

The University Senate met in regular session at 3:00 p.m., Monday, February 12, 1973, in the Court Room of the Law Building. Chairman Michael E. Adelstein presided. Members absent: Arnold D. Albright, Lawrence A. Allen*, Clifford Amyx, Kurt Anshel*, James R. Barclay*, Charles E. Barnhart, Robert P. Belin*, Thomas G. Berry, Wesley J. Birge*, Harry M. Bohannon*, Robert N. Bostrom, Garnett L. Bradford*, Lowell P. Bush, David B. Clark*, Glenn B. Collins*, Glenwood L. Creech, James E. Criswell*, Guy M. Davenport*, George W. Denmark*, William H. Dennen, Anthony Eardley, William Ecton, Robert O. Evans*, Juanita Fleming, Stuart Forth*, R. Fletcher Gabbard, George H. Gadbois*, Art Gallaher, Jr.*, John G. Gattozzi*, Hans Gesund*, Thomas C. Gray, Jack B. Hall, Joseph Hamburg, Jesse G. Harris*, Charles F. Haywood*, Andrew J. Hiatt*, Charles W. Hultman*, John E. Keller, Thomas M. Kendall, Joseph Krislov*, Robert G. Lawson, Donald C. Leigh, Donald L. Madden*, John L. Madden*, William L. Matthews, Ernest P. McCutcheon*, Marion E. McKenna*, Michael P. McQuillen*, Alvin L. Morris, Thomas P. Mullaney*, Paul Oberst, Elbert W. Ockerman*, Bruce O'Reilly, Blaine F. Parker, J. W. Patterson*, Bertram Peretz*, William Peters*, N. J. Pisacano, William K. Plucknett*, Daniel R. Reedy*, Virginia Rogers Gerald I. Roth*, Sheldon Rovin, Wimberly C. Royster, Robert W. Rudd*, Arthur W. Rudnick*, Betty R. Rudnick, John S. Scarborough*, Donald S. Shannon*, D. Milton Shuffett*, Otis A. Singletary*, A. H. Peter Skelland, Eldon D. Smith, Robert H. Spedding, Alan Stein, Hugh A. Storrow, Dennis Stuckey*, Lawrence X. Tarpey*, Nancy Totten*, S. Sidney Ulmer*, H. Mac Vandiviere*, Stephen J. Vasek, Jacinto J. Vazquez, William F. Wagner, M. Stanley Wall, Daniel L. Weiss*, David R. Wekstein*, Scott Wendelsdorf*, Cornelia B. Wilbur, William W. Winternitz*, Ernest F. Witte*, Fred Zechman*.

The Chairman recommended that the following statement be added to the minutes of December 11, 1972 to be placed at the bottom of page 8 after the words "The Senate defeated this motion."

During debate, apprehension was expressed concerning freedom of speech and consequently academic freedom in a Communist country. Dr. Davenport pointed out that several books currently taught in one course to be offered in the program are banned in Romania. He was informed that these books would be available to students, and the Senate was assured that the program would be terminated if the faculty or students were denied academic freedom.

With this addition, the Senate accepted the minutes of December 11, 1972 as circulated.

Chairman Adelstein announced that the reason for the failure of some Senators to receive copies of the University Senate minutes had been solved and that in the future all Senators would receive a copy of the minutes.

The Chairman reported that the results on an action ballot taken to change the Rules of the University Senate, SECTION V-7, 2.41 Absences, had been in favor of the change, the vote being 116 in favor and 18 opposed. Therefore, the Rules are changed to reflect this action, effective immediately.

2.4 Academic Standards

2.41 Absences

Attendance may or may not be required at the discretion of the instructor, who will announce his policy at the be-

*Absence explained

ginning of the course.

Trips for members of organizations (musical, oratorical, dramatic, etc.) and of University classes and the absences resulting from such trips must be authorized by the appropriate college dean if the trips result in the absence of students from regularly scheduled classes in which attendance is required.

Trips for participation in intercollegiate athletic events and the absence resulting from such trips must be authorized by the Vice President for Student Affairs.

In some appropriate manner, the faculty member in charge of an authorized trip shall notify instructors affected that the absence is authorized. The student shall be responsible for the work missed, and, in advance of the trip, should make arrangements to make up the work. The instructor shall, if feasible, give the student an opportunity to make up the work missed, and shall not, in any case, arbitrarily penalize the student for the absence. (See 3.2, Section IV.)

Chairman Adelstein addressed the Senate as follows:

As the new Chairman of the Senate Council, I have decided to say a few words at the beginning of my term in office, because hereafter I will generally have to keep my peace and maintain peace in this distinguished forum.

As I look at the University from the Olympian heights of my basement office in the Administration Building, it is obvious that the dynamic drive and excitement which characterized this institution in the mid and late sixties has been dissipated. Our primary mission in those halcyon days was to improve and expand our graduate program. Aided by a favorable economic climate, understanding governors, and sympathetic legislators and taxpayers, we did so. We may look with pride upon our eminent graduate faculty and our excellent graduate program. Another favorable achievement as a result of the emphasis on graduate education was the strengthening of the undergraduate major in many departments. But something had to suffer and it did--our lower division program. It remains today as a neglected, undernourished, and deprived stepchild.

It would be simpler to improve lower division education if additional funds were available. But we are in the midst of an austerity period, resulting from a general disenchantment with higher education, drastic cutbacks in funds from Washington, and stringent demands on the state due to its obligations to the rapidly growing new institution, Northern Kentucky University, and to the recent new member of the state system, the University of Louisville. Nor can we overlook the needs of public school teachers, whose average salaries rank 47th in the nation. Certainly the time has come for us to stop wringing our hands and to start lobbying in Frankfort and throughout the Commonwealth about the needs, importance, and benefits of education at all levels.

But despite our financial restrictions at the University, we must provide a significant and meaningful educational experience for all students. To do so, requires a greater commitment to lower division students.

We need to involve more teachers and better teachers in introductory courses. Some senior professors may no longer be able to motivate and challenge freshmen and sophomores. But many of our eminent scholars have the enthusiasm, perspective, and experience to awaken and inspire young minds. Such great teachers should take their turn in introductory courses instead of being assigned only to graduate seminars.

We also need to provide opportunities for released time so that interested and creative faculty members can develop new courses and experiment with new teaching techniques. Presently, most of our bright young professors are on the treadmill to tenure, fearful of turning aside from scholarly pursuits. If we cannot modify our tenure policies to retain a few superior teachers to specialize in undergraduate education, then we should at least provide these individuals with free time for innovation and experimentation. We need to find alternatives to the department-dominated, 50-minute class curriculum that comprises the undergraduate program. We need to develop more new and appealing courses like the proposed Economics 163, Contemporary Economic Issues. We need to reduce much of the memorization work or turn it over to the programmed learning materials or undergraduate teaching assistants. Also, we need to expand our use of instructional television, increase our efforts in team teaching, and investigate the possibilities of multioption courses.

These departures from tradition may require some change in our traditional organizational structure. Because departments mainly determine priorities by their course offerings and faculty assignments, it may be that some sort of lower division college or similar structure would be superior to our present one. It might be that the cluster college concept or the development of other units like the highly successful Honors Program would bring about a new vigor and versatility that is lacking in our students' initial experiences here.

Part of what is lacking are informal contacts between undergraduates and faculty members. This is a vertical campus with few opportunities for people to sit down and talk to one another. Perhaps we need more conducive facilities; benches around the grounds and Office Tower, a coffee shop or two, and more lounges. Probably we need more active department clubs. Undoubtedly we need to do better advising. But more than anything, we need to re-examine the attitude that our responsibilities towards students are limited to the classroom. We should try to increase the opportunities to develop and encourage better student relationships.

Please do not misinterpret anything that I have said as suggesting a lowering of standards. I am seriously concerned that we are short-changing many of our students by demanding too little of them and re-

warding them too much. No study to my knowledge has been made but I am generally aware that A's and B's are awarded for little effort except perhaps attendance in some colleges, departments, and courses. This deterioration of standards may be due to student evaluations, compassion, timidity, or laziness. Whatever the reason, the result is a loss of student respect and achievement, and a devaluation of a University of Kentucky degree.

Thus I am not suggesting any lowering of standards but a raising of them in improving the quality of the lower division experience here. Some responsibility for this improvement rests with nearly all of us: department chairmen and faculty members, who can evaluate their present commitments; deans, who can prod and persuade and allocate resources; Senators and the Senate Council, who can initiate, study, and improve academic policies; and the administration, who can provide leadership and implement priorities.

During 1973, I think that we should be constantly asking ourselves what we can do to improve undergraduate education, particularly the freshman and sophomore years. We presently are providing the best graduate education in the state, if not the region. We should continue this fine work. But I believe that we should also turn our energies, minds, and resources to developing an undergraduate experience that will prove to be as academically excellent and as intellectually stimulating.

Dr. Stephen Diachun stated that he agreed with the last statement that the Chairman had made, however, he would like for the minutes to show that he did not agree with the Chairman's statement that the lower division program ". . . remains today as a neglected, undernourished, and deprived stepchild. . ."

