



UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

February 24, 1982

TO: Members, University Senate

The University Senate will meet in regular session on Monday, March 8, 1982 at 3:00 PM in room CB 102.

AGENDA:

- 1) Minutes of meeting of February 8, 1982.
- 2) Remarks by Chairman.
- 3) Action Items:
  - a) Revision of University Senate Rules, V., 4.1.13 dealing with receiving simultaneous graduate degrees. (To be circulated.)  
Report of Academic Ombudsman.
  - b) Report of Academic Ombudsman.

Elbert W. Ockerman  
Secretary

/cet



MINUTES OF THE UNIVERSITY SENATE, MARCH 8, 1982

The University Senate met in regular session at 3:00 p.m., Monday, March 8, 1982, in Room 114 of the Classroom Building.

James Kemp, presided

Members absent: James Applegate\*, Albert S. Bacdayan, Michael A. Baer\*, Harry H. Bailey\*, Charles E. Barnhart, Willena Beagle\*, James C. Beidleman, Joanne I. Bell, Trudi Bellardo, Jacques Benninga\*, William H. Blackburn\*, Jack C. Blanton, James A. Boling\*, Robert N. Bostrom\*, Britt Brockman, James Buckholtz, Joseph T. Burch, Robert Calmes\*, Bradley C. Canon\*, Donald B. Clapp, D. Kay Clawson, John Conklin\*, J. Donald Coonrod, Philip H. Crowley, Charles Cunningham\*, George Denemark, David E. Denton\*, Philip A. DeSimone, Alan DeYoung, Louis Diamond, Donald F. Diedrich\*, Richard C. Domek\*, Joseph Dougherty, Herbert N. Drennon, Jeff Dwellen, Anthony Eardley, Roger Eichhorn, Graeme Fairweather\*, Charles H. Fay\*, Rodney Flynn, Paul G. Forand, Walter C. Foreman\*, Joseph Fugate, Richard W. Furst, Art Gallaher, Jr., James L. Gibson, Charles P. Graves, Andrew J. Grimes\*, Joseph Hamburg, S. Zafar Hasan, Roger W. Hemken\*, Debbie Hertelendy, Donald Hochstrasser\*, Raymond R. Hornback, S. L. Alfred Hu, Eugene Huff\*, Gilbert Joehl, Keith H. Johnson\*, Cheryl Jones, John J. Just, Edward J. Kifer, Michael J. Kirkhorn, Theodore A. Kotchen\*, Shea Lair\*, James R. Lang\*, Stephen Langston, Teresa Leslie, Thomas P. Lewis, Thomas T. Lillich\*, Carolyn G. Litchfield\*, William E. Lyons, James R. Marsden\*, Sally S. Mattingly\*, Tony McAdams\*, Martin McMahon\*, Ernest Middleton, H. Brinton Milward\*, John M. Mitchell, Patricia Montgomery, Robert C. Noble\*, P. J. O'Connor, Bobby C. Pass\*, Clayton R. Paul, Janet Pisaneschi\*, David J. Prior\*, Peter Purdue\*, Herbert G. Reid, Phillip Roeder\*, Wimberly C. Royster, George W. Schwert, Eugenie C. Scott\*, Jon M. Shepard\*, D. Milton Shuffett\*, Timothy W. Sineath\*, Otis A. Singletary\*, Jesse E. Siskin, Gerald T. Slatin, John T. Smith, Raymond Smith\*, Edward F. Stanton\*, Marjorie Stewart, William Stober\*, Joseph V. Swintosky\*, John Thompson, Lee T. Todd, Harold H. Traurig\*, Enid S. Waldhart\*, Marc J. Wallace\*, David Webster, James H. Wells, Charles Wethington, Nadine Wright, Vincent Yeh, Robert G. Zumwinkle\*

The Minutes of the Meeting of February 8, 1982, were approved as circulated with the exception of a motion from Senator Stan Smith. Professor Smith moved that the letter from Dr. Schwert of January 30, 1981, and President Singletary's letters of July 28, 1980 and August 28, 1980, be an addendum of these minutes. The motion was seconded and passed. Copies of those letters are attached to these minutes.

