

The University Senate met in special session at 3:00 p.m., Monday, April 22, 1974, in the Court Room of the Law Building. Chairman Stanford Smith presided. Members absent: Lawrence A. Allen, Harry H. Bailey*, John G. Banwell*, Harry Barnard*, Charles E. Barnhart, Robert P. Belin*, Robert S. Benton*, Norman H. Binger, Ben W. Black, Peter P. Bosomworth*, Thomas W. Brehm*, Charles L. Brindel, Sam Brown*, Herbert Bruce*, James D. Buckholtz*, Collins W. Burnett, Jamie Chase*, Thomas F. Connelly*, Clifford J. Cremers*, Vincent Davis*, Patrick P. DeLuca*, George W. Denemark*, Stephen Diachun*, Anthony Eardley, W. W. Ecton*, Roger Eichhorn*, Robert O. Evans*, Elizabeth Finkenstaedt, James Flegle*, Juanita Fleming*, Thomas R. Ford, Lawrence E. Forgy*, James E. Funk*, R. Fletcher Gabbard*, Art Gallaher*, John G. Gattozzi*, E. Milton Gellin*, Hans Gesund*, Richard E. Gift*, George W. Gunther, Jack B. Hall, Joseph Hamburg, Thomas Hansbrough*, J. Merrell Hansen, George W. Hardy*, Virgil W. Hays, Ron Hill, Sara Holroyd*, Raymond R. Hornback, Eugene Huff*, Charles W. Hultman*, Raymon D. Johnson*, James D. Kemp*, William F. Kenkel*, E. Barrie Kenney, Paul K. Kim*, James B. Kincheloe, Don Kirkendall*, Robert A. Kuehne, Walter G. Langlois, David L. Larimore*, Robert L. Lester*, Gene P. Lewis, Arthur Lieber*, James W. Little, Marion E. McKenna*, Michael P. McQuillen*, William G. Moody*, Vernon A. Musselman, Harold F. Parks*, William K. Plucknett, James A. Prestridge, Frank J. Rizzo*, Paul G. Sears*, Otis A. Singletary*, Herbert W. Sorenson*, Robert H. Spedding*, Earl L. Steele*, Marjorie S. Stewart, William J. Stober, Andy Strickland, Willis A. Sutton*, Joseph V. Swintosky*, Lawrence X. Tarpey, Paul A. Thornton, S. Sidney Ulmer*, Jacinto J. Vazquez, Harwin L. Voss*, William F. Wagner*, John N. Walker*, M. Stanley Wall, Jesse L. Weil, Daniel L. Weiss*, Bruce H. Westley, Miroslava B. Winer*, Ernest F. Witte*, Fred Zechman*.

The minutes of April 8, 1974 were approved as circulated.

Chairman Smith read the following note of appreciation from Mrs. E. B. Penrod, widow of Professor Estel B. Penrod, deceased.

April 6, 1974

Dr. Elbert W. Ockerman
Secretary, University Senate

Dear Dr. Ockerman:

Thank you for sending me the fine tribute by the University Senate to my late husband, Professor Estel B. Penrod.

My appreciation and gratitude goes to the members of this distinguished group who took the time, and had the consideration to document this heartfelt resolution. I shall cherish it always. Thank you again.

Sincerely yours,

/s/ Martha M. Penrod (Mrs. E. B.)

The Chairman made the following announcements and comments as Chairman of the Senate Council.

The Council has scheduled another called meeting of the Senate for Monday, May 6, 1974, at 3:00 p.m. in the Court Room of the Law Building. This is a provisional call. We will have the meeting if we need it. If we are sufficiently expeditious in our meeting today so that we do not need another meeting on May 6 I will be most happy to send you a notice canceling that meeting.

*Absence explained

A few meetings ago this body approved candidates for honorary degrees. We have recently received a request from one of those degree recipients that the honorary degree bear the particular name, the maiden name and pen name, under which all of the work for which that recipient is being honored, was done. The Senate Council, on your behalf, and the Board of Trustees, have concurred in this change so that subsequent publicity and the actual degree, when awarded, will be under a slightly different name.

I would also like to report to you that the Academic Ombudsman's Search Committee has completed its work and has reported its recommendations to the President. He informs me that there will be appropriate announcements forthcoming shortly.

I noted in our recommendations and comments last time that all of the items contained in the Lowitt Report had been submitted to the President and that these had been, in large measure, accepted. I would report to you now that these have been codified in the Administrative Regulations. That codification was done by Dr. Paul Sears, reviewed by me, and accepted and approved by the President. These are now part of the Administrative Regulations effective July 1, 1974 and will be circulated to all appropriate people shortly.

At the last Senate meeting, in the course of discussion on the Krislov Report, considerable attention and debate were called to the possibility of separating the granting of tenure and promotion. At that time I indicated to you that if the material then on the floor was withdrawn, I would place the subject on the agenda for the next Council meeting. That was done, the Council considered the matter, and decided that since there was considerable interest in the area, it deserved appropriate detailed study, as Vice President Cochran had suggested it received. As a result of that, and with no suitable standing committee to deal with this subject existing, the Senate Council has appointed an ad hoc Committee to study the separation of promotion and tenure. The Committee will be chaired by Professor Dallas High and will consist of Vice President Cochran, Professors Goldman, Gesund, Rudnick, Krislov, and Yanarella. That Committee has been charged to begin its deliberations now, finish them early in the fall, and, hopefully, report to the Senate in time for action in October or November. Practically, that means that we may get done with it next year.

The elections of senators for the coming year have been completed by the student body and by the faculty. The President and the Senate Council office have been notified of these elections and if anybody is interested in which people were elected, vote counts, or other information, it is available in the Senate Council office.

I have taken the opportunity of reporting the activities of the Senate Council to you at each of these meetings. Since it has only been two weeks since the last Senate meeting, there has been relatively little activity, at least in terms of reportable material. Most of the activity has consisted of getting all of the items on the agenda, out to you. We also had a meeting with President Singletary in which he reviewed a number of items with us, one of which you may be interested in. The Governing Regulations and the Administrative Regulations require that faculties of colleges, community colleges, schools, departments, et cetera, be organized and have an appropriate

committee structure and that these bodies have provision for appropriate student input. The President has issued a memorandum to all Vice Presidents, Deans, Directors, and Department Chairmen, and others having authority over educational units, both in the University and the Community College Systems, requesting that they provide to his office and also to the appropriate repositories designated in the Governing Regulations, the Rules of the University Senate, and the Administrative Regulations, copies of their rules and their committee structure, no later than November 15, 1974. Those rules and structures will be reviewed by the President's Office and filed appropriately. In the rare event that some are found to be inconsistent or to have problems, then appropriate efforts will be taken. For those groups which do not have rules or structures, we have lists available of those bodies throughout the campus which do have appropriate rules, procedures, committee structures, et cetera, and you can consult them if you wish.

Finally, and essentially sort of a personal plea -- as a matter of taste, public relations, and perhaps Stan Smith's concession to traditional academe -- I would call your attention to the fact that graduation is scheduled for Saturday, May 11, 1974 at 4:00 o'clock in the afternoon in the Coliseum. We will be graduating several thousand students. Many of them will have parents, grandparents, brothers, sisters, wives, husbands, come to graduation. We will also, of course, be granting honorary degrees and recognizing other award recipients. Most of us don't go to graduation any more. After one has put on that hot bathrobe and hung the stuff around his or her neck and drug oneself out at 4:00 o'clock in the afternoon on Saturday for ten, or fifteen, or thirty years in a row, it gets a little grim. This is simply a plea that if you are not really hung up, why don't you try and come anyhow. There are very few shows that the academicians put on for the public. As a matter of fact, this is virtually the only show that the academicians put on for the public. The football team, the basketball team, everybody else puts on shows and sells the University to the public. This is the one place where we, the faculty, can sell the academic side of this institution. It has been embarrassing that an institution with some 1,500 faculty members has a straggly 100 or 150 in the academic procession which is written up in about five pages of the program describing us and our garb. Suffice to say, your attendance and participation in this one event for two hours out of the year, will be appreciated, particularly by the parents and graduates.

The Chairman stated that the first item on the agenda is a Rules change which was placed there so that it would be operative for the 1974 Spring Semester final examination week. He then called on Ms. Constance P. Wilson, Secretary of the Senate Council, who moved, on behalf of the standing Committee on Admissions and Academic Standards, and the Senate Council, that the Rules of the University Senate, Section V-9, 2.46 Final Examinations, be amended, effective immediately (not to be retroactive), as follows (This recommendation was circulated to the faculty under date of April 17, 1974.):

If a final examination is to be given, it will be administered during the examination period as scheduled by the Registrar for the semesters of the regular school year. These examination periods will utilize the last six days of each semester, and will be preceded by a study day or weekend on which no classes or examinations will be scheduled.

Final examinations where appropriate, will be administered during the last class day of the intersession and the summer session.

Final examinations may be given at times other than the regularly scheduled time in the following instances:

(1) Faculty: In the case of conflicts or undue hardship for an individual instructor, a final examination may be rescheduled upon the recommendation of the chairman of the department and with the concurrence of the dean of the college and the Registrar.

(2) Students:

a. Any student with more than three final examinations scheduled on any one date shall be entitled to have the examination for the class with the lowest catalog number rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.

b. If an examination schedule conflict is created by faculty rescheduling of an examination, the student shall be entitled to take the rescheduled examination at another time during the examination period by mutual agreement with the instructor.

c. In the case of undue hardship for an individual student, a final examination may be rescheduled by the instructor.

The Chairman stated that this motion essentially changed the priorities that a student has to have examinations rearranged and it has a debatable clause at the front.

Dr. Thrailkill presented an amendment to paragraph (2) a., to replace the words "the examination" in the middle of the first sentence with the phrase "the examination being held at a time other than during the three regular examination periods, rescheduled." and deleting the remainder of that sentence. The last sentence in that paragraph would remain as proposed.

The Chairman stated that the procedure had been if a student had three or more exams in one day, he was permitted to reschedule one of them; that the Rule, as proposed would make it more than three finals, which is a deviation. He stated further that the question in the past had been that of "who moves?" with the student being left to debate this problem; that the proposal is an attempt to specify who moves.

The Senate disapproved the amendment.

Dr. Fisher presented an amendment to change the word "lowest" in the third line of (2) a. to the word "highest".

The Senate approved this amendment.

On question by Dr. Reedy of whether the proposed Rules change would require that a final examination be given in every course the Chairman responded that the present Rules did not require this and that the proposed Rules change would continue to give the individual instructor the option of determining whether or not a final examination was appropriate for his particular course.

A Senator presented an amendment to change the word "three" in the first line of (2) a. to the word "two".

The Senate approved this amendment.

A Senator expressed some concern regarding the phraseology in the paragraph concerning the final examination for the intersession and the summer session. Being unable, at the moment, to make an appropriate motion to amend that paragraph, Chairman Smith suggested that he put together his proposal and submit it to the Senate Council for transmittal to the Committee on Admissions and Academic Standards, for rewriting.

The Senate then approved the proposed change in the Rules of the University Senate, Section V-9, 2.46 Final Examinations, as amended twice. That Section, as amended, effective immediately (not to be retroactive), now reads:

If a final examination is to be given, it will be administered during the examination period as scheduled by the Registrar for the semesters of the regular school year. These examination periods will utilize the last six days of each semester, and will be preceded by a study day or weekend on which no classes or examinations will be scheduled.

Final examinations, where appropriate, will be administered during the last class day of the intersession and the summer session.

Final examinations may be given at times other than the regularly scheduled time in the following instances:

(1) Faculty: In the case of conflicts or undue hardship for an individual instructor, a final examination may be rescheduled upon the recommendation of the chairman of the department and with the concurrence of the dean of the college and the Registrar.

(2) Students:

a. Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the highest catalog number rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.

b. If an examination schedule conflict is created by faculty rescheduling of an examination, the student shall be entitled to take the rescheduled examination at another time during the examination period by mutual agreement with the instructor.

c. In the case of undue hardship for an individual student, a final examination may be rescheduled by the instructor.

The next order of business on the agenda became continued consideration of the Krislov Report, namely amendment (2) of Recommendation 5.

The Chairman called on Ms. Wilson who moved to submit Recommendation 5, as circulated under date of March 22, 1974, and amended by the Senate on April 8, 1974, to the President for inclusion in the Administrative Regulations or other appropriate implementation.

An amendment to amendment (2) had been handed to the Senators as they entered the meeting and, being a second rank amendment, became the amendment on the floor for consideration. This amendment, dated April 22, 1974, and submitted by Professor Goldman and Mr. Harrison, reads as follows:

The standards established by the department shall first be submitted to the Area Committee for recommendations, and then transmitted through the appropriate academic Vice President to the President for approval. This review of the established standards shall be for the purpose of assuring that they are consistent with the University's regulations and that they provide answers to the four items posed in paragraph (1) of Recommendation 5.

A Senator stated that he thought it would be good for the Senate to be given a description of how the present Area Committees system operates before beginning the debate of specifics. The Chairman then read excerpts from the Administrative Regulations and made comments as follows:

This is from the Administrative Regulations II-1.0-1, page 18, IX.

Academic Area Advisory Committees, subparagraph A. Purpose. "The Academic Area Advisory Committees are established for the purpose of providing the President with a systematic and broad base of advisement from both faculty and administration on matters of appointment, promotion and tenure." It then proceeds to list the Area Committees in paragraph B. Paragraph C specifies the composition of Academic Area Advisory Committees and notes that the membership of each Academic Area Advisory Committee will consist of no fewer than five members appointed by the President, et cetera. Section D deals with selection. It says that it should have as broad a representation as possible from the departments and colleges it serves and that no department shall be represented by more than one person, et cetera. It further goes on to state that "Any Area Committee may recommend that the appropriate vice president appoint ad hoc committees to handle cases requiring additional and expert advice from people well qualified in the particular discipline involved. Ad hoc committees will be discharged as soon as their reports are submitted to the Area Committees. The Area Committees should acknowledge the advice of the ad hoc committees in preparing their recommendations to the appropriate vice president." It then proceeds to list the ad hoc committees.

If you will look under Procedural Flow Chart on page 22 of the Administrative Regulations II-1.0-1, an action is initiated by a department chairman, goes to the Dean and the Vice President. The Vice President reviews the proposed action for completeness and forwards to the appropriate area committee. The area committee recommends either approval or disapproval for a specific personnel action. The area committee may request an ad hoc committee, which is appointed by the Vice President, for further evaluation of documentation and advice. It then subsequently forwards its recommendations to approve or not to approve to the Vice President who proceeds to communicate with the Dean and submit it to the President, et cetera.

I have not served on an area committee so I can't tell you exactly what letter the President has sent to them. I have heard them described and, in general, the impression I received is that they are charged to use the criteria specified in the Governing Regulations and Administrative Regulations.

At the present time the area committees do not review broad policies and procedures and document them or certify them, which is what is proposed in this series of amendments, in essence.

On question of whether there was any provision to restrict as to criteria to be applied, the Chairman responded that they are restricted by the Governing Regulations and Administrative Regulations which specify, in very broad terms, the criteria to be used for various ranks.

Vice President Cochran called attention to an exception, the Special Title Series, which is contained in the Administrative Regulations, and which is developed for a specific job description.

Vice President Cochran further stated that over the years they had attempted to eliminate communication between the department chairmen and the area committees and the deans and the area committees, to keep them isolated; and he would suggest, that in order to continue this practice, the wording be changed in the amendment to the amendment to read: "The standards established by the department shall be submitted to the Dean, the Vice President, and the Area Committee for evaluation of recommendations, and the President for consideration and approval . . ." Professor Goldman and Mr. Harrison accepted this change in the amendment to the amendment.

Dr. Goldman emphasized that their proposed amendment to the amendment dealt with criteria for promotion and tenure with respect to the normal professorial ranks and was not applicable to the Special Title Series procedures.