Dr. J. R. Ogletree, acting on behalf of the Honorary Degrees Committee, was asked to present the proposed candidates for honorary degrees at the May 1973 Commencement. Dr. Ogletree recognized the members of the committee as Professors Charles W. Hultman, Economics; Donald C. Leigh, Engineering Mechanics; Joe Logan Massie, Business Administration; Frances J. Thomas, Nursing; Robert W. Rudd, Agricultural Economics; and the ex officio members: President Otis A. Singletary, Vice Presidents Lewis W. Cochran; Glenwood L. Creech; and Wimberly C. Royster. Dr. Ogletree reported that the committee considered over 30 nominees and from this group wished to present five candidates with the request that the names be withheld until the nominees have accepted and the Board has taken action. Following his presentation a Senator asked for a division of the question. Each name was presented and the Senate voted approval of each of the five candidates for recommendation to the President and the Board of Trustees.

On behalf of the Senate Council, Mr. Howell Hopson, Secretary of the Council, presented a motion that the following Resolution be adopted by the Senate and that a copy of the minutes of this meeting be sent to Dr. W. Garrett Flickinger, former Chairman of the Senate Council:

In view of his distinguished and dedicated service to the University in 1972 by his work as Chairman of the University Senate Council, the University Senate expresses its appreciation to Professor W. Garrett Flickinger.

The Senate accepted this resolution as presented.

The Senate approved the list of candidates for degrees at the December 21, 1972 graduation date which had been circulated to the faculty under date of January 24, 1973 and approved by the Board of Trustees at its meeting of January 16, 1973, contingent upon approval by the Senate,

OFFICE OF ADMISSIONS AND REGISTRAR

CANDIDATES FOR DEGREES

December 21, 1972

GRADUATE DEGREES

Ph.D.	38
Ed.D.	4
D.B.A.	1
D.M.A.	0
M.A.	34
M.S.	30
M.S. in Agr.	6
M.S. Agr. Eng.	2
M.S. Ch. Eng.	6
M.S. Civ. Eng.	5
M.S. E.E.	2
M.S. Eng. Mech.	0
M.S. Mech. Eng.	1
M.S. Met. Eng.	2
M.A. in Edu.	50
M.S. in Edu.	8
M.S. in Acct.	4
M.S. Nuc. Eng.	1
M.B.A.	5
M.S.L.S.	16
M.S.H.E.	0
M.S. in Sta.	1
M.F.A.	5
M.S. Cl. Nut.	2
M.S. Com. Sci.	0
M.S. Nur.	0
M.S. in Rad. Hlth.	1
M.S. Med. Rad. Dos.	1
M.S.W.	1
TOTAL	224

PROFESSIONAL DEGREES

Pharmacy	2
Juris Doctor	55
D. of Dent. Med.	2
TOTAL	59

UNDERGRADUATE DEGREES

Arts & Sciences	
B.A.	155
B.S.	41
B.M.	2
B.M. Mus. Edu.	7
B. Gen. Stud.	5
TOTAL	210

Agriculture

B.S. Agr.	20
B.S. For.	7
TOTAL	27

Engineering

B.S. Agr. Eng.	1
B.S. Chem. Eng.	5
B.S. Civ. Eng.	31
B.S. E. Eng.	16
B.S. Mech. Eng.	23
B.S. Met. Eng.	1
TOTAL	77

Education

B.A. Educ.	197
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Business and Economics

B.S. Com.	3
B.B.A.	69
B.S. in Acct.	36
B.S. Bus. & Econ.	9
TOTAL	117

Nursing

B.S. Nurs.	1
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Architecture

B.S. Arch.	1
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Allied Health

B.S. Med. Tech.	12
B. of Hlth. Sci.	7
TOTAL	19

Home Economics

B.S. in H.E.	30
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Social Professions

B.A. Soc. Work	34
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SUMMARY

Graduate Degrees	224
Professional Degrees	59
Undergrad. Degrees	713
TOTAL	996

GRADUATE SCHOOL

Wimberly Calvin Royster, Dean

CANDIDATES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Daniel F. Barnes	Thomas John Kehle
Daniel Mount Bartell	Tejinder S. Kochhar
Howard Frank Bracco	Kenneth Lee Kolson
Robert Bruce Cameron	Kenneth Nelson Kron
Gary Edward Crum	William Patrick Morrison
Bruno de Meester de Betzenbroeck	Sateesch Jayawant Nabar
Vijay K. Dhir	Laxmi Sambasivan Parasuram
Chris Lee Dubs	Martin Dale Parker
Lewis Freiberg, Jr.	George William Pendencygraft
Stephen Edward Fritz	Robert Michael Peters
Howard R. Gabennesch	William Albert Pettit
Larry Allen Giesmann	David Lee Sewell
Thomas Paul Grimes	William Donald Shrader
Hugh Lawson Huffman, Jr.	Carolyn F. Smith
David Raymond Hume	Chirtchart Smitobol
Olga T. Impey	Ahmad U. Sulijoadikusumo
Robert Daniel Joseph	Mary K. Bonsteel Tachau
Leo J. Juarez	Carl Stassen Thompson
Karan Kaul	Macy Akel Wyatt

CANDIDATES FOR THE DEGREE OF DOCTOR OF EDUCATION

Keen Kenneth Carter	Lois Trimble Hirst
Paula Hunt Fangman	William Conrad Stoll

CANDIDATE FOR THE DEGREE OF DOCTOR OF BUSINESS ADMINISTRATION

James Anthony Sena

CANDIDATES FOR THE DEGREE OF MASTER OF ARTS

Charles Donald Buechel	Jennings Baily Marshall
Ronald Jay Carson	Walter Wells May
David A. Crowe	Louis Mitler
Betty Allene Dale	Margaret Martin Moore
Michael Francis Donnelly	Sandra Ann Moore
Stephanie Dukovich	Jimmie Irene Page
Janice M. Engsberg	Sang Chung Pak
Marilyn Lee Fox	Phillip Roger Patton
Marc Jay Friedman	Frederic Carl Pearson
Eric Keith Green	Dorothy B. Peterson
James N. Halpin	Nancy O. Roberts
Dennis Wilson Harmon	Michael G. Snyder
Dale Gilman Harvey	Teresa Vianney Sullivan
Andrew Wesley Hull	Alina Valdes
Wayne C. Jankowske	David S. Walls
Thomas A. Kelemen	Stephen Edward White
Patricia L. King	Kathleen A. Zipf

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE

Wisuthi Amaritsut	Don Raymond Klaas
Robert Carl Arnold	Chainarong Kuntapanit
William Edgar Blanton	Samuel Greene Lindle
Harry Eugene Bryant	Martin T. Logsdon
Chia-Tien Chen	James Terrence McMahon
Susamma Cherian	David Paul Moore
William Patrick Diamond	Ernesto P. Parreno
Michael A. Gill	Felice Porter
James Roe Greene, Jr.	Robert E. Pulse
Jerry L. Hatfield	Ponpimon Saengplong
Joseph Roscoe Haywood	Quentin Edward Scholtz III
Jerry L. Hedrick	Robert Seymour Shaw
Richard William Hornung	Linn Michael Stranak
Yvonne Marie Isaacs	Hwai-Yu Laura Wu
Frank Tisdale Jones	Lun-Shu Yeh

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN AGRICULTURE

Wanbhen Amaritsut	Thomas W. Price
Kasem Chompoonutprapa	Timothy Lee Redd
Somkid Prasomphol	Worapong Suriyajantratong

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN AGRICULTURAL ENGINEERING

Shelby Charles Jett	Franklin Edward Woeste
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CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN CHEMICAL ENGINEERING

Jerry Lee Bewley	James C. Serne
John Jewell Davis	Frederick W. Thoits
William Dennis Probert	Robert Anthony Zerbonia

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN CIVIL ENGINEERING

Emil Norwood Cook	Vernon Morris Reid
Elvis Evoyd Horsley	William M. Seymour
Joseph Edward Jarboe	

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN ELECTRICAL ENGINEERING

Shankarnarayanan Ramaswamy	Lester Lynn White
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CANDIDATE FOR THE DEGREE OF MASTER OF SCIENCE IN MECHANICAL ENGINEERING

Amitava Mitra

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN METALLURGICAL ENGINEERING

William Henry Reed	Charles Edwin Sohl
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CANDIDATES FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

Terri Lee Vance Alexander	Barry Vincent Lepera
Judaline Alexander	Linda McGaffee
Peter Wade Beaty	Andrew James McMahon
Cinda Raye Belanger	Jane Gilbert McNeely
Sally Herr Bell	James Ellsworth Mills
Robert Broniecki	Sue Binns Morris
Sandra Dean Burton	Judith A. Neal
Joyce R. Clarke	Mary Keith Newman
Clarence Ronald Coleman	Ronald Stephen Pelfrey
Lana Lou Cooper	Nan Mary Pigman
Margaret Taylor Cornette	Rozella Motley Potter
Lonnie H. Davis	Margaret K. Price
Vanira Newell Erickson	Dan Calvin Quigley
Ellen H. Feldman	Roger Lee Raybould
Orrin James Ford, Jr.	James Anthony Richardson
Maritza Gift Grant	John H. Scahill
Marvin Clinton Holmes	Suzanne Lachen Schulz
Linda Ann Hopper	Patricia Carol Sihler
Mary E. Hoyer	Christine Yvonne Thornton
Kennard David Jones	Nancy Borsuk Turnbull
William Kenneth Keown	Laura Kay Vannoy
Mary Lou Kruthoffer	Glen Ray Wells
James Henry Lamb	Robert Lee Wheatley, Jr.
Teresa Louise Lane	Ivor L. Wilson
William Munro Leighton	Ruby Lee Wright

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN EDUCATION

Sheila Platt Becker	Patricia Ping Lackey
Jon Charles Dalton	Kawanna Jo Simpson
Billie Anne Hamm	Chester Lynn West
Charlene Walters Jacobs	
William Martin Knox	

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN ACCOUNTING

Jack Hayward Brown	Kenney Wallace Hamm
John Dennis Egan	Arnold Thomas Van Etten II

CANDIDATE FOR THE DEGREE OF MASTER OF SCIENCE IN NUCLEAR ENGINEERING

Walter Larry Martin

CANDIDATES FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION

Calvin Ray Beard	Ronald Lee Kissling
David Joseph Bowling	Albert Finch Scruggs
Jack M. Combs, Jr.	