Chairman Kemp began the meeting with the following remarks:

"My remarks today will be relatively brief, but there are a few items that I wish to report. First, I want to thank you for responding to our request for suggestions for study by the Senate and its committees. Some of the suggestions appear to have merit and will provide work for some of us next year. There is still time to submit suggestions so if you have something in mind for study, please send it to the Senate Council Office.

Also, I thank you for submitting names for the various advisory committees. The names were screened and a list was sent to the President. Don't be disappointed if the persons you suggested are not on a committee as there were a lot more names submitted than could be used.

\*Absence explained



I sent a notice to Department Chairmen reminding them of the Senate rule allowing departments to identify graduating seniors for departmental honors. Some departments take advantage of this and others do not. It is a relatively easy way to honor outstanding seniors. The rule for this is in Senate Rules V., 4.0-4.2. If you are a chairman, I remind you of this. If you are not a chairman but are interested, I suggest that you contact your chairman and get this job done because it does look nice in the graduation program to see your name there as having received departmental honors.

Since the last Senate meeting, the Senate Council has taken several actions. First, it has approved the recommendation that the doctoral programs in French and German be listed by the Council on Higher Education as 'registration voluntary suspension.' It has approved a revision in the program requirements for Master of Arts in Elementary or Secondary Education with a concentration in reading. It has approved a joint Doctor of Education program with the University of Louisville. It has approved a change in the program requirements for the M.A. and Ph.D. in Economics and has approved a change in the guidelines on submitting Senate Committee Reports to the Senate.

The Senate ballot for the election of new Senators has been received and the second one will be going out next week.

Several items are in the mill that probably will require Senate action at the April meeting so mark your calendars for April 12 and expect to be here longer than I hope you will be today. We have only one action item for today, and I call on Professor Don Ivey to present it at this time."

Professor Ivey, on behalf of the Senate Council, urged hasty adoption of the proposed change in University Senate Rules, Section V., 4.1.3 dealing with a second bachelor's or master's degree. This was circulated to members of the University Senate under date of March 1, 1982.

The Chairman said that it was a rule dealing with a second master's or bachelor's degree. Motion was moved, seconded and passed to waive the ten-day circulation rule. The floor was opened for discussion and questions. Professor Campbell said that to her the rationale seemed contradictory. She felt that perhaps punctuation could take care of that. She asked if it meant that a student could not get two degrees at the same time or could not enroll in two degrees at the same time? Chairman Kemp responded that a student could not get two degrees at the same time unless there was approval from two advisors and two Directors of Graduate Studies. Professor Crowe said that was the meaning from the Admissions and Academic Standards Committee. The proposal passed unanimously and reads as follows:

Background:

The Committee on Admissions and Academic Standards met on January 27, 1982, to consider the proposed revision of Senate Rule V., 4.1.3.



The Committee concurs with the revision as approved by the Graduate Council, Graduate Faculty and Senate Council that Senate Rule V., 4.1.3 be revised as follows:

V., 4.1.3: A Second Bachelor's or Master's Degree --  
Students are eligible to qualify for either a second bachelor's degree or a second master's degree. For a second bachelor's degree in the same college, the college will set the requirements. For a second bachelor's degree in a different college, the student will be eligible whenever he has completed the requirements for a second curriculum.

In regard to graduate degrees; however, two degrees will not be granted at the same time and simultaneous enrollment in two or more programs in different fields is not permitted [ ] , unless approved by student's advisors and the Directors of Graduate Studies in the Programs.

Note: Delete bracketed portion; add underlined portion.

Rationale:

The revision is to clarify the rule so that a student knows that he does not automatically qualify for two degrees but must have official approval by advisors and Directors of Graduate Studies in both programs.