Dean Royster stated that as he understood the amendment to the amendment, various departments may submit their own standards in terms of criteria for promotion and tenure.

Dr. Goldman responded that this was an accurate interpretation provided it was emphasized that these standards had to conform with both the existing general standards and the four items set forth in paragraph (1).

The Senate then approved the amendment to amendment (2) of Recommendation 5. That amendment, as revised, and approved, reads:

The standards established by the department shall be submitted to the Dean, the Vice President, and the Area Committee for evaluation of recommendations, and the President for consideration and approval. This review of the established standards shall be for the purpose of assuring that they are consistent with the University's regulations and that they provide answers to the four items posed in paragraph (1), above.

The Senate moved to consideration of first rank amendment (2), submitted by Professor Goldman and Mr. Harrison, to change paragraph (3) of Recommendation 5 to read as follows:

(3) The standards set up by the department or educational unit shall be used for three purposes: First, they shall be an internal guide to the department in evaluating and advising its own personnel. Secondly, they shall provide the basis upon which the area review committee shall recommend whether the documentation supports the proposed change in tenure status or rank. Thirdly, they shall provide guidance for the appropriate administrative officers in the advising, evaluating, and status change processes.

The Senate approved amendment (2) to change paragraph (3) of Recommendation 5.

The amendment on the floor became amendment (3) submitted by Dr. Goldman and Mr. Harrison, to add a new paragraph (4) to Recommendation 5 to read:

(4) The area committee's function is to review the documentation submitted in support of a recommendation for promotion or tenure and to advise the submitting faculty and the appropriate administrative officers as to the nature of any deficiency which the committee finds in that documentation based on the submitting faculty's established standards for promotion and tenure.

Mr. Harrison stated that he and Dr. Goldman had agreed that this change was a rather drastic one and one that changed fundamentally the present function of the area committee; that they had agreed they would like to withdraw the amendment and submit it to the Senate Council for appointment of an ad hoc committee to reconsider the appropriate function of the area committee. The Chairman responded that he would be pleased to accept the request and would submit it to the Senate Council as requested. Following some further comments, the Chair withdrew the motion in the interest of expediting business.

This placed the motion on the floor the main motion, namely Recommendation 5, as amended.

Vice President Cochran stated that he would like to add one point of information on the present procedures. He stated that he received almost routinely from the area committee the statement of the reasons or the condition for reasoning, which leads to the recommendation of the area committee; that if it is not furnished, he asks for it and had always received it; that if the recommendation of the area committee is contrary to the recommendation of the dean, this is reported back to the dean for further comment or information before the final recommendation is sent on to the President's Office.

Mr. Clement presented an amendment to Recommendation 5 to add a new subparagraph (b) to paragraph (1) and to re-letter subparagraphs (b), (c), and (d) to (c), (d), and (e), new subparagraph (b) to read:

(b) The means for determining qualitative excellence of teaching.

Following discussion of the definition of "qualitative excellence", an amendment to the amendment was proposed by Dr. Lienhard to remove the word "qualitative" from the amendment. The Senate defeated this amendment to the amendment.

By a hand count of 50 to 34, the Senate then approved the amendment to add a new subparagraph (b) to paragraph (1) and to re-letter the remaining subparagraphs accordingly.

Professor Longyear presented a motion to amend new subparagraph (c) to change the word "minimum" to the word "approximate" so that the paragraph would read:

(c) The approximate research requirements for promotion to Associate Professor or Professor.

Following some discussion, the Senate voted to disapprove the substitution of the word "approximate" for the word "minimum" in subparagraph (c).

Professor Reedy presented a motion to amend the new subparagraph (d) to substitute the words "the quality" for the words "qualitative excellence" so that the subparagraph would read:

(d) The means for determining the quality of scholarship and creative productivity in the discipline."

The Senate approved this amendment.

Professor Thrailkill presented a motion to amend new subparagraph (b) to substitute the words "the quality" for the words "qualitative excellence" so that the subparagraph would read:

(b) The means for determining the quality of teaching.

The Senate approved this amendment.

Professor Sands presented a motion to amend Recommendation 5 to delete new subparagraph (c) which reads:

(c) The minimum research requirements for promotion to Associate Professor or Professor.

The Senate disapproved this motion.

Dr. Goldman called attention to the previously approved amendment to amendment (2) of Recommendation 5 which referred to "the four items posed in paragraph (1). . ." and that this should be changed to "five items" in view of the newly added subparagraph (b). The Chairman stated that that change would be made without the necessity of a motion.

The Senate then voted to approve Recommendation 5, as amended, to the President for inclusion in the Administrative Regulations or other appropriate implementation.

Recommendation 5, as amended and approved, reads as follows:

Recommendation 5: Defining Standards for Tenure

(1) Departments or individual educational units shall set up reasonable standards of performance for their disciplines which are consistent with the Governing Regulations and which shall include the following:

(a) The normal balance between teaching, scholarship, creative productivity, and service in the discipline.

(b) The means for determining quality of teaching.

(c) The minimum research requirements for promotion to Associate Professor or Professor.

(d) The means for determining the quality of scholarship and creative productivity in the discipline.

(e) The kinds of scholarship and creative productivity most acceptable in the discipline.

(2) Individual departments or educational units shall obtain outside evidence that the standards set up by their departments are those of their discipline in equivalent universities and not simply those of the members of the department.

(3) The standards set up by the department or educational unit shall be used for three purposes: First, they shall be an internal guide to the department in evaluating and advising its own personnel. Secondly, they shall provide the basis upon which the area review committee shall recommend whether the documentation supports the proposed change in tenure status or rank. Thirdly, they shall provide guidance for the appropriate administrative officers in the advising, evaluating, and status change processes.

The standards established by the department shall be submitted to the Dean, the Vice President, and the Area Committee for evaluation of recommendations, and the President for consideration and approval. This review of the established standards shall be for the purpose of assuring that they are consistent with the University's regulations and that they provide answers to the five items posed in paragraph (1) above.

At this point in the proceedings Dr. Clark Keating, who is retiring from the University rose to speak to the function of the Senate. He stated that it seemed that the Senators could not be made to realize that with the air conditioning on, it was practically impossible to hear what was said on the floor and that he could sympathize with the Recording Secretary in her efforts to try to get the Senators to move to the front so their remarks could be heard and recorded. He stated further that with approximately 110 people on the floor, the Senate's attempt to edit the document was attempting to do the impossible; that he thought a good way to do would be to have the document sent to the Senators to be read, corrected, and returned to the Senate Council; then resubmit it to the Senators with all the editions; that he saw no point in trying to edit the document on the floor; that there were too many involved in the process as presently handled and it was tying up the business of the Senate.

Dr. Keating received an ovation.

The Chairman called on Ms. Wilson who moved to submit the following recommendation to the Rules Committee for inclusion in the Rules of the University Senate.

Recommendation:

To broaden the process through which names of potential area committee members are generated for submission to the President, the Senate Council shall invite faculty councils or other bodies on the level of schools and colleges to participate by nominating potential members.

For the information of the Senators, Chairman Smith announced that of the date of this meeting he had drafted a letter to a large contingency of the University asking that they submit names of potential area committee members.

The Senate voted to approve Recommendation 6: Names for Area Committees, for submission to the Rules Committee for inclusion in the University Senate Rules.

The Chairman called on Ms. Wilson who moved to submit the following recommendation to the President for inclusion in the Administrative Regulations.

Recommendation:

(1) Each Dean is strongly encouraged to establish a Committee concerned with faculty appointments, termination, tenure and promotion, with the following suggestions:

(a) The Committee is advisory to the Dean and may at his request make recommendations in the above matters. The Committee may be asked by the Dean or a faculty member to hear an inquiry by any faculty member who declares himself dissatisfied with the policies established by his department and/or college concerning appointment, termination, tenure, and promotion.

(b) The Committee may examine departmental standards and when possible arrive at agreements between the Dean and the department about realistic standards by which individual faculty members may be judged. In addition, this Committee may be asked to communicate with the Graduate Council, the Area Committees, the appropriate Dean, and other University officials who establish, interpret, or implement University regulations in this area so as to clarify all standards and policies.

(c) When any matter that comes up before the Committee involves a department represented on the Committee, the Committee member of that department shall disqualify himself.

(d) The members shall be appointed by the Dean after consultation with the appropriate faculty body in that College.

Amendment (1), submitted by Professors Westley and Tipton, became the next order of business on the floor and reads as follows:

(1) It is moved to replace the words "is strongly encouraged to" with the word "shall" in paragraph (1), line 1.

The Senate voted to approve amendment (1) as submitted by Professors Westley and Tipton.

Dr. Berger asked the Chair if there was not already a committee of the sort recommended.

The Chairman responded that the appropriate pages in the Administrative Regulations, which dealt with promotions, stated, among other things, that each Dean is encouraged to appoint a college committee to review and advise him on some or all recommendations to appoint and promote; that this is a suggestion; that the amended motion would do two things: it would make it mandatory and it would specify, in considerable detail, the nature of that committee and its charges.

The Senate approved Recommendation 7, as amended, for submission to the President for inclusion in the Administrative Regulations.

Recommendation 7, as amended, and approved, reads as follows:

Recommendation 7: Advisory Committee to the Dean

(1) Each Dean shall establish a Committee concerned with faculty appointments, termination, tenure and promotion, with the following suggestions:

(a) The Committee is advisory to the Dean and may at his request make recommendations in the above matters. The Committee may be asked by the Dean or a faculty member to hear an inquiry by any faculty member who declares himself dissatisfied with the policies established by his department and/or college concerning appointment, termination, tenure, and promotion.

(b) The Committee may examine departmental standards and when possible arrive at agreements between the Dean and the department about realistic standards by which individual faculty members may be judged. In addition, this Committee may be asked to communicate with the Graduate Council, the Area Committees, the appropriate Dean, and other University officials who establish, interpret, or implement University regulations in this area so as to clarify all standards and policies.

(c) When any matter that comes up before the Committee involves a department represented on the Committee, the Committee member of that department shall disqualify himself.

(d) The members shall be appointed by the Dean after consultation with the appropriate faculty body in that college.

The Chairman called on Ms. Wilson who moved to submit the following recommendation to the President as a modification in the Administrative Regulations.

Recommendation:

In all cases where a faculty member with the rank of assistant professor or higher is not reappointed, the individual shall be notified by his department chairman of the reasons for the decision. Where the decision not to reappoint is one on promotion and tenure, the faculty member shall, upon his written request, be informed of the basis of that determination in writing and in a reasonable amount of detail. In instances where promotion and tenure are not involved, oral communication

will be deemed sufficient. In order to facilitate communication, it shall be the responsibility of the college dean to prepare a summary of the reasons why reappointment was denied and provide the faculty member's chairman with a copy of that summary statement (in the event that a favorable department recommendation was overturned at a higher level) for verbal transmittal or written communication to the faculty member.

Chairman Smith stated that the present policy of the University is very specific; that is, written reasons of notice will not be given; and that this is a proposal to reverse totally that procedure and make written reasons available upon request, to the individual faculty member. He stated further that the Council had received a request to amend the document to delete this Recommendation and that to do that all the Senate had to do was to vote against the Recommendation.

Professor Goldman asked Dr. Krislov what was the Committee's reason for not including the ranks of instructors, lecturers.

Professor Krislov responded that these ranks are basically transitory and limited in number and insofar as he knew no one argued for it or presented any reasons why they should be included.

Professor Just asked what the experience of a University is in terms of being sued as a result of not supplying written reasons.

Mr. Harrison referred to a document which contained a summary of instances of suits filed in both the case of written reasons and where reasons had not been given. He stated that this summary indicated that a University is more prone to suit in instances where reasons are not given than where written reasons are given; that the courts will generally require that the University give written reasons and if they are taken to court, they tend to be upheld because the courts give a great deal of discretion to the University decision and judgment regarding the qualifications of a professor at the University.

Professor Canon stated if one had put in writing the reasons for dismissal, he would be more careful in his decision to dismiss.

Professor Krislov stated that he was responsible for assembling information from universities that gave reasons for non-renewal; that since this was a new adventure on the part of the universities he wished to see what experiences they had had. He stated that he was surprised that there were a number of universities that gave the reasons automatically, which is different from our proposal; that our proposal would give the reasons only where the individual requested it; and that in this sense, the University of Kentucky is being modest in its endeavors. He stated that the second aspect that he thought interesting was that not all those who were denied tenure asked for reasons; that if they did, this would create an administrative burden and a burden that is not entirely necessary. He stated that the other point was the litigation; that it appeared there is not an enormous amount of litigation and he thought that experience would support a movement in this direction. He also commented on the notion that the reasons for denial of tenure could be satisfied with a letter saying that the tenured faculty voted by such and such not to renew; that it was his opinion that this would not suffice under our system; that tenured faculty does not make a decision; they only recommend and the basis of the recommendation is merely advisory; that the reasons are quite different and the reasons would have to go to the subject of the performance of the individual which he thought was understood as the reason for denial; that at least it should be the only objective reason for denial.

Chairman Smith read the following paragraph from the Governing Regulations concerning Promotion:

"Recommendations to promote must originate with the department chairman (or with the dean, director or other appropriate administrator in an educational unit not having a department chairman) and must include the written opinion of each faculty member of the educational unit who was consulted in accordance with the Governing Regulations. Promotion files must include a complete vita of the candidate, evaluation of his teaching ability, a list of his research publications, patents, writings or other professional output and representative samples of the same. This complete file with a letter of recommendation from the department chairman is forwarded to the dean for his review and recommendation . . ."

Dr. Govindarajulu asked the question if one does not recommend for promotion and and tenure, does an action occur.

Dr. Krislov responded that he thought the file would go forward with a negative recommendation.

Dr. Cochran responded it would go forward only if it were a positive recommendation.

Dr. Lienhard presented a motion that the last sentence of Recommendation 8 be revised to read as follows:

The college dean shall provide the faculty member's chairman with a written summary of the reasons why reappointment was denied if a favorable department recommendation was overturned at a higher level. The Chairman shall inform the faculty member of these reasons.

The Senate approved this amendment.

The Senate then approved Recommendation 8, as amended, for submission to the President as a modification in the Administrative Regulations.

Recommendation 8, as amended and approved, reads as follows:

Recommendation 8: Reasons for Non-Renewal

In all cases where a faculty member with the rank of assistant professor or higher is not reappointed, the individual shall be notified by his department chairman of the reasons for the decision. Where the decision not to reappoint is one on promotion and tenure, the faculty member shall, upon his written request, be informed of the basis of that determination in writing and in a reasonable amount of detail. In instances where promotion and tenure are not involved, oral communication will be deemed sufficient. The college dean shall provide the faculty member's chairman with a written summary of the reasons why reappointment was denied if a favorable department recommendation was overturned at a higher level. The Chairman shall inform the faculty member of these reasons.

The Chairman called on Ms. Wilson who moved to submit the following recommendation to the President for implementation.

Recommendation:

Colleges, working through appropriate University bodies, shall develop some means to evaluate the quality, as well as the quantity of academic advising done by each faculty member. As this procedure is developed and implemented, the results of this evaluation shall be considered in the annual performance review and in the decisions concerning retention and/or promotion of each faculty member.

The Senate approved Recommendation 9: Advising, as presented for submission to the President for implementation.

The Chairman called on Ms. Wilson who moved to submit the following recommendation to the President for implementation.

Recommendation:

Recommendations for tenure and promotion shall include evidence of consultation with the appropriate undergraduate student advisory group and graduate or professional student group. Any written judgments or related materials submitted by the student groups shall be included in the materials submitted in support of a recommendation for promotion and tenure.

Chairman Smith reported that he had received an amendment to this recommendation which was, in essence, that Recommendation 10 be deleted and replaced with a statement to the effect that evaluation of teaching ability be reported.