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SCIENCE

Lawrence S. Berk	Karen Jane McKay
Karen E. Fisher	Mary Anne Martin
Daniel Henry Gann	Timothy Allen Pasden
Barbara Hilton Hiatt	Geneva B. Pullen
Barbara S. Ison	Teresa Lorraine Reed
Karen L. Kosty	Michael Wayne Schaefer
Parthenia Lafferty	Elizabeth Gabor Thomas
Winnie Woot Man Leung	William Kimball Varin

CANDIDATE FOR THE DEGREE OF MASTER OF SCIENCE IN STATISTICS

Lawrence Ray Catlett

CANDIDATES FOR THE DEGREE OF MASTER OF FINE ARTS

Jeanne Clare Crouse	William Edson Lester
Lewis Lidnell Glaze	

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN CLINICAL NUTRITION

Gloria D. Byrd	Marilyn Derby Smith
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CANDIDATE FOR THE DEGREE OF MASTER OF SCIENCE IN RADIOLOGICAL HEALTH

Ruth Arlene Robinson

CANDIDATE FOR THE DEGREE OF MASTER OF SCIENCE IN MEDICAL RADIATION DOSIMETRY

Charles William Coffey II

CANDIDATE FOR THE DEGREE OF MASTER OF SOCIAL WORK

Elizabeth A. Kirlin

COLLEGE OF LAW

Robert G. Lawson, Dean

CANDIDATES FOR THE DEGREE OF JURIS DOCTOR

Eldred Edward Adams, Jr.	John Russell Groves, Jr.
Richard Morgan Allen	Charles Kent Hatfield
Gregory Michael Bartlett	Robert William Heaton
Bruce Boyens	Joseph Martin Hood
Walton Logan Calvert	Anna H. Isaacs
Roger Ray Cantrell	William Harrison Jackson
Merle C. Clark	Carroll Roger Jenkins
Robert David Clark	Gary Charles Johnson
Theodore D. Daniel	Jack G. Jones, Jr.
William Geier Deatherage, Jr.	Kathryn Jude
Kenneth Eugene Dillingham	J. Michael Kimbley
James Michael Foster	Raymond D. Kirk
Richard Lee Gentry	Clyde Louis Kuehn
Henry C. Germann	John Rodney Lawrence

Candidates for the Degree of Juris Doctor - cont

Herman Wesley Lester
Michael Julian McGraw
E. Glenn Miller
Philip Walton Moss
Thomas Drewie Muncy
Joseph A. Newberg
James Landon Overfield
J. David Porter
John Wilson Ringo
Thomas E. Rollins
Everett Timothy Sanders
Richard A. Sanks
Robert J. Schroder
Ralph Wayne Shelburne

Charles Edwin Shivel, Jr.
Louis M. Stewart
Michael Allen Stidham
Paul Darryl Stith
Henry Cliff Stoltz
John Carmel Tackett
Summer Patrick Terry
Joe Lynn Travis
Arnold Turner, Jr.
Roger Dale Vanover
Reuben Glenn Walker, Jr.
Beverly June Westbrook
Michael Van Withrow

COLLEGE OF DENTISTRY

Harry M. Bohannon, Dean

CANDIDATES FOR THE DEGREE OF DOCTOR OF DENTAL MEDICINE

Rickey P. Fields

Steven Wiley Okeson

COLLEGE OF ARTS AND SCIENCES

Art Gallaher, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS

William Stevenson Allen
Hugh Nelson Archer
Jerry Lee Arlinghaus
William Craig Aulenbach
Scott C. Baas
Sandra Haurly Baglan
Thomas Nicholas Baglan
Susan Elizabeth Bailey
David Crutcher Balch
Elizabeth B. Baldwin
Paul Douglas Barker
Bruce Harrison Barr
Martin Douglas Bauer
Howard Craig Baughman
James Arthur Beaver
Algie Fonso Belcher
Robert Mark Berkey
Rebecca Ann Birch
Norman Alvin Bishop
George Maxwell Blumenthal
Robert J. Brewer
James Michael Brooks
Carl Wayne Brown
Nancy Carleton Brown
James William Browning

Claudia Groves Button
George Daniel Byrum
Rebecca M. Carroll
Samuel M. Church
Barbara Krekel Clark
Marvin Earl Clem
Edwin Harris Cohen
Susan Anne Colby
Wanda Lee Cole
Connie G. Combs
Cecil Virgil Cook
Larry Foster Courtney
Lee Crawford
Margarita M. del Cid
Helen A. Digenis
Roger P. DiSilvestro
Charlotte Kay Domm
Anne Clarkson Elder
Richard Sargent Elliott
Janice Aileen Fisher
Sally Jean Fisher
Suzanne Culley Fleischmann
Steven Anthony Forbes
Joseph Emmet Freeman
William Joseph Gallion

Candidates for the Degree of Bachelor of Arts - cont

Martin Warren George	Elizabeth H. O'Leary
James Lee Gerstle	William James Petot
Johanna Lynn Glass	Max Douglas Picklesimer
Lucy Campbell Graddy	James William Pierce
Logan Gayle Gray III	Lucinda Cabell Posey
Betty Patricia Green	Patty Jamison Powell
Eric David Hall	Viola McBee Ray
Douglas George Hamilton	Charles G. Read
Mary Carolyn Hancock	Marcia Baugh Redmond
Michael Wayne Hardy	James Randall Reinhardt
Jeffrey Malcolm Hartfield	Roger Franklin Rhule
Mark C. Heimerdinger	Margaret Allen Robertson
Michael Millard Herrick	Maria Carmen Rodriguez
Kay Helen Hooper	Robert Bruce Rogers
Beverly Joyce Hudson	Richard Mark Rothfuss
Mary Elizabeth Humpert	Reed Joseph Ruchman
James Richard Hurtt II	Suzanne Stephenson Rudd
James Stephen Ison	Garry Elmer Rust
Robert Stewart Jennison	Paul Charles Ryan
Ginna Gray Jones	Lysa Ann Scarborough
Martha Susan Keever	Loren W. Schmidt
James David Kennamer	Michael Lawrence Schulkens
Margaret Ellen Kennedy	Roddy Dane Scott
Terry Patricia Kincaid	David Owen Selzer
Steven George Kuhl	Eliza Jane Sherrill
Robert Claiborne Lamar	Maureen K. Simon
Thomas Jeffrey Langan	Barbara Cecilia Slaton
Jack B. Layne	Elizabeth McLeod Smith
Virginia Ellen Leach	Rose Johnson Spalding
Milton H. Lewis III	Ann E. Stark
Ralph Clifton Long	Harry Joseph Stone, Jr.
Arthur C. McChesney, Jr.	Terence Joseph Stone
Jack Dixon McComas, Jr.	Robert Morton Stout
Sarah Sue McConnell	Donna Craig Straus
Gwyndolyn M. McGowan	Nancy Ann Streif
Mary Julia McNeese	Satyra Ann Summerour
Kathleen Frances Malone	Daniel Nicholas Tenfelde
Michael Howard Mason	Cathlyn Thomas
Harold Rodney Massie	Kearns Reid Thompson III
Kenneth Howard Mauser	Carolyn W. Thomson
Sara Edwards Meyer	Anthony Charles Tobbe
Delano Blaine Miller	Gail Atchison Tucker
Herbert Allan Miller	Susan Wade Tycer
John Arthur Miller	Deborah Anne Villines
Robert Frazier Miller	Thomas Lytle Walker
Charles Walter Moffett	Kathleen Ann Weber
Matthias Miller Monarch	Rita D. Weber
Patrick Smith Morrison	Esther K. Weil
Margaret Stone Mory	Judith Elizabeth West
Michael James Noe	George R. Williams
Connie M. Noger	Mary Patricia Wills
Robert J. Nota	Harry Joe Yanik
Evelyn Chase Odom	

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE

Virgil Nelson Barnes	Howard Vincent Kelley
Garnett Woodruff Bryant	Dennis Michael Kuhl
John B. Cantrell	Bruce Nelson McDonald
Jane Carol Cassidy	Kenneth Michael McNutt
William Arnold Caudill	Robert Allen Mitchell
David N. Cherry	Stanley A. Muehlenkamp
Doris Jeanne Coffey	James Scott Mueller
Michael F. Collins	Patricia Ann Nolan
Alice Clark Crump	Michael Parker
Francis Patrick Daniel	Deborah Leigh Perry
Dale H. Dinsmore	John Alan Rich
Steve Clements Enzweiler	Nannie Gene Sargent
Larry Douglas Fuller	Clinton Charles Schmidt
James Raymond Gum, Jr.	Suzanne Marie Shaw
Jan Thomas Haynes	George S. Stefanis
Seibern Kyle Hazelett	John Joseph Stolz
John Walter Hopkins	Susan Kay Strange
Harrell Emerson Hurst	David Earl True
Kerry Lee James	Robert Andrew Willett
Thomas Eugene Jolly	Francis Patrick Wise
Edward Myron Kehr	

CANDIDATES FOR THE DEGREE OF BACHELOR OF MUSIC

David Alan Bottom	Philip Smith, Jr.
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CANDIDATES FOR THE DEGREE OF BACHELOR OF MUSIC IN MUSIC EDUCATION

Martha Bain Fleishman	Lora Louise Ulrey
Jo Ann Foster	Linda Marie Ward
Patricia Griffin Ronvaux	Gary Lynn Williams
William Keith Rowlette	

CANDIDATES FOR THE DEGREE OF BACHELOR OF GENERAL STUDIES

James Richard Brinegar	Robert Breckinridge Morrison, Jr.
David Anthony Gulick	Robert Lee Satchell
Robert Forrest Kelley, Jr.	