Chairman Kemp recognized Dean Marion McKenna who presented the following Memorial Resolution on the death of Professor Claudine Rita Gartner.

MEMORIAL RESOLUTION

Claudine Rita Gartner - 1922-1982

Claudine Rita Gartner, Associate Professor, part-time, at the University of Kentucky College of Nursing, died at her home on January 31, 1982. She was born June 28, 1922 at Naperville, Illinois. She received a B.S. in Nursing at Alverno College, Milwaukee, Wisconsin, in 1948 and a Masters in Nursing Education at St. Louis University, St. Louis, Missouri, in 1954.

Ms. Gartner began her career in nursing in her home state as staff nurse at local hospitals. After receiving the B.S. in Nursing degree, she served as Instructor of Nursing at Alverno College and upon completion of the Masters in Nursing Education degree rose to the rank of Associate Professor (Maternal-Child Health.) She was also a member of the faculty of the State University of New York at Buffalo prior to coming to the University of Kentucky in 1973.



Ms. Gartner's vast knowledge of both maternity and pediatric nursing made her an excellent role model as well as a highly competent teacher who was held in high esteem not only by her students, but also her peers. Her contribution to higher education is well documented by her activities in the planning and the implementation of the Masters Program in Nursing at the University. She was a valuable member of the Graduate Program.

In 1979, Ms. Garner was forced into early retirement because of ill health, but later returned to the College on a part-time basis as clinical supervisor of nursing students participating in the Area Health Education System program throughout the state. Because of her enthusiasm and effort, the AHES program has been a meaningful learning experience for our students.

She was a warm human being who enriched the lives of those who were privileged to know her. She will be missed by her colleagues and friends.

Mr. Chairman, I request that this be spread upon the minutes of the University Senate and a copy sent to Ms. Ruth Assell, with whom she shared her home, and Ms. Bernadine Gartner, her sister.

(Prepared by Dr. Marion E. McKenna, Dean, College of Nursing)

Chairman Kemp asked the Senators to stand for a moment of silence in tribute and respect to Professor Claudine Rita Gartner.

Chairman Kemp recognized Professor Michael Brooks, Academic Ombudsman, for the 1981-82 Academic Ombudsman Report.

Professor Brooks spoke as follows:

"Since accepting the appointment as Academic Ombudsman, I have met many new acquaintances who, upon hearing the job title, say 'the what?' An Ombudsman must be equal parts detective, counselor, almanac, oracle, labor relations negotiator, poker player, and bulldog. While operating in an environment that frequently says that teaching is irrelevant, the Ombudsman must believe that students are our future and that teaching is important. The Ombudsman must be capable of maintaining silence when necessary, and going for broke when holding the right cards. While I may not be all of those things or possess all of those talents, I feel I have grown and profitted from the months of service as Ombudsman. For this I am grateful.

It is traditional in a report of this type to thank all of those people who have enabled me to meet the requirements of the job. Thanks first must go to President Singletary and to the committee which appointed me. To those who may have nominated me, I also say thanks because I have actually enjoyed



the work. The rewards are often intangible, but they are real, and you have done me a great service. Many have served the cause, and to try to list everyone would be impossible. Special thanks, however, must go to the ever-patient staff in the Registrar's Office, especially Linda Hensley, and to the Legal Department, especially Gay Elste. Many others have offered yeoman service, but I shall name only one. The job as presently structured would be impossible were it not for Ms. Frankie Garrison, the Administrative Assistant. Her knowledge of rules and precedents, not to mention the files, is incredible, as are some of her jokes. More often than not, she is the reason good resolutions of difficult situations come to pass.

Tradition also dictates that a statistical summary of the activities of the office be presented. I shall present such a summary with the caveat that in an office such as this one, it arguably requires only one case of serious importance to justify the time and commitment. We have handled many more than one that were serious, and so I wish to emphasize that aggregate statistics often obscure the most important issues. In addition, this report covers only approximately ten months since the last report was given. Thus the numbers are not directly comparable to previous years. In the time since the last report, the office has handled 339 single-contact cases and 175 multiple-contact cases. Approximately 302 students have been involved in the multiple-contact cases and over 930 telephone calls have been made while dealing with these cases. At the present time, only 3 cases are pending for the University Appeals Board.