Chairman Smith further reminded the Senators of the last paragraph he had read from the Governing Regulations which included in it the statement that promotion files must include "evaluation of teaching ability." He emphasized to the Senators that this was the present status quo.

Professor Just spoke against the motion saying, in essence, that he did not think the recommendation was specific enough in the sense that any written judgment could be transmitted, whether it was valid or invalid.

Chairman Smith responded that the only written judgments would be judgments obtained and submitted from the undergraduate student advisory group, and the graduate or professional student group.

Professor Rudnick spoke in favor of the Recommendation. She reminded the Senators that no group, other than those represented by the undergraduate student advisory group and the graduate or professional student group, exists for student input; that given the ephemeral nature of the student -- they come and go where some of the faculty stay on and on -- it seemed eminently suitable to her that students should have some kind of input.

Dean Reedy spoke in favor of the Recommendation. He said that it was a question of whether the University was going to pay only lip service for quality teaching at this institution or whether it was going to use some information from the recipients of that input to give the University some direct information. He stated that he had served on an area committee and the information which came in was usually a statement that a person is generally a good or an average teacher; that committees that have looked into instructional evaluation have been able to ascertain that students are not out to knife the instructor; that in the

Undergraduate Advisory Council and the graduate groups they take their responsibility as a serious part of their work; and that direct input should be necessary and should become a part of any dossier put forward for promotion of any individual in this institution.

Dean Royster said that he agreed with Dr. Reedy; however, he would raise some question about the procedure of asking a committee of students; that he would prefer that it be an analysis of student evaluations that are taken in the classes; that there might be other ways of getting student input without having a report from a committee.

Vice President Cochran stated that he disagreed with his colleagues in their views; that he had been looking at the teaching evaluations, the questionnaires that they students fill out on teacher evaluations, and studying the annual performance reviews and that on the basis of what he had seen thus far, the faculty should take little comfort from the student input on teaching evaluation. He stated that they simply were not very discriminating; that the range of average evaluation from one class to another is almost meaningless; that the average on the student questionnaires ran from about 2.95 to 3.04 on a 4.0 scale; and that the greatest single weakness in the entire evaluation system is the inability of the students in the classes to react in a careful discriminating way to the evaluation of teaching.

Ms. Mason rose to speak in favor of the Recommendation and in defense of student evaluation but her remarks could not be heard clearly enough to be recorded here.

Additional discussion ensued following which Dr. Jewell noted that Senators were leaving and that the Senate was fast losing its quorum; therefore, he moved the previous question. This was an order to vote immediately and was non-debatable. The Senate voted to vote immediately and then approved Recommendation 10, Student Input in Tenure and Promotion Decisions, for submission to the President for implementation.

Chairman Smith reminded the Senators that nine of the Recommendations would be sent to the President; that they have no status other than the approval or disapproval, as the case might be, of the Senate; that the additional Recommendation would be sent to the Rules Committee for codification into the Rules of the University Senate and he cautioned everyone involved that these are simply recommendations; that all or none of the Report may be accepted in various forms; that until such time as there is appropriate action by the President, the administration, and perhaps the Board of Trustees, nine of these are simply recommendations which individuals may interpret as they wish. Chairman Smith stated further that all of the Recommendations contained in the original Krislov Report had been presented in the form of individual motions, they had all been voted upon by the Senate and therefore, he was directing that the Krislov Committee consider itself dissolved.

The next item on the agenda was the report of the Academic Ombudsman. Since the hour was late, the Chair raised the question of whether the Senators wanted to stay and hear the Report of the Ombudsman. There was considerable sentiment to hear his Report and Dr. Donald F. Diedrich, the Academic Ombudsman, presented his annual report to the Senate.

I want first to indicate that it was a privilege to have served in this challenging capacity these past 10 months and I want to express my appreciation to all those with whom I've had contact--during both the good

and the bad times. In the majority of cases, your cooperation and understanding were exceptional; you have all therefore contributed to my understanding and growth.

I must admit that I relieved Professor Madden in the middle of June with a considerable amount of apprehension--with a feeling somewhat like the nervous, prospective bridegroom who, in the waning hours before the ceremony, becomes struck with sheer panic at the recurring thought, "Am I doing the right thing?"

This year has indeed been an adventure! - and I have been looking forward to the day I could tell you about it. As of last Friday, my office attracted a total of 260 contacts, more than twice the number the first Ombudsman received and almost 10% over last year's traffic. Of these, 21 or 8% involved matters that were non-academic; they dealt with things like fee and fine payments, state residency status, the employment and other peripheral University services, smoking in the classrooms and complaints about the physical plant, especially the Reynolds Building. Even though these issues fell out of my jurisdiction, I nevertheless listened to the stories and sometimes tried to seek solutions. Usually, I referred the people to other offices. In seven instances, problems of "semi-academic" nature involved the Student Health Center, the Library, the Placement Service and the Counseling and Testing Center. Representatives from Student Government approached me on three occasions about general issues.

That leaves 229 cases which concerned academic matters; 51 of these, I dismissed, or handled by phone, or sent the student back to the faculty member to solve his own problem. Therefore, I judged 178 or about 75% of the academic complaints to have merit and deserving of further attention. I dealt with these to varying degrees: 117 required three or more personal meetings with the folks involved; 34 took six or more sessions and 11 required at least nine adventures before some semblance of order was attained.

In my opinion, a solution was attained in about 50% of the valid complaint cases. Frankly, however, I often wondered whether either of the conflicting parties was ever satisfied with the compromise that was worked out--it was an apprehension I learned to live with. In 20% of the cases, the student involved got little relief, but I felt that the involvement of the Ombudsman may have served a preventive role--perhaps the situation will not occur as easily in the future. Twenty-three matters currently remain unresolved with the attendant frustration of the students, faculty and Ombudsman. Twenty-seven cases are pending.

Bear with me, as I report the breakdown of the cases with respect to the colleges involved: 103 cases were in the College of Arts and Sciences, 22 in Business and Economics, 17 in Education, eight in Home Economics, seven each in Pharmacy and Architecture, five involved the Lexington Technical Institute, three in Medicine, two in Library Science and one each in Nursing, Dentistry, Allied Health and Social Professions. I have not had the pleasure of calling on the members in the Colleges of Law, Engineering and Agriculture.

Graduate students were the plaintiffs on 17 occasions and four students in the Honors programs approached me with problems. Sometimes, a faculty member initiated the contact rather than the student; this happened eight times.

There were only four students who were "repeat clients" i.e., they used the office more than once to solve their problems. On the other hand, in 22 cases (12%) the complaint was registered against a "repeat instructor"-- a faculty member or Teaching Assistant who had a problem with more than one student on more than one occasion.

The nature of the cases, of course, varied enormously--and continuously. Just when I thought I had heard it all, someone would come in with an incredible new horror story. The situations have ranged from the most sensitive and intense to the mundane: For example, there was one traumatic explosion episode, and seven suspension cases which drained me more than the matter concerning the use of hand calculators and tape recorders in the classroom.

I thought about how best to account for my time in the office and it finally occurred to me that the common activities of the Ombudsman could be enumerated.

He listens: This was perhaps my most important and valuable activity. I realized some of my greatest rewards when someone would offer the opinion that I was a good listener or that they "felt like a wilted plant" when they arrived and after our chat, they seemed refreshed, sometimes even spunky. It didn't take long after assuming the position that I realized many students simply wanted to talk to someone; I almost always felt it was worth an hour of my time. Most of the "heavy" listening sessions had to do with personal relationship problems. Gripes about poor instructors were common and in 23 cases, I listened to charges about a faculty member's complacency, disinterest, inadequate command of the subject and an inability to "put it over." Of course, I could do very little but serve as a public relations man in these cases and try to reduce the student's head of steam.

He reviews: A total of 16 cases which dealt with charges of harrassment by the instructor and discrimination (including two on racial grounds). These problems were some of the most difficult because the conflicting parties were the most angry. Persons were being threatened and challenged; thrusts were being parried and it was often difficult to distinguish the offensive from the defensive player. In any case, it was a difficult position for a so-called neutral Ombudsman to be in. As you could predict, in only a few instances was any real solution realized. Yet, I thought the Ombudsman's role was played in these three-way sessions--his presence seems to provide the necessary psychological atmosphere for the student. The student feels less inhibited, is more confident and therefore says what's bothering him; the professor often shows a bit more reserve in dealing with the student. Both conditions afford the opportunity for communication, which is most often the missing ingredient and why the problem exists in the first place.

He explains: to students, their rights and responsibilities and --

He advises: Faculty have had to be reminded of these same student rights and I often did this with a heavy heart. For example, in 36 of the cases (20% of the total), instructors just did not know or just did not care about the right of the student to be informed about course standards and grading criteria. Each of the past Ombudsmen announced to the Senate that this was a major trouble area -- it was a major trouble area for me and I would like to echo the appeal made by my predecessors: Please read and

follow the rules you have adopted. A student must be told what he has to do in order to earn a certain grade and he must know the basis of your evaluation of his performance. You should expect students to go berzerk when you decide to change your initially announced standards in midstream, especially when the student does not even hear about it until the course is over. I have often advised both new and old instructors about their vulnerable position when they have illegally re-scheduled exams or awarded grades on grounds other than "a fair and just evaluation of performance."

I have also advised in 10 cases of cheating; most of them involved more than one student (one case involved 12) and most of them were difficult cases. The issue concerned both the question of guilt and in about half the cases, when the student was caught red-handed, the negotiation of the severity of the imposed penalty. Most of the difficulty centered, as you would expect, around the instructor's responsibility to prove the cheating offense. You can also imagine how the student reacts to the instructor who "strongly suspects" the impropriety, or to his statement that "I just know that that student cheated!" In dealing with these cases, I personally felt comfortable with the guideline that a person is innocent until proved guilty. From my experience with these kinds of cases, I would like to suggest that you pass on the following advice to the junior members and teaching assistants in your departments: Don't allow yourselves to get into the position where the issue rests upon your word against the student's. Specifically, for example, when eyeballs roam during close-quarter-exam time, get a third party to observe the incident if you intend to press charges. In about half the cases when a cheater was caught, the recommended penalty has been, in my opinion, too severe. I think, however, this is a much healthier attitude on the part of the faculty than one of excessive leniency and I compliment those faculty with whom I've had to negotiate for a less severe penalty.

He refers: In a total of eight cases, the complaint concerned instructors who routinely missed classes, or were chronically late and sometimes would even dismiss their classes for weeks at a time. On three of these occasions, I have had to refer this serious matter to the department chairman. I resorted to this tactic only when I thought my discussion with the delinquent instructor was non-productive. In five of the eight cases, my formal visit with the instructor was a sufficient remedy. These kinds of cases left me feeling most discouraged because it was only one or two students in each case who complained. In my mind, they didn't compensate for the many others involved who showed no concern and didn't register the complaint. For example, it was really refreshing to have a pert freshman come in and assert "I'm being cheated! I've come to get an education and my instructor doesn't show half the time!". This was a rare occurrence.

Sometimes the referral cases were of the sublime sort; I can't resist telling you about the time an angry and aggressive young man bluntly insisted on knowing why the lights in the stadium had been burning for two straight days and nights! I cleverly side-stepped, explaining to him that I was the Academic Ombudsman and that the matter really wasn't an academic affair. He seemed satisfied when I gave him the phone number of the individual who would probably be anxious to respond to his question. I have often wondered how Mr. Lancaster handled this fellow!

He recommends: Among other things, I have sent some suggested rule changes for the Student Code to the Senate Council and am happy to learn that they are currently being studied by the Student Affairs Committee. The chronic problem about the "no-show" student and his W or E grade has required my involvement on six instances this year and I think the proposal which the Senate will vote on soon will be a good resolution. It was a great relief to learn about the Board of Trustees's ruling on the proposal made by President Singletary that the expulsion of a student is an inappropriate penalty.

As you might expect, most of my cases (50%) can be categorized as grade appeals. In 27 of these instances, the student's grade was indeed changed either because of a discovered clerical error or, as a result of negotiation, the professor agreed to re-evaluate the student's performance and afterwards admitted that his original evaluation was in error. On the other hand, in 37 of the grade appeal cases, either the professor did not agree with the arguments and stuck by his guns or I found no merit in the student's claim and sent him on his way.

I've failed at least twice to resolve a conflict; for only the second time since the Ombudsman's office was instituted, not one but two cases were referred to the University Appeals Board this year. Both involved a stalemate that developed between professor and student over a course grade.

I've also erred at least once; the time to be remembered involved the expulsion of a student. Tactlessness and my poor choice of words in my negotiations with the involved faculty led essentially to a complete breakdown in communication and forced decisions. Mea culpa: and yet, even in failure, I feel that the office of Ombudsman served its role -- to absorb the emotionality and high tension involved in a difficult case.

As a researcher, I have always felt strongly that it is incumbent upon me not only to present data but also to comment on their interpretation. Today I have given you only the data and I would very much like to present the impressions I have gained as a result of my experiences. Since time does not permit that, I would like to submit something in writing to the Senate Council in the near future or devise some other means to communicate these points.

I would like to beg your indulgence for just another minute to share with you what I have realized are some personal bonuses I have gained from this job. I have learned a great deal -- about people, about the University, and about the units which compose it. I have learned to deal with people a little better; when the other person has made a grievous error, and both he and I know it, I have learned that it is sometimes best that I say nothing. Perhaps I can now better handle situations in private life; when I open with two spades to my bridge partner who then passes -- and I have spades from the ace to the eight.

Most important, I have relearned a very great personal lesson. Regardless of how genuinely, persuasively, emotionally and even honestly one side of the story is told, one should never think, judge, or worse, act, before getting to hear the other side! Finally, I would like to say that I hope I have been effective and faithful to those who placed their trust in me and at the very least that I was fair to those with whom I have come in contact. Thank you for listening.

The Senators gave Dr. Diedrich a warm ovation in appreciation of his Report and his work as Academic Ombudsman for the past year.

Chairman Smith again reminded the Senators of the called meeting of the Senate for 3:00 p.m., Monday, May 6, 1974, in the Court Room of the Law Building.

The Calendar of the College of Dentistry for the academic year 1976-77, was received by the Dean of Admissions and Registrar under date of April 8, 1974, and is hereby made an official document by inclusion in these University Senate minutes.

COLLEGE OF DENTISTRY CALENDAR

1976-1977

August 30-31	Continuing students - PACE Unit Meetings Beginning students - Orientation
September 1	Continuing students - Classes begin 8:00 A.M. Beginning students - Instruments issued 8:00-12:00 Classes begin 1:00 P.M.
September 6	Labor Day Holiday
November 25-27	Thanksgiving Holiday
December 18- January 2	Winter Vacation
January 3	Classes resume 8:00 A.M.
April 4-9	Spring Vacation
May 8	University Commencement Exercises
May 30	Memorial Day Holiday
June 3	End of Academic Year

The Senate adjourned at 5:15p.m.

Elbert W. Ockerman
Secretary

UNIVERSITY SENATE AGENDA: April 22, 1974

- 1) Approve the Minutes of April 8, 1974.
- 2) Chairman's Remarks.
- 3) Action on proposal to change the Rules of the University Senate, Section V, 2.46 re: Final Examinations. (Circulated under date of April 17, 1974.)
- 4) Action on the Recommendations from the ad hoc Committee to Re-Evaluate Tenure and Promotion ("Krislov Report"). Action will begin with Recommendation numbered 5.
- 5) Ombudsman's Report.
- 6) Acceptance of standing Committee Reports (circulated under date of April 10, 1974).
- 7) Action on proposal to change the Rules of the University Senate, Section IV, 3.2 and Section V, 1.10 and 1.34 re: Not In Class grades. (Circulated under date of March 20, 1974.)
- 8) Action on proposal to change the Rules of the University Senate, Section III, 1.1 re: Block Numbers for Certain Courses (circulated under date of April 16, 1974).
- 9) Action on proposed codification of the standing Committee charges, Section I, 4.0 ff., Rules of the University Senate. (Circulated under date of April 15, 1974.)
- 10) Action on the proposed Honor Code for the College of Pharmacy (circulated under date of April 16, 1974).

