility of enforcing appropriate academic behavior.

The proposed revisions were discussed with the Student Advisory Committee of the College of Pharmacy in the fall, 1986, and approved by the College faculty and administration, the Academic Council for the Medical Center, the Senate's Committee on Admissions and Academic Standards and the University Senate Council.

Implementation Date: Fall Semester, 1987

Attachment

/cet
1596C

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

5 March 1987

Professor Rey M. Longyear
Music Department
133 Fine Arts Building
CAMPUS 00223

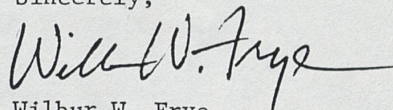
Dear Professor Longyear:

I am writing to inform you that the University Senate will discuss at its meeting on March 9, the suggestion to lengthen the semester by two days to provide study time prior to final exams. The item is on the agenda for discussion only, and no action will be taken.

The University Senate meets at 3:00 p.m., March 9, room 115 CON/HSLC (Nursing Building). You are invited to attend and participate in the discussion.

Hope to see you there.

Sincerely,



Wilbur W. Frye
Chairman

WWF/stb

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

17 February 1987

Professor Rey M. Longyear
School of Music
133 Fine Arts Building
CAMPUS 00223

Dear Professor Longyear:

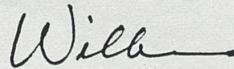
Thanks for writing to express your concern about the possible proposal to add some free time to the end of the semester for students use to prepare for final exams. The Senate Council appreciates receiving the views of the faculty on such matters.

Contrary to the implication of the headline of the Kernel article, there was no such proposal before the Council. It was discussed as a possibility, and the Council instructed the student member who suggested it to collect information about the practice from institutions similar to UK.

At its meeting on February 12, the Council instructed me to appoint an ad hoc committee to make a thorough and complete study of the ramifications of such a policy here and to report its findings to the Council. Based on that report, the Council will decide whether or not to send a proposal to the University Senate. I will see that that committee receives your letter after the committee has been formed.

Thanks again for taking time to give us your thoughts.

Sincerely,



Wilbur W. Frye
Chairman

WWF/stb

UNIVERSITY OF KENTUCKY SENATE
RESOLUTION OF GRATITUDE AND APPRECIATION
FOR DR. OTIS A. SINGLETARY

WHEREAS, Dr. Otis A. Singletary has served as President of the University of Kentucky for eighteen eventful years, which have produced many challenges and opportunities for the University, and

WHEREAS Dr. Singletary has given thoughtful effort and long hours to meeting these challenges and using these opportunities to improve the University, and

WHEREAS his efforts have produced a dramatic increase in private gifts to the University, and have led to the construction of many new teaching, research, residential, cultural and athletic facilities on the campus, and

WHEREAS his efforts have helped the University to better educate its students, increase the quality and quantity of research, expand its service to the people of the Commonwealth of Kentucky, and have enhanced the remuneration, benefits and working conditions of the faculty and staff, and

WHEREAS Dr. Singletary has respected and protected the faculty's academic rights and policy-making prerogatives,

NOW, therefore, be it resolved by the University of Kentucky Senate that this body extends to Dr. Otis A. Singletary its deep appreciation and gratitude for his leadership as President of the University during the years 1969-1987, and that this body wishes him well during his retirement.

Adopted this 9th day of March, 1987