Arts and Sciences again earns the dubious distinction of leading the pack with 78 cases. Business and Economics was second with 34 complaints. Following in order were Engineering - 9; Education - 6; Fine Arts - 5; Allied Health, Home Economics, and Nursing - 4 each; Architecture, Communications, and Social Work - 3 each; Law and Medicine - 2 each; Agriculture, Dentistry, Library Science, and Pharmacy - 1 each. An additional 25 multiple-contact cases involved multiple units or other administrative units in the university.

In terms of student characteristics, Freshmen numbered 18; Sophomores - 36; Juniors - 48; Seniors - 49; Graduate and Professional students - 30. A spot-check of grade point averages of students who have been in the office indicates a range of .80 to 3.78. While conclusions about student characteristics, especially grades, are risky, it appears that a trend is developing with older and better (as judged by grade point averages) students raising more complaints. We should not be surprised at this given the present state of the economy and the changing characteristics of students. Returning students and older students represent a significant proportion of visitors to the Office of the Ombudsman.



Complaints about grades continue to be the number one source of frustration for our students. Teaching practices on the part of both faculty and teaching assistants rank high with increased concern being expressed about the teaching of part-time instructors. Significantly, only one complaint was received about teachers who do not speak English as their first language. Absence policies, course requirements that are unclear or excessive, and testing practices also represent significant areas of student concern. Cheating remains a significant problem. A common denominator unites these complaints: they all represent areas of teaching that can be improved with a modicum of effort and common sense, not to mention concern.

Two general problems appear to be growing, perhaps as a symptom of the times. Students are experiencing major problems now in scheduling courses, even those required for their majors. Classes and sections are being cancelled on short notice or rescheduled, and students are being bumped from courses on an ad hoc basis. This problem will only grow as our budget woes continue unless departments, programs, colleges and other administrative units make positive responses now.

The second growth area is one that is especially regrettable. For lack of a better term, I shall refer to it as interpersonal relations. Three faculty members have initiated cases including one that involved a death threat. A much larger number of students have initiated complaints involving personal problems with faculty. The most serious of these involved a case of sexual harassment. Others involved verbal abuse in front of a class and violations of professional ethics in the case of graduate or professional programs. A student whose father died immediately prior to her final exam in a course was about to be denied an incomplete even though she was doing passing work because she and others in a position to verify the death were not believed. Abuse and the lack of respect for the rights of others is the common denominator as student and faculty alike seem to be transferring many frustrations, often born of real experience, into aggressive acts directed at convenient targets.

In the midst of such serious problems have been found a few areas of great humor. Problems which seem serious at the outset turn out to be misunderstandings which are worked out easily. Listening to colleagues trying to lead me into a discussion of who the 'outlaws' are is also interesting, especially when their guesses are so often wildly wrong. Perhaps the most interesting case of this sort, however, involved a person who was convinced that a student's dog was the victim of an organized dognapping ring working for the university. One sees many images of the university from the perspective of the Ombudsman.



Having listed a number of problem areas and professed to having grown from this experience, it is time to present a few brief suggestions for areas of change and few interpretations born of this experience. I shall begin with a few straightforward but no less important suggestions:

1. The university must press forward in the present effort to define rules and procedures which unequivocally state that sexual harassment is wrong and which prescribe procedures for dealing with it.
2. The university must follow through on efforts to restructure the Office of the Academic Ombudsman along lines suggested in the university self-study so that it may better serve the university community. This is not merely a matter of money although I know two of us in the office would appreciate such considerations. Time and professional sacrifices are important.
3. Existing procedures under which faculty may press complaints against other faculty should be elaborated. Whether this leads to the creation of a Faculty Ombudsman or to some other solution, I am convinced that the need for such a set of procedures exists.
4. The university should work to insure the publication of a faculty handbook as soon as possible, and should also seek to insure that the publication of the student handbook is not curtailed due to budget cuts. Many, perhaps most, problems exist in part because the parties involved did not know the rules or where to find them.
5. Procedures must be found as soon as possible to deal with the inevitable and growing problems posed by course scheduling and the cancellation of classes or their rescheduling. One simple aid involves the enforcement of prerequisites for classes. In addition, priorities for enrollment in oversubscribed classes must be set and made available to students. Advising must be improved as a further way of coping. The practice of scheduling classes in hopes of finding someone to teach them must be discouraged. From the student's standpoint, a more honest and efficient way is to add the course to the schedule late, after an instructor has been found. 'Dr. Staff' is hopelessly overworked.
6. Mechanisms to establish and protect the professional rights and privileges of graduate and professional students (e.g., in the area of authorship on publications) must be created.



Two general areas remain to be discussed. While the above areas may not yield to simple solutions, they do manifest themselves in rather straightforward ways. The remaining issues are not simple and they transcend a larger number of issues. The first has to do with the fact that we all live in a certain kind of community, while the second has to do with the fact that we are all a part of a certain kind of society.

We are, first of all, a part of an academic community. Like other communities, certain values are professed including those stressing the value of knowledge, a universalistic approach to life, the importance of all members of the community, and the positive role of diversity in our life. Yet through our actions and through the structures used to organize our community, we often contradict those values. The search for knowledge supposedly is paramount, yet we restrict that search in ways that may be seen as elitist and frequently self-serving. For the most part, we do not intend such outcomes, but they happen nevertheless and despite our expressed values.

Perhaps the best example of such problems may be seen in our reward structure. We stress the search for knowledge yet we reward only certain activities to that end. Notably teaching is, with few exceptions on this campus, defined as unimportant and as not involving a search for knowledge. Note that the search by the student for knowledge is overlooked even though it is at the heart of teaching. Also excluded is the fact that as good teachers, a search for new ideas and a synthesis of old ideas must be a key part of our activity if we are to succeed in the classroom.

Within our community, research is dominant and this generally is as it should be. We have, however, acted as if it were the only activity, thereby relegating all else to the background. As in every year past, I know of excellent teachers who have been denied tenure or promotion, or threatened with such possibilities. We continue onward with no meaningful programs to evaluate teaching and almost no programs on campus to which a faculty member, part-time teacher, or teaching assistant might turn for help. A fundamental contradiction exists: we open our research programs for all to see, even the public, even to the extent of advertising them on basketball halftime programs; our classrooms remain closed, increasingly even to our students, while we avoid evaluation. One part of our professional life is open while one part remains closed. Is it because many of us know down deep inside that we do not know how to teach?

This internal conflict must be addressed for I believe it lies at the root of many of the problems I have seen as Ombudsman. We stress diversity and a superficial look at our organizational structure suggests that diversity is valued. We are indeed divided into a multitude of programs and departments. The structure obscures the fact that almost all of us on the faculty operate under terms dictated by a single shared job description which tears asunder the basic missions of this university. At the risk of oversimplification, teaching must be given the respect it is due.



Programs for the development and enhancement of teaching must become commonplace. Those in place must be nurtured. Life in this community can only be improved to the extent we recognize the contribution teaching makes to our academic life and stop treating those who teach as second class citizens. To do otherwise risks the destruction of the basic values of our community and the intervention of outside agencies which will subvert what precious little professionalism is left to us.

These last points remind me that we live in a certain kind of society. While capable of doing great good, our society is frequently a mean and hostile place to be. At present we live in a litigious climate in which little tolerance for error exists, and the 'benefit of the doubt' is a truly precious commodity. With apologies to Daniel Shays, I will attempt to summarize my point by referring to something I call 'Grade's Rebellion.' Grade's Rebellion is a type of class war being waged on this campus and perhaps others. It is manifest on two fronts: faculty and students.