NOTE: There will be a special Senate meeting on Monday, May 6, 1974, at 3:00 p.m. in the Court Room, Law School Building.

MOTIONS: UNIVERSITY SENATE MEETING April 22, 1974

- 3) On behalf of the standing Committee on Admissions and Academic Standards and the Senate Council, I move that the Rules of the University Senate, Section V, 2.46, concerning Final Examinations, be amended, effective immediately, as described in the circulation dated April 17, 1974. (This is not retroactive.)
- 4) On behalf of the Senate Council I move to submit recommendation 5: Define Standards for Tenure, as circulated under date of March 22, 1974 and amended by the Senate on April 8, 1974, to the President for inclusion in the Administrative Regulations or other appropriate implementation.
- 5) No motion necessary.
- 6) On behalf of the Senate Council, I move acceptance of the reports of the standing Committees of the Senate, circulated under date of April 10, 1974.
- 7) On behalf of the standing Committee on Admissions and Academic Standards and the Senate Council, I move that the Rules of the University Senate, Section IV, 3.2 and Section V, 1.10, be amended, effective immediately, as described in the circulation dated March 20, 1974. This material deals with "Not in Class" grades. You will note that this motion differs from the circulation and from the agenda in that it does not include rules changes for Section V, 1.34 and 2.41. Section V, 2.41 was an error in the original circulation. The change proposed for Section V, 1.34 has been withdrawn by the Admissions and Academic Standards Committee. (This is not retroactive.)

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University Senate Meeting, April 22, 1974

Motions, Continued

8) On behalf of the standing Committee for Special Teaching Programs sub-Committee on Experiential Learning and the Senate Council, I move that the Rules of the University Senate, Section III, 1.1, dealing with Block Numbers for Certain Courses, be amended, effective immediately, to read as circulated under date of April 16, 1974. This motion deals with the assignment of a specific number (399) to be used for Experiential Education courses throughout the University.

9) On behalf of the Rules Committee and the Senate Council, I move that the Rules of the University Senate, Section I, 4.0, be amended, effective immediately, to contain the charges to standing Committees as circulated under date of April 15, 1974. Please note that one page one, Section I, 4.14, lines 6-7, the word "learning" should be deleted.

10) On behalf of the standing Committee for Student Affairs and the Senate Council, I move approval of the proposed College of Pharmacy Honor Code as circulated under date of April 16, 1974, for a period of three years beginning with the Summer Intersession in May, 1974; the Code is to be reviewed by the College of Pharmacy during the Spring semester, 1977, with a recommendation submitted to the Senate at that time for continuance, modification or termination of the Code.

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

March 22, 1974

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting
Monday, April 8, 1974

Attached are the final versions of the recommendations from the ad hoc Committee to Re-Evaluate Tenure and Promotion ("Krislov Report") in the form in which they will be presented on the Senate floor. Each item consists of three sections: the motion to be made placing the recommendation on the floor, the recommendation, and all amendments received before this circulation was prepared.

In each case the motion indicates what is to be done with the recommendation: place in the Governing Regulations, place in the Administrative Regulations, etc.

The individual recommendations are in essentially the form in which they have been previously presented to the Senate for "discussion only." Three kinds of changes have been made from the original circulation: (1) editorial changes to improve grammar and clarify intent without substantive change from the original proposals; (2) change of individual words, titles and the like to provide consistency with existing documents, again without substantive change from the original; and (3) substantive changes resulting from discussion on the Senate floor or from submitted amendments which were accepted by the Senate Council. Changes of this last kind are rare and mostly involve changing the permissive to the mandatory such as changing "should" to "shall," or vice versa.

/cet
Attachment

Recommendation 1: Prior Service Rule

MOTION:

Move to submit the following recommendation to the President for transmission to the Board of Trustees for inclusion in the Governing Regulations (X-B.2) and for inclusion in the Administrative Regulations (II 1.0-1).

RECOMMENDATION:

- (1) The applicability of prior work to the tenure criteria at the University of Kentucky shall be carefully reviewed on an individual basis by the prospective faculty member, the department chairman and the dean. The following questions shall be examined:
 - a) Did the institution of prior service have similar expectations regarding formal criteria for promotion and tenure as those which prevail at the University of Kentucky?
 - b) Were teaching and service loads at the institution of prior service arranged in order to assure faculty members adequate time for investigation and scholarly or creative productivity?
 - c) Were the measurable achievements of the faculty member at the institution of prior service such that they should be counted as part of the achievements to be evaluated by the University of Kentucky in consideration for promotion and tenure?
 - d) Did the faculty member utilize the same knowledge and skills and have the same career goals at the institution of prior service which he will be applying at the University of Kentucky?
 - e) Does employment at the University of Kentucky involve a change of career and, therefore, a change in the expectations which should be placed upon measurable achievements within a particular period of time?

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Senate Agenda Item, Tenure Report

March 22, 1974

- (2) In all cases where a period of prior service of a prospective faculty member involves significantly different institutional objectives or significantly different professional activity, all or part of the period of prior service may be eliminated from consideration in determining the period of review for tenure at the University of Kentucky.
- (3) Where it has been determined that all or part of the prior service shall be eliminated, a specific period of employment prior to tenure review shall be agreed on and a specific date for review stipulated in writing by the faculty member, the department chairman, the dean and a committee composed of the Chairmen of the Area Committees before being reported to the appropriate vice president at the time of the faculty member's initial appointment.

AMENDMENTS:

- (1) It is moved that recommendation number 1 be amended in item (1), line 4, to read: " . . . department chairmen, a Committee composed of the Chairmen of the Area Committees, and the dean." Add next sentence: " Normally, the review by a Committee composed of the Chairmen of the Area Committees should be made as early as possible in the consideration of an applicant, preferably before and/or during the interviewing procedure. "

William Wagner
Alvin Goldman

[Note: Approved by the Senate Council]

- (2) It is moved that recommendation number 1 be amended in item (3), lines 5-6 by deleting the following " . . . and a committee composed of the Chairmen of the Area Committees . . . "

William Wagner
Alvin Goldman

[Note: Approved by the Senate Council]

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Senate Agenda Item, Tenure Report
March 22, 1974

- (3) It is moved that recommendation 1 be amended to add a paragraph (4) to read:

"(4) In the case of 2 above, the faculty member shall, for one year from the date of the contract of appointment, have the right to reinstate all or part of the period of prior service which was eliminated from consideration in determining the period of tenure review. Such reinstatement must be by a signed letter to the dean submitted through the department chairman."

Alvin Goldman
Damon Harrison

Recommendation 2: Faculty Files

MOTION:

Move to submit the following recommendations to the President for inclusion in the Administrative Regulations or other appropriate implementation.

RECOMMENDATION:

- (1) The following guidelines are suggested for faculty files to be maintained jointly by the Chairman and the individual faculty member, because all considerations of promotion and tenure require thorough documentation of the faculty member's record of pertinent activities in the University as well as all relevant actions involving the individual's faculty status.
 - a) A statement specifying whether the chairman has or has not recommended the faculty member for tenure or promotion.
 - b) All correspondence between chairman and faculty member concerning appointment or faculty status.
 - c) A curriculum vitae which shall be updated at least annually.
 - d) Copies of publications and published reviews or letters concerning publications.
 - e) Copies of faculty performance reviews.

This file shall be available to the faculty member, except for letters of recommendation and written judgments obtained under conditions of confidentiality.

AMENDMENTS:

- (1) Moved to amend by replacing the word "suggested" with the word "established" in item (1), line 1.

Bruce Westley
Leonard Tipton

[Note: Aproved by the Senate Council]

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Senate Agenda Item: Tenure Report
March 22, 1974

- (2) Move to amend by replacing the word "chairman" with the word "department" in subparagraph (a), line 1.

Bruce Westley
Leonard Tipton

[Note: Disapproved by the Senate Council]

- (3) Move to amend by deleting subparagraph (a) and redesignating remaining paragraphs.

Raymond Cox
Z. Govindarajulu
Michael Freeman

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Senate Agenda Item: Tenure Report
March 22, 1974

Recommendation 3: Information for New Faculty Members

MOTION:

Move to submit the following recommendation to the President for inclusion in the Administrative Regulations.

RECOMMENDATION:

It is recommended that it be the responsibility of the department chairman to arrange that each new faculty member (within one month of the beginning of his/her employment) be provided with, or access to, a copy of (1) the Governing Regulations of the University, (2) the Administrative Regulations of the University, (3) the Rules of the University Senate, in particular the Faculty Code, (4) the rules of his/her College, (5) the rules and regulations of his/her Department, and (6) the Student Rights and Responsibilities.

AMENDMENTS:

- (1) Move to amend by deleting the words (ll. 1-2) "It is recommended that it be the responsibility of the department chairman to . . ." and replacing them with "The department chairman shall . . ."

Bruce Westley
Leonard Tipton

[Note: Approved by Senate Council.]

Recommendation 4: Performance Review and Tenure

MOTION:

Move to submit the following recommendation to the President for inclusion in the Administrative Regulations or other appropriate implementation.

RECOMMENDATION:

- (1) At the time of appointment, an individual shall be informed regarding tenure standards and prospects by the department chairman.
- (2) An individual who is hired with the prospects of becoming a tenured faculty member shall be assigned duties by the department commensurate with making due progress towards meeting requirements (of the department, college, and area) for tenure.
- (3) The annual performance review of non-tenured faculty shall include some discussion with the department chairman of the individual's progress toward tenure in terms of departmental expectations.
- (4) A department chairman shall consult with the tenured members of the faculty regarding the individual's progress toward achievement of tenure. These discussions should occur at the end of the non-tenured faculty member's second and fourth years, but may occur more frequently at the chairman's discretion. The results of that discussion should be communicated to the individual and reduced to writing and maintained in the individual's files.

AMENDMENTS:

- (1) Move to amend subparagraph (1), line 2 by deleting the words "and prospects."

Bruce Westley
Leonard Tipton

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March 22, 1974

- (2) It is moved that recommendation 4 be amended to add a paragraph (5) to read:

"(5) The review of tenure may be conducted separate from or in conjunction with the review of academic rank. The choice of whether tenure and promotion shall be considered separately shall be made by the recommending tenured faculty."

Alvin Goldman
Damon Harrison

- (3) Move to amend by replacing subparagraph (1) with the following:

"(1) At the time of appointment, an individual should be informed in general terms regarding tenure standards and prospects by the department chairman. It is understood that such statements are for the information of the candidate only and are not to be construed as binding on the department or the University."

Raymond Cox
Z. Govindarajulu
Michael Freeman

[Note: Approved by the Senate Council.]

Recommendation 5: Defining Standards for Tenure

MOTION:

Move to submit the following recommendation to the President for inclusion in the Administrative Regulations or other appropriate implementation.

RECOMMENDATION:

- (1) Departments or individual educational units shall set up reasonable standards of performance for their disciplines which are consistent with the Governing Regulations and which shall include the following:
 - (a) The normal balance between teaching, scholarship creative productivity, and service in the discipline.
 - (b) The minimum research requirements for promotion to Associate Professor or Professor.
 - (c) The means for determining qualitative excellence of scholarship and creative productivity in the discipline.
 - (d) The kinds of scholarship and creative productivity most acceptable in the discipline.
- (2) Individual departments or educational units should obtain outside evidence that the standards set up by their departments are those of their discipline in equivalent universities and not simply those of the members of the department.
- (3) The standards set up by the department or educational unit should be used for two purposes: First, they should be an internal guide to the department in evaluating its own personnel. Secondly, they should be made available for the information of Deans and appropriate administrative officers in the various academic units.

AMENDMENTS:

- (1) Move to amend by replacing the word "should" with the word "shall" in item (2), line 1.

Bruce Westley
Leonard Tipton

- (2) It is moved that recommendation 5 be amended to change paragraph (3) to read:

"(3) The standards set up by the department or educational unit shall be used for three purposes: First, they shall be an internal guide to the department in evaluating and advising its own personnel. Secondly, they shall provide the basis upon which the area review committee shall recommend whether the documentation supports the proposed change in tenure status or rank. Thirdly, they shall provide guidance for the appropriate administrative officers in the advising, evaluating, and status change processes." [New language is underscored.]

Alvin Goldman
Damon Harrison

[Note: Approved by the Senate Council.]

- (3) Move to amend by addition of the following new paragraph (4):

"(4) The area committee's function is to review the documentation submitted in support of a recommendation for promotion or tenure and to advise the submitting faculty and the appropriate administrative officers as to the nature of any deficiency which the committee finds in that documentation based on the submitting faculty's established standards for promotion and tenure."

Alvin Goldman
Damon Harrison

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March 22, 1974

Recommendation 6: Names for Area Committees

MOTION:

Move to send to the Rules Committee for inclusion in the Rules of the University Senate.

RECOMMENDATION:

To broaden the process through which names of potential area committee members are generated for submission to the President, the Senate Council shall invite faculty councils or other bodies on the level of schools and colleges to participate by nominating potential members.

Recommendation 7: Advisory Committee to the Dean

MOTION:

Move to submit the following recommendation to the President for inclusion in the Administrative Regulations.

RECOMMENDATION:

- (1) Each Dean is strongly encouraged to establish a Committee concerned with faculty appointments, termination, tenure and promotion, with the following suggestions:
 - (a) The Committee is advisory to the Dean and may at his request make recommendations in the above matters. The Committee may be asked by the Dean or a faculty member to hear an inquiry by any faculty member who declares himself dissatisfied with the policies established by his department and/or college concerning appointment, termination, tenure, and promotion.
 - (b) The Committee may examine departmental standards and when possible arrive at agreements between the Dean and the department about realistic standards by which individual faculty members may be judged. In addition, this Committee may be asked to communicate with the Graduate Council, the Area Committees, the appropriate Dean, and other University officials who establish, interpret, or implement university regulations in this area so as to clarify all standards and policies.
 - (c) When any matter that comes up before the Committee involves a department represented on the Committee, the Committee member of that department shall disqualify himself.
 - (d) The members shall be appointed by the Dean after consultation with the appropriate faculty body in that College.

AMENDMENTS:

- (1) Move to replace the words "is strongly encouraged to" with the word "shall" in paragraph (1), line 1.

Bruce Westley
Leonard Tipton

[Note: Aproved by Senate Council.]

Recommendation 8: Reasons for Non-Renewal

MOTION:

Move to submit the following recommendation to the President as a modification in the Administrative Regulations.

RECOMMENDATION:

In all cases where a faculty member with the rank of assistant professor or higher is not reappointed, the individual shall be notified by his department chairman of the reasons for the decision. Where the decision not to reappoint is one on promotion and tenure, the faculty member shall, upon his written request, be informed of the basis of that determination in writing and in a reasonable amount of detail. In instances where promotion and tenure are not involved, oral communication will be deemed sufficient. In order to facilitate communication, it shall be the responsibility of the college dean to prepare a summary of the reasons why reappointment was denied and provide the faculty member's chairman with a copy of that summary statement (in the event that a favorable department recommendation was overturned at a higher level) for verbal transmittal or written communication to the faculty member.

Printed

The college dean shall provide the faculty member's ^{written} chairman with a summary of the reasons why reappointment was denied if it is. The chairman shall inform the faculty member of these reasons.

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March 22, 1974

Recommendation 9: Advising

MOTION:

Move the following recommendation be submitted to the President for implementation.

RECOMMENDATION:

Colleges, working through appropriate university bodies, shall develop some means to evaluate the quality, as well as the quantity of academic advising done by each faculty member. As this procedure is developed and implemented, the results of this evaluation shall be considered in the annual performance review and in the decisions concerning retention and/or promotion of each faculty member.

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March 22, 1974

Recommendation 10: Student Input in Tenure
and Promotion Decisions

MOTION:

Move to submit the following recommendation to the President for implementation.

RECOMMENDATION:

Recommendations for tenure and promotion shall include evidence of consultation with the appropriate undergraduate student advisory group and graduate or professional student group. Any written judgments or related materials submitted by the student groups shall be included in the materials submitted in support of a recommendation for promotion and tenure.

Chairman - Speech
College of Arts and Sciences
1415 Patterson Office Tower

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 4, 1974

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: Additional Amendments to the
"Krislov Report" for consideration at the Univer-
sity Senate Meeting, April 8, 1974

Attached are various materials pertaining to the "Krislov Report" which were received by the Senate Council after we sent the circulation materials to the Duplicating Center. They have been reproduced and are being handed out here to facilitate your consideration. This package contains three documents. Page one contains two additional written emendments received in accord with the Rules of the University Senate. Page two relates to recommendation #8, Notice of Reasons for Non-Renewal. It is a list of schools which automatically or upon request provide written reasons to faculty members who have not been awarded tenure. It also contains some information concerning the number of court cases which have arisen at these institutions. The remaining pages are a summary of current legal activities and court decisions also relative to Recommendation #8, Reasons for Non-Renewal, which have been prepared by two Senators from the College of Law.

/cet
Attachments

Recommendation 1: Prior Service Rule

AMENDMENT:

Move to amend paragraph (3) by deleting the words " . . . and reviewed by a committee composed of the Chairmen of the Area Committees"

Fletcher Gabbard
R. H. Cox

Recommendation 3: Information for New Faculty Members

AMENDMENT:

Move to amend by addition of the following paragraph:

"Either before or at the time of interview of an individual for an appointment in the professorial series, the Chairman shall provide the individual a copy of the Governing Regulations, and that part of the Administrative Regulations dealing with appointment, promotion, and tenure."

Blaine F. Parker
J. N. Walker

UNIVERSITIES WHICH PROVIDE REASONS IN WRITING
WHEN A FACULTY MEMBER HAS NOT BEEN AWARDED TENURE

Automatic

Midwestern University, Texas
Stephen F. Austin, Texas
California State University, Fullerton
Southern Oregon College
California State College, Sonoma
Humboldt State University

California State University, Chico
California Polytechnic State University
California State University, Long Beach
Northern Michigan University
Florida A & M University
California State College, Domingues Hills

Other Information

- (1) The twelve Universities reported only 4 cases appealed to courts.
- (2) All twelve recommended that other public Universities adopt a similar policy.

Faculty Member Must Request

University of Hawaii (9 campuses)
Florida State University
University of Minnesota
University of South Florida
West Texas State
California State University, San Diego

University of California, Northridge
California State University, Haywood
University of Florida
California State University, Fresno
University of California, Irvine
University of California, Davis
University of California, Santa Cruz

Other Information

- (1) Six reported no court litigation; five reported a total of 11 cases. Two didn't respond (One University reported that complainant did not prevail in two court cases).
- (2) Proportion of faculty members asking for reasons varied from none in one instance to almost all in another. Four answered about one-fourth and the remainder did not respond.
- (3) Nine recommended that other public Universities adopt a similar policy. Two were opposed; two non-response.

FROM: Damon Harrison and Alvin Goldman

TO: Members, University Senate

RE: "Recommendation #8 - Reasons for Non-Renewal"
(Krislov Report)

INTRODUCTION

During the discussion of "Recommendation #8 - Reasons for Non-Renewal," concern was expressed that the giving of a statement of reasons for non-renewal would result in a proliferation of law suits. Several Senators seemed to believe that the written statement of reasons for non-renewal would be closely scrutinized by the Courts and that the drafting of such a statement would become an arduous and burdensome task due to the potential legal ramifications. To address this matter, an investigation of the Court's treatment of these issues was made and the following information prepared as background material for the discussion and vote on the recommendation.

By no means is the following information exhaustive of all the cases that have appeared before the courts. First, the cases treated here are limited solely to the most recent ones arising from the college and university level and does not include the many cases involving the non-renewal of a teacher under the tenure system of the secondary and elementary schools. The courts treat these two types of cases similarly. Secondly, the cases sampled are mainly those from the appellate level and thus do not include many dispositions of cases which are not appealed inasmuch as the non-appealed cases normally are not reported.

SUMMARY

The courts will hear a suit by a non-renewed university teacher where it is alleged that the reasons for non-renewal are trivial, unrelated to the educational process or to the working relationships within the institution, capricious, or a violation of a constitutional protection of personal liberty. In the course of such a suit, the university will be required to state what its reasons for non-renewal were, so that the assertion of wrong reasons can be rebutted (assuming that they are rebuttable). In hearing such a challenge to the validity of non-renewal,

the courts grant considerable deference to the expertise of the university in making such decisions. Accordingly, by providing the non-renewed teacher with a statement of the reasons for non-renewal, the reasons which can be legally challenged will be removed and the individual's likelihood of bringing a suit against the university would be substantially reduced. Certainly, in the face of the strong deference given to the university's judgment, no competent lawyer would see cause to pursue such a suit absent the client's offer of substantial evidence to rebut the university's stated reasons. But absent stated reasons, the client's claim to wrongful cause for failure to renew will have greater credibility and pose a more attractive prospect for success.

DISCUSSION OF CASES

The Supreme Court in Board of Regents of State Colleges v. Roth, 408 U.S. 564 (1972), held that a professor does not have a constitutional right to a statement of the reasons for non-renewal unless the teacher had a reasonable and justified expectation of reemployment. The Court, however, suggested that a right to such reasons might arise through a contractual provision for a statement or through the inclusion of such statements as a matter of custom in the normal administrative procedure. It is the latter which the adoption of Recommendation #8 will accomplish.

Most of the cases dealing with non-renewal arise as suits demanding the reasons for non-renewal where the university does not provide them. To get before the court the professor need only allege that the non-renewal was based on constitutionally impermissible grounds. It has been reasoned by several courts that the professor does have the right to know the reasons for his dismissal so that he may challenge them in a hearing as untrue, inappropriate for consideration, or as unconstitutional. Auerbach v. Trustees of California State Colleges, (C.D. Cal. 1971); Shields v. Watrel, 333 F. Supp. 260 (W.D. Penn. 1971). The federal district in Holliman v. Martin 330 F. Supp. 1 (W.D. Va. 1971), stated the view taken by most of the courts in this regard:

A nontenured professor only has a right to a statement of reasons for his non retention in that he has a right not to be discharged for an improper reason or no reason at all. In other words, if the college when brought into Court refuses to give any reason for its action and relies solely on its discretionary authority, the professor would be entitled to summary reinstatement. On the other hand, if the college refused to give the professor any reasoning for its action prior to Court proceedings, but then gave a valid reason which could be substantiated, the professor's rights would not have been infringed. In summary, at some point the college should be compelled either to disclose its reasons or to reinstate the teacher.

It is apparent from the recent cases that refusing to give the professor the reasons for his non-renewal will not prevent law suits from arising. In fact, the giving of the reasons on a regular basis would likely avoid litigation. The professor then would not have the access to the courts by simply claiming that he has no way of knowing whether the decision was based on unconstitutional grounds. Instead, when the reasons are given, the professor's redress to the court would be limited, and his chances of success will be slim due to the great weight the courts give to a university's judgmental decisions.

The courts in hearing a case challenging the validity of the reasons for the non-renewal of a professor's contract proceed with considerable deference to the university's judgment. The burden of establishing the claim that the reasons given were invalid, or only a cover-up for constitutionally proscribed reasons, is placed upon the professor so challenging. In order to prevail in his suit, the professor must allege and prove ". . . that each of the stated reasons is trivial, or is unrelated to the educational process or to working relationships within the educational institution." McEnteggart v. Cataldo, 451 F.2d 1109 (1st Cir. 1971). The requirement is that evidence to support the conclusion be presented and

The Court will be bound to respect bases for nonretention enjoying very minimal factual support and supported by subtle reasons. Certainly the college is not required to set down a list of standards, compliance with which will result in achieving tenure, or to justify its action beyond a reasonable doubt when nontenured professor's employment is not continued. Holliman v. Martin, 330 F. Supp. 1 (W.D. Va. 1971).

The courts in reviewing administrative decisions defer to the judgments of the people who have greater expertise in the field and are more experienced in making such decisions. In the area of review of non-renewal decisions the courts can not and do not

. . . question the judgment of plaintiff's (the professor) superiors; these men are highly trained educators and education administrators. It is not the function of this Court to question their judgment, to become a super administrator, in the absence of a far greater prima facie showing of neglect on their part. Katz v. Board of Trustees of Gloucester Co. College, 288 A.2d 43,36 (Ch. Div. J.J. 1972).

In fact, the only grounds for which the courts will overturn a university's decision for non-renewal are an abuse of discretion, capricious action or discrimination of such a nature as to constitute a violation or deprivation of constitutional rights. Green v. Board of Regents of Texas Tech. University, 335 F. Supp. 249 (N.D. Tex. 1971). If, however, there is evidentiary support for the university's decision and it appears to be rationally based, the courts will uphold that determination. Examples of reasons which courts have upheld as within the permissible discretionary power of the university are:

1. Teaching while adequate was only adequate.
2. Lack of sufficient involvement in campus affairs.
3. No sign of professional growth by pursuit of higher degree or by having any significant works published. Holliman v. Martin, 330 F. Supp. 1 (W.D. Va. 1971)
4. Consideration of numerous personality and character traits as a few of the factors considered.
5. Insubordination even when it becomes enmeshed with the reliance upon constitutional rights. Rozman v. Elliott, 335 F. Supp. 1086 (D. Neb. 1971).
6. Consideration of whether the professor was a good colleague to the other members of the faculty.
7. Interest and activity in the profession at a state level, Watts v. Board of Curators, University of Missouri, 363 F. Supp. 383 (W.D. 1973).

The courts have affirmed non-renewal decisions based on these reasons because the university provided evidentiary support of the factors and because the court was satisfied that such reasons are relevant qualities and attributes desired of university professors.

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 15, 1974

TO: Members, University Senate

FROM: Senate Council

RE: AGENDA ITEM: April 22, 1974
Special Meeting, University Senate
Proposed change in the Rules of the University Senate
I, 4.0, Charges to Standing Committees

4/18/74
See 4/14
Teaching, Learning
and Advising
Charges
"Learning"
Should be
deleted

During the spring semester, 1973, the Senate accepted a number of recommendations from the ad hoc Committee on the Re-Organization of the Senate (Jewell Report). That action established thirteen (13) standing Committees for the Senate and abolished the then extant Committee structure of the Senate. At the time that action was taken, the broad functions of the various Committees were designated, but they were not specifically codified. During the past year, the Senate Council and the individual standing Committees have prepared specific charges for each Committee. They have been reviewed by the Administration, and approved by the Rules Committee and the Senate Council. They are presented here for your approval and for insertion in the Rules of the University Senate.

/cet
Attachments

Rules: Insert after I, 4.0, paragraph 8:

4.1 Standing Committees

4.11 Rules and Elections

The Rules and Elections Committee is charged with codifying, making editorial changes in, and interpreting, the Rules of the Senate, at the direction or with the approval of either the Senate Council or the Senate. It shall be responsible for initiating any changes in the rules concerning the organization of the Senate (Section I of the Rules). It shall also evaluate and revise any section of the Rules where necessary to eliminate inconsistencies, clarify confusing statements, and note omissions, and may suggest to the Senate Council any necessary modification in the Rules. The committee shall certify faculty eligibility in elections conducted by the secretary of the Senate and shall approve enrollment data and the formula for apportionment of student senators. In addition, the committee shall recommend to the University Senate election policies and procedures.

4.12 Admissions and Academic Standards

The Committee's function is to examine and recommend to the University Senate changes in the admission requirements and grading rules; standards for granting academic credit; probation and suspension procedures; and degree and graduation requirements. Basically, the committee shall review sections IV and V of the Senate Rules, but may consider other related areas.

4.13 Student Affairs

The Senate Committee on Student Affairs is charged with the responsibility of recommending to the University Senate policies affecting student relationships, particularly those involving the intellectual environment outside the classroom. The Committee shall consult with and advise the Vice President for Student Affairs on such pertinent matters as are referred to it by him or by other University officials.

4.14 Teaching, Learning and Advising

The Committee on Teaching, Learning and Advising is charged with responsibility for recommending policies to the University Senate relative to the evaluation and improvement of teaching, learning and advising. Specifically the Committee shall identify and study problems related to these areas and shall make recommendations to the Senate designed to: (1) improve the quality of teaching, learning and advising, (2) encourage the development of innovative techniques, (3) make productive application of theories of learning, and, (4) utilize the findings of scholarly work in classroom teaching.

delete

4.15 Special Teaching Programs

The Committee on Special Teaching Programs shall consist of the following five standing sub-committees: Honors; International Programs; Cooperative Teaching Programs; Experiential Learning; Off Campus Instruction.

The Committee on Special Teaching Programs is charged with reviewing, evaluating, and making recommendations to the University Senate on academic matters concerning International Programs, Inter-College and Inter-Departmental Cooperative Teaching Programs, Off-Campus Instruction, and Experiential Learning and Intern Programs, and any other courses or programs that fall out-side the traditional course work offered by the colleges. It shall also (1) develop a rationale for such programs within the framework of University goals and structure, (2) promote new special courses or programs, (3) establish criteria for evaluating courses or programs within the purview of this Committee and (4) recommend to the Senate whether such courses or programs should be maintained, eliminated, expanded or modified.

4.16 Community Colleges

The Committee on Community Colleges provides appropriate liaison between the University System and the Community College System. It may make recommendations to the University Senate on any matter relative to the Community College System which is in the purview of the University Senate.

4.17 Academic Facilities

The Committee on Academic Facilities shall consist of the following three standing sub-committees: Computer Facilities; Instructional Resources; Physical Plant and Space Utilization.

This committee is generally charged to provide information and recommendations to the Senate and consultation with the Administration concerning all real property and physical facilities which may affect the attainment of the educational objectives of the University. This shall include, but not be limited to, buildings and grounds, shops and other such real property, computers, television equipment, duplicating and printing facilities, vehicle pools, scientific instruments, projectors and sound equipment, and musical instruments.

4.17 Academic Facilities (continued)

The committee shall : (1) coordinate its activities when appropriate with those of the Commission on Institutional Planning, the office of the campus architect, the Director of the computing center, and supervisor of Instructional TV facilities, and other pertinent individuals; (2) be knowledgeable concerning the current status and utilization of academic facilities; (3) make recommendations to the University Senate to optimize utilization of academic facilities and minimize or eliminate problems associated with the use of academic facilities; (4) recommend to the Senate policy or procedures to determine priorities for the establishment of new facilities and the modification or elimination of existing facilities.

4.18 Library

The Library Committee is charged with the responsibility for recommending to the University Senate policies to promote the educational interests of the University as a whole with respect to the Libraries and for consultation and advising with the Director of Libraries on such matters as are referred to it by him or her or other University personnel which pertain to improving the usefulness of the libraries of the University of Kentucky.

4.19 Research

The Committee on Research shall be responsible for reviewing University research policies and their implementation. In addition, it shall make recommendations to the University Senate regarding those policies and the priorities for them.

4.110 General Studies

The Committee on General Studies is charged with reviewing and evaluating the General Studies program to determine whether it is achieving its educational objectives. It is also responsible for making recommendations concerning modification of the number or nature of required courses or areas in the program. The Committee may act on its own initiative or at the request of the Senate Council or Undergraduate Council. Its recommendations on these matters will be made to the Undergraduate Council, which shall forward the Committee's proposals to the Senate Council with its own recommendations concerning them.

4.110 General Studies (continued)

The Undergraduate Council shall submit to the General Studies Committee for its evaluation all proposals for adding a course to the general studies area or dropping a course from it, and also all proposals for adopting, changing, or abolishing a course that is or is proposed to be a part of the general studies area. The Committee will report its recommendations on such courses to the Undergraduate Council.

The General Studies Committee shall keep the Dean of Undergraduate Studies informed of the general direction of its work and seek comments and suggestions from him. To improve communication further, the Chairman of the General Studies Committee shall be an ex officio member of the Undergraduate Council.

(NOTE: The Committee on Rules and Elections suggests that paragraphs 4-7 of the original draft of the charge for the General Studies Committee pertain to internal procedures of the General Studies Committee and should not be incorporated into the Rules of the University Senate.)

4.111 Academic Programs

The Committee on Academic Programs is charged with recommending action to the Senate on all new academic programs approved by the Undergraduate Council, the Graduate Council, or the Academic Council for the Medical Center. Specifically, the Committee shall review the academic excellence, the need, and the impact, desirability, and priority of the new academic program in relation to other programs. In approving a new program, the Committee shall recommend a priority to indicate its importance and the immediacy with which it should be implemented.

The Committee shall function mainly through three permanent subcommittees: Graduate Programs, First Degree Programs, Professional and Pre-Professional Programs. The appropriate subcommittee shall investigate the proposed new program and present its evaluation to the full committee, which shall decide on its recommendation to the Senate.

4.112 Academic Planning and Priorities

The Senate Committee on Academic Planning and Priorities shall be concerned with major broad long-range plans and priorities. It shall: (1) coordinate its activities with those of the Commission on Institutional Planning so as to remain informed about and contribute

4.112 Academic Planning and Priorities (continued)

to the work of that body as it relates to Academic Planning and Priorities; (2) identify major academic problems likely to be faced by the University in the foreseeable future; (3) formulate and recommend to the Senate plausible academic goals for the institution; (4) develop procedures and criteria for recommending academic priorities; (5) recommend to the Senate institutional policies that recognize academic priorities and goals, assess the progress of the institution towards its goals and report periodically to the Senate; and (6) recommend to the Senate a means for increasing the University's effectiveness in establishing and implementing its academic policies.

4.113 Academic Organization and Structure

The Senate Committee on Academic Organization and Structure has responsibility to (1) review and recommend to the University Senate priorities on all proposals for new academic units (departments, schools, divisions, institutes, colleges, etc.), (2) review all proposals for abolishment or merger of existing academic units, (3) review all proposals for major changes in organization or structure of academic units, (4) make appropriate recommendations to the University Senate (and through the Senate to the President) regarding creation, abolishment or changes in organization or structure of academic units throughout the University.

Chairman
University Senate Council
Room 10 Administration Building

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 10, 1974

MEMORANDUM

TO: Members of the University Senate

FROM: Senate Council

RE: AGENDA ITEM for Senate meeting of April 22
Annual Committee Reports

The Rules of the University Senate require that each Senate standing committee submit an annual report to the Senate at the April meeting. Attached are the annual reports from each of our thirteen standing committees for the 1973-74 academic year.

Under our current operating procedures none of these reports contain action recommendations or policy positions to be adopted by the Senate. Rather they constitute a summary record of the activities of the committee during the past year that have been completed, current considerations that are in progress, and possible activities for the future. The Chairpersons for each of these committees will be present at the Senate meeting and be available to answer questions or receive comments from members of the Senate.

/cjw

Attachments

JLS

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 16, 1974

TO: Members, University Senate

FROM: Senate Council

RE: AGENDA ITEM: April 22, 1974 Special Meeting
of the University Senate
Approval of Honor Code for the College of Pharmacy

The Rules of the University Senate, VI, 6.0 Honor Code specify that "Any school or college may establish, with the approval of the Senate, an Honor Code or comparable system governed by the students with approval by and/or appealed to the faculty of such a college." The student body and faculty of the College of Pharmacy have prepared the attached Honor Code for use in that college which is hereby presented for approval.

This document has been reviewed by the Administration and the Senate Council office (Chairman). The document has also been reviewed by the standing Committee for Student Affairs which recommends approval of the proposed Honor Code for a limited period of three years after which the operation of the Honor Code will be reviewed and it shall be determined whether to continue with the Honors Code as proposed here, whether to modify it, or whether to cease operating under the Honor Code.

/cet
Attachment

University of Kentucky
College of Pharmacy

ACADEMIC HONOR CODE

Introduction

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

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

Honor Code

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

1. If a student suspects another member of his class of cheating, he may choose one of several options. He may stand and address the class as a whole, singling out no specific individual in the class, but indicating that cheating, or activity that appears to be cheating, is going on, and suggesting that in fairness to all it should stop. Such an approach does not cause offense to anyone and is a fair warning to those who may have placed themselves in a compromising position. He might decide to speak to the individual and persuade him not to cheat. Or he may decide to report the entire incident to the Honor Code Committee. Each student is obligated to take whatever action, as described above, he believes to be most effective to stop the cheating or to prevent its recurrence.
2. The faculty of the College of Pharmacy has the responsibility to:
 - a. Support the Honor Code
 - b. Abide by the Code
 - c. Avoid placing the students in situations where violation of the code may unintentionally occur. Example: To give vague directions in an exam, and then not being available to explain. Also, all rules and directions regarding an examination should be clearly stated before the exam begins.

- d. Indicate conditions for carrying out the examination, such as, but not limited to, use of scratch paper, tools, appropriate seating, time allotment.
3. A member of the faculty will report a suspected infraction to the Chairman of the Honor Code Committee or the Assistant to the Dean for Student Affairs who is a non-voting member.
4. During the exam, the instructor has the prerogative to either remain in the room or to leave. If he does remain, his purpose is that of a resource person and not to proctor the exam. Example: Announce times, ask for questions, collect exams, etc.

Procedures

1. The Chairman of the SAC will be the Chairman of the Honor Code Committee and the members of SAC will be the members of the Honor Code Committee. The Assistant to the Dean for Student Affairs shall be a non-voting member of the Honor Code Committee.
2. The members of the Honor Code Committee will elect a secretary who will keep records of all proceedings.
3. The Advisory Honor Code Committee is appointed annually by the Dean of the College of Pharmacy. The Advisory Honor Code Committee shall consist of a chairman and four other members of the faculty of the College of Pharmacy.
4. The Honor Code Committee will meet, following the report of a suspected infraction, to start procedures for the determination of the guilt or innocence of the individual in question. All action of the Honor Code Committee must be kept in complete confidence to insure protection of the innocent.
5. This Honor Code is subject to Part I, Article II, Section 2.3 of the Code of Student Conduct dealing with the rights of the accused.
6. The Honor Code Committee may, *with the permission of the Dean,* seek information concerning the suspected infraction from any source deemed necessary.
7. The Honor Code Committee will interview all concerned parties.
8. To be considered guilty, the accused student must be found guilty by at least a two-thirds vote of the total Honor Code Committee membership.
9. If a student is not found guilty by the Honor Code Committee, the case is dismissed and the records of the proceedings will be destroyed after one year. This shall be the responsibility of the Assistant to the Dean for Student Affairs.

10. If the student is found guilty, a written report of the proceedings (excluding names) and a recommended penalty will be submitted to the Advisory Honor Code Committee.
11. The Advisory Honor Code Committee will review the Honor Code Committee's (student) findings and recommendations. In the event of a disagreement as to the appropriateness of the penalty, the Honor Code Committee will meet with the Advisory Honor Code Committee to resolve the differences.
12. The penalty must be approved by the Advisory Honor Code Committee before the name of the student is revealed to the Advisory Honor Code Committee and the instructor. However, if this student has a record of previous Honor Code violations, the record (excluding names) should be made known to the Advisory Honor Code Committee.
13. If the student is found guilty, written records, including the name of violator, will be kept on file in the Dean's Office, but will not be made a permanent part of the student's record, unless the penalty is dismissal from school. In any event, that file can be reviewed only by approval of the Dean.
14. If a member of the Honor Code Committee is charged with an infraction of the Honor Code, that member will remove himself for the duration of the hearing involving him.
15. If an infraction occurs in a class instructed by a member of the Advisory Honor Committee, that member will step down from the Advisory Honor Committee and will assume only the role of the involved instructor during that proceeding.

Penalties

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

Minimum Penalty - At the discretion of the Honor Code Committee

Maximum Penalty - Dismissal from the College

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

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

March 20, 1974

TO: Members, University Senate

FROM: Senate Council

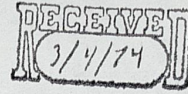
RE: AGENDA ITEM: University Senate Meeting
Monday, April 8, 1974
Proposed Changes in the Rules of the University
Senate: Section IV, 3.2 and Section V, 1.10, 1.34
and 2.41

The Senate Committee on Admissions and Academic Standards and the Senate Council recommend the attached changes in the Rules of the University Senate, Section IV, 3.2, Section V, 1.10, 1.34 and 2.41 which are designed to deal with the problem of the student who is simply "not in class." That is, the student who appears on the class roll and for whom the faculty member receives a grade card, but who has in fact never been present. The rationale and operation of this proposed change are explained in the report of the sub-Committee on W and I Grades, which is also attached.

It should be noted that none of these actions change the earlier action of the Senate which specified that the designation "not in class" is not a "grade." The intent of this proposal is simply to use that box on the grade card as a mechanical designator which would allow the instructor to indicate to the Registrar that the student has never attended class.

/cet

Attachments



Proposed Changes

Rules of the University Senate

Attached are changes proposed by the Sub-Committee on W and I grades of the Committee on Admissions and Academic Standards of the University Senate. The suggested changes are for the clarification of the rules regarding students who do not attend classes, for whatever reason, but who are carried on the official rolls of the classes, i.e. the "No Show" in a class.

The solution which we suggest is to simply "draw a line through the name" of the "No Show" and delete him from the official roll. This is not a perfect solution. For one thing, it gives the "No Show" student, who is irresponsible, the benefit of a no question procedure, at least so far as his grade is concerned.

The advantage of our solution is that it is an efficient procedure, in a mechanical sense, and it eliminates the problem of the student who has legitimate reasons for "No Show".

The NOT IN CLASS report is to be interpreted as a message, not as a grade. It simply says that a student did not attend class, did not earn a grade, and should not receive one.

Graeme Fairweather

Robert Kuehne

Fletcher Gabbard, Chairman

Proposed Changes

Rules of the University Senate

Section IV, 3.2

Delete Second Paragraph reading as follows:

The Registrar shall remove all students from class rolls..., and shall notify the student and his academic dean of such action. The Registrar will promptly supply the instructor with the official class rolls ...

Add the following:

At the end of the term, the instructor must report a final grade on all names appearing on the official class roll, except that students who have never attended class and who have not officially withdrawn shall be reported NOT IN CLASS. These names so designated will be deleted from the official role by the Registrar. It is the responsibility of the instructor in each class to certify that the final roll is correct. (See 1.10, 2.41 and 2.43, Section V).

Parts to be added are underlined.

Section V, 1.10; To be added, Page V-4

1.10 Not in Class

Students who have been entered by the Registrar into the official class roll, but have never attended class, and who have not officially withdrawn, shall be reported NOT IN CLASS. The names of such students shall be deleted from the official roll by the Registrar. (See 3.2, Section IV, 1.34, 2.41, and 2.43 Section V).

Section V, 1.34

1.34 Grade W (underline to be added).

The grade W ..., and shall not be given unless the student withdraws officially, or is assigned by the University Appeals Board. Students failing at the time of withdrawal shall be given grade E.

(See 5.1, Section VI). add

Students who are officially enrolled in class, but who have never attended class, and who have not officially withdrawn should NOT be given a grade W; but, they shall be reported NOT IN CLASS and their names deleted from the official roll by the Registrar.

(See 3.2, Section IV, 1.10, Section V).

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 16, 1974

TO: Members, University Senate

FROM: Senate Council

RE: AGENDA ITEM: April 22, 1974
Special Meeting, University Senate
Proposed change in the Rules of the University Senate
III, 1.1 Block Numbers for Certain Courses. Assigning
a block number to Experiential Education courses.

During the fall semester, 1973, the Council on Experiential Education discussed a number of means for promoting and developing appropriate Experiential Education activities throughout the University. These conversations were subsequently extended to include the Undergraduate Council and the Senate Council. As a result of these discussions, two factors became clear. First, there is widespread interest among diverse educational units in the University which wish to offer credit for Experiential learning activities. Second, it became obvious that there is a need for a University-wide perspective for establishment of procedures and standards and means of identifying such activities. It was ultimately decided that the best means of permitting and promoting these activities, while at the same time providing appropriate controls specified in the latter set of observations, would be to assign a specific course number 399 to be used throughout the University for Experiential Education activities. The rules change proposed assigns a specific block number to such courses and outlines in broad form the nature of such courses and the procedures to be followed in the controls placed upon these courses. It has been approved by the Experiential Learning sub-Committee of the standing Committee on Special Teaching Programs and by the Senate Council.

It should be noted that the proposed rules change does not establish any courses. It is simply permissive. An educational unit which wishes to offer courses under the 399 number is still required them according the usual procedures for approval by the Undergraduate Council. If proposed, such new courses would have to meet the conditions and criteria established by the proposed rules change. Further, if 21 or more hours of such courses were to be proposed, they would, under the existing rules of the University Senate, constitute a "new program." As such, they

Page 2

Senate Agenda Item, Proposed Rules Change, 399

April 16, 1974

would require the approval of the Undergraduate Council, the Senate Council standing Committee on Academic Programs and the University Senate. In addition, a feasibility statement may be requested from the Administration.

Further information concerning this proposal and a large body of material relating to our past and present experience with current offerings in this area may be obtained from either Dr. Robert Sexton, Director of the Office of Experiential Education or from Dr. Jesse Harris, Chairman of the Council on Experiential Learning.

/cet

Attachment

MINUTES OF THE MEETING OF THE SENATE SUB-COMMITTEE
ON EXPERIENTIAL EDUCATION
HELD FROM 1:00 to 2:00 p.m. on FRIDAY, APRIL 12, 1974

PRESENT

S. Zafar Hasan (Chairman)
Jesse G. Harris, Jr.
Susan McEvoy
Leonard Ravitz
Frank J. Rizzo
Robert F. Sexton

1. The Sub-Committee decided to recommend to the Senate Council to change the Rules of the University Senate Section III, 1.1 by including a specific course number (399) to be assigned to Experiential Learning courses, as follows:

_____ 399. Experiential Learning: To provide the opportunity for students with the approval of a faculty member and the department chairman (or his/her designee) to earn credit for work-study experience. The student must work with a faculty member to describe the nature of the experience, the work to be performed, accompanying learning experiences, appropriate course credit for the work, and criteria by which the student's work may be evaluated. This information must be written and filed in the departmental office and the Office for Experiential Education prior to the student's registration for the course. The course may be repeated to a total of 30 hours.

2. The Sub-Committee decided to recommend to the Senate Council that necessary steps be taken to get funds for travel for the faculty supervising the students taking course no. 399.

SZH/kam
4/12/74

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 17, 1974

TO: Members, University Senate

FROM: Senate Council

RE: AGENDA ITEM: April 22, 1974
Special Meeting, University Senate
Proposed change in the Rules of the University Senate
Section V, 2.46 re: Final Examinations

The attached Rules change is submitted by the standing Committee on Admissions and Academic Standards with the approval of the Senate Council. It proposes three kinds of changes in our present rule dealing with final examinations. First, it modifies the initial wording from "A final examination should be given in each course except in special types of courses where a final examination would not be appropriate." to "If a final examination is to be given . . ." The Senate has previously discussed and debated this change and the question was raised whether such a change constitutes a substantial deviation from our present policy. It is the opinion of the Admissions and Academic Standards Committee that it does not. The second change made by the proposal is to specify a number of details concerning the examination period: the length of the period, the presence of a free day prior to examinations during regular semester and the days during inter-session and summer session on which final examinations will be given. Third, the proposed rules change specifies which final examination will be re-scheduled for a student who has more than three final examinations on a given day. This has been the operational policy of the institution for many years, but has not previously been codified. As a result, students are placed in the ambiguous position of having to negotiate with several faculty members which examination will be re-scheduled. The procedure adopted in this rule is to require re-scheduling of the examination with the lowest catalogue number. The rationale for this assumes that lower course numbers most often have other sections and in most cases it would be convenient to have the student take a final examination with another section of the same course.

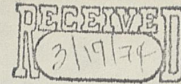
/cet
Attachment

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

March 14, 1974

COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION



AREA CODE: 606

TEL.: 257-1649

#121

MEMORANDUM

TO: Stan Smith, Chairman, Senate Council

FROM: Jane Emanuel, Chairman, Committee on Admissions and Academic Standards

SUBJECT: Proposed Change in the Rules of the University Senate (Section V, 2.46, page 9) having to do with Final Examinations

The Committee on Admissions and Academic Standards recommends the following final examination rule change (Section V, 2.46) to the Senate Council for submission to the University Senate.

Change From:

"A final examination should be given in each course, except in special types of courses where a final examination would not be appropriate.

The Registrar shall prepare a final examination schedule for each semester of the regular school year, which shall utilize the last six (6) days of the semester.

Final examinations may be given at time other than the regularly scheduled time only:

(1) In the case of conflicts or undue hardship, upon the recommendation of the chairman of the department and the dean of the college concerned and approval of the Registrar.

When final examinations are given at times other than the regularly scheduled time, extreme care should be exercised to avoid interference with the work of the student in other classes."

Change To:

"If a final examination is to be given, it will be administered during the examination period as scheduled by the Registrar for the semesters of the regular school year. These examination periods will utilize the last six days of each semester, and will be preceded by a study day or weekend on which no classes or examinations will be scheduled.

Final examinations, where appropriate, will be administered during the last class day of the intersession and the summer session.

Final examinations may be given at times other than the regularly scheduled time in the following instances:

- (1) Faculty: In the case of conflicts or undue hardship for an individual instructor, a final examination may be rescheduled upon the recommendation of the chairman of the department and with the concurrence of the dean of the college and the Registrar.
- (2) Students:
 - a. Any student with more than three final examinations scheduled on any one date shall be entitled to have the examination for the class with the lowest catalog number rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.
 - b. If an examination schedule conflict is created by faculty rescheduling of an examination, the student shall be entitled to take the rescheduled examination at another time during the examination period by mutual agreement with the instructor.
 - c. In the case of undue hardship for an individual student, a final examination may be rescheduled by the instructor."

Final examinations, where appropriate, will be administered during the last class day of the intersession and the summer session.

Final examinations may be given at times other than the regularly scheduled time in the following instances:

- (1) Faculty: In the case of conflicts or undue hardship for an individual instructor, a final examination may be rescheduled upon the recommendation of the chairman of the department and with the concurrence of the dean of the college and the Registrar.
- (2) Students: a. Any student with more than three final examinations scheduled on any one date shall be entitled to have the examination for the class with the lowest catalog number rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.

b. If an examination schedule conflict is created by faculty rescheduling of an examination, the student shall be entitled to take the rescheduled examination at another time during the examination period by mutual agreement with the instructor.

c. In the case of undue hardship for an individual student, a final examination may be rescheduled by the instructor."

*2 students sent
the examination
outside
the regular three*

*...the examination being held
at a time other than during
the three regular examination
periods be rescheduled.*

Professor John Thraillkill
Dept. of Geology
323 Bowman Hall
Campus

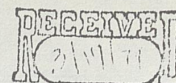
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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

March 14, 1974

COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION



AREA CODE: 606

TEL.: 257-1649

#121

MEMORANDUM

TO: Stan Smith, Chairman, Senate Council

FROM: Jane Emanuel, Chairman, Committee on Admissions and Academic Standards

SUBJECT: Proposed Change in the Rules of the University Senate (Section V, 2.46, page 9) having to do with Final Examinations

The Committee on Admissions and Academic Standards recommends the following final examination rule change (Section V, 2.46) to the Senate Council for submission to the University Senate.

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(1) In the case of conflicts or undue hardship, upon the recommendation of the chairman of the department and the dean of the college concerned and approval of the Registrar.

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Change To:

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UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

April 22, 1974

MEMORANDUM

TO: Members, University Senate
FROM: Senate Council
RE: Additional amendment to the "Krislov Report"

Recommendation 5

MOTION: To approve as an amendment to the amendment numbered 2, page 10 (relative to paragraph three).

AMENDMENT:

91
The standards established by the department shall ~~first be submitted to the Area Committee for recommendations, and then transmitted through the appropriate academic Vice President to the President for approval.~~ ^{2nd} This review of the established standards shall be for the purpose of assuring that they are consistent with the University's regulations and that they provide answers to the four questions posed in paragraph I, above.

Alvin Goldman
Damon Harrison

April 25, 1974

President Otis A. Singletary
University of Kentucky

Dear President Singletary:

At the regular meeting of the University Senate on Monday, April 8, 1974 and again at the called meeting of April 22, 1974, that body continued to consider and acted on the Report of the ad hoc Committee to Re-evaluate Privilege and Tenure (the Krislov Report). Each of the nine (9) Recommendations were considered and voted on with direction that they be submitted to you as indicated preceding each Recommendation.

As an addendum to this letter I am transmitting these nine (9) Recommendations for your consideration and action as you deem appropriate.

Cordially yours,

Elbert W. Ockerman
Secretary, University Senate

By: Kathryne W. Shelburne
Recording Secretary, University Senate
and acting in his absence from the
meetings

KWS/bw

cc: Chairman, Senate Council
Vice President, Academic Affairs

Enclosure (5 pages)

ADDENDUM

APPROVED RECOMMENDATIONS ON PROMOTION AND TENURE

April 25, 1974

Recommendation 1: Prior Service Rule

For transmission to the Board of Trustees for inclusion in the Governing Regulations X-B.2 and for inclusion in the Administrative Regulations II 1.0-1.

(1) The applicability of prior work to the probationary period at the University of Kentucky shall be carefully reviewed on an individual basis by the prospective faculty member, the department chairman, a Committee composed of the Chairmen of the Area Committees, and the dean. Normally, the review by a Committee composed of the Chairmen of the Area Committees should be made as early as possible in the consideration of an applicant, preferably before and/or during the interviewing procedure. The following questions shall be examined:

- a) Did the institution of prior service have similar expectations regarding formal criteria for promotion as those which prevail at the University of Kentucky?
- b) Were teaching and service loads at the institution of prior service arranged in order to assure faculty members adequate time for investigation and scholarly or creative productivity?
- c) Were the measurable achievements of the faculty member at the institution of prior service such that they should be counted as part of the achievements to be evaluated by the University of Kentucky in consideration for promotion and tenure?
- d) Did the faculty member utilize the same knowledge and skills and have the same career goals at the institution of prior service which he will be applying at the University of Kentucky?
- e) Does employment at the University of Kentucky involve a change of career and, therefore, a change in the expectations which should be placed upon measurable achievements within a particular period of time?

A part of the charge to the Committee composed of the Chairmen of the Area Committees, in performing this review function, shall be to study the necessity for the review procedure within the community of the University of Kentucky. In conducting this study, the Committee should consult department chairmen, and other persons, officials, and groups, as the Committee deems appropriate, to determine if this review function is necessary. By the end of the Fall Semester, 1975-76, the Committee shall recommend to the University Senate as to whether this function shall be continued or not.

(2) In all cases where a period of prior service of a prospective faculty member involves significantly different institutional objectives or significantly different professional activity, all or part of the period of prior service may be eliminated from consideration in determining the period of review for tenure at the University of Kentucky.

(3) Where it has been determined that all or part of the prior service shall be eliminated, a specific period of employment prior to tenure review shall be agreed on and a specific date for review stipulated in writing by the faculty member, the department chairman, and the dean before being reported to the appropriate vice president at the time of the faculty member's initial appointment.

Recommendation 2: Faculty Files

For transmission to the President for inclusion in the Administrative Regulations or other appropriate implementation.

(1) The following guidelines are established for faculty files to be maintained jointly by the Chairman and the individual faculty member, because all considerations of promotion and tenure require thorough documentation of the faculty member's record of pertinent activities in the University as well as all relevant actions involving the individual's faculty status.

- a) A statement specifying whether the chairman has or has not recommended the faculty member for tenure or promotion.
- b) All correspondence between chairman and faculty member concerning appointment or faculty status.
- c) A curriculum vitae which shall be updated at least annually.
- d) Copies of publications and published reviews or letters concerning publications.
- e) Copies of faculty performance reviews.

This file shall be available to the faculty member, except for letters of recommendation and written judgments obtained under conditions of confidentiality.

Recommendation 3: Information for New Faculty Members

For transmission to the President for inclusion in the Administrative Regulations.

(1) Either before or at the time of interview of an individual for an appointment in the professorial series, the Chairman shall provide the individual a copy of the Governing Regulations, and that part of the Administrative Regulations dealing with appointment, promotion, and tenure.

(2) The department chairman shall arrange that each new faculty member (within one month of the beginning of his/her employment) be provided with, or access to, a copy of (1) the Administrative Regulations of the University, (2) the Rules of the University Senate, in particular the Faculty Code, (3) the rules of his/her College, (4) the rules and regulations of his/her Department, and (5) the Student Rights and Responsibilities.

Recommendation 4: Performance Review and Tenure

For transmission to the President for inclusion in the Administrative Regulations or other appropriate implementation.

(1) At the time the appointment is tendered, an individual should be informed in general terms regarding criteria for ranks by the department chairman.

Recommendation 4: Performance Review and Tenure (cont)

(2) An individual who is hired with the prospects of becoming a tenured faculty member shall be assigned duties by the department commensurate with making due progress towards meeting requirements (of the department, college, and area) for tenure.

(3) The annual performance review of non-tenured faculty shall include some discussion with the department chairman of the individual's progress toward tenure in terms of departmental expectations.

(4) A department chairman shall consult with the tenured members of the faculty regarding the individual's progress toward achievement of tenure. These discussions should occur at the end of the non-tenured faculty member's second and fourth years, but may occur more frequently at the chairman's discretion. The results of that discussion should be communicated to the individual and reduced to writing and maintained in the individual's files.

Recommendation 5: Defining Standards for Tenure

For transmission to the President for inclusion in the Administrative Regulations or other appropriate implementation.

(1) Departments or individual educational units shall set up reasonable standards of performance for their disciplines which are consistent with the Governing Regulations and which shall include the following:

(a) The normal balance between teaching, scholarship, creative productivity, and service in the discipline.

(b) The means for determining quality of teaching.

(c) The minimum research requirements for promotion to Associate Professor or Professor.

(d) The means for determining the quality of scholarship and creative productivity in the discipline.

(e) The kinds of scholarship and creative productivity most acceptable in the discipline.

(2) Individual departments or educational units shall obtain outside evidence that the standards set up by their departments are those of their discipline in equivalent universities and not simply those of the members of the department.

(3) The standards set up by the department or educational unit shall be used for three purposes: First, they shall be an internal guide to the department in evaluating and advising its own personnel. Secondly, they shall provide the basis upon which the area review committee shall recommend whether the documentation supports the proposed change in tenure status or rank. Thirdly, they shall provide guidance for the appropriate administrative officers in the advising, evaluating, and status change processes.

Recommendation 5: Defining Standards for Tenure (cont)

The standards established by the department shall be submitted to the Dean, the Vice President, and the Area Committee for evaluation of recommendations, and the President for consideration and approval. This review of the established standards shall be for the purpose of assuring that they are consistent with the University's regulations and that they provide answers to the five items posed in paragraph (1) above.

Recommendation 7: Advisory Committee to the Dean

For transmission to the President as a modification in the Administrative Regulations.

(1) Each Dean shall establish a Committee concerned with faculty appointments, termination, tenure and promotion, with the following suggestions:

(a) The Committee is advisory to the Dean and may at his request make recommendations in the above matters. The Committee may be asked by the Dean or a faculty member to hear an inquiry by any faculty member who declares himself dissatisfied with the policies established by his department and/or college concerning appointment, termination, tenure, and promotion.

(b) The Committee may examine departmental standards and when possible arrive at agreements between the Dean and the department about realistic standards by which individual faculty members may be judged. In addition, this Committee may be asked to communicate with the Graduate Council, the Area Committees, the appropriate Dean, and other University officials who establish, interpret, or implement University regulations in this area so as to clarify all standards and policies.

(c) When any matter that comes up before the Committee involves a department represented on the Committee, the Committee member of that department shall disqualify himself.

(d) The members shall be appointed by the Dean after consultation with the appropriate faculty body in that college.

Recommendation 8: Reasons for Non-Renewal

For transmission to the President as a modification in the Administrative Regulations.

In all cases where a faculty member with the rank of assistant professor or higher is not reappointed, the individual shall be notified by his department chairman of the reasons for the decision. Where the decision not to reappoint is one on promotion and tenure, the faculty member shall upon his written request, be informed of the basis of that determination in writing and in a reasonable amount of detail. In instances where promotion and tenure are not involved, oral communication will be deemed sufficient. The college dean shall provide the faculty member's chairman with a written summary of the reasons why reappointment was denied if a favorable department recommendation was overturned at a higher level. The Chairman shall inform the faculty member of these reasons.

Approved Recommendations on Promotion and Tenure (cont)

April 25, 1974

Recommendation 9: Advising

For transmission to the President for implementation.

Colleges, working through appropriate University bodies, shall develop some means to evaluate the quality, as well as the quantity of academic advising done by each faculty member. As this procedure is developed and implemented, the results of this evaluation shall be considered in the annual performance review and in the decisions concerning retention and/or promotion of each faculty member.

Recommendation 10: Student Input in Tenure and Promotion Decisions

For transmission to the President for implementation.

Recommendations for tenure and promotion shall include evidence of consultation with the appropriate undergraduate student advisory group and graduate or professional student group. Any written judgments or related materials submitted by the student groups shall be included in the materials submitted in support of a recommendation for promotion and tenure.

Academic Ombudsman's Report to the University Senate
Spring, 1974

by

Donald F. Diedrich

I want to first indicate that it was a privilege to have served in this challenging capacity these past 10 months and I want to express my appreciation to all those with whom I've had contact--during both the good and the bad times. In the majority of cases, your cooperation and understanding were exceptional; you have all therefore contributed to my understanding and growth.

I must admit that I relieved Professor Madden in the middle of June with a considerable amount of apprehension--with a feeling somewhat like the nervous, prospective bridegroom who, in the waning hours before the ceremony, becomes struck with sheer panic at the recurring thought, "Am I doing the right thing?"

This year has indeed been an adventure! - and I have been looking forward to the day I could tell you about it. As of last Friday, my office attracted a total of 260 contacts, more than twice the number the first Ombudsman received and almost 10% over last year's traffic. Of these, 21 or 8% involved matters that were non-academic; they dealt with things like fee and fine payments, state residency status, the employment and other peripheral University services, smoking in the classrooms and complaints about the physical plant, especially the Reynolds Building.

Even though these issues fell out of my jurisdiction, I nevertheless listened to the stories and sometimes tried to seek solutions. Usually, I referred the people to other offices. In 7 instances, problems of "semi-academic" nature involved the Student Health Center, the Library, the Placement Service and the Counseling and Testing Center. Representatives from Student Government approached me on three occasions about general issues.

That leaves 229 cases which concerned academic matters; 51 of these, I dismissed, or handled by phone, or sent the student back to the faculty member to solve his own problem. Therefore, I judged 178 or about 75% of the academic complaints to have merit and deserving of my further attention. I dealt with these to varying degrees: 117 required three or more personal meetings with the folks involved; 34 took six or more sessions and 11 required at least nine adventures before some semblance of order was attained.

In my opinion, a solution was attained in about 50% of the valid complaint cases. Frankly, however, I often wondered whether either of the conflicting parties was ever satisfied with the compromise that was worked out--it was an apprehension I learned to live with. In 20% of the cases, the student involved got little relief, but I felt that the involvement of the Ombudsman may have served a preventive role--perhaps the situation will not occur as easily in the future. Twenty-three matters currently remain unresolved with the attendant frustration of the students, faculty and Ombudsman. Twenty-seven cases are pending.

Bear with me, as I report the breakdown of the cases with respect to the colleges involved: 103 cases were in the College of Arts and Sciences, 22 in Business and Economics, 17 in Education, 8 in Home Economics, 7 each in Pharmacy and Architecture, 5 involved the Lexington Technical Institute, 3 in Medicine, 2 in Library Science and one each in Nursing, Dentistry, Allied Health and Social Professions. I have not had the pleasure of calling on the members in the Colleges of Law, Engineering and Agriculture.

Graduate students were the plaintiffs on 17 occasions and 4 students in the Honors programs approached me with problems. Sometimes, a faculty member initiated the contact rather than the student; this happened 8 times.

There were only 4 students who were "repeat clients" i.e., they used the office more than once to solve their problems. On the other hand, in 22 cases (12%) the complaint was registered against a "repeat instructor"--a faculty member or Teaching Assistant who had a problem with more than one student on more than one occasion.

The nature of the cases, of course, varied enormously--and continuously. Just when I thought I had heard it all, someone would come in with an incredible new horror story. The situations have ranged from the most sensitive and intense to the mundane: For example, there was one traumatic expulsion episode, and 7 suspension cases which drained me more than the matter concerning the use of hand calculators and tape recorders in the classroom.

I thought about how best to account for my time in the

office and it finally occurred to me that the common activities of the Ombudsman could be enumerated. Well, --

He listens: This was perhaps my most important and valuable activity. I realized some of my greatest rewards when someone would offer the opinion that I was a good listener or that they "felt like a wilted plant" when they arrived and after our chat, they seemed refreshed, sometimes even spunky. It didn't take long after assuming the position that I realized many students simply wanted to talk to someone; I almost always felt it was worth an hour of my time. Most of the "heavy" listening sessions had to do with personal relationship problems. Gripes about poor instructors were common and in 23 cases, I listened to charges about a faculty member's complacency, disinterest, inadequate command of the subject and an inability to "put it over." Of course, I could do very little but serve as a public relations man in these cases and try to reduce the student's head of steam.

He reviews: A total of 16 cases which dealt with charges of harrassment by the instructor and discrimination (including ^{two} 2 on racial grounds). These problems were some of the most difficult because the conflicting parties were the most angry. Persons were being threatened and challenged; thrusts were being parried and it was often difficult to distinguish the offensive from the defensive player. In any case, it was a difficult position for a so-called neutral Ombudsman to be in. As you could predict, in only a few instances was any real solution realized. Yet, I thought the Ombudsman's role was played in

these ^{free} 3-way sessions-his presence seems to provide the necessary psychological atmosphere for the student. The student feels less inhibited, is more confident and therefore says what's bothering him; the professor often shows a bit more reserve in dealing with the student. Both conditions afford the opportunity for communication, which is most often the missing ingredient and why the problem exists in the first place.

He explains: To students, their rights and responsibilities and --

He advises: Faculty have had to be reminded of these same student rights and I often did this with a heavy heart. For example, in 36 of the cases (20% of the total), instructors just did not know or just did not care about the right of the student to be informed about course standards and grading criteria. Each of the past Ombudsmen announced to the Senate that this was a major trouble area -- it was a major trouble area for me and I would like to echo the appeal made by my predecessors: Please read and follow the rules you have adopted. A student must be told what he has to do in order to earn a certain grade and he must know the basis of your evaluation of his performance. You should expect students to go berzerk when you decide to change your initially announced standards in mid-stream, especially when the student does not even hear about it until the course is over. I have often advised both new and old instructors about their vulnerable position when they have illegally re-scheduled exams or awarded grades on grounds other than "a fair and just evaluation of performance."

I have also advised in 10 cases of cheating; most of them involved more than one student (one case involved 12) and most of them were difficult cases. The issue concerned both the question of guilt and in about half the cases, when the student was caught red-handed, the negotiation of the severity of the imposed penalty. Most of the difficulty centered, as you would expect, around the instructor's responsibility to prove the cheating offense. You can also imagine how the student reacts to the instructor who "strongly suspects" the impropriety, or to his statement that "I just know that that student cheated!" In dealing with these cases, I personally felt comfortable with the guideline that a person is innocent until proved guilty. From my experience with these kinds of cases, I would like to suggest that you pass on the following advice to the junior members and teaching assistants in your departments: Don't allow yourselves to get into the position where the issue rests upon your word against the student's. Specifically, for example, when eyeballs roam during close-quarter-exam time, get a third party to observe the incident if you intend to press charges. In about half the cases when a cheater was caught, the recommended penalty has been, in my opinion, too severe. I think, however, this is a much healthier attitude on the part of the faculty than one of excessive leniency and I compliment those faculty with whom I've had to negotiate for a less severe penalty.

He refers: In a total of 8 cases, the complaint concerned ^{simple} instructors who routinely missed classes, or were chronically late and sometimes would even dismiss their classes for weeks at

a time. On three of these occasions, I have had to refer this serious matter to the Departmental chairman. I resorted to this tactic only when I thought my discussion with the delinquent instructor was non-productive. In ^{five} 5 of the ^{eight} 8 cases, my formal visit with the instructor was a sufficient remedy. These kinds of cases left me feeling most discouraged because it was only one or two students in each case who complained. In my mind, they didn't compensate for the many others involved who showed no concern and didn't register the complaint. For example, it was really refreshing to have a pert freshman come in and assert "I'm being cheated! I've come to get an education and my instructor doesn't show half the time!". This was a rare occurrence.

Sometimes the referral cases were of the sublime sort; I can't resist telling you about the time an angry and aggressive young man bluntly insisted on knowing why the lights in the stadium had been burning for two straight days and nights! I cleverly side-stepped, explaining to him that I was the Academic Ombudsman and that the matter really wasn't an academic affair. He seemed satisfied when I gave him the phone number of the individual who would probably be anxious to respond to his question. I have often wondered how Mr. Lancaster handled this fellow!

He recommends: Among other things, I have sent some suggested rule changes for the Student Code to the the Senate Council and am happy to learn that they are currently being studied by the Student Affairs Committee. The chronic problem about the "no-show" student and his W or E grade has required

my involvement on 6 instances this year and I think the proposal which the Senate will vote on soon^{er} will be a good resolution.

It was a great relief to learn about the Board of Trustees' ruling on the proposal made by President Singletary that the expulsion of a student is an inappropriate penalty.

As you might expect, (50%)
/ most of my cases/ can be categorized as grade appeals.

In 27 of these instances, the student's grade was indeed changed either because of a discovered clerical error or, as a result of negotiation, the professor agreed to re-evaluate the student's performance and afterwards admitted that his original evaluation was in error. On the other hand, in 37 of the grade appeal cases, either the professor did not agree with the arguments and stuck by his guns or I found no merit in the student's claim and sent him on his way.

I've failed at least twice to resolve a conflict; for only the second time since the Ombudsman's office was instituted, not one but two cases were referred to the University Appeals Board^{this year}. Both involved a stalemate that developed between professor and student over a course grade.

I've also erred at least once; the time to be remembered involved the expulsion of a student. Tactlessness and my poor choice of words in my negotiations with the involved faculty led to essentially a complete breakdown in communication and forced decisions. Mea culpa: and yet, even in failure, I feel that the office of Ombudsman served its role -- to absorb the emotionality and high tension involved in a difficult case.

As a researcher, I have always felt strongly that it is incumbent upon me ~~to~~ not only ^{to} present data but also to comment on their interpretation. Today I have given you only the data and I would very much like to present the impressions I have gained as a result of my experiences. Since time does not permit that, I would like to submit something in writing to the Senate Council in the near future or devise some other means to communicate these points.

I would like to beg your indulgence for just another minute to share with you what I have realized are some personal bonuses I have gained from this job. I have learned a great deal -- about people, about the University, and about the units which compose it. I have learned to deal with people a little better; when the other person has made a greivous error, and both he and I know it, I have learned that it is sometimes best that I say nothing. Perhaps I can now better handle situations in private life; when I open with two spades to my bridge partner who then passes -- and I have spades from the ace to the eight.

Most important, I have relearned a very great personal lesson. Regardless of how genuinely, persuasively, emotionally and even honestly one side of the story is told, one should never think, judge, or worse, act, before getting to hear the other side! Finally, I would like to say that I hope I have been effective and faithful to those who placed their trust in me and at the very least that I was fair to those with whom I have come in contact. Thank you for listening.

Absences from Senate Meeting - April 22, 1974

Lawrence A. Allen	Art Gallaher*	William G. Moody*	Fred Zechman*
Harry H. Bailey*	John G. Gattozzi*	Vernon A. Musselman	
John G. Bannwell*	E. Milton Gellin*	Harold F. Parks*	
Harry Barnard*	Hans Gesund*	William K. Plucknett	
	Richard E. Gift		
Charles E. Barnhart	George W. Gunther	James A. Prestridge	
Robert P. Belin*	Jack B. Hall	Frank J. Rizzo*	
Robert S. Benton*	Joseph Hamburg	Paul G. Sears*	
Norman H. Binger	Thomas Hansbrough*	Otis A. Singletary*	
Ben W. Black	J. Merrell Hansen	Herbert W. Sorenson*	
Peter P. Bosomworth*	George W. Hardy*	Robert H. Spedding*	
Thomas W. Brehm*	Virgil W. Hays	Earl L. Steele*	
Charles L. Brindel	Ron Hill	Marjorie S. Stewart	
Sam Brown*	Sara Holroyd*	William J. Stober	
	Raymond R. Hornback		
Herbert Bruce*	Eugene Huff*	Andy Strickland	
James D. Buckholtz*	Charles W. Hultman*	Willis A. Sutton*	
Collins W. Burnett			
Jamie Chase*	Raymon D. Johnson*	Joseph V. Swintosky*	
Thomas F. Connelly*	James D. Kemp*	Lawrence X. Tarpey	
Clifford J. Cremers*	William F. Kenkel*	Paul A. Thornton	
Vincent Davis*			
Patrick P. DeLuca*	E. Barrie Kenney	S. Sidney Ulmer*	
	Paul K. Kim*		
George W. Denemark*	James R. Kincheloe	Jacinto J. Vazquez	
Stephen Diachun*	Don Kirkendall*	Harwin L. Voss*	
W. W. Ecton*			
Roger Eichhorn*	Robert A. Kuehne	William F. Wagner	
	Walter G. Langlois		
Robert O. Evans*	David L. Larimore*	John N. Walker*	
Elizabeth Finkenstaedt			
James Flegle*	Robert L. Lester*	M. Stanley Wall	
	Gene P. Lewis		
Juanita Fleming*	Arthur Lieber*	Jesse L. Weil	
Thomas R. Ford			
	James W. Little	Daniel L. Weiss*	
Lawrence E. Forgy*	Rey M. Longyear	Bruce H. Westley	
James E. Funk*	Marion E. McKenna*	Miroslava B. Winer*	
R. Fletcher Gabbard*	Michael P. McQuillen*	Ernest F. Witte*	

Present - 109+1
 Absent* - 57
 Absent - 41-1
 207

membership - 221
 Student purged - 10
 Faculty not replaced - 4
 207

Anthony Eardley

ATTENDANCE SHEET

April 22, 1974

✓ E. A. Owenshine
 ✓ L. Clark Keating
 ✓ Lewis W Cochran
 ✓ Herman Hamrick
 ✓ Marilyn McKinney
 ✓ Robert C. Abbe
 ✓ Jean Pival
 ✓ J. W. Gladden
 ✓ O'Neal Weeks
 ✓ Leroy A. Fisher
 ✓ John Shuckler
 ✓ J. A. Kanner
 ✓ J. A. Bryan - J -
 ✓ Bill Shanks
 ✓ David Beck
 ✓ Mary Evelyn Muter
 ✓ Sara H. Leach
 ✓ Leonard Tipton
 ✓ Jesse H. Harvick

✓ Elizabeth B. Howard
 ✓ Elizabeth R. Clotfelter
 ✓ Chris Baerrer
 ✓ George F. Crewe
 ✓ William Jordan
 ✓ Michael McCord
 ✓ Jean & Charm.
 ✓ P. C. Forand
 ✓ J. R. Robe
 ✓ Harold A. Huffman, Jr.
 ✓ Randolph Schriels
 ✓ Michael Freeman
 ✓ Raymond H. Co
 ✓ Edmund P. Van Dam
 ✓ Ray D. Longyear

ATTENDANCE SHEET
April 22, 1974

✓ S. F. Silberstein	✓ Paul Est-
✓ Al Morris	
✓ Donald R. March, Aerospace Studies	✓ Blaine F. Parker
✓ Donald E. Sands	
✓ Malcolm Jewell, PolSci	
✓ Lytle Baack	
✓ Alfred Crabb	
✓ Diedrich	
✓ Ben R. Rudnick	
✓ Peter Skelland	
✓ Albert S. Levy	
✓ Paul Parker	
✓ John L. Butler	
✓ Susan A. McCusoff	
✓ Kenneth Wright	
✓ Leonard A. Ring	
✓ Garnett L. Bradford	

ATTENDANCE SHEET
April 22, 1974

20
-1
19

✓ Frank Buck

✓ James Harrison

✓ Robert Ruell

✓ Ward Crowe

has been
purged!

✓ John M. Buz

✓ Philip Goble

✓ Pat Mandelke

✓ Loren Hays

✓ Harold Traurig

✓ Willups

✓ David Spack

✓ Frank V. Colton

✓ Edwin H. Peters

✓ Thomas M. Olschewsky

✓ JR Ogden

✓ David L. Williams

✓ Mark D. Lee

✓ Paul Best

✓ Elbert W. Ackerman ^{aka}

✓ Stanford L. Smith ^{aka}

ATTENDANCE SHEET

April 22, 1974

✓ W. B. Cotto
 ✓ James E. Crismell
 ✓ Jerry M. Baskin
 ✓ H. Waldman

✓ Bob Clement
 ✓ Alan Hault
 ✓ Stephen A. White
 ✓ Lou Hicks
 ✓ Susan Sprague
 ✓ B. J. Dolase
 ✓ Connie Wilson
 ✓ Robert J. Sumner
 ✓ Frank Infante
 ✓ Jane M. Emanuel
 ✓ J. Deacon
 ✓ B. C. Pass
 ✓ D. S. Beeslee
 ✓ Ag. Hiatt
 ✓ Carl J. Pita

✓ W. L. Matthews, Jr.
 ✓ Gerald Kuhl (Kialov)
 ✓ Willey, Jr. (Rogister)
 ✓ T. Z. CSARKY
 ✓ R. H. Lutz
 ✓ Margaret L. Mason
 ✓ D. C. Qeedy
 ✓ Philip K. Berger
 ✓ Milton Shuffert
 ✓ Virginia La Charite
 ✓ William C. Tompkins Jr.
 ✓ John J. Just
 ✓ R. Bostrom (Bostrom)
 ✓ J. L. Garden
 ✓ Anne A. Wier
 ✓ R. Lutz
 ✓ John Lienhard
 ✓ Z. Gornidavayulu
 ✓ M. Hallen

VISITORS SHEET
April 22, 1974

Dante Mucci
Dallas M. High

VISITORS SHEET
April 22, 1974

Robert F. Sefton
M. Beth Licks