

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

30 November 1992

TO: Members, University Senate

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

AGENDA:

1. Minutes: 14 September 1992; 12 October 1992.
2. Chair's Announcements
3. Resolutions
4. Remarks: President Charles T. Wethington, Jr.
5. Action Items
 - a. Proposed Transfer of the Microbiology graduate program from the School of Biological Sciences, College of Arts and Sciences to the Department of Medical Microbiology and Immunology, College of Medicine. (Circulated under date of 24 November 1992.)
 - b. Proposed Departmental Name Change in the College of Human Environmental Sciences from the Department of Human Environment: Design and Textiles to the Department of Interior Design, Merchandising and Textiles. (Circulated under date of 25 November 1992.)
 - c. Proposed modification of the University Senate Rules, Section V - Academic Progress, Probation and Suspension Policy of the Clinical Laboratory Science Program, College of Allied Health Professions. (Circulated under date of 27 November 1992.)
6. FOR DISCUSSION ONLY: Proposed Change in the University Calendar. (Circulated under date of 30 November 1992)

Randall Dahl
Secretary

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MINUTES OF THE UNIVERSITY SENATE, DECEMBER 14, 1992

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

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

Members absent were: Richard Anderson, Virginia Atwood*, Richard C. Ausness, Mark C. Berger, John J. Bernardo, David T. Berry, Peter P. Bosomworth, Douglas A. Boyd, Carolyn S. Bratt, Joseph T. Burch, D. Allan Butterfield*, Laretta Byars, Rutheford B. Campbell, Jr., Clyde R. Carpenter, Ben W. Carr, Chris Carrico, Edward A. Carter, Shea Chaney, Donald B. Clapp, Charlie Clark, Jordan L. Cohen*, Audrey L. Companion, Sarah Coursey, Paul DeMesquita*, Denton David, Richard Edwards, Donald T. Frazier*, James E. Funk, Richard W. Furst, Joseph H. Gardner, Zakkula Govindarajulu*, Larry J. Grabua*, Todd A. Griffin, William S. Griffith*, Robert D. Guthrie, J. John Harris, III, Christine Havice, Robert E. Hemenway, Richard A. Jenson*, James Knoblett, Kenneth K. Kubota, Thomas W. Lester, Arthur Lieber*, C. Oran Little, William C. Lubawy, Justin Marriott, Marcus T. McEllistrem, Martin J. McMahon, Jr., Sandra Miller, James S. Mosbey, David A. Nash, Phyllis J. Nash, Anthony L. Newberry, Robert C. Noble*, Pete November, Clayton P. Omvig, Judith Page, Rhoda-Gale Pollack*, Leigh Ann Poynter, Thomas C. Robinson, Tracy Rogers, David Sanford, Michael C. Shannon*, Candi Smith, Crystal Smith, Thomas Stipanowich, David H. Stockham, Michael G. Tearney*, Eugene R. Williams, Emery A. Wilson, Peter Wong*.

The Chairperson welcomed everyone to the last regular University Senate meeting of the 1992 Fall semester.

The Chairperson stated that the first item on the agenda was to approve the Minutes of September 14 and October 12. He asked for any corrections or additions to the Minutes for September 14. Motion was moved and seconded to approve the Minutes of September 14, 1992, as circulated. The Chair had several corrections to the October 12, 1992 minutes. On page 2, number 2, add the following sentence to the end of the paragraph. "The Senate Council in endorsing the proposal from the Medical Center, asked that it be made applicable throughout the University System." On page 9, paragraph 8, change the word accountability to read "performance review for administrators". The Chairperson stated the minutes for October 12, 1992 would stand as circulated with the corrections.

The Chairperson made the following announcements.

There are some problems with the Faculty Trustee Nomination Ballot. There was an error in the first ballot with the certification process. In the process, letters were sent to the respective deans, who are to certify who is eligible to vote and who is eligible to serve. There are problems when someone is in a college and is assigned to a center or school, there are also problems when someone is a chairperson or a director and whether or not they are still a faculty member. The rule is if

* Absence Explained

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more than 50% of their time is involved in the educational process then they are teaching and are eligible to serve. The first ballot was declared invalid because of the error. The second ballot was issued and our worst horror occurred. In the list of College of Medicine Faculty the first column was duplicated and the second column was not printed. The Rules Committee decided to send out a new sheet with the correct list of faculty members from the College of Medicine and a new process for balloting. The Chair hopes no one was inconvenienced. The deadline for receiving ballots is December 18, 1992.

The second announcement has to do with the Committee Nominations letter that was sent out. The Senate Council was asked to make nominations to the president and Chancellors for the various standing committees. Those committees are the Academic Area Advisory Committee, the Senate Advisory Committees, Privilege and Tenure, Prior Service, Faculty Code, and Privilege and Tenure Hearing Panel, The Board of Student Media and the University Appeals Board. Nominations need to be turned in so the individuals may be taken into consideration as recommendations are made to the President, respective Chancellors and Vice Presidents.

University Research Professorships - in a memo dated November 24, 1992, from Lee Magid, Vice President for Research and Graduate Studies, she indicated in the fall of 1992 an ad hoc committee was appointed to review the University Research Professorship Program. Chief among the committee's recommendations was a reaffirmation that this award is the most prestigious given by the University in recognition of scholarly achievement and promise. The committee recommended that the value of the award be increased and more flexibility be provided for expenditure of the funds. In the Spring of 1993 the University will name two recipients of the University Research Professorship for a one year duration to begin Fall Semester 1993. Each professorship will carry an award of \$40,000, these new appointments are contingent on the continued availability of funds. Nominations and dossiers should be in the office of the Vice President for Research and Graduate Studies, 207 Administration Building, by January 15, 1993. If more information is needed, call Dr. Magid's office.

Academic Ombud Report for 1992 - Professor Russell Groves was the Academic Ombud for 1991-1992. Professor Groves is out of town. He had previously been scheduled in September and October to give his report. His report will be attached to the minutes for the December 14, 1992 meeting. In reviewing the report the numbers and types of cases brought before the ombud are fairly similar to what they have been in the past.

Strategic Plan - The Strategic Plan Committee submitted their report to the President last week. There was a previous draft of the Strategic Plan that was circulated earlier in the fall for review by faculty. A number of suggestions and recommendations were obtained. The Committee reviewed each comment that was received and many were incorporated in the draft submitted to the President.

Faculty Workload Committee Report may be finalized as early as this afternoon and sent to the President. The process that the Faculty Workload Committee used was very similar to the process the Strategic Plan Committee used. A number of comments were received and they were incorporated into the document.

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Realignment and Restructuring Reports - in the Kernel (Friday) and the Lexington Herald Leader (Sunday) there was information about what might be occurring. The various realigning and restructuring committees will be submitting their reports to their respective Chancellors or Vice Presidents. Between now and next semester the President and his Cabinet will be reviewing the reports.

One of the recent things the President has done was to appoint a committee with Dr. Richard Ulack of the Department of Geography as Chairperson to review the Administrative Regulation AR2-1.0 - 0.6 which is a review and evaluation of educational units. The committee is to consider those sections of the regulations which deal with the review of the Chief Administrative Officers of educational units as defined in the AR and make recommendations for change where appropriate which will provide for the annual and periodic review process. In its review the committee was directed to pay particular attention to the input of faculty into the annual and periodic reviews. The Committee is charged with making recommendations with an end of the Spring Semester report to the President.

COSFL Report - Coalition of Senate Faculty Leaders. They met December 5, 1992, Marcus McEllistrem attended that meeting. That group involves faculty leaders from the eight institutions in Kentucky as well as the community colleges. One of the things they are doing is revising their constitution and one of the topics of their meeting was the review of administrative officers with representatives of each school commenting on procedures. Many of the schools have reviews by faculty of the various administrators including the president. Some of those are to be written anonymously. Some are made public and some are not. The chief thrust of COSFL this year is to try to do something about the budget cuts and also to try to get representation on organizations like the Council on Higher Education. There will be more to come about this later. They will be meeting again in February.

Governing Regulations - The Board of Trustees met last Tuesday and approved several changes in the Governing Regulations. Several of them had to do with bringing the Governing Regulations in line with the recently passed statutes. One had to do with charitable organizations and set up criteria for how those organizations can come to campus. The changes in the Governing Regulations will be appended to the Minutes of the December 14, 1992 meeting and are also available on View.

The Kentucky Academy of Sciences 1992 Distinguished University Scientist Award was presented to Dr. Marcus McEllistrem on December 11, 1992. The Chair wanted the Senate to join him in congratulating Marc.

During either the February or March Senate meeting the Chair has invited C. M. Newton, Director of Athletics to make a presentation and answer questions on the integration of intercollegiate athletics in the educational process.

The Chairperson then introduced President Charles T. Wethington to the Senate for his remarks.

President Wethington thanked Professor Picoro.

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I just wanted to be here today and bring you up to date before the Holiday Season, to reaffirm some of the things I've said before and follow-up on what Professor Piccoro has said.

To begin with, my prime reason for being here today is to thank you for all you have done during the Fall Semester. If you look at the list of things that John Piccoro had on his overhead, then you can quickly be reminded of just how much the University Community has done during the Fall Semester. I know all of you in this room have been impacted in some fashion by all of these and I clearly want to express my appreciation to you for all you have done and all you continue to do on behalf of the entire University of Kentucky. You are not always recognized. You're not. We're not. Particularly, faculty are not always recognized for what you do. We don't go very long without reading in the press about all of the things we don't do, but I want you to know that, for one person at least, I'm very well aware of all the kinds of things faculty do in this Institution and outside this Institution in teaching, research, and service. I appreciate that personally.

Let me follow-up on the financial picture of the Institution. This is my opinion, not based on anything official from the state or otherwise. In my opinion, there won't be a budget cut before the end of this year during this holiday season and for that we can all be thankful. It does not mean there won't be one before the fiscal year is out, but it simply means to me that our economy is continuing to improve slowly in Kentucky and there is not any new reason to impact our budgets in December. The growth is occurring slowly; our revenue for 1992-1993 is continuing on target; we still have not made up for all the problems we had in 1991-1992, which means the 2% contingency plan will have to remain in place. The good news is that I do not foresee a budget cut coming during this month of December.

Let me comment on the budget cuts themselves. Again, everyone of you has been personally impacted by these cuts and they have been severe cuts for the University, I don't have to tell you that. Anywhere you look in this Institution you may find impact on the Organization as a result of these budget cuts. We came into this year, July 1 of this year, needing to cut an additional \$3.1 million out of the University system, since the Community College System was not impacted by the second cut. In order to have our base lowered to the point that we had taken care of the full 10% budget cut, my goal was to manage the rest of this \$3.1 million cut without laying off people, without endangering academic programs anymore than we absolutely had to, and without cutting faculty positions further. I'm here to tell you that as of today we have cut an additional 92 positions out of the University System since July 1, 1992. Those have all been non-faculty positions and I do believe that by the end of December we will have cut out at least 100 positions and will have managed the additional \$3.1 million budget cut. Obviously those cuts have not all occurred where we would most like to see them. During the Spring Semester, in addition to working on other issues, I think you are going to find some reallocation, some shifts in

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dollars that will try to help us manage the budget cuts we have already taken. I do believe by the end of this December we will have brought our base down to a level to handle the entire \$26 plus million, the total of the two budget cuts.

That leads me to the question of where do we go from here in terms of the hiring freeze and in terms of the other financial strictures that we have in place? My answer to that is that we must continue about as we have been doing. Since we still have a mandate from the Executive Branch to generate 2% to guard against a budget cut, which might or might not occur during the Spring of 1993, we must continue to save dollars wherever possible to plan for the possibility of a further budget cut. What I am inclined to do, and have been discussing with the Chancellors and Vice Presidents, is to relax the university-wide hiring freeze and put the responsibility for managing the freeze in the hands of the Chancellors and Vice Presidents and thereby give a bit more flexibility in the hiring freeze during the Spring semester. I do plan, however, to continue to exert presidential control over the addition of any new positions that are to be funded by state funds. I will keep a hiring freeze on in terms of the establishment of new positions on state funds and will exercise the responsibility myself to determine wherein those positions get allocated within the University. You may see some slight changes in our budget posture going into the Spring semester. Obviously, we must continue some of the same kinds of financial controls we have had during the Fall semester to guard against the 2% budget cut. The good part of that is if a further cut does not come those dollars will be available in the University to apply to the serious academic needs we have that have been building up for a considerable period of time.

The structure and organization examinations are getting very close to being finished. As you know, there are several committees at work, one in each Chancellor area and one in each Vice Presidential area. They will make reports to me no later than December 15, 1992. Those reports that are made to me will carry a recommendation from the Chancellor and Vice President in that particular area. I will get not only the reports from the committees but I will also get the recommendations from the Chancellors and Vice Presidents. I've got a lot of reading to do in the next few days, once the reports get to me. I plan to spend a good part of the Holiday Season working with my staff, with the Chancellors and Vice Presidents on these specific recommendations and suggestions, to determine which ones can best be implemented. We will review them all. Obviously there will be recommendations and suggestions which will get implemented, approved by me and implemented right away. There will be recommendations and suggestions which I will determine not to be feasible and not be able to implement. I will determine that if these recommendations involve alteration or abolishment of academic units that these will get referred back to this body. As I've indicated before it is highly likely that I will employ an external consultant to look at recommendations on organization that cut across the entire University. My goal is to complete this effort before the end of the Spring 1993 semester. We will have this finished prior to July 1.

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I am extremely pleased with the process that has taken place in the review of the Strategic Plan. The draft is on my desk, I read it over the weekend and the work has been excellent. We will again be reviewing that with the Chancellors and Vice Presidents over the Holiday Season. I plan to go to the Board of Trustees with it in the early part of the Spring semester to get final approval. During the Spring semester, each one of the academic units and the other units throughout the University will be completing a unit by unit plan to help us through the 1994-1996 biennium and beyond.

As a bit of good news - it has not yet been announced - I do not have a letter, but the Southern Association did reaffirm the University of Kentucky's accreditation in its meeting last week. We will be getting a letter very shortly and I want to say again how much I appreciate the work of Jim Hougland, David Nash, Loys Mather, and alot of you who helped with that entire process of looking at the University and leading us to successful reaffirmation of accreditation.

Again, let me thank Karl Raitz. I think he has done an excellent job with a serious responsibility in chairing the Faculty Workload Committee and let me thank the rest of you who served on that committee or who helped in any way. I think you will be giving a recommendation to me that will point out the varied responsibilities that faculty have in this Institution, describing the workload very well and describing the process for determining differentiated workloads for individual faculty members in the University system.

Looking to the Spring, obviously we have several things left to do. We have to complete the Strategic Plan, get it approved by the Board and implemented unit by unit across the University. We want to complete the look at the Organization and implement those recommendations that are appropriate. We must prepare our biennial budget request for 1994-1996 to complete our plans for the next biennium.

There are two matters that are coming up in the Spring that I want to at least alert you to. Probably in February there will be proposal before the Council on Higher Education that will impact the setting of tuition rates in Kentucky colleges and universities. I think most of you know that I have been one of the college presidents in Kentucky that has consistently advocated for lower tuition for our public colleges and universities. At this point, I have determined that in the best interest of this University we need to consider the changing of our tuition policy to allow for a higher tuition increase in the Fall of 1993 than previously had been planned. I'm doing this for two reasons. First, is the budget cuts and the impact those cuts have had on the University of Kentucky. If there ever was any fat in this place, we've cut it out. We have demonstrated that we can recognize these budget cuts, manage them very well and get the base of the Institution lowered to the level that we were mandated. We've done that, I did not propose additional tuition increases to make up for those budget cuts. But now to preserve the quality in this place we truly do need to be adding dollars to enhance the instruction, research, and service programs of

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this Institution, to add to budgets in appropriate academic units that will really help us move ahead in the future. For that reason I am willing to consider an additional tuition increase. There is another reason. I'm not proposing that the Council change its tuition policy. I think that policy is very sound. What I am proposing is that the Council establish tuition each year rather than for a biennium. That will lead to a higher tuition increase next year than there would have been if we were not to change the policy. This would maintain the integrity of the Council on Higher Education Policy, but would set tuition each year rather than every other year. If we don't do something like this in 1993, there will be a serious tuition increase in 1994, possibly approaching 20% or more. I believe it is in this day and time absolutely necessary that we move to an annual process for establishing tuition. Kentucky's tuition takes into account what is happening in our Benchmark Institutions and it also takes into account what is happening in the personal income for Kentuckians. It puts those two factors together; our Benchmark Institutions' tuition plus the ability of Kentuckians to pay. That makes sense to me for a state like Kentucky that is trying to raise the educated base in this Commonwealth. I have no problem with the Council's policy. I've supported it all along and I will continue to support it. I think right now it is time for us to look at setting tuition year by year, which will have a larger increase than normal next fall but will help minimize the kind of increase that would occur in Fall 1994, if we did not make some change now. I hope you understand my position. You do not necessarily have to agree with it, but I think it will, if enacted, give us some additional flexibility to deal with enhancement of academic programs and salary increases in 1993-1994.

The last thing I would like to talk with you about is something that I hope all of you will join with me in doing in 1993. I have felt all along that we need to wait until the Governor is successful with his health care reform ideas in 1993. I believe we will find these ideas brought to the General Assembly in 1993 and I believe it is important that it take place. Once we get through the change in leadership in the General Assembly and possibly some special sessions, whether dealing with health care or ethics reform, I think the latter part of 1993 needs to be a time when we in higher education set about conducting a rather serious public information program for the Commonwealth of Kentucky. To build support for higher education and possibly in the beginning to do nothing more than to comment on the worth and the value of higher education, how important it is to this Commonwealth and its citizenry. We have been bashed about a good deal, I don't have to tell you that. It is not that we cannot take that, we can. It is not that we can't deal with it, we can. As a matter of fact, there is a lot of goodwill for higher education in this Commonwealth and I believe it is time we try to get it up to the forefront heading into the 1994 General Assembly Session. We need to build support, I believe, that will allow our policy makers, our elected representatives, our governor and our general assembly members to get higher education higher on the list of priorities for the 1994 General Assembly. I would like to see this cut across all of higher education. I would like to involve all the college

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and university presidents in Kentucky; I would like to involve the Advocates for Higher Education and the Council on Higher Education and the citizenry to the extent we can in recognizing the value of higher education and pointing it out to the public. As we get farther into 1993 and get some of these other efforts past us, I hope you will be equally committed to doing whatever you can to try to build support for higher education in the Commonwealth. I am absolutely convinced that as we build support for higher education we will build support for this institution more so than for any other aspect of higher education, because we are the single most important aspect of higher education in the Commonwealth. I think if we bring all of higher education along we stand a much better chance for success.

As a last item, I have attempted during this period of budget cut-backs to keep you as informed as I knew how and as informed as I thought you wanted to be. I will commit to you that I will make every effort to keep you informed as we deal with serious issues and matters that impact this University and which are of interest to you as well as to me. I want to thank you again for the continued support that I've gotten during this 1992-1993 year and before. Clearly the support has been there from a wide variety of people and a wide variety of sources. I want to commend the academic administrators as well as the faculty, since all of you have put in an extraordinary amount of time and serious effort in trying to make this a better Institution. As we have gone through a time of budget cut-backs, we have attempted to focus ourselves on changes, on realignments, on ways we could best enhance the University as we move on into the 1990s. We realize that we have a lower financial base to work with; we realize that the growth that will occur in the future is likely going to be a slow growth; we realize those factors alone make it exceedingly important that we focus on that which we do best and which we can do best for this state, this nation and the world. You have accepted that responsibility; you have participated in all of these tough decisions and I will ask you to continue to participate in them as we move on through the Spring semester 1993. I wish you an extremely happy, pleasant, and healthy holiday season. I hope we can all look forward to an even better 1993.

President Wethington was given a round of applause.

The Chairperson thanked President Wethington for his comments.

The Chair made the announcement that the Senate has a new Sergeant at Arms, Joann Davis from the College of Nursing.

The Chair recognized Professor Dan Fulks, Chair elect of the Senate Council to present the first action item. Professor Fulks read the first paragraph of the background of the agenda item. Professor Fulks, on behalf of the Senate Council, moved approval of the proposed transfer of the Microbiology graduate program from the School of Biological Sciences, College of Arts and Sciences, to the Department of Microbiology and Immunology, College of Medicine. The proposal was circulated under the date of 24 November 1992.

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The Chair stated that the motion was on the floor and since it came from the Senate Council it required no second. The floor was opened for discussion.

There was no discussion. The question was called. In a unanimous voice vote the Senate approved the proposed transfer. It reads as follows:

Background and Rationale: In December 1984, in response to recommendations from program faculty and administrators, the Microbiology Graduate Program was transferred, for purposes of its administration, from the Hunt Morgan School of Biological Sciences to the Department of Microbiology and Immunology, College of Medicine. It was anticipated that this change of administrative location would place the program near the major source of graduate microbiology activity; that it would provide for greater program support, generally, and for greater graduate student financial support, specifically; and that it would provide continuing access and the opportunity for all program faculty members to participate, since the program is interdisciplinary in nature and there are interested faculty members in several quarters of the University.

Subsequently, the question was raised whether the program's best interests would not best be served if it were decided to permanently transfer it to the Department of Microbiology and Immunology rather than the administrative arrangement in that department. As a result of discussion with the Chairs of the two departments, it was agreed that the issue be reviewed by faculty members who participate in or are associated with the microbiology field. In 1991, the Dean of the Graduate School appointed an ad hoc Committee, with representation from several departments and sectors with microbiology students and research activity, to examine the issue of permanent transfer of the program to the Department of Microbiology and Immunology. Based on their findings, the response of the Committee was unanimous that the Program should be assigned formally to the Department of Microbiology and Immunology.

The opinions of all members of the Graduate Faculty associated with the Microbiology Program were solicited and all but one person supported the transfer.

The Dean of the Graduate School then recommended that the Microbiology graduate program be permanently transferred to the Department of Microbiology and Immunology and that the reassignment would not carry with it the transfer of any faculty.

The Senate Committee on Academic Organization and Structure reviewed the proposal and recommended to the Senate Council that it be approved.

The Senate Council recommends that the Microbiology Graduate Program be transferred permanently from the School of Biological Sciences, College of Arts and Sciences to the Department of Microbiology and Immunology, College of Medicine.

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The Chair recognized Dan Fulks for the next action item. Professor Fulks, on behalf of the Senate Council, moved approval of the Proposed Departmental Name Change in the College of Human Environmental Sciences from the Department of Human Environment: Design and Textiles to the Department of Interior Design, Merchandising and Textiles. If approved, this change will be forwarded to the President for appropriate administrative action. Professor Fulks read part of the Background and Rationale. He stated the Senate Committee on Academic Organization and Structure reviewed this proposal and recommends that it be approved. The Senate Council concurs.

The Chair stated the proposal required no second and asked if there was any discussion. He stated the question was to change the name of Department of Human Environment: Design and Textiles to the Department of Interior Design, Merchandising and Textiles in the College of Human Environmental Sciences. In a voice vote the proposal unanimously passed and reads as follows:

Background and Rationale: The primary purpose of the Department of Human Environment: Design and Textiles is to prepare professionals to be knowledgeable in the areas of interior design, merchandising, apparel, and textiles. A departmental review committee in the College felt that the current name of the Department did not reflect the program options within the Department and made it difficult for students to identify the major options. The proposed departmental name change to the Department of Interior Design, Merchandising, and Textiles would simplify recognition of the Department and eliminate confusion with the renaming of the College. A subsequent review by the Cooperative State Research Service Program Review Team identified two distinct divisions within the Department and recommended stronger unification. This could be accomplished with the new proposed name change and a subsequent course prefix change. [If the departmental name change is approved, a separate proposal will be filed to change the appropriate course prefixes.]

The Dean and the Faculty of the College of Human Environmental Sciences support and recommend the name change of the Department of Human Environment: Design and Textiles to the Department of Interior Design, Merchandising and Textiles.

The Senate Committee on Academic Organization and Structure reviewed this proposal and recommends that it be approved. The Senate Council concurs.

The Chair recognized Dan Fulks for the last action item. Professor Fulks said the proposal basically said in order for a student to move to their senior year in the Clinical Lab Sciences Program that he or she must have a cumulative GPA of 2.0 as well as a C in all the CLS prefix courses. In order to remain in the program, there would be similar requirements on a semester by semester basis and to maintain a 2.0 for that semester as well as at least a C in all required courses. This proposal was recommended by the faculty of CLS and the College, the Academic Council for the Medical Center and modified by the Senate Admissions and Academic Standards Committee. The Senate Council recommends the proposal with an implementation date of Fall, 1993.

The Chair stated the proposal required no second. He stated if the proposal is passed it would require codification by the Rules Committee. The floor was opened for discussion. The question was called for. In a voice vote the proposal unanimously passed and reads as follows:

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Background and Rationale: The faculty of the Clinical Laboratory Sciences Program of the College of Allied Health Professions has considered changes in its progress, probation and academic suspension policies in light of a review of performance of students in academic difficulty, consultation with current students, Alumni of the professional programs, and discussions with clinical faculty and employers of their graduates.

The recommended proposal is modeled on the one adopted by the nursing program last fall and it requires a grade of C in all Clinical Laboratory Sciences (CLS) courses in order for a student to progress into the senior year or the clinical rotations.

The decision to require a C in every course with a CLS prefix was made because of the faculty's belief that competence in these pre-clinical courses is equally important as competence in the clinical rotations. Since content from these pre-clinical courses must be applied in the clinical settings, competence at the 70% or greater level is not unreasonable.

In addition, the faculty believe that students earning less than a grade of C in any CLS course need to be carefully monitored. Since all such courses contain essential content for professional practice, it is believed that the monitoring that accompanies students on probation in the CLS Program will maximize their chances for success.

Based on experience over several years, the faculty have found that students who earn less than a C in any two courses often do not complete the curriculum and, if they do, are not successful in writing a national examination.

This proposal has been recommended by the faculty of the Clinical Laboratory Sciences Program and the faculty of the College of Allied Health Professions, the Academic Council for the Medical Center and modified by the Senate Admissions and Academic Standards Committee. The Senate Council recommends the proposal with an implementation date of Fall, 1993.

Note:

If approved, the proposal will be forwarded to the Rules Committee for codification.

Proposal:

Undergraduate students in the Clinical Laboratory Science Professional Program are subject to the University's General Regulations for undergraduate students pertaining to scholastic probation, academic suspension, and reinstatement. In addition the following standards apply:

Student Progress

Students admitted to the CLS Program may advance into the senior year and/or clinical rotation of the CLS program of study on the condition that each has (1) at least a GPA of 2.00 on all course work; and (2) earned a minimum grade of C (2.0) in every course with the CLS prefix.

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Undergraduate Professional Program Probation

Regardless of academic standing in the University, a student shall be placed on probation where the student:

- A. earns a semester grade point average (GPA) less than 2.0 in all courses required by the CLS Program
- OR
- B. earns a grade less than C (2.0) for any course having a CLS prefix.

Removal from Undergraduate Professional Program Probation

A student shall be removed from probation when:

- A. in the semester following probation, the student earns a semester GPA of at least 2.0 in courses required by the CLS Program
- AND
- B. the student earns at least a grade of C (2.0) in any course with a CLS prefix in which previously the student earned a grade below C.

Undergraduate Professional Program Suspension

A student shall be suspended from the undergraduate CLS program when the student:

- A. earns less than a semester GPA of 2.0 in courses required by the CLS Program at the end of the first probationary period or in any subsequent semester,
- OR
- B. earns less than a C in a course with a CLS prefix for the second time,
- OR
- C. earns less than a C in any two courses required in the CLS Program.

Removal from Undergraduate Professional Program Suspension

A student may be reinstated into the CLS program when the student meets the requirements for readmission as determined by the CLS Admissions and Progression Committee. These requirements will be communicated to the student at the time of suspension.

Notes: The phrase "in the Clinical Laboratory Sciences Program" (CLS) refers to those courses with a CLS prefix that are specific requirements for the Bachelor of Health Science (Clinical Laboratory Sciences Program). The phrase "by the CLS Program" refers to other courses in the student's academic plan which do not have the CLS prefix, e.g., BIO, NFS, AHP.

These standards apply to all undergraduate professional students in the CLS Program unless alternative action is recommended by the CLS Admission and Progression Committee and approved by the Dean of the College of Allied Health Professions.

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The Chair stated there was one more item and it was for discussion only. (This item is attached to the minutes.) The Senate Council would like to get a feel for how the Senate feels about a possible pre-Thanksgiving Holiday. Student body President Pete November approached the Senate Council and a circular was prepared dated November 30th about having the day before Thanksgiving as a holiday. As background, the Chair stated that last year the Senate Council had an ad hoc committee on the calendar and it recommended a two day fall break. At a Senate Meeting, even though the Committee felt a two day fall break would not seriously encroach on instructional days that were available, the Senate defeated that proposal. The students have come back with another proposal asking to have the day before Thanksgiving considered. If you look at the number of instructional days that are available in the fall semester, there are more instructional days in the Fall semester than in the Spring Semester. There are 75 days in the fall (74 days in those years when there is a Presidential election) and 72 days in the Spring. If you look at the Benchmark Institutions (there is information in the circular that was gathered by the ad hoc committee) of the eight schools from which information was received, seven had some type of fall break. Three schools had two days, one had one day, two schools had the Wednesday, Thursday and Friday of Thanksgiving week and one Institution had all of Thanksgiving week. In looking at the number of instructional days at those institutions and comparing with University of Kentucky, we are in the ballpark. All are in the range of 70 to 75 days. One other reason the students feel strongly about the day before Thanksgiving, if classes are held that day the students would have a short time to get home for Thanksgiving and not having had a fall break many students certainly want to go home for Thanksgiving. It is a 3 to 5 hour drive for students going to Hopkinsville, Paducah, or even the southern part of the state. If you look at the enrollment of students at the University, 25% of the freshman are out-of-state students, 22% of the students at UK are out-of-state and for the past 4 or 5 years, 20 to 25% of the incoming freshman are out-of-state students. It creates somewhat of a hardship for those students to leave here on Wednesday afternoon and get back home. Professor Piccoro opened the floor for discussion.

Minni Saluja (College of Pharmacy) said she wanted to emphasize the importance of this for the students. Such a large percentage are out of state, including herself. The very nature of Thanksgiving is with family. Lots of our Benchmark Institutions have this type of structure and she feels the motive behind this proposal is to facilitate travel for the students.

Thomas Blues (English) stated that we see what happens at Spring break, when students leave from up to 2 to 3 days before break begins. We see what happens at Thanksgiving, aided and abetted by faculty who do not observe their commitment to their classroom teaching and to holding classes, making it difficult for their colleagues to take their job seriously. He feels it is reasonable to have some type of accommodations for students leaving late in the afternoon, he feels that maybe something should be done to stop operation, maybe about 4:00 p.m. Something should be done to keep the dormitories open later so students do not have to be out by 5:00 p.m. He feels those are administrative details that could be facilitated. He thinks the faculty knows what will happen if Wednesday becomes a holiday, Monday and Tuesday will become holidays as well. He feels both students and faculty should take their jobs more seriously and get on with the business of education.

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Jesse Weil (Physics) asked if it were proposed to add a day somewhere else to keep the number of teaching days constant.

The Chair stated no, the student government was just looking for the day before Thanksgiving. If such a proposal were passed, if you look at the number of instructional days there would be an equal number of days for every day of the week except Tuesday, there would be one extra Tuesday.

Thomas Blues stated that Wednesday should be a normal day and he thinks that faculty and students should understand that.

Louis Swift wondered if there was a way of finding out what the sister institutions experienced when they did this.

Lynne Hall (Nursing) said that under the comment section they did get some feedback, she does not recall if they asked that question. She said that in general if there were problems or success stories they were noted in the information returned to the committee.

Pamela McMahan (Human Environmental Sciences) is concerned because there have been so many comments during the last year in the press about the lack of teaching and if they do take that day away from teaching they will be criticized in the press for lack of teaching.

Lance Delong (Physics and Astronomy) is concerned, because even if the loss of one instructional day is a small change, it is still significant. When there is restructuring and budget cutting, there is a shortage of faculty to teach the core courses. There is already such a problem in the classroom in technical courses, where not enough courses in his opinion are taught; for example, Physics and Astronomy is trying to combine two core courses into one in more than one subfield. He thinks that the loss of even one instructional day will make this problem worse. The problem of teaching a compressed core curriculum in the sciences is significant, making every instructional day important.

Minni Saluja feels just the opposite, if she knew Wednesday were off to travel, she would feel relieved and would take Monday and Tuesday more seriously.

Steve Olshewsky (Graduate School) said that last year when he was going into his class on Wednesday it was spooky in the Business and Economics Building because all the lights were out and only two classes were being held, where they had decided they would not allow an absence on that day. It demonstrated to him that professors can force a student to attend on the day before a holiday by making homework or a quiz mandatory. If Wednesday were given off, they do have the power to keep people there on Tuesday. He says there were a lot of resentful people there on Wednesday. The resentment goes both ways, the students get upset and have bad feelings which affect their academic performance and the students who would rather go home and do miss cause professors who have made it clear they will not allow absences to be resentful.

Dan Fulks (Business and Economics) said he knew this was discussed a year ago and the Senate Council wanted to get a feel before it was sent through the whole process again, he said if there is going to be a fall break he would rather give it

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in the middle of the semester. He stated there was some faculty support for it a year ago. He felt it was packaged poorly and presented even worse by the students last year. He feels the Senate Council is looking for some guidance in what they should do with this request.

David Durant (English) stated he resented the Senate Council for bringing back an issue they soundly defeated last year. It was discussed thoroughly, rejected and is now back again.

The Chair stated it was not the same proposal. Last year they were talking about the middle of the semester, sometime in October.

Thomas Blues said the problem is they are bringing the proposal back but are bringing no reasons for it except trivial ones. If there are some serious reasons why extra days off are merited, why they are needed, then bring them forward. There is no need for an extra day off for travel time when it could be accommodated by ending classes at 3:00 or 4:00 p.m. the day before. The question is are we operating seriously as a university or are we not?

Tom Waldhart (Library Science) stated he doubted very much if having class the Wednesday before Thanksgiving is going to determine whether we are serious at this university or not, that is going to be determined over the entire semester. The other thing is as a father he would much prefer his child have the opportunity to drive the Wednesday during daylight hours than having class until 4:00 p.m. and driving at night.

Jess Weil (Physics) said after having listened to the debate last year and listening this year, he thinks the faculty would be much more comfortable with a proposal like this if it were not just to reduce the teaching time by giving extra holidays but to seriously look at the calendar and rearrange it so the amount of teaching time which we now have is kept. He thinks faculty objection to this issue is the reduction of teaching time.

Derek Gwinn (Human Environmental Sciences) thinks losing two days of the fall semester would be detrimental to education. However considering the fact there are more fall teaching days than spring and since he is a senior and has been here for four years and has seen no real difference or gain from that small amount of teaching time, he feels the Wednesday before Thanksgiving is not really going to cut down on education time, he feels it cuts down on quantity of time but not necessarily quality. He has taken courses in the Spring and in the Fall that are very similar and doesn't think the quantity of time affects the quality of education. He can't speak from a personal level because he doesn't have to drive very far, some of his friends however live considerable distances away, the fact they cannot afford air fare means they have to drive to spend time with their families and a fourteen hour trip that starts at 4:00 p.m. in the afternoon and lasts until 6:00 a.m. the next morning pretty much destroys any chance of anything being beneficial during the holiday break.

Dan Reedy (Graduate School) said there is some concern for those classes that meet a single time a week, they maybe in fact losing three of the meeting times instead of one. He has a graduate seminar that was a lonely class meeting in the classroom building on the Wednesday evening before Thanksgiving but every single graduate student was there.

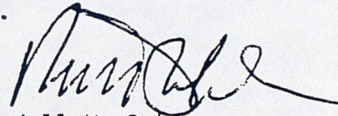
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Jesse Weil stated that even though the young man from Human Environmental Sciences does not notice the quality, he does. When he teaches a course in the fall with 75 days he includes certain topics and when he teaches the same course in the spring semester there are two or three lectures that do not get given and two or three topics that do not get covered. So the course in the spring is somewhat deficient compared to the course in the fall.

Jeff Coleman (College of Nursing) said one of the reasons for the break is the stress level, in the spring there is the break in the middle and tension can be relieved. In the fall they attend until Thanksgiving. He did not have classes on Wednesdays during the fall semester, so he had an extra day to relax and drive home and came back ready to go. He feels some type of break is needed, not only for travel but to relieve stress.

Chairman Picoro said all of the comments would be taken into consideration. He wished everyone a Happy Holiday Season.

The meeting was adjourned at 4:05 p.m.



Randall W. Dahl
Secretary, University Senate

1991-1992 ACADEMIC OMBUD REPORT

Russell Groves

Several of my predecessors have remarked to me that the position of Academic Ombud afforded to them the opportunity to see policy and reality collide, with sometimes unpleasant results. And, while this was at times true during my period of service, and while shortcomings of the University were at times revealed, the strengths and enduring values also become apparent. As a result of my efforts, I hope that the basic doctrines of fairness and equity to which this University aspires were advanced at least to a small degree. And I should add that despite the sometimes adversarial nature of the job, anyone who serves as Ombud can be assured that he or she will be a beneficiary, in large measure.

Communications with Students and Faculty

As with past years, the normal reminders regarding course syllabi, exams, excused absences and dead week were circulated to faculty. Department chairs in particular were urged to devote specific attention to these mailings, especially in the area of the content of course syllabi. Initial discussions were held with staff from the offices of the Dean of Students, Registrar, Director of Admissions, Vice Chancellor for Student Affairs, Vice President for Affirmative Action and Vice Chancellor for Minority Affairs and with President Wethington. A primary purpose for those meetings was to disseminate as widely as possible information related to the Student Rights and Responsibilities Handbook and to the resolution of disputes that might arise. Involvement with various student groups also took place over the year with the purpose of promoting a better understanding of the role of the Academic Ombud and the content of the Student Rights and Responsibilities Handbook.

Even with an annual renewal of these efforts, it is still imperative for each of us to review and apply the mandates of the University Senate relating to student faculty academic matters. With everything else that we as faculty have to do, reading the Student Rights and Responsibilities Handbook may not have a priority, but it should, in my opinion.

Major Problem Areas

While it may be by its nature unavoidable, a perception exists among some students that when questions or challenges are raised with instructors concerning tests, quizzes, grades and the grading process, the result may be vindictive or less than positive for the student. While I am convinced that in the vast majority of student faculty relationships this is not the case, a perception of a sometimes arbitrary or heavy handed "power down" condition does

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1991-1992 Academic Ombud Report

exist. In most instances where this concern arose during my tenure, it was possible to successfully mediate between and among the parties. In other instances, the students decided to retain their anonymity in which case the faculty member was usually informed of the stated concern, in general terms, so long as the students' anonymity could be protected. In these instances, no further action took place beyond my informing the faculty member of the stated concern, if indeed that much was possible. In a few instances, the students did elect to appeal.

Over the year, eighteen appeals were taken to the University Appeals Board. Three involved allegations of cheating. In one instance the appeal was withdrawn before the hearing. In the other two, the departmental actions were upheld with a reduced sanction in one case. Eight allegations of plagiarism were appealed. In two instances the students were acquitted. In two instances, the sanction recommended by the particular academic unit was reduced. In four instances, the departmental sanction was upheld.

In six instances where my efforts at arbitration failed, grades were appealed. In each of these cases I felt the students had a legitimate concern and in each appeal the outcome was favorable to the student.

Thus, the general picture seems to be that appeals by students regarding cheating and plagiarism have had mixed results while appeals of individual grades were on the whole successful.

Overall, I think this indicates that an allegation of cheating or plagiarism will place a heavy burden on the accused student. However, it also indicates that due process and fairness are present, with the results from the Appeals Board in support of grade change appeals as evidence.

As a footnote, to some members of faculty, six grade appeals may represent a high incidence. However, at a time when students are as competitive as ever and in a year when approximately 150,000 grades were assigned, I think one might reasonably conclude that the University is giving great emphasis to the fair and proper evaluation of student work.

The subject of excused absences was cause for a number of calls and visits to the Ombud's office. These issues often arose from statements in syllabi, for instance, which stated that no excused absences would be allowed, contrary to the Senate Rules which expressly allow for excused absences under certain conditions, including the discretion of the instructor. While questions over excused absences did not develop to the appeal stage, it is fair to say that I spent as much time seeking to solve concerns raised in this area as any. Here is a subject that could almost be rendered a non-issue if all faculty were familiar with the Senate Rules on excused absences.

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A change last year eliminating the policy which required written excuses for students who consulted the UK Student Health Clinic, a change brought about after extensive discussion and debate, was clearly the right move. Virtually no complaints or concerns were voiced to the Ombud concerning excuses for health care treatment obtained from UK facilities.

Twice in the past year formal complaints of sexual harassment were brought to my attention. In both cases the matter was pursued jointly with the Dean of Students and the University Affirmative Action Officer. Both involved Teaching Assistants and both resulted in non-renewal of the teaching contracts.

All of us have the obligation to see that the University takes the lead on this issue, be it in academic relationships or elsewhere. Clearly, the majority of our faculty, staff and students embrace the notion of fair and unbiased relationships implicit in the notion of sexual equality in the workplace. But others still just don't get it. We must not lessen our resolve on this issue.

RECOMMENDATIONS

Last year Gretchen LaGodna recommended that an external review of the Office of Academic Ombud be conducted. This matter is presently before the University Senate Council and I urge that it take place.

Likewise, a questionnaire may be appropriate to assess the perception of the Ombud among faculty and students, and I intend to further examine this prospect. In instances where one viewpoint in a conflict does not prevail, the outcome can be to blame the Ombud. This is part of the job, but a broader based appraisal could be more constructive. Some faculty see the Ombud as an advocate for student rights only. Some students believe just the opposite. The Ombud is charged to seek the truth and attempt a fair and equitable solution when all aspects are considered. And even then, the Ombud only recommends. When appeals are taken, it is the University Appeals Board that has the authority to change the determination of a faculty member in matters related to the academic treatment and evaluation of students, not the Ombud.

Finally, in my opinion, the time is near for the position of Academic Ombud to be full-time instead of its present status as half-time. Certainly, departmental responsibilities do not have to be relinquished entirely, but the primary responsibility should be as Ombud, and time proportioned accordingly.

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1991-92 Academic Ombud Report

SUMMARY

The Ombud position is at once one of the most exhilarating and frustrating in the University. And I doubt if the experience is duplicated anywhere else in the University. To the extent that I was successful I thank Michelle Sohner and Frankie Garrison, two very capable office assistants, and many others whose advice was sound and timely. To the extent that I was not successful, the fault is mine alone.

Gretchen LaGodna having been my predecessor has returned to serve again as Ombud. As a result, without question, the office is in good hands.

A statistical report will accompany my remarks in the printed minutes.

STATISTICAL REPORT

1991-92

Number of Single Contacts (Telephone Calls/Referrals).....	1,232
Number of Cases Handled	228

NATURE OF COMPLAINTS

Academic Offenses	39
Attendance	11
Discrimination	2
Exams	14
Grades	75
Instruction	19
Personal Problems	2
Progress/Promotion	52
University Policy	14
Total	228

COLLEGE WHERE COMPLAINT ORIGINATED

Agriculture	2
Allied Health	5
Architecture	1
Arts and Sciences	129
Business and Economics	27
Communications	5
Dentistry	2
Education	9
Engineering	14
Evening-Weekend	1
Fine Arts	7
Graduate School	0
Human Environmental Sciences	9
Law	0
Library and Information Sciences	1
Medicine	1
Nursing	5
Pharmacy	3
Social Work	4
Non-Applicable	3
Total	228

STUDENT'S COLLEGE

Agriculture	3
Allied Health	7
Architecture	4
Arts and Sciences	113
Business and Economics	42
Communications	3
Dentistry	2
Education	18
Engineering	12
Evening/Weekend	0
Fine Arts	4
Graduate School	0
Human Environmental Sciences	5
Law	0
Library and Information Science	1
Medicine	0
Nursing	5
Pharmacy	3
Social Work	4
Non-Applicable	2
Total	228

CLASSIFICATION OF THE STUDENT

Freshmen	24
Sophomores	45
Juniors	52
Seniors	60
Graduates	45
Non-Degree	0
Non-Applicable	2
Total	228

CASES BY MONTH

July, 1991	14
August, 1991	14
September, 1991	18
October, 1991	16
November, 1991	18
December, 1991	20
January, 1992	19
February, 1992	20
March, 1992	13
April, 1992	28
May, 1992	37
June, 1992	11
Total	228

4 YEAR COMPARISONS

	Cases Handled	Single Contacts
1991-92	228	1,232
1990-91	269	1,133
1989-90	354	1,522
1988-89	295	1,498

MOST FREQUENT COMPLAINTS

1991-92

Grades	75
Progress/Promotion	52
Academic Offenses	39
Instruction	19
Exams	14

1990-91

Grades	74
Progress/Promotion	45
Academic Offenses	34
Instruction	33
Exams	32

1989-90

Grades	83
Exams	33
Common Exams	30
Academic Offenses	23
Instruction	21

1988-89

Grades	87
Exams	40
Instruction	24
Absences	19
Repeat Option	13

Office of the President
December 8, 1992

PR 3A

Members, Board of Trustees:

PROPOSED AMENDMENTS TO THE GOVERNING REGULATIONS

Recommendation: that the Board approve the following amendments to the University of Kentucky Governing Regulations.

Background: Proposed amendments to the Governing Regulations were proposed to the Board of Trustees at the October 20, 1992 meeting. These regulations may be amended at any regular or special meeting of the Board of Trustees provided at least one month has elapsed between proposal of the amendments and final passage. As provided in the Governing Regulations the University Senate, the Senate of the Community College System, the Student Government Association, and the Inter-Community College Student Council have all been provided an opportunity to recommend on the amendments. Each of these organizations has responded and none provided specific recommendations. The explanations of statutory provisions have been clarified in several instances in response to questions presented in the review process, and the policy on solicitation of funds (pages 4-6 of this proposal) has also been clarified with a modification to criteria number 11.

(Note: Proposed addition is underlined; proposed deletion is bracketed.)

Amendment - Change PART II, page 1 to read:

The governance of the University is vested by law in the Board of Trustees. (KRS 164.[130] 131)

*The Council on Higher Education in Kentucky (KRS 164.[010] 020)...

Background: The statute numbers were changed.

Amendment - Change PART II A.1, page 2 and A.2, pages 2 and 3 to read:

No member of [the Board of Trustees or its] the administrative staff of the University [may] shall be directly or indirectly interested in any contract with the University for the sale of property, materials, supplies, equipment, or services, with the exception of compensation to the three faculty members. (KRS 164.[130] 131)

No member of a board of trustees shall have an interest in any contract with a state university unless such contract shall have been subjected to competitive bidding in compliance with KRS Chapter 45A, unless such trustee shall have been the lowest bidder and unless such

trustee shall have first notified in writing the remaining members of the board, and to the newspaper having the largest circulation in the county in which the state university is located, of his intention to bid on such contract. (KRS 45A.340(7))

No member of the Board of Trustees shall be held to be a public officer by reason of membership on the Board except as provided in KRS 45A.335 for the purpose of KRS 45A.340. (KRS 164.150)

2. Membership

The Board of Trustees of the University of Kentucky consists of sixteen [competent citizens of Kentucky] members appointed by the Governor, three members of the faculty of the University (two from the University System and one from the Community College System) who shall have the right to vote on all matters except that of faculty compensation, and one member of the student body of the University of Kentucky. The terms of the appointed members shall be for [four] six years and until their successors are appointed and qualified [.] ,except the initial appointments shall be as follows: [Four of the sixteen appointed members shall be appointed each year.] [Four of the sixteen appointed members shall be appointed each year.] Two members shall serve one-year terms; two shall serve two-year terms, one of whom shall be a graduate of the University; three shall serve three-year terms; three shall serve four-year terms, one of whom shall be a graduate of the University; three shall serve five-year terms and three shall serve six-year terms, one of whom shall be a graduate of the University. [Three of the appointed members shall be representative of agricultural interests, three shall be alumni of the University, and ten shall be other distinguished citizens of the state representative of the learned professions.] Three of the appointments shall be graduates of the University and may include one graduate of the institution who resides outside the Commonwealth; three shall be representative of agricultural interests; and ten shall be other distinguished citizens representative of the learned professions. The Governor shall [so] make the appointments so as to [divide the] reflect proportional representation on the Board [as equally as possible between] of the two leading political parties of [Kentucky] the Commonwealth based on the state's voter registration and to reflect no less than proportional representation of the minority racial composition of the Commonwealth. Appointments to fill vacancies shall be made for any unexpired terms in the same manner as provided for the original appointments. (KRS 164.[130] 131 [as amended by the General Assembly])

Each [alumni] graduate member is appointed by the Governor from a list of three [persons] names submitted by the alumni of the University [required to be citizens of Kentucky and nominated by the alumni by a procedure prescribed] according to rules established by the Board of Trustees. (KRS 164.[130] 131; KRS 164.140)

The two faculty members representing the University System of the University of Kentucky shall be members of the faculty of the University System of the rank of assistant professor or above, elected by secret ballot

by all faculty members of the rank of assistant professor or above in the University System. Faculty members shall serve for terms of three years and until their successors are elected and [qualify] qualified. They are eligible for re-election but are ineligible to continue to serve as members of the Board if they cease to be members of the faculty of the University System. Elections to fill vacancies for any unexpired terms shall be held in the same manner as for the original elections. The authority to develop procedures for the election of faculty members of the University System to serve as members of the Board in accordance with the provisions of KRS 164.[130] 131 is hereby delegated to the University Senate.

The one faculty member representing the Community College System of the University of Kentucky shall be a teaching or research member of the faculty at one of the community colleges in the Community College System, elected by secret ballot by members of the community college faculties. The community college faculty member shall serve for a term of three years and until a successor is elected and qualified. No community college shall have a faculty representative on the Board for more than one term in succession. The community college faculty representative shall be ineligible to continue to serve as a member of the Board if that individual ceases to be a member of the teaching faculty at one of the community colleges. An election to fill a vacancy for an unexpired term shall be held in the same manner as for the original election. The authority to develop procedures for the election of a faculty member of the Community College System to serve as a member of the Board in accordance with the provisions of KRS 164.[130] 131 is hereby delegated to the Senate of the Community College System.

The student member shall be the president of the student body of the University during the appropriate academic year and may be an out-of-state resident if applicable. If the student member does not maintain the position as student body president or [,] the status of a full-time student at any time during that academic year [or does not maintain permanent residency in the Commonwealth of Kentucky], a special election shall be held to select a full-time student. [who does maintain permanent residency in this Commonwealth as the student member.] The student member shall serve for a term of one year beginning with the first meeting of the fiscal year which contains that academic year. (KRS 164.[130] 131)

The number of faculty and student members elected to the University of Kentucky Board of Trustees shall not exceed four. (KRS 164.[130] 131 [as amended by the 1980 Assembly])

Background: Language in statutes and statutes were amended.

Amendment - Change PART II B.(5), page 8 to read:

[1970, C 140, s 1] KRS 164.600

Background: Appropriate statute cited.

Amendment - Change PART IV, page 2 to read:

Chancellor for Academic Affairs for the Community College System, and Deans of the Colleges of Allied Health Professions, Architecture, Communications, Dentistry, Education, Engineering, Law, and Social Work. In academic years beginning with an odd number, the ex officio voting members shall be the following: Chancellor for the Lexington Campus, Chancellor for the Community College System, Vice Chancellor for Academic Affairs for the Medical Center, Dean of the Graduate School, Dean of Undergraduate Studies, President of the Student Government Association, and Deans of the Colleges of Agriculture, Arts and Sciences, Business and Economics, Fine Arts, Human Environmental Sciences, Library and Information Science, Medicine, Nursing, and Pharmacy.

The ex officio non-voting membership shall include the President, the Special Assistant to the President for Academic Affairs, all other vice presidents, Vice Chancellor for Minority Affairs, University System Registrar...

Background: The University Senate at its April 1992 meeting approved that the Dean for Undergraduate Studies should be a voting member of the Senate since there was no longer the position of Vice Chancellor for Academic Affairs for the Lexington Campus. The Senate also approved that the Vice Chancellor for Minority Affairs should be a non-voting member.

Amendment - Change PART VIII B, page 4 to read:

All appointments and promotions of faculty to positions which involve (1) an actual or equivalent academic rank of associate professor or professor, (2) tenure, or (3) an initial salary above [\$30,000] \$60,000 shall be made by the Board of Trustees, acting upon recommendation of the President. Appointments and promotions of faculty to positions which involve an actual or equivalent academic rank below associate professor and an initial salary not exceeding [\$30,000] \$60,000 may be finally approved by the President who shall report such actions (except those relating to graduate teaching and research assistants) to the Board of Trustees...

Background: The present figure of \$30,000 has been in effect since 1980. A study of current salaries of assistant professor level indicates that a comparable figure today would be \$60,000.

Amendment - Change PART XII C, pages 1 and 2 to read:

C. Solicitation of Funds

[The United Way of the Bluegrass is designated as the sole agency authorized to conduct on-campus solicitation of contributions from faculty and staff members in the University System. The University offers a payroll deduction plan to United Way of the Bluegrass contributors. Other agencies may be authorized by the Dean of Students to use the University mail service for solicitation.]

Various charitable organizations desire, from time to time, to conduct on-campus solicitations of contributions from faculty and staff. These

charitable solicitations are carried out (1) through use of University mail service and (2) through access to the payroll deduction system.

The University does not intend to convert either its mail system or its payroll process into either a limited or unlimited public forum, but prefers to maintain its systems as a non-public forum.

The following criteria will be applied by the administration in determining which, if any, charitable agencies will be permitted to engage in the on-campus solicitation of faculty and staff:

1. Whether the charity maintains an affirmative action plan.
2. In cases where access to the payroll deduction is involved, whether the charity can demonstrate that at least thirty percent of on-campus, University employees have given to the charity in four out of five years or that thirty percent of on-campus, University employees intend to give to the charity in the current year.
3. In cases of federated or "umbrella" charities, whether the charity provides a health or human service in Fayette County for the University System or the appropriate local area for each college in the Community College System, and the extent of such service in the local area.
4. Whether the charity maintains a local office or service center.
5. Whether the charity maintains a reasonable ratio (not more than 15% for administration and fund raising) of administrative expenses to program expenses.
6. In the case of federated or "umbrella" charities, whether the charity makes it a practice to submit to an annual review by local citizens of financial and program activity.
7. Whether the charity maintains, from year to year, an active board of local volunteers.
8. In the case of federated or "umbrella" charities, whether the federated charity requires its recipient agencies to maintain operational standards in order to maintain their status as recipients.
9. Require an annual audit and that the charity receives an unqualified audit opinion.
10. Whether the charity is a non-profit organization.
11. Whether the charity makes services available - preferably provides services - on an annual basis to employees and/or students of the University.

[The Community College System is authorized to develop comparable regulations for the control of solicitation of funds on the campuses of the community colleges.]

Background: The University of Kentucky Governing Regulations presently designate the United Way of the Bluegrass as the sole agency authorized to conduct on-campus solicitation of contributions from faculty and staff. This amendment to the Governing Regulation is intended to add specific criteria to be used in determining which, if any, charity agency will be allowed to engage in on-campus solicitation of faculty and staff through the University mail service or the payroll deduction system.

Amendment - Change PART XIII to read:

The University of Kentucky Development Council shall serve in an advisory capacity to the President and, through the President, to the Board of Trustees [for all] on matters relating to private fund development for the [entire] University. The Council shall consist of not more than 300 members.

Membership of the Council includes individuals appointed by the President and five ex officio members: the Chairperson of the Board of Trustees, the President, the Vice President for University Relations, the Associate Vice President for Development, and the Chairperson of the Student Development Council. The appointed membership may include [: men and women,] alumni, [and] non-alumni, residents of Kentucky and non-residents [, and one University of Kentucky student]. Qualifications for [membership] appointed members are: (1) position[s] of leadership in a regional, state or national community or a profession [their chosen communities whether regional, state, national or professional]; (2) willingness to support the University's role as a leading public university committed to excellence and nationally recognized for the quality of its teaching, research, service, and graduates. [a commitment to the University of Kentucky's aspiration to develop into one of the nation's strongest universities; and (3) a willingness to support this aspiration.]

The University of Kentucky Development Council shall be [headed] managed by a Board of Directors consisting of the ex officio members of the Council and up to [30] 26 members elected by the Council. [The Chairman of the Board of Trustees, the President of the University, the Associate Vice President for Administration for Alumni and Development, and the Chairman of the Student Development Council shall serve as ex officio members of the Council's Board of Directors.] The elected members of the Board of Directors shall include at least fourteen alumni and at least two members of the Board of Trustees.

Background: Council membership needed to be updated. Some minor language modifications were made for a more contemporary description of the Council.

Amendment - Change gender references throughout the Governing Regulations (e.g., chairman to chairperson).

Background: Kentucky Commonwealth Statutes reflect changes; references are being changed in the Administrative Regulations: and, in the last approved Governing Regulations by the Board of Trustees, changes in gender references were made.

Action taken: Approved _____ Disapproved _____ Other _____

Date: December 8, 1992

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

30 November 1992

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, December 14, 1992. Proposed Change in the University Calendar to establish the Wednesday before Thanksgiving as an academic holiday.

FOR DISCUSSION ONLY

Background and Proposal:

Last year the Senate Council's ad hoc Committee on the Calendar recommended a two-day Fall break. The Committee felt that a two-day Fall break could be implemented without seriously encroaching on the instructional days currently available. The Committee agreed that a two-day Fall break before the midpoint of the semester was feasible and desirable, but that expansion of the Thanksgiving break to include the Wednesday preceding Thanksgiving Day would be counterproductive as this may encourage students to take the entire week off. The proposal for the two-day Fall break was defeated by the Senate. The Student Government Association (SGA) recently brought a new proposal to the Senate Council to establish the Wednesday before Thanksgiving as an academic holiday. Rather than reconstitute the Committee on the Calendar, the Senate Council decided to have a discussion at an upcoming Senate meeting to obtain a sense of the Senate on this matter. Attached is information obtained from benchmark institutions and a chart on the number of instructional days at UK from 1985-1993.

The Student Government Association reported there is a real hardship placed on students from far eastern and western Kentucky as well as students from out of state to go home for the Thanksgiving holiday. It was noted that 20% of the last four freshman classes are out of state students. Some professors treat the Wednesday before Thanksgiving as a de facto holiday and excuse classes that day.

Attachments

5856C

AD HOC COMMITTEE ON THE CALENDAR
UNIVERSITY OF KENTUCKY
SUMMARY OF INFORMATION FROM BENCHMARK INSTITUTIONS
SPRING 1991

University	System	Fall/Spring Start/End Dates	# Instructional Days/Weeks per Semester	Saturdays included?	Instructional time per Credit Hour	Fall Break? When? # days?	Summer Schedule	Comments
University of North Carolina-Chapel Hill	Early Semester Calendar	17 weeks from opening of semester to end of exams required Fall, 1991 Registration 8/14 Classes 8/22-12/6 Reading day 12/7 Exams 12/9-16 Spring, 1992 Registration 1/2 Classes 1/8-4/24 (Good Friday off) Reading day 4/25 (Sat) Exams 4/27-5/4	71-72 days Goal: 2,100 instructional minutes for classes Fall, 1991 43 50 min. MWF classes 29 75 min. T Th classes 72 days 6 exam days (e.g., Mon.-Mon.)	No	50 minutes; 1 cr. hr. = 1 contact hr. for lectures; 1 cr. hr. = 3-4 contact hrs. for labs	Yes, 2 days Fall, 1990 Began Wed. 10/3, ended Mon. 10/8, Fall, 1991 Began Fri. 10/4, end Wed. 10/9	Two 5 1/2 week sessions; many courses, however, begin and end at different times to meet special needs.	Students like fall break; faculty don't; instituted 1978. Faculty wanted after Labor Day start because of professional meetings in August. Some dissension on short exam schedule. 6 exam days.
University of Virginia	Early Semester Calendar	Fall, 1991 Registration 8/27-28 Classes 8/29-12/6 Exams 12/9-16 Spring, 1992 Registration 1/13-14 Classes 1/15-4/28 (Tues) Exams 5/1-8 (Fri.-Fri.)	42 MWF classes 28 T Th classes 6 exam days (e.g., Mon.-Mon.)	No	One 3-credit course=2,250 minutes (cr. hr.=750 minutes)	Yes, 2 days Fall, 1991 Begins Fri. 10/11, ends Wed. 10/15	One 9-week or two 4 1/2 week sessions	Faculty initially opposed fall break but now generally support it because it gives them catch up time. 6 exam days. 2 days between end of classes and start of exams if exams start any day other than Monday.
Indiana University-Bloomington	Semester System, early start	Fall, 1991 Classes 9/2 (Labor Day) -12/14 Exams 12/16-20 (M-F) Spring, 1992 Classes 1/13-5/2 Exams 5/4-8 (M-F)	72 1st semester 75 2nd semester 5 exam days	No	50 minutes; 1 contact hrs./cr.; 2 contact hrs./cr. for lab	No, but are off Wed. before and Fri. after Thanksgiving	2 6-week sessions with 2 short intensives possible and 2 8-week sessions with 3 short intensives possible	Calendar based on complete weeks, no broken or partial weeks. One weekend between end of classes and exams. There are no complaints about their calendar. 5 exam days.

University	System	Fall/Spring Start/End Dates	# Instructional Days/Weeks per Semester	Saturdays included?	Instructional time per Credit Hour	Fall Break? When? # days?	Summer Schedule	Comments
Purdue University	Semester	15 weeks/semester Fall, 1991 Classes 8/19-12/7 Exams 12/9-14 Spring, 1992 Classes 1/6-4/25 Exams 4/27-5/2	90 plus 6 days for exams (90 days-15 Sat.= 75 instructional days)	Yes	15 contact hrs./cr. hr. for lectures 45 contact hrs./cr. hr. for labs	Yes, 1st 2 days of the 8th week Fall, 1991 Begins Sat. 10/5 at 12:20 p.m., Classes resume Wed. 12/9 at 7:30 a.m.	Current: 1 8-wk. with intensives possible. Proposed: 1 12-week with 3 modules of 4-wks. each.	Revision of calendar (Summer School and MLK birthday) to be voted on April, 1991.
University of Missouri-Columbia	Semester	Fall, 1992 (proposed) Registration 8/20-21 Classes 8/24-12/10 Stop Day 12/11 (F) Exams 12/12-18 Spring, 1993 (proposed) Registration 1/14-15 Classes 1/19-5/7 Stop Day 5/8 (Sat.) Exams 5/10-15	80-85 work days (includes orientation, registration, instruction, exams, Stop Day, and one Sat. during final exam week)	1 Saturday included		No, but are off Wed. before and Fri. after Thanksgiving	1 8-wk. with 2 4-wk. sessions possible	Guidelines: Fall Semester should begin as late as possible and still end by Dec. 20 Time between end of 1st and 2nd semester should be at least 3 weeks including holidays.
Ohio State University	Quarter System		48 per quarter plus 1 wk. for exams	No	1 contact hr.= 48 min. 1 cr. per 3 hrs. of student involvement	No, but have breaks between each quarter. Fall quarter 1991 begins 9/25 ends 12/12 (last exams)	Summer Quarter- 2 terms, 5 wks. each.	Ad Hoc Committee at OSU currently investigating whether quarter or semester would be best.
University of Tennessee-Knoxville	Changed from Quarter to Semester in Fall 1988	Fall, 1990 Classes 8/22-12/5 Study Period 12/6-7 (Th, F) Exams 12/8-13 (5 days) Spring, 1991 Classes 1/9-4/29 Exams 5/2-7 (5 days)	91 or 92 not including exams, holidays, breaks, or study days 5 exam days Approx. 75-76 instructional days	Yes	Same as other institutions	Yes, 1 day	2 sessions (5 wks. each) and full term (10 wks.)	Fall, 1990 - 2 day Study Period before exams (Th, F); exams start Sat. 5 exam days
University of Illinois at Urbana-Champaign	Semester	16-wk. terms Fall, 1991 Registration 8/26 Classes 8/29-12/13 Exams 12/16-12/21 Spring, 1992 Registration 1/14 Classes 1/17-5/8 Exams 5/10-5/17	73-75 days	No		No, but has been discussed	1 4-wk. inter-session and 1 8-wk. summer session	Entire academic calendar is calculated from Thanksgiving of each year; permits predictability in operations.

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1

University	System	Fall/Spring Start/End Dates	# Instructional Days/Weeks per Semester	Saturdays included?	Instructional time per Credit Hour	Fall Break? When? # days?	Summer Schedule	Comments
West Virginia University	Early Semester Calendar	15 weeks plus finals Fall, 1991 Registration 8/23 Classes 8/28-12/13 Exams 12/16-21 (6 days, incl. Sat.) 44 50-min. classes MWF (2200 min.) 30 75-min. classes T Th (2250 min.) Spring, 1992 Registration 1/10 Classes 1/13-5/1 Exams 5/4-5/9 (6 days, incl. Sat.) 43 50-min. classes (2150 min.) 30 75 min. classes (2250 min.)	2150 contact min. required for 3 cr. course average usually 2250 min.	No	2150 contact min./3 cr.	Entire week of Thanksgiving for students; staff off W, Th, F; Thanksgiving week	2 6-week blocks; flexible scheduling to allow 1-wk., 2-wk., or 3-wk. terms within each 6-wk. block	Undertook similar review of calendar 3 years ago

LH/lm
 WY5940
 4/22/91
 Revised: LH/jb
 5/20/91

SELECTED CALENDAR INFORMATION

1. Benchmark Instructional Days (Saturdays Excluded):

<u>Institution</u>	<u>Fa/Spr</u>
Illinois	75/73
Indiana	75/72
Kentucky	75/72
Missouri	74/72
North Carolina	72/71
N Carolina St	
Ohio State	Quarters
Purdue	75/74
Tennessee	76/75
Virginia	71/70
Virginia Tech	
West Virginia	74/73

2. UK Instructional Days 1985-1993 (Saturdays Excluded):

<u>Academic Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Notes</u>
1985-86	75	73	
1986-87	75	73	
1987-88	75	73	
1988-89	74	72	Pres Elect; MLK Day
1989-90	75	72	
1990-91	75	72	
1991-92	75	72	
1992-93	74	72	Pres Election Day

3. Instructional Time for 1991-92 UK Class Meeting Patterns:

<u>Pattern</u>	<u>Min</u>	<u>Fall</u>	<u>Min</u>	<u>Spring</u>	<u>Min</u>
M W F	50	45	2250	43	2150
T R	75	30	2250	29	2175
M	150	14	2100	13	1950
T	150	15	2250	14	2100
W	150	16	2400	15	2250
R	150	15	2250	15	2250
F	150	15	2250	15	2250
S	150	14	2100	14	2100

4. Fall 1991 Saturday Classes at UK:

ENG 101-403	Writing I	(TV)
ENG 203-402	Business Writing	
GLY 101-402	Physical Geology	(TV)
GLY 225-401	Field Methods in Geol	
HIS 108-403	Hist of US thru 1865	(TV)
ACC 201-403	Principles of Accounting	
RC 550-401	Special Topics in Rehab	

R. Dahl (4/25/91)

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

24 November 1992

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, December 14, 1992. Proposed Transfer of the Microbiology graduate program from the School of Biological Sciences, College of Arts and Sciences to the Department of Medical Microbiology and Immunology, College of Medicine.

Background and Rationale: In December 1984, in response to recommendations from program faculty and administrators, the Microbiology Graduate Program was transferred, for purposes of its administration, from the Hunt Morgan School of Biological Sciences to the Department of Medical Microbiology and Immunology, College of Medicine. It was anticipated that this change of administrative location would place the program near the major source of graduate microbiology activity; that it would provide for greater program support, generally, and for greater graduate student financial support, specifically; and that it would provide continuing access and the opportunity for all program faculty members to participate, since the program is interdisciplinary in nature and there are interested faculty members in several quarters of the University.

Subsequently, the question was raised whether the program's best interests would not best be served if it were decided to permanently transfer it to the Department of Medical Microbiology and Immunology rather than the administrative arrangement in that department. As a result of discussion with the Chairs of the two departments, it was agreed that the issue be reviewed by faculty members who participate in or are associated with the microbiology field. In 1991, the Dean of the Graduate School appointed an ad hoc Committee, with representation from several departments and sectors with microbiology students and research activity, to examine the issue of permanent transfer of the program to the Department of Medical Microbiology and Immunology. Based on their findings, the response of the Committee was unanimous that the Program should be assigned formally to the Department of Medical Microbiology and Immunology.

The opinions of all members of the Graduate Faculty associated with the Microbiology Program were solicited and all but one person supported the transfer.

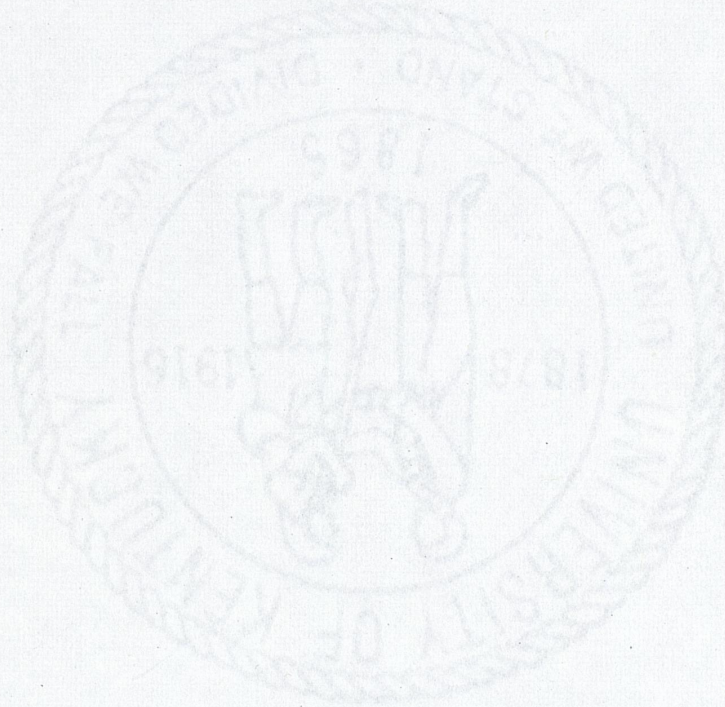
Page 2
US Agenda Item: Microbiology
24 November 1992

The Dean of the Graduate School then recommended that the Microbiology graduate program be permanently transferred to the Department of Medical Microbiology and Immunology and that the reassignment would not carry with it the transfer of any faculty.

The Senate Committee on Academic Organization and Structure reviewed the proposal and recommended to the Senate Council that it be approved.

The Senate Council recommends that the Microbiology Graduate Program be transferred permanently from the School of Biological Sciences, College of Arts and Sciences to the Department of Medical Microbiology and Immunology, College of Medicine.

5850C



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

25 November 1992

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, December 14, 1992. Proposed Departmental Names Change in the College of Human Environmental Sciences from the Department of Human Environment: Design and Textiles to the Department of Interior Design, Merchandising and Textiles. If approved, this change will be forwarded to the President for appropriate administrative action.

Background and Rationale: The primary purpose of the Department of Human Environment: Design and Textiles is to prepare professionals to be knowledgeable in the areas of interior design, merchandising, apparel, and textiles. A departmental review committee in the College felt that the current name of the Department did not reflect the program options within the Department and made it difficult for students to identify the major options. The proposed departmental names change to the Department of Interior Design, Merchandising, and Textiles would simplify recognition of the Department and eliminate confusion with the renaming of the College. A subsequent review by the Cooperative State Research Service Program Review Team identified two distinct divisions within the Department and recommended stronger unification. This could be accomplished with the new proposed name change. [If the name change is approved, a separate proposal will be filed to change the departmental prefix.]

The Dean and the Faculty of the College of Human Environmental Sciences supports and recommends the name change of the Department of Human Environment: Design and Textiles to the Department of Interior Design, Merchandising and Textiles.

The Senate Committee on Academic Organization and Structure reviewed this proposal and recommends that it be approved. The Senate Council concurs.

5851C

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

27 November 1992

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, December 14, 1992. Proposed modification of University Senate Rules, Section V. Academic Progress, Probation and Suspension Policy of the Clinical Laboratory Sciences Program, College of Allied Health Professions.

Background and Rationale: The faculty of the Clinical Laboratory Sciences Program of the College of Allied Health Professions has considered changes in its progress, probation and academic suspension policies in light of a review of performance of students in academic difficulty, consultation with current students, Alumni of the professional programs, and discussions with clinical faculty and employers of their graduates.

The recommended proposal is modeled on the one adopted by the nursing program last fall and it requires a grade of C in all Clinical Laboratory Sciences (CLS) courses in order for a student to progress into the senior year or the clinical rotations.

The decision to require a C in every course with a CLS prefix was made because of the faculty's belief that competence in these pre-clinical courses is equally important as competence in the clinical rotations. Since content from these pre-clinical courses must be applied in the clinical settings, competence at the 70% or greater level is not unreasonable.

In addition, the faculty believe that students earning less than a grade of C in any CLS course need to be carefully monitored. Since all such courses contain essential content for professional practice, it is believed that the monitoring that accompanies students on probation in the CLS Program will maximize their chances for success.

Based on experience over several years, the faculty have found that students who earn less than a C in any two courses often do not complete the curriculum and, if they do, are not successful in writing a national examination.

This proposal has been recommended by the faculty of the Clinical Laboratory Sciences Program and the faculty of the College of Allied Health Professions, the Academic Council for the Medical Center and modified by the Senate Admissions and Academic Standards Committee. The Senate Council recommends the proposal with an implementation date of Fall, 1993.

Note: If approved, the proposal will be forwarded to the Rules Committee for codification.

Proposal:

Undergraduate students in the Clinical Laboratory Science Professional Program are subject to the University's General Regulations for undergraduate students pertaining to scholastic probation, academic suspension, and reinstatement. In addition the following standards apply:

Student Progress

Students admitted to the CLS Program may advance into the senior year and/or clinical rotation of the CLS program of study on the condition that each has (1) at least a GPA of 2.00 on all course work; and (2) earned a minimum grade of C (2.0) in every course with the CLS prefix.

Undergraduate Professional Program Probation

Regardless of academic standing in the University, a student shall be placed on probation where the student:

- A. earns a semester grade point average (GPA) less than 2.0 in all courses required by the CLS Program
- OR
- B. earns a grade less than C (2.0) for any course having a CLS prefix.

Removal from Undergraduate Professional Program Probation

A student shall be removed from probation when:

- A. in the semester following probation, the student earns a semester GPA of at least 2.0 in courses required by the CLS Program
- AND
- B. the student earns at least a grade of C (2.0) in any course with a CLS prefix in which previously the student earned a grade below C.

Undergraduate Professional Program Suspension

A student shall be suspended from the undergraduate CLS program when the student:

- A. earns less than a semester GPA of 2.0 in courses required by the CLS Program at the end of the first probationary period or in any subsequent semester,
OR
- B. earns less than a C in a course with a CLS prefix for the second time,
OR
- C. earns less than a C in any two courses required in the CLS Program.

Removal from Undergraduate Professional Program Suspension

A student may be reinstated into the CLS program when the student meets the requirements for readmission as determined by the CLS Admissions and Progression Committee. These requirements will be communicated to the student at the time of suspension.

Notes: The phrase "in the Clinical Laboratory Sciences Program" (CLS) refers to those courses with a CLS prefix that are specific requirements for the Bachelor of Health Science (Clinical Laboratory Sciences Program). The phrase "by the CLS Program" refers to other courses in the student's academic plan which do not have the CLS prefix, e.g., BIO, NFS, AHP.

These standards apply to all undergraduate professional students in the CLS Program unless alternative action is recommended by the CLS Admission and progression Committee and approved by the Dean of the College of Allied Health Professions.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

30 November 1992

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, December 14, 1992. Proposed Change in the University Calendar to establish the Wednesday before Thanksgiving as an academic holiday.

FOR DISCUSSION ONLY

Background and Proposal:

Last year the Senate Council's ad hoc Committee on the Calendar recommended a two-day Fall break. The Committee felt that a two-day Fall break could be implemented without seriously encroaching on the instructional days currently available. The Committee agreed that a two-day Fall break before the midpoint of the semester was feasible and desirable, but that expansion of the Thanksgiving break to include the Wednesday preceding Thanksgiving Day would be counterproductive as this may encourage students to take the entire week off. The proposal for the two-day Fall break was defeated by the Senate. The Student Government Association (SGA) recently brought a new proposal to the Senate Council to establish the Wednesday before Thanksgiving as an academic holiday. Rather than reconstitute the Committee on the Calendar, the Senate Council decided to have a discussion at an upcoming Senate meeting to obtain a sense of the Senate on this matter. Attached is information obtained from benchmark institutions and a chart on the number of instructional days at UK from 1985-1993.

The Student Government Association reported there is a real hardship placed on students from far eastern and western Kentucky as well as students from out of state to go home for the Thanksgiving holiday. It was noted that 20% of the last four freshman classes are out of state students. Some professors treat the Wednesday before Thanksgiving as a de facto holiday and excuse classes that day.

Attachments

5856C

AD HOC COMMITTEE ON THE CALENDAR
UNIVERSITY OF KENTUCKY
SUMMARY OF INFORMATION FROM BENCHMARK INSTITUTIONS
SPRING 1991

University	System	Fall/Spring Start/End Dates	# Instructional Days/Weeks per Semester	Saturdays included?	Instructional time per Credit Hour	Fall Break? When? # days?	Summer Schedule	Comments
University of North Carolina-Chapel Hill	Early Semester Calendar	17 weeks from opening of semester to end of exams required <u>Fall, 1991</u> Registration 8/14 Classes 8/22-12/6 Reading day 12/7 Exams 12/9-16 <u>Spring, 1992</u> Registration 1/2 Classes 1/8-4/24 (Good Friday off) Reading day 4/25 (Sat) Exams 4/27-5/4	71-72 days Goal: 2,100 instructional minutes for classes <u>Fall, 1992</u> 43 50 min. MWF classes 29 75 min. T Th classes 72 days 6 exam days (e.g., Mon.-Mon.)	No	50 minutes; 1 cr. hr. = 1 contact hr. for lectures; 1 cr. hr. = 3-4 contact hrs. for labs	Yes, 2 days <u>Fall, 1990</u> Began Wed. 10/3, ended Mon. 10/8, <u>Fall, 1991</u> Begin Fri. 10/4, end Wed. 10/9	Two 5 1/2 week sessions; many courses, however, begin and end at different times to meet special needs.	Students like fall break; faculty don't; instituted 1978. Faculty wanted after Labor Day start because of professional meetings in August. Some dissension on short exam schedule. 6 exam days.
University of Virginia	Early Semester Calendar	<u>Fall, 1991</u> Registration 8/27-28 Classes 8/29-12/6 Exams 12/9-16 <u>Spring, 1992</u> Registration 1/13-14 Classes 1/15-4/28(Tues) Exams 5/1-8 (Fri.-Fri.)	42 MWF classes 28 T Th classes 6 exam days (e.g., Mon.-Mon.)	No	One 3-credit course=2,250 minutes (cr. hr.=750 minutes)	Yes, 2 days <u>Fall, 1991</u> Begins Fri. 10/11, ends Wed. 10/15	One 9-week or two 4 1/2 week sessions	Faculty initially opposed fall break but now generally support it because it gives them catch up time. 6 exam days. 2 days between end of classes and start of exams if exams start any day other than Monday.
Indiana University-Bloomington	Semester System, early start	<u>Fall, 1991</u> Classes 9/2(Labor Day)-12/14 Exams 12/16-20 (M-F) <u>Spring, 1992</u> Classes 1/13-5/2 Exams 5/4-8 (M-F)	72 1st semester 75 2nd semester 5 exam days	No	50 minutes; 1 contact hrs./cr.; 2 contact hrs./cr. for lab	No, but are off Wed. before and Fri. after Thanksgiving	2 6-week sessions with 2 short intensives possible and 2 8-week sessions with 3 short intensives possible	Calendar based on complete weeks, no broken or partial weeks. One weekend between end of classes and exams. There are no complaints about their calendar. 5 exam days.

University	System	Fall/Spring Start/End Dates	# Instructional Days/Weeks per Semester	Saturdays included?	Instructional time per Credit Hour	Fall Break? When? # days?	Summer Schedule	Comments
Purdue University	Semester	15 weeks/semester Fall, 1991 Classes 8/19-12/7 Exams 12/9-14 Spring, 1992 Classes 1/6-4/25 Exams 4/27-5/2	90 plus 6 days for exams (90 days-15 Sat.= 75 instructional days)	Yes	15 contact hrs./cr. hr. for lectures 45 contact hrs./cr. hr. for labs	Yes, 1st 2 days of the 8th week Fall, 1991 Begins Sat. 10/5 at 12:20 p.m., Classes resume Wed. 12/9 at 7:30 a.m.	Current: 1 8-wk. with intensives possible. Proposed: 1 12-week with 3 modules of 4-wks. each.	Revision of calendar (Summer School and MLK birthday) to be voted on April, 1991.
University of Missouri-Columbia	Semester	Fall, 1992 (proposed) Registration 8/20-21 Classes 8/24-12/10 Stop Day 12/11 (F) Exams 12/12-18 Spring, 1993 (proposed) Registration 1/14-15 Classes 1/19-5/7 Stop Day 5/8 (Sat.) Exams 5/10-15	80-85 work days (includes orientation, registration, instruction, exams, Stop Day, and one Sat. during final exam week)	1 Saturday included		No, but are off Wed. before and Fri. after Thanksgiving	1 8-wk. with 2 4-wk. sessions possible	Guidelines: Fall Semester should begin as late as possible and still end by Dec. 20 Time between end of 1st and 2nd semester should be at least 3 weeks including holidays.
Ohio State University	Quarter System		48 per quarter plus 1 wk. for exams	No	1 contact hr.= 48 min. 1 cr. per 3 hrs. of student involvement	No, but have breaks between each quarter. Fall quarter 1991 begins 9/25 ends 12/12 (last exams) Yes, 1 day	Summer Quarter-2 terms, 5 wks. each.	Ad Hoc Committee at OSU currently investigating whether quarter or semester would be best.
University of Tennessee-Knoxville	Changed from Quarter to Semester in Fall 1988	Fall, 1990 Classes 8/22-12/5 Study Period 12/6-7 (Th, F) Exams 12/8-13 (5 days) Spring, 1991 Classes 1/9-4/29 Exams 5/2-7 (5 days)	91 or 92 not including exams, holidays, breaks, or study days 5 exam days Approx. 75-76 instructional days	Yes	Same as other institutions	Yes, 1 day	2 sessions (5 wks. each) and full term (10 wks.)	Fall, 1990 - 2 day Study Period before exams (Th, F); exams start Sat. 5 exam days
University of Illinois at Urbana-Champaign	Semester	16-wk. terms Fall, 1991 Registration 8/26 Classes 8/29-12/13 Exams 12/16-12/21 Spring, 1992 Registration 1/14 Classes 1/17-5/8 Exams 5/10-5/17	73-75 days	No		No, but has been discussed	1 4-wk. inter-session and 1 8-wk. summer session	Entire academic calendar is calculated from Thanksgiving of each year; permits predictability in operations.

University	System	Fall/Spring Start/End Dates	# Instructional Days/Weeks per Semester	Saturdays included?	Instructional time per Credit Hour	Fall Break? When? # days?	Summer Schedule	Comments
West Virginia University	Early Semester Calendar	15 weeks plus finals Fall, 1991 Registration 8/23 Classes 8/26-12/13 Exams 12/16-21 (6 days, incl. Sat.) 44 50-min. classes MWF (2200 min.) 30 75-min. classes T Th (2250 min.) Spring, 1992 Registration 1/10 Classes 1/13-5/1 Exams 5/4-5/9 (6 days, incl. Sat.) 43 50-min. classes (2150 min.) 30 75 min. classes (2250 min.)	2150 contact min. required for 3 cr. course average usually 2250 min.	No	2150 contact min./3 cr.	Entire week of Thanksgiving for students; staff off W, Th, F; Thanksgiving week	2 6-week blocks; flexible scheduling to allow 1-wk., 2-wk., or 3-wk. terms within each 6-wk. block	Undertook similar review of calendar 3 years ago

SELECTED CALENDAR INFORMATION

1. Benchmark Instructional Days (Saturdays Excluded):

<u>Institution</u>	<u>Fa/Spr</u>
Illinois	75/73
Indiana	75/72
Kentucky	75/72
Missouri	74/72
North Carolina	72/71
N Carolina St	
Ohio State	Quarters
Purdue	75/74
Tennessee	76/75
Virginia	71/70
Virginia Tech	
West Virginia	74/73

2. UK Instructional Days 1985-1993 (Saturdays Excluded):

<u>Academic Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Notes</u>
1985-86	75	73	
1986-87	75	73	
1987-88	75	73	
1988-89	74	72	Pres Elect; MLK Day
1989-90	75	72	
1990-91	75	72	
1991-92	75	72	
1992-93	74	72	Pres Election Day

3. Instructional Time for 1991-92 UK Class Meeting Patterns:

<u>Pattern</u>	<u>Min</u>	<u>Fall</u>	<u>Min</u>	<u>Spring</u>	<u>Min</u>
M W F	50	45	2250	43	2150
T R	75	30	2250	29	2175
M	150	14	2100	13	1950
T	150	15	2250	14	2100
W	150	16	2400	15	2250
R	150	15	2250	15	2250
F	150	15	2250	15	2250
S	150	14	2100	14	2100

4. Fall 1991 Saturday Classes at UK:

ENG 101-403	Writing I	(TV)
ENG 203-402	Business Writing	
GLY 101-402	Physical Geology	(TV)
GLY 225-401	Field Methods in Geol	
HIS 108-403	Hist of US thru 1865	(TV)
ACC 201-403	Principles of Accounting	
RC 550-401	Special Topics in Rehab	