COLLEGE OF AGRICULTURE

Charles Elmer Barnhart, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN AGRICULTURE

Robert Struss Arrington	Richard W. Horn
Paul Franklin Beavin	Steven Wesley Humphries
Roger Dale Blanton	Randall Dennis Meadows
Suzanne Maria Brown	William D. Musser
Georgia Carole Bryant	Robert J. Naylor
Michael Edward Canty	Thomas Proctor Stenger
Mary Lynn Davenport	William Keller Taylor, Jr.
Kenneth Dale Edwards	John Leo Twehues
Jerry Marshall Felts	Barbara E. Wakefield
Jonathan Dutrow Hawes	Thornton J. Wihry

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN FORESTRY

Thomas Charles Marcum
Ronald Bruce Neal
John James Pohlman
Lowell Glenn Shadoan

John Carl Stacy
James Alan Vail
Philip Albert Wagner III

COLLEGE OF ENGINEERING

James E. Funk, Dean

CANDIDATE FOR THE DEGREE OF BACHELOR OF SCIENCE IN AGRICULTURAL ENGINEERING

Gary Lee Metcalf

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING

Wayne E. Brooks
Richard T. Burks III
Patrick Dale Humphress

William Lynn Perry
William Terry Strange

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Jack Adam Baker
Charles Stanley Bishop
John Leonard Carr
Thomas Litrell Caudel
William Kelly Caylor
Dwayne Carmel Clemons
John Thomas Cook
Barry Young Dixon
Charles Thomas Gorman
Rita Warren Heckrotte
Carroll E. Jagers
Terry Hugh Lacer
Paul Denton Lundy
Wayne Roger McCleese
Todd Kevin McClure
Raymond Ralph Meyer

Terry Wayne Moore
William Hazlett Pearce
Bill Clark Perkins, Jr.
S. Dean Perry
John Harrison Rasnick
Lyndon Chester Richardson, Jr.
Larry Richey
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John Earl Schmidt
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The Senate approved a waiver of the 10-day circulation rule in order to consider the next item on the agenda. On behalf of the Senate Council, Mr. Hopson presented a motion that SECTION IV-2, 2.12 Admission to Advanced Standing, Rules of the University Senate, be changed to delete the last sentence in the first paragraph. This proposal was circulated to the faculty under date of January 29, 1973.

The proposed recommended deletion reads:

Only credits earned with a grade of C or higher will be accepted.

Chairman Adelstein then called on Professor Alfred Crabb, Chairman of the Rules Committee, to discuss the proposal with the Senate. Professor Crabb's remarks follow:

The proposal to change the present University Rules is a proposal to delete one sentence. That sentence is "Only credits earned with a grade of C or higher will be accepted." The Rules Committee discussed this, on the recommendation of two University deans who brought two of the problems, at least, to our attention and we investigated through the Registrar's Office, and other ways, the reactions across the campus to this sort of proposal, and came up with some very interesting matters.

First, and I think, most important, this does not, in any sense, change the students who would be admitted. The same students who would be admitted now would continue to be admitted. There would be no change in that at all.

Second, we are at present accepting D grades under certain circumstances, and these are varied. For instance they are not, technically, transfers, but we accept all D's from Community Colleges. We accept transfers of pass-fail grades without knowing whether they are equivalent to D's or not. We frequently run into situations such as a student who comes with two semesters of freshman composition, one of those semesters with a D. Has he met our requirement for freshman composition? He would have if he had been here. So we have a multitude of situations which arise out of this. We noted, for instance, there is a growing list of schools across the country at which D grades are being accepted on transfer certificates. Vanderbilt was included on the sheet which was circulated. There are others: Michigan State, Mississippi State, University of Mississippi, University of North Carolina are among those we discovered that do accept them. In addition, many others are accepting them after evaluation--taking a middle position on these.

Another matter which we discovered was that we have many students coming in with 3.0 standings, who may have one, perhaps two, D's on their records, and yet they have achieved a 3.0 standing for transfer. Another is, the average acceptable transfer student would have no more than two or three D's anyway. Another interesting matter which might be a subject for consideration in connection with some other issues we have already heard mentioned, a majority of our transfer students do better at Kentucky than they did at the schools from which they transferred. For these reasons the Rules Committee recommended to the Senate Council that we accept D's on transfer students.

The Rules Committee took one additional step which did not get on the circularization and that concerns implementation. We recommended that this provision be effective for those transfer students accepted for admission to the Fall Semester 1973. A transfer student who is enrolled before this date may receive the same privileges upon written request to his dean.

The Senate approved the motion as presented by Mr. Hopson to delete the last sentence in SECTION IV-2, 2.12. The paragraph, as approved, now reads:

2.12 Admission to Advanced Standing

The applicant for admission must present evidence that he is in good standing in every respect in the institution he last attended. At no time shall college or university records be disregarded to admit an applicant solely on the basis of his high school records. He must have maintained a grade point average of 2.0 or an average of C, in all previous college work.

On behalf of the Senate Council, Mr. Hopson presented a motion that SECTION V-9, 2.46 Final Examinations, Rules of the University Senate, be changed to read as follows. This proposed change was circulated to the faculty under date of January 23, 1973.

2.46 Final Examinations

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(s) of the intersession and the summer sessions.

Any student with more than three examinations scheduled on one day shall be entitled to have the examination for the class with the lowest catalog number, rescheduled. All petitions for rescheduling must be made to the instructor in writing no later than one week prior to the last class meeting.

Final examinations may be administered at other than the regularly scheduled times only after the recommendation of the chairman of the department and the dean of the college, and the approval of the Registrar.

If a conflict is created by the rescheduling of an examination, the student shall be entitled to take the examination at the originally scheduled period or at another time during the examination week by mutual agreement with the instructor.

Chairman Adelstein again called on Professor Crabb to discuss the proposal with the Senate.

The Rules Committee in studying the final examination changes actually rewrote the entire section on final examinations in the University Rules. However, we made substantive changes in only three areas. I would like to point out these for you, and indicate to you that our intent was not to make any substantive changes in any other

portions of those final exam rules.

First, we noted that the University Rules did not set up a pattern for the scheduling of examinations in the intersession or either of the summer sessions, so we have added a portion which establishes those examination periods in the last class day or days of those sessions.

Second, we made a substantive change for the benefit of students who would find themselves with three or more final examinations scheduled for the same examination day. We puzzled about how to handle this and came up with a device to permit that student to reschedule the examination for his class with the lowest catalog number. We chose the lowest catalog number as first, as good a way as any. And second, the idea was that many of these classes would be multi-sectioned courses and there might be other exams scheduled into which they could be moved without disruption of any faculty member's schedule at all. And for those examinations which are now being offered en masse--common final examinations which occur most frequently with lower catalog numbers--we noted that almost without exception those common final examinations, by necessity, have to have a second make-up exam period for those students who, for one reason or another, missed the first one. So those will have make-up sessions already in the works and the students could be fitted into those.

For the third substantive change which we made, concerning the resolution of what happens when a faculty member officially re-schedules a final examination and thereby creates an examination conflict for a student in the class, we set up a simple device and I quote: "If a conflict is created by the rescheduling of an examination, the student shall be entitled to take the examination at the originally scheduled period or at another time during the examination week by mutual agreement with the instructor."

Those are the three substantive changes.

In discussion which followed question was raised of interpretation of the third paragraph, to wit, to which of the four instructors could the student petition for an examination change if a student had three regularly scheduled examinations in one day and an instructor changed his examination schedule, thus creating four for the student. In analyzation which followed it was determined that the third substantive change the Rules Committee had made, which is the last paragraph of the motion, would need to be rephrased to resolve the question of what constitutes a conflict.

Question was raised of interpretation of the first sentence as it relates to whether or not final examinations must be given. Professor Crabb stated that it was not the intent of the Rules Committee to change that requirement and that it did not interpret the rephrasing of that paragraph to have been a Rules change from the present requirement. Some Senators felt that it was a Rules change. Motion was then made to amend the first paragraph of the motion to substitute the first sentence of the present Rule for the first phrase of the proposed Rule. The Rule would then read:

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

Following further discussion both for and against the proposed amendment question was called and the Senate voted to stop debate. The Senate then defeated the proposed amendment by a vote of 33 in favor and 63 opposed.

A motion was made to amend the first paragraph to add the sentence: "There shall be no examination given during the seven days preceding the examination period." For clarification, suggestion was made, and the Senator making the motion agreed, to change the sentence to read "There shall be no examination given during the class week preceding the final examination period."

Amendment to the amendment was then made to change the sentence to read: "There will be no examinations given during the last class week of the regular semester that will count more than five per cent of the final grade." This was withdrawn as an amendment to the amendment after the Senator proposing the original amendment agreed to accept this wording of the sentence. Following further debate motion was made to return the entire motion, as presented by Mr. Hopson, to Committee. The Senate approved this motion and the entire motion was returned to the Rules Committee.

The Senate approved a waiver of the 10-day circulation rule in order to consider the next item on the agenda. On behalf of the Senate Council, Mr. Hopson presented a motion that the Senate adopt the proposed change relating to program or course objections, which is SECTION III-3, 2.0 (8), and SECTION III-5, 3.0 (5) in the Rules of the University Senate, circulated to the faculty under date of January 30, 1973.

Again the Chairman called on Professor Crabb to discuss the proposal.

I believe the substance is on the circularization that you received through the mail under date of January 30, 1973. One other point has come up, however, and we have instituted a small rewording for a specific purpose. The motion that Mr. Hopson has presented would change the rule to say ". . .If objection is raised and resolution not accomplished, a faculty member may have the issue placed on the agenda of the next regular Senate meeting by sending his written objection to the Senate Council and having it signed by five other faculty members who must be Senators. . ." The student Senators pointed out that this was not phrased properly to indicate that student senators could also sign. We have settled on the following wording. If you find a better one, we will probably accept it. ". . .If objection is raised and resolution not accomplished, a faculty member may have the issue placed on the agenda of the next regular Senate meeting by sending his written objection to the Senate Council and having it signed by five others who are members of the Senate. . ."

Motion was made to amend the change presented by Professor Crabb to read ". . .If objection is raised and resolution not accomplished, an individual may have the issue placed on the agenda of the next regular Senate meeting by sending a written objection, signed by five Senators, to the Senate Council. . ."

Motion was then made to amend the amendment to substitute the word "Senator" in place of the word "individual". The Senate approved this amendment to the amendment. The Senate then approved the first part of the motion relating to SECTION III-3, 2.0 (8) as presented by Mr. Hopson and amended by the Senate. That Rule, as approved, with amendment, reads:

2.0 Procedures for Processing Programs and Changes in Programs

(8) If no objection is raised to the Senate Council actions on programs within ten (10) days of notification, these actions become official. If objection is raised and resolution not accomplished, a Senator may have the issue placed on the agenda of the next regular Senate meeting by sending a written objection, signed by five Senators, to the Senate Council. Action by the University Senate on such objections is final.

The Senate agreed that the amendment it had just passed should also apply to the second part of the motion relating to SECTION III-5, 3.0 (5) as presented by Mr. Hopson.

The Senate then voted to approve the second portion of the motion presented by Mr. Hopson, and amended, namely, SECTION III-5, 3.0 (5). That Rule as approved, with amendment, reads:

3.0 Procedures for Processing Courses and Changes in Courses

(5) The Senate Council reports final decisions on courses and, if no objection is raised within ten (10) days of this circulation, the actions become official. If objection is raised and resolution not accomplished, a Senator may have the issue placed on the agenda of the next regular Senate meeting by sending a written objection, signed by five Senators, to the Senate Council. Action by the University Senate on such objections is final.

A Senator noted that unauthorized person(s) had been observed taping the proceedings of the meeting; that they should be cautioned not to release the proposed honorary candidates for degrees and that they should be directed not to use tape recorders at the Senate meetings without approval by the Senate. The Chairman asked that this be made a part of these minutes.

The Senate adjourned at 4:30 p.m.

Kathryne W. Shelburne
Recording Secretary

UNIVERSITY SENATE
February 12, 1973

AGENDA

- 3 1. Introductory remarks - Chairman Adelstein
- 1 ✓ 2. Approval of minutes of December 11, 1972 with addition by Dr. Gesund
- 2 ✓ 3. Results of mail ballot to change Rules, Section V, 2.41, circulated under date of November 20, 1972 -- For - 116, Against - 18, - Chairman Adelstein
- ✓ 4. Presentation of honorary degree candidates - ^{Dr. Coletree} ~~Dean Royster~~
- ✓ 5. Resolution for Professor W. Garrett Flickinger - Chairman Adelstein
- ✓ 6. Candidates for degrees as of December 21, 1972 graduation date (approved by Board of Trustees 1/16/73, contingent on approval by the University Senate). Circulated under date of January 24, 1973 and if no corrections, stand approved as circulated.
- ✓ 7. Proposed change in Rules, Section IV, 2.12 (circulated under date of January 29, 1973) - Mr. Howell Hopson *D. Coletree*
8. Proposed change in Rules, Section V, 2.46 (circulated under date of January 23, 1973) - Mr. Howell Hopson *final version*
9. Proposed change in Rules, Section III, 2.0 (8) and 3.0 (5) (circulated under date of January 30, 1973) - Mr. Howell Hopson *objections to program or etc*

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

March 2, 1973

Dr. James H. Wells, Chairman
Department of Mathematics
953 Patterson Office Tower
CAMPUS

Dear Jim:

Thank you for your comprehensive reply to my Senate address. I wonder whether there is as much disagreement between us as you indicate.

I agree with you that the University should be able to move ahead despite the drying up of funds. And I will admit that leadership has been lacking. In this connection, I would certainly appreciate any suggestions from you about what the Senate Council could do to furnish this leadership.

As for your assessment of the quality of the graduate program, I realize that there is room for much improvement, but we have come a long way in the past ten years, as you note in reviewing the mathematics department. In Spanish, History, the College of Dentistry, and other areas, we have nationally recognized scholars and programs. Consequently, I evaluated the graduate faculty as "eminent" although realizing that we are not "superior," meaning at the level of Harvard, Yale, Michigan, or such prestigious schools.

And I would also agree that in mathematics, you have developed an excellent program and a fine teaching faculty. But certainly you are aware, Jim, that most departments are far behind mathematics in their concern or commitment to undergraduate education. If you have not been successful, it has not been for lack of effort, energy, or interest. But my remarks do not apply to mathematics, English, chemistry, and a few other departments.

Your remarks about standards echo to some extent what I believe I stated. I am disturbed by the high grades being recorded in

Page 2
J. Wells
3/2/73

some departments and colleges for nearly all students.

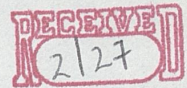
Finally, I had hoped in my address to indicate concern and to focus attention on the lower division programs, and to suggest what you have said so well: that "it is equally important that some of us must devote substantial time and energy . . . to active involvement in the development of our lower division program." Amen! Now I can't make President Singletary say that or change the merit system, but if I speak out, and you write him about it, and others speak up, then perhaps something will happen.

I'm trying, Jim.

Cordially,

/cet

Michael E. Adelstein
Chairman, Senate Council



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF MATHEMATICS

February 23, 1973

Dr. Michael Adelstein, Chairman
Senate Council
Administration Building
Campus

Dear Dr. Adelstein:

Today I received through faculty mail a copy of your address of February 12 to the University Senate and I find myself in sufficient disagreement with some of your remarks to prompt a response.

First, you comment on the extent to which the dynamic drive and excitement which characterized this university in recent years has been dissipated. That is obvious to us all. You imply that this loss of internal drive has occurred because of public disenchantment and a drying up of those funds which we all thought to be inexhaustible. To some extent that is certainly true, but I remember and know about departments and universities which were dynamic and exciting years before the public vaults were opened to us. It may well be that the tying of our internal well-being exclusively to budget and public opinion factors represents an overly narrow view of the source of excellence and innovation. In fact I would argue that a good deal of our current malaise results from lack of internal leadership by those charged by our governing regulations to lead, namely: President Singletary and The Senate Council.

You go on to point with pride to "our eminent graduate faculty and our excellent graduate program." I hardly know whether to take you seriously in this remark. In the first place our graduate faculty is not "eminent" by any reasonable standards. Our graduate program does have quality units but in some areas it is marginal at best and overall is probably only adequate.

Dr. Michael Adelstein
February 23, 1973
Page 2

As an illustration of this let me take the mathematics department in whose growth I have participated for ten years. In 1962 this department was moribund at all levels. Through a lot of hard work and a good deal of luck we have been able to expand in both size and quality. And locally, many faculty and administrators seem to regard our department as one of excellence. But we know that on a national level we are adequate at best, not even among the top twenty departments in the country, and definitely inferior to the mathematics departments of Indiana, Purdue, Virginia and Illinois, but, I believe, better than those of North Carolina, Tennessee, Florida and Texas. A more balanced estimate is that in the early sixties our graduate program was at level "0", and now after ten years of extraordinary effort we have many areas of real competence and a few on the threshold of national prominence. The dramatic aspect of this development is not our "excellence" but rather the extent to which we have narrowed the "excellence gap" between our graduate program and those of many quality institutions.

You go on to describe our undergraduate program as "a neglected, undernourished, and deprived stepchild". Again let me respond by recounting my own experience.

When I arrived in 1962 the mathematics department undergraduate curriculum could easily have been taught here in 1918 and probably was. It literally had remained unchanged for over a quarter of a century, oblivious to the ongoing explosion in current mathematical development. First we began to hire faculty aware of these developments and their implications for the teaching of mathematics. We changed our calculus (not too successfully), introduced new and (I think) exciting courses at the undergraduate level for mathematics majors, and in recent years introduced special courses for business majors, a course in mathematical appreciation for liberal arts majors and new courses for elementary education majors. Also we have put in new courses in applied mathematics and for computer science majors. We created the position of Director of Undergraduate Studies and for a period filled it with Steve Puckette. Next year we hope to attract Steve Langston to the position, a young man with tremendous energy, intelligence and ability in the undergraduate curriculum.

Dr. Michael Adelstein
February 23, 1973
Page 3

During this period we have worked hard, very hard on our undergraduate program. The quality of our instruction has improved substantially, a large majority of our faculty has become vitally interested in good teaching at all levels and we have time and again changed our advising system to make it more effective. But I must confess that somehow we have failed overall to attain our goals of excellence at the undergraduate level.

Our failure is not due to neglect or lack of compassion, we do care and we do try. But in order to succeed we have to have some cooperation from the students (they have responsibilities too) and the secondary schools who prepare them. It is definitely true that today for example, I cannot maintain the same level of difficulty in a beginning calculus course that I could ten years ago. And it is not easy to maintain standards when, in some courses students expect and get substantially all A's.

But this is not the place to analyse the complexities of undergraduate instruction. The fact is we have not come off well in an enterprise for which we had great hopes. However we are going to keep trying, we will innovate and test new methods of instruction. Hence I resent more than a little your strong assertion that we haven't tried.

There are few great teachers on this campus. Most of us are in the great middle ground and a few are incompetent - a positive menace to students at any level. Thus it seems to me a shallow approach indeed to always speak of instructional weakness in terms of the absence of the purported great teacher. The point to emphasize it seems to me, is that "competent teachers should take their turn in introductory courses", that is, the vast majority of our faculty must teach undergraduate courses on a routine basis.

In mathematics, every faculty member is expected to teach at least one undergraduate course each semester and he is expected to be competent to teach just about any undergraduate course we offer. In this way we force our faculty to develop broad competence at the undergraduate level - notes are not given a chance to yellow. Our courses for elementary teachers are routinely staffed by senior faculty. So we have long had a department policy

Dr. Michael Adelstein
February 23, 1973
Page 4

of placing our senior staff in introductory courses. Yet we still are having mixed results in these courses even with our good teachers.

I agree with your position that interested and creative faculty should be given "release time to develop new courses and experiment with new teaching techniques." However, I strongly disagree with your conclusion that the solution lies in relieving young assistant professors from research responsibilities so they may pursue curriculum development activities. You imply that we have here on campus large numbers of bright, talented young men eager and able to solve the instructional dilemmas whose subtleties lie beyond the senior staff and who, relieved of the shackles of research, would rush in and save the day. I doubt this, but in any case I think a large majority of our younger faculty have a strong desire to realize their intellectual potential through scholarly achievement and they understand that posing as an innovative teacher without the leavening activity of scholarship will, over the long haul, certainly not produce a creditable scholar and is not even likely to sustain continued competence in the classroom of a university.

Also I reject your implication that the faculty is shackled by odious research requirements imposed by an implacable Administration. My love of mathematics and her sister subjects developed in graduate school under the guidance of two truly great teachers and scholars. Through their example I experienced the joy of discovery and the satisfaction of well understanding ideas fundamental to the subject. My aspirations as a teacher and mathematician were forged long before I was employed here and I bristle at the suggestion that my work and my philosophy toward my discipline was dictated by some abstract set of promotion requirements. Moreover, I think most people in mathematics share this view. Our need to do research is an expression of devotion to and concern for the continued growth of our subject. Admittedly our assistant professors feel pressured by promotion standards and well they should for we believe that admission to the tenured ranks represents a strong commitment not to be bestowed lightly.

It seems to me that the tenured faculty, not the assistant professors, should share the major responsibility for the introduction of new courses and new techniques in the lower-division curriculum. But I sense a reluctance on their part to do this,

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February 23, 1973
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at least such seems to me to be the case in our department. Even the associate professor with tenure is often unwilling to broaden his view of departmental life and his responsibilities to the university and the reason may well be that he believes that merit attaches to nothing except research. The fact that is not the case in our department does not make the fear less real. This problem might be partially solved if President Singletary were to address the University Senate and say in effect, that while at a major university we must have a large majority of our tenured faculty significantly involved in quality research programs, it^{is} equally important that some of us must devote substantial time and energy not to just teaching, we all must teach and the expectation is that we will teach well, but to active involvement in the development of our lower division programs; and that such activity will be evaluated and rewarded on an equal footing with research. This needs to be said for most of us don't believe it to be currently true.

Finally, I agree that we should do everything we can to improve instruction in the freshman and sophomore years. We must experiment, innovate and all that, but at the same time we must not forget about standards. Many entering students should be asked to leave and the freshman and sophomore courses, to a large extent, have to tell them so. But this function will be lost if we adopt the attitude that every learning experience must be positive no matter how vacant the vessel.

Sincerely,

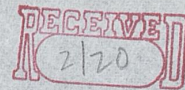
James H. Wells

James H. Wells
Professor of Mathematics

JHW:bm

UNIVERSITY OF KENTUCKY

DEAN OF ADMISSIONS AND REGISTRAR



February 19, 1973

Professor W. Garrett Flickinger
8009 Hendrix N.E.
Apt 519
Albuquerque, New Mexico 87109

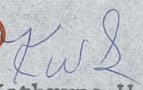
Dear Dr. Flickinger:

At the University Senate meeting of February 12, 1973 the Secretary of the Senate Council, Howell Hopson, presented a resolution concerning your chairmanship of the Senate Council and directed that I send a copy of the minutes of that meeting to you.

I know you are enjoying your semester away from the campus and particularly release from your role in the Senate Council. Live it up and have a marvelous "vacation".

Cordially,

Elbert W. Ockerman
Secretary, University Senate


By: Kathryn W. Shelburne
Recording Secretary, University Senate

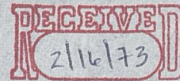
KWS/apg

cc: Chairman, Senate Council ✓

Enclosure

UNIVERSITY OF KENTUCKY

DEAN OF ADMISSIONS AND REGISTRAR



February 14, 1973

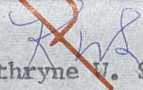
Mr. Keller Dunn
Registrar's Office

Dear Keller:

The University Senate met in regular session on Monday, February 12, 1973 and changed the Rules of the University Senate, SECTION IV-2, 2.12 Admission to Advanced Standing, to delete the last sentence in the first paragraph. The sentence which was deleted read "Only credits earned with a grade of C or higher will be accepted." Thus, now the authority is official to accept Ds on transfer students.

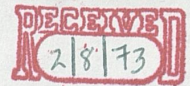
Cordially yours,

Elbert W. Ockerman, Secretary
University Senate

By:  Kathryn W. Shelburne
Recording Secretary, University Senate

KWS/apg

cc: Chairman, Senate Council



UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

January 30, 1973

MEMORANDUM

TO: Members, University Senate

FROM: University Senate Council

RE: Agenda Item for Senate Meeting February 12, 1973:
Proposed Change in the Rules of the University Senate
(Section III, 2.0, (8), page III-3 and Section III, 3.0,
(5), page III-5) having to do with a single faculty member's
objecting to a program or course in the Senate.

The Senate Council, upon the recommendation of the Rules Committee, circulates the following proposal for consideration at the next meeting of the Senate to change Section III, 2.0, (8), page III-3 and Section III, 3.0, (5), page III-5, relating to program or course objections in the Senate.

Change III, 2.0, (8) From:

"If no objection is raised to the Senate Council actions on programs within ten (10) days of notification, these actions become official. If objection is raised and resolution not accomplished, the individual making the objection may have it placed on the agenda of the next regular Senate meeting, through the Senate Council. Action by the University Senate on such objections is final."

Change To:

"If no objection is raised to the Senate Council actions on programs within ten (10) days of notification, these actions become official. If objection is raised and resolution not accomplished, a faculty member may have the issue placed

on the agenda of the next regular Senate meeting by sending his written objection to the Senate Council and having it signed by five other faculty members who must be Senators. Action by the University Senate on such objections is final."

Change III, 3.0, (5) from:

"The Senate Council reports final decisions on courses and, if no objection is raised within ten (10) days of this circulation, the actions become official. If objection is raised and resolution not accomplished, the individual making the objection may have it placed on the agenda of the next regular Senate meeting, through the Senate Council. Action by the University Senate on such objections is final."

Change To:

"The Senate Council reports final decisions on courses and, if no objection is raised within ten (10) days of this circulation, the actions become official. If objection is raised and resolution not accomplished, a faculty member may have the issue placed on the agenda of the next regular Senate meeting by sending his written objection to the Senate Council and having it signed by five other faculty members who must be Senators. Action by the University Senate on such objections is final."

Significance:

These rule changes will require an objector to find support for his views within the Senate, thereby insuring that debate time will be devoted only to matters of merit.

Rationale:

Proposals for new programs and program changes as well as those for new courses and course changes are submitted to numerous faculty members, committees, and councils before being circulated to the Senate. It is felt, therefore, that the objection of a single person is not substantial enough to place the item on the Senate's agenda, as specified by present Senate rule. Any pertinent matter of merit, however, may be discussed if supported by at least five Senators, who will probably be prepared and willing to argue the issue cogently on the Senate floor.

/cjw

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

January 29, 1973

MEMORANDUM

TO: Members, University Senate

FROM: University Senate Council

RE: Agenda Item for Senate Meeting February 12, 1973:
Proposed Change in the Rules of the University Senate
(Section IV, 2.12, page IV-9) having to do with the transfer
of D Grades.

The Senate Council, upon the recommendation of the Rules Committee, circulates the following proposal for consideration at the next meeting of the Senate to change Section IV, 2.12 of the Rules of the University Senate relating to the transfer of D Grades.

Change From:

2.12 "Admission to Advanced Standing
The applicant for admission must present evidence that he is in good standing in every respect in the institution he last attended. At no time shall college or university records be disregarded to admit an applicant solely on the basis of his high school records. He must have maintained a grade point average of 2.0, or an average of C, in all previous college work. Only credits earned with a grade of C or higher will be accepted. "

Change To: *Good for Fall, 1973. Others may get it upon written request of his Dean.*

Delete "Only credits earned with a grade of C or higher will be accepted."

Significance:

This rules change will allow transfer students to attend the University without losing credit for courses that they have passed at other institutions. It will not lower standards at the University because transfer students will still be required to have a 2.0 average to be admitted.

Rationale:

This change is proposed in the interest of fairness and consistency. We presently allow students with D grades from our community colleges to transfer them to the Lexington campus and we permit students with P grades from other institutions to count these grades for credit. However, transfer students with D (passing) grades receive no credit for their work.

As the number of transfer students has increased and as more of them have come from better institutions, the University has been subject to increasing criticism about its present policy concerning D grades. Also pertinent is the fact that other institutions, such as Vanderbilt, have recently changed their policy and now accept the D grade for credit.

/ejw

File

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

January 23, 1973

MEMORANDUM

TO: Members, University Senate

FROM: University Senate Council

RE: Agenda Item for Senate Meeting February 12, 1973:
Proposed Change in the Rules of the University Senate
(Section V, 2.46, page 9) having to do with Final Examinations.

The Senate Council, upon the recommendation of the Rules Committee, circulates the following proposal for consideration at the next meeting of the Senate to change Section V, 2.46, of the Rules of the University Senate relating to Final Examinations.

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 times 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(s) of the intersession and the summer sessions.

Any student with more than three examinations scheduled on one day shall be entitled to have the examination for the class with the lowest catalog number rescheduled. All petitions for rescheduling must be made to the instructor in writing no later than one week prior to the last class meeting.

Final examinations may be administered at other than the regularly scheduled times only after the recommendation of the chairman of the department and the dean of the college, and the approval of the Registrar.

If a conflict is created by the rescheduling of an examination, the student shall be entitled to take the examination at the originally scheduled period or at another time during the examination week by mutual agreement with the instructor."

/cet

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

January 19, 1973

Dr. N. J. Pisacano
Dean's Office; College of Arts and Sciences
237 Patterson Office Tower
CAMPUS

Dear Nick:

We'd like you to bring and introduce Fran Curci at our next Senate meeting on Monday, February 12 at 3 p. m. In addition, we'd like you to take this opportunity to briefly describe the official relationship of the Athletic Association and the University. As you know, many of our faculty members believe that the University budget pays for athletics and that sort of thing. Here's an opportunity to clarify such misunderstandings.

It might be best for Fran to kick-off the meeting but we'll try to work him in at any other time convenient for him.

I have officially invited him; I'll leave the rest up to you. Give me a call to confirm that he'll appear.

Cordially,

/cet

Michael E. Adelstein
Chairman, Senate Council

Incidentally if there is anyone who did not receive a copy of this or would like a copy we have several copies.

The proposal to change the present University Rules is a proposal to delete one sentence. That sentence is "only ^{credits} ~~with that it~~ is earned with a grade of C or higher" will be acceptable. The ~~recommendation~~ the Rules Committee discussed this, on the recommendation of two University deans who brought two of the problems, at least, to our attention, ~~through the Registrar's Office~~ and we investigated through the Registrar's Office, and other ways, the reactions ~~of~~ across the campus to this sort of proposal, and came up with some very interesting ^{matters} measures. First, and I think, most important, this does not, in any sense, change the students who would be admitted. The same students who would be admitted now would ^{continue} continue to be admitted. ^{There would be} We are to be no change in that at all. Second, we are at present ~~accepting~~ accepting D grades under certain circumstances, and these are varied. I don't know whether I should go into ^{some of them} the problems, for instance they are not, technically, transfers, ^{Put} we have ~~all of these~~ ^{accept all D's} from Community Colleges. We accept transfers of pass-fail grades without knowing whether they are equivalent to ~~these~~ ^{Pass or} or not. We frequently run into situations such as ^a student who comes with two semesters of freshman comp, ^{position} that is, of ~~our institution~~, one of those semesters with a ^D D. Has he met our requirement ^{for} in freshman comp. He would have if he had been here. So we have a multitude of situations which arise out of this. ~~There~~ ^{ed} And we noticed, for instance, there is a growing list of schools across the country at which D grades are being accepted upon transfer, certificates ~~circulated~~. Vanderbilt was included on ^{the} sheet which was circulated. There are others, ^{the} Michigan State, ^{Mississippi State} University of Mississippi, University of North Carolina, ~~in addition~~ to Vanderbilt, ^{that} are among those we discovered ~~do~~ accept them. In addition, many others are accepting them after evaluation, taking a middle position on these. Another matter ~~of~~ which we discovered was that we have many students coming in with 3.0 standings, who may have one, perhaps two, D's on their records, and yet they have achieved a 3.0 standing for transfer. Another is, ^{average} the ever acceptable transfer student could have no more

than two or three D's anyway. This is not being ^{a pass-fail} entry of D grades, and
another interesting matter which might be ^a subject for consideration in connection
with some other issues we have already heard mentioned, ^a the majority of our transfer
students do better at ^{the} conduct than they did at the schools from which they
transferred. For these reasons the Rules Committee recommended to the Senate Council
that we accept D's on transfer students.

9 The Rules Committee took one additional step which did not get on the circularization and
that concerns implementation. We recommended that this provision be effective for
those transfer students accepted for admission ^{to} for the Fall Semester 1973. ^{a transfer student} They receive
~~the same privileges as student enrolled before this date, may receive~~ ^{who is enrolled before this date may receive} the same privileges
upon written request to his dean. If no amendments offered we will vote on the
proposal. All in favor of the

The Rules Committee in ^{study} setting the final examination ~~changes~~ actually rewrote the entire section on final examinations in the University Rules. However, we made ^{substantive} ~~substitute~~ changes in only three areas. I would like to point out these for you, and indicate to you ^{that} our intent was not to make any ^{substantive} ~~substitute~~ changes in other portions of those ~~final exam rules~~. ^{final} First, we noted that the University Rules ~~did not schedule~~ did not set up a pattern for the scheduling ^{of} for examinations ~~a~~ in the intersession or either of the summer sessions, ~~and~~ so we have added a portion which establishes those examination periods in the last ^{class} ~~last~~ days of those sessions. ¹ Second, we made a ^{substantive} ~~substitute~~ change for the benefit of students who would find themselves with three or more final examinations scheduled for the same examination day. We puzzled about how to handle this and came up with a device to permit that student to reschedule the examination for his class with ^{the} his lowest catalog number. We chose the lowest catalog number as first, as ^{away} ~~any~~ good, as any. And second, the idea was that many of these classes would be multi-sectioned courses and there might be other exams scheduled into which they could be moved without disrupting ^{any} any faculty members' schedule, at all. And for those examinations which are now ^w being offered ~~on~~ ^{en masse} ~~common~~ ^{time} examinations which occur most frequently with ~~a~~ ^{low} ~~er~~ catalog numbers, we noted ^{that} almost without exception I ~~believe~~ ~~without~~ ~~exception~~ those examinations, by necessity, have to have a second make-up exam period for those students who, for one reason or another, missed the first one. So those will have make-up sessions already in the working ^{the} and students could benefit ^{ted} into those. ^{For} Now, the third ^{substantive} ~~substitute~~ change which we made, concerns ^{ing} the Resolution of what happens when a faculty member officially ~~reschedules~~ ^{reschedules} a final examination and thereby creates ^{an} a conflict ^{for} a student in the class, ~~an~~ ~~examination~~ conflict, and we ^{set} ~~set~~ up a simple device, ^{and} the conflict ^{is} ~~so~~ created the student shall be entitled to take the examination at the originally ~~scheduled~~ ^{scheduled} period or at another time during the ~~final~~ examination week by mutual agreement with the instructor. ¹ Those are the three ^{substantive} ~~substitute~~ changes. //

"I have a question about the interpretation ~~about~~ of ~~one line concerning~~ one line concerning more than three examinations, Are these the examinations regularly

scheduled by the Registrar? or would they include three by the Registrar and some alternate examination by the professors?

~~I would assume it was those scheduled although it would include those scheduled~~

I would assume it ^{would include} was those shifted though the rescheduled examinations are taken care of by a different clause. At present, for instance, in this last fall examination period on two of the examination days of examination week, it was possible to, theoretically possible, to have as many as five examination. We ran five examination periods on two of those days, counting the common final examination period usually held at night.

"IF I understand you correctly, if a student has three regularly scheduled examinations ^{and} in some other class changes its examinations so now he has four, he could go to one, any one of the professors, and have that examination rescheduled?"

No, the rescheduled one would be the one there. He would have the privilege of taking it at the original time or at the time of mutual consent with the instructor.

"In other words ^{if} the regularly scheduled examinations ^{which} would take ^{precedence} preference?" Yes.

^{that we have a} "Does that mean ~~there is~~ conflict in the last paragraph, does that apply to more than four a day and not merely two at the same hour?" No, that ^{applies to} is essentially two ^{of a} ~~class~~ at the same hour. "Then I don't understand your point." I am not sure that I understand it now that you have raised that question. "Obviously what we need is an understanding of conflict in that paragraph if it refers to more to creating a fourth exam. I think that is an alternative which the Rules Committee had not anticipated. You can reword it. Yes, I think so. _____"

I interpret the comments prevalent out there. There is no way the rules can give a domino effect if I read it correctly. Somebody moves directly or indirectly and it becomes a third or fourth one, you ^{don't} suddenly start bumping down the line to find

somebody else with the daily exams, who gets who, to move, the exam that moves ~~is~~
the has to adjust somehow. This will require a re-phrasing of third substitute
change. " I believe there is another ^{substantive} substitute change here, the ^{reason} stating
" ^a the final examination should be given in each course, ^{is that} Over here it says "If a
final examination ^{is to} should be given." It was not our opinion that that constituted
a change. If it ~~is~~ is so deemed I am sure that the Rules Committee would very easily
accept the original wording if that seems to be more acceptable by this light. So
it was not our intent to make a change then. "I apologize for mis-reading this
it is my understanding if three examination periods during the day, any one day,
is that right, possibly _____ so
any more than three in one day would include the common examination.

Discussion concerning shifting lower division courses rather 600 level course--
Many more hours go into preparing for lower level exam than high level course.
The hours go on the other side of the exam. If there are only three regularly
-scheduled exams during the day plus the common examination in the evening, you
would say they all do have an alternate time during which they _____. I really
can't see why there would be any need to shift one of the ~~day~~ exams during the day
and let somebody reschedule the influx.

And we have no suggestions to believe police actions those _____, but I am certain a number of ~~conflic~~ conflicts we have heard about does not mean from examination shifting officially and this does not attempt to solve that problem, and the case of the one your are raising, I would guess that the common exam held at night is likely to have the lowest number. This may not always be the case, and indeed it might be that there would be instances in which it is not the case, and maybe we need to reconsider this. Maybe this should be a Rule that established that any common exam has one of those four would be the one to be rescheduled.

All the Rules Committee ~~was-really~~ would really appreciate that.

"I believe you better clarify this first phrase -- I would propose an amendment to the words of the first sentence of the original _____

The first sentence would read: ' the final examination to be given in every course, except in special types of courses where final examination would not be appropriate. The proposal then would pass with the first sentence the proposed change. Substitute the first phrase.

Dr. Jewell opposed to the change, he thought the Rules Committee had made an excellent change here, by getting away from language he found strange, by saying you must have an exam except in those ^{special} courses where you don't have an exam, He did not understand what special courses would mean. He felt 600-700 level courses would not be appropriate for exam. So he preferred the phrase final exam be given, rather than trying to specify what a special type course would mean.

'The Rules Committee frequently finds itself considering two types of proposals. One is ~~proposi-to~~ proposal to change their way of doing things, and the other way is to bring the Rules more in line the way we have been doing things, And I think the latter category brought us to the rephrasing here, which we did not consider a substitute change from the way we have been doing it.

that to allow

We have said the final examination be given at the option of the professor, which isn't the way the Rules read now, and that we intend to do, and I ~~ou~~ would be against the amendment.

It seems to me where we stand now, it puts the Senate in the position of favoring final examination except in unusual cases. New wording puts it in the position of taking a neutral position. I would like to speak in favor of the amendment. I think we should be in a position _____ final examination, except in _____ circumstances.

Let me ask if there is anyone who has not followed this who would like a copy of the final examination proposal. Question has been called, is there a second to it, all in favor of terminating debate on this issue please signify by raising "what issue" on the amendment with the substitution of the original wording of the word 'proposed' All in favor of terminating debate on the amendment signify by raising your hand. All opposed. It takes two third majority. It is almost unanimous. All right we are now going to vote on the amendment. The amendment calls for the original wording 'that final examination should be given in each course except the special types of courses where final examination would not be appropriate. This would substitute for the proposed wording 'if the final examination is to be given it will be administered during the final examination period and not during the regular school year. ~~I see~~ I do not have this worked out editorially, but the main ^{point} ~~pluck~~ is that the amendment calls for a final examination ^{to be given} in each course the second calls for if a final examination is to be given. This removes 'if a final examination is to be given'. The amendment calls for the removal of that is a final examination is to be given. Are we clear, we are voting on the amendment the amendment removes the 'if' and the c----- of it is to make it appear as if the Senate is endorsing if final examination should be given in each course. This is a editorial interpretation. The amendment calls for you to remove the 'if' and to put more persuasive behind the giving of final examinations. All in favor of the amendment

please signify by raising your hand. All opposed - it is awfully close, I think we will have to take a vote again. All in favor please signify by raising your hand 33 - in favor; 63 - opposed. All right the amendment is defeated.

I fear there is a group full here that experience has brought out this said 'if an examination is to be given to be given at a proper time; however, ^{it} leaves the possibility the professor will say there is no final examination, but during the last class hour, he will have an examination and I ~~will~~ would therefore like to amend by adding words such as the following: "there shall be no examination given during the seven days preceding the examination period." Is there a second to this?

Many of us have fallen into the trend of giving our examination during the preceding week rather than during the final examination period so we can ~~take~~ off for other places. This would mean no quizzes during exam week. This is not the same as a full hour exam, and I might want to leave it to some one to define it, by examination I intend full examination substituting surreptitiously for the final. I didn't mean a physical five minute or six minute quiz such as you might be given ^{ing} at the first of each week. I was ~~asking~~ aftere

Probably for clarification we would probably like that rephrased during the last class week.

The Rules Committee tried to work out a way to handle this problem, and we, I don't think I will give you any ideas you don't have already, we realize there are those who are going to think well, mine is just a test, and go on and give it, and we saw no way around it, except through the cooperation and participation of the faculty voluntarily. As I understand the amendment ~~not to~~ ^{this would} prohibit a test to a minimum of one hour, is that right. That is what I had in mind, John

All right we have this amendment on the floor, any discussion on it,

Dr. Wheeler - -

All right, as I understand it this is an amendment there will be no examination that will count more than five percent of the final grade, taht may be given during the week preceding final examinations, during the last class week of the semester. You now have an amendment to the amendment on the floor, ~~is~~. Accepted by the original proposal of the amendment. Any discussion on this.

:How are you going to handle your final laboratory examinations? '

Would someone speak to this Senator. Do we give final examinations on the last laboratory period? A student pointed out that it should be given during final exam week, and he did, and all hell broke loose, That's the rule we are continuing to do that. The lab is part of the integral course _____

The lab is listed as sparate course, scheduled separately, etc. is the interpretation I got _____

Something could happen here that we would be sorry letting pass a week from now

?

If this had been thought about by this body previously, fine, but this is a new rule grievance here that we would be terribly sorry writing the action as the committee would hope. I was trying to consider whether I am out of order in having recognized the amendment in that it does not pertain to one of the substitute issues that is being proposed. It is too late. The Chair can be an hour short. It seems to me the change remains to the wording of the first sentence. All right we have a ruling

Rule on the table to return to the committee. Now remember you have to return the whole thing to the committee, you can't return one part. This is a motion to return to the Committee, it has been seconded, is there discussion of it? I would like to speak in favor of that motion it seems to me that the most substantial/^{changed}involved in this particular exercise ^{is} to do with first sentence. It is ^{that} the Rules Committee did not consider this substantial and it ^{seems to me it should}goes back to the Committee for _____. Is there any more discussion on the proposal to return to the Committee - Stan? I oppose the action and suggest an alternative. I think if we look at what we have before us, at the moment, and it is that the first sentence reads exactly as the present rule does - that is I will sit down.

Is there any more discussion about returning to Committee. The amendment is debatable ^{exceeded the limits}is you have already defeated the amendment. You are not discussing right now rather to recommit what you are talking about is the matter to the motion. I think you ought to call a vote on that. All in favor of returning to the Committee - raise your hand please, all opposed - It has been returned to the Committee. Mr. Hopson -

represent the proposed change relating to program

but again the proposal does not as yet require a ten day circulation therefore I move the Senate rescind the rule in order that we might consider the proposed change in program before objection of the Senate. There is a move to suspend the rule, is there a second? Is there any opposition? If not you may continue the rule is being suspended, I have asked the Senate Council I ~~also~~ recommend that the Senate

adopt proposed change in Senate Rules relating to program or courses suggestion in the Senate, and circulated under January 30, 1973. If there is anyone who needs extra copies of this would they raise their hand?

Mr. Crabb:

On this one I believe the substance in on the sheet that was circulated. One other point has come up and the we have hit upon a small rewording for specific purpose. The motion that Mr. Hopson has ~~committed-is-to-change-the~~ submitted would change the rule to say if objection is raised and resolution not accomplished, a faculty member may have the issue placed on the agenda the next regular Senate meeting, by sending his written objection to the Senate Council, and having it signed by five other faculty ^{who} must be Senators. The student Senators pointed out that this ~~is not~~ was not phrased properly, to indicate that student senators could also sign. We have hit upon this wording, if you find a better one, we will probably accept it. ^{Have} ~~Have~~ written objection to the Senate Council and having it signed by five others who are members of the Senate. May

7 7

I think that is a good point may a senator not raise such an objection, I think this is an element we had not ~~taken~~ care of, are you thinking of any students

UNIVERSITY SENATE
February 12, 1973

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Kurt Anschel*	John G. Gattozzi*	Blaine F. Parker
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Timothy H. Taylor

Nancy Totten*

S. Sidney Ulmer*

H. Mac Vandiviere*

Stephen J. Vasek

Jacinto J. Vazquez

William F. Wagner

M. Stanley Wall

Daniel L. Weiss*

David R. Wekstein*

Scott Wendelsdorf*

Cornelia B. Wilbur

William W. Winternitz

Ernest F. Witte*

Fred Zechman*

Present - 137

Absent* - 47