On the student side we can point to many facts of life and methods of coping. Many students are having to work more hours while going to school. As they invest more of their own resources in their education, they are demanding more. As the job market becomes increasingly competitive, students are placing more stress on grades. Students are expecting more from their teachers, and when the product is not delivered, reactions, often strong, occur. While some cheat and some 'grub' for grades, and some major in 'pre-rich' with no desire to learn, most simply want resources to turn to in the form of quality advising and good teaching. To the extent such resources, which need not cost a great deal are not provided, we can expect students to continue to protest. Some departments have already experienced organized protests from large numbers of students regarding what was perceived as being inadequate teaching and unfair grading.

On the faculty side of Grade's Rebellion, while I have seen many actions which are positive, I have also seen many and varied examples of meanness, carelessness, and laziness. Faculty members and other instructors continue to violate rules and the rights of students, often knowingly. For example, the syllabus rule is frequently violated, especially in reading or special courses. Absence policies and policies for make-up exams are often nonexistent or seriously compromise the progress of a student. Faculty members frequently leave campus for sabbaticals or to assume positions elsewhere and leave no records behind so that their students can complete work, for example, to remove I grades. It is not uncommon for instructors to give E's in a course rather than an I simply to avoid paperwork. The latter practice involves an assumption of immortality that seems questionable at best, and can have drastic consequences for a student such as cancellation of registration. I have also seen a number of faculty members discriminate against certain segments of the student population. This usually involves unfair performance expectations directed at outstanding students, or the refusal to



give scholarship or other varsity athletes the same break that would be given any other student. Perhaps these are honest or innocent mistakes for the most part. They are discrimination in its most arbitrary form nonetheless.

I would salute one aspect of Grade's Rebellion, however. There seems to be an unspoken effort underway to subvert the practice of grade inflation on this campus. Indications exist that this is widespread and is enjoying success. If informed of this and if informed of the new rules and expectations, I believe most students will support this effort. It can only enhance their degree and may also be seen as a positive sign that we are finally beginning to pay attention to our teaching responsibilities.

These are hard times in our society and we face difficult problems. As we seek to cope, we must not let Grade's Rebellion get out of hand. We are all, students and faculty alike, victims of the same social processes seeking to subvert higher education. The university is frequently portrayed as a place where a communal effort among equals carries forth the search for knowledge. To the extent we allow our own personal frustrations to rule us, we will never achieve our community or societal values. We as a faculty must pull together and work with students to find ways of solving our collective problems which compromise the pursuit of knowledge. In times such as these, students have the right to expect our very best effort. If they have not met our standards, perhaps it is because we are not meeting theirs. It is time the faculty, especially the Senate, exerted itself in addressing the very real problems which face our campus, some of which I have discussed."

The Ombudsman was given an enthusiastic applause. The Chair thanked Professor Brooks and asked if there were any questions.

Professor Gesund felt Professor Brooks had been rather harsh on the faculty and perhaps undeservedly so. He wondered if Professor Brooks was aware of the elaborate student evaluations of teaching systems which exist in numerous colleges. He said that the teaching evaluations were very rigorous in both the Colleges of Engineering and Architecture and carried out largely by the students. He didn't appreciate hearing there was no value placed on teaching when he knew for a fact that in Architecture about 75 percent of merit rating was based on teaching with half of it coming from student input and in Engineering about 50 percent was teaching rating.

Professor Brooks said that if he had been harsh on the faculty, he felt he had also been harsh on the students. He said he respected the intensity of Professor Gesund's reaction. He added that he had hoped to get some reaction. He felt the issues were critical and the University was at a critical point in its history because of the things that were happening. He said that in essence what he was trying to say was that it was up to the faculty to show leadership and pull together in beginning to deal with the problems. He has been studying teaching evaluations in the College of Arts and Sciences for at least two years. He did not deny that in some colleges teaching received more attention than it did in perhaps Arts and Sciences. He said he would stand on the statement that by and large the University does not evaluate teaching in nearly as systematic way that he would like. He appreciated the reaction and was happy to have it.



There was no further business and the meeting adjourned at 3:45 p.m.

Elbert W. Ockerman  
Secretary of the Senate



UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

January 30, 1981

Dr. Otis A. Singletary  
President  
103 Administration Building  
CAMPUS

Dear President Singletary:

The Senate Council considers that D. Kay Clawson, Dean of the College of Medicine, acted improperly in his handling of recent changes in the Department of Community Medicine.

- 1) After receiving a report from his review committee, Dean Clawson met with the members of the Department of Community Medicine on the morning of 19 May and requested that all faculty members in that department relocate in other departments of the University by 1 July. The 26 May Report [enclosed] from the College of Medicine stated that in addition to relocating all members of the Department, the name of the Department should be changed to reflect its missions. During his 11 August meeting with the University Senate Council, Dean Clawson indicated that he chose the Review Committee members with the assurance of obtaining the desired end.

The wisdom of transferring all faculty members from the Department of Community Medicine, of proposing changes in the Departmental mission, and of proposing a name change for the Department is not at issue here. But collectively, and probably individually, these changes certainly constituted an alteration in, if not the actual abolition of the department with the prospect of the subsequent establishment of a new department.

As the executive agent for the Senate, we are concerned here by the administrative noncompliance with a University regulation which explicitly designates certain responsibilities to the University Senate. The Governing Regulations clearly require



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President Singletary  
January 30, 1981

that, when a department is to be altered, the proposed changes are to be considered by the University Senate and that the Senate is to recommend to you. This was not done in the case of the Department of Community Medicine.

The Department now consists of no full-time members. For all practical purposes it has been either drastically altered or completely abolished. Present teaching appears to be carried out by faculty with full-time appointments in other departments. However, we have received no communication from Dean Clawson as to the status of the teaching or residency programs which existed within the Department before 1 July. Certainly no formal recommendation concerning alterations, restructure, or abolition of the Department has been received by the Council.

- 2) The Council is concerned, too, about several statements made by Dean Clawson when he spoke with us on 11 August. He stated that Dr. Vandiviere was continuing as acting chairman beyond the expiration of his appointment on 1 July. In addition, the Dean indicated that the Department was continuing under the budgetary and administrative arrangements in effect before 1 July. Neither of these assertions is borne out by the facts, and the Council is disturbed because either the Dean was lacking information that he should have had, or he was less than candid during his visit with us.

The Council has had and will probably continue to have occasion to interview administrators and faculty in the pursuit of its responsibilities. When decisions must be made on the basis of such interviews, or when a recommendation is expected to result, as in the case of the Department of Community Medicine, it is imperative that the interviews be as forthright as possible. The Council's concern, then, is centered in this instance on what appear to be discrepancies in Dean Clawson's discussion.

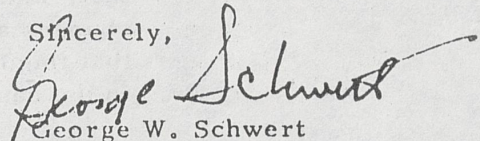
The circumvention of an explicit Governing Regulation (1 above) and the contradictions in Dean Clawson's statements during our interview with him (2 above) create unhappy precedents. We would hope that steps will be taken to decrease the likelihood that they will happen again.



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President Singletary  
January 30, 1981

Submitted on behalf of the Senate Council,

Sincerely,

  
George W. Schwert  
Chairman

/cet

Enclosure-1



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

OFFICE OF THE PRESIDENT

July 28, 1980

D. Kay Clawson, M.D.  
Dean, College of Medicine  
MN 140 Chandler Medical Center  
00842

Dear Dean Clawson:

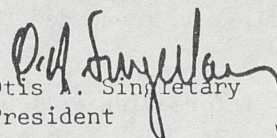
There appears to be considerable confusion surrounding the situation in the Department of Community Medicine as indicated by information which has come to my attention from several sources including a letter from the University of Kentucky Chapter of AAUP which is enclosed.

I have read the report of the committee which was duly appointed and charged with reviewing the Department of Community Medicine and am aware of this committee's recommendations. I assume that you are now in the process of preparing an appropriate administrative recommendation in regard to alteration, restructure, or abolition of the Department of Community Medicine. Before you submit your formal recommendation, however, I suggest that you discuss the matter with the Senate Council.

Until such a recommendation has been made, considered, and approved, there is no doubt that the Department of Community Medicine continues to exist, that the department's mission and program remain unaltered, and that the faculty on appointment in the department have normal faculty privileges.

I will look forward to receiving your recommendation in regard to alteration, restructure, or abolition of the Department of Community Medicine in the relatively near future.

Sincerely,

  
Otis A. Singletary  
President

jk

enclosure

cc: Dr. Peter P. Bosomworth  
Dr. Horace M. Vandiyere  
Dr. Joseph Krislov ✓



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

OFFICE OF THE PRESIDENT

August 28, 1980

Professor George Schwert  
Chairman, Senate Council  
Administration Building

Dear George:

The purpose of this letter is to bring you up to date on present developments and future prospects relating to the Department of Community Medicine.


1. Transfer of Faculty -- I have approved the recommendation of the Dean of the College of Medicine to proceed with the transfer of present faculty of the Department of Community Medicine to other units of the College of Medicine, the Medical Center or the University. It is my understanding that these transfers are to be made only in those cases where the faculty member has volunteered or agreed to the transfer. It is hoped that such transfers of primary assignment will result in placements where the faculty members are acceptable and where they feel they can function reasonably well and contribute to program needs. Salary lines will be transferred with the faculty members.

2. Departmental Leadership -- I have approved the recommendation of the Dean of the Medical School and the Vice President of the Medical Center that Dr. Robert Straus, Professor and Chairman of the Department of Behavioral Science, be appointed Acting Chairman of the Department of Community Medicine. I have further agreed that Dr. David Cowen, Professor of Community Medicine and Medicine, be made available to the Department as course coordinator. Appropriate recommendations will be made to the Board of Trustees at the September 16 meeting of the Board.

3. Future Prospects -- The Department of Community Medicine will continue to exist and the department's mission and program will remain unaltered for the time being. At such time as the Dean forwards a recommendation to me involving a change of name or mission for the department, I shall forward same to the Senate Council for your advice. Any recommendation on changes in courses or curriculum will be forwarded through regular academic channels for consideration and action.

I hope this information will prove to be helpful to you and to the Senate Council.

Sincerely,

  
Otis A. Singletary  
President

cc: Vice President Peter P. Bosomworth  
Dean D. Kay Clawson



UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

March 1, 1982

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday,  
March 8, 1982. Proposed change in University Senate  
Rules, Section V., 4.1.3.

Background:

The Committee on Admissions and Academic Standards met on January 27, 1982 to consider the proposed revision of Senate Rule V., 4.1.3.

The Committee concurs with the revision as approved by the Graduate Council, Graduate Faculty and Senate Council that Senate Rule V., 4.1.3 be revised as follows:

V., 4.1.3: A Second Bachelor's or Master's Degree -- Students are eligible to qualify for either a second bachelor's degree or a second master's degree. For a second bachelor's degree in the same college, the college will set the requirements. For a second bacehlor's degree in a different college, the student will be eligible whenever he has completed the requirements for a second curriculum.

In regard to graduate degrees; however, two degrees will not be granted at the same time and simultaneous enrollment in two or more programs in different fields is not permitted[.], unless approved by the student's advisors and the Directors of Graduate Studies in the Programs.

Note: Delete bracketed portion; add underlined portion.

Rationale:

The revision is to clarify the rule so that a student knows that he does not automatically qualify for two degrees but must have official approval by advisors and Directors of Graduate Studies in both programs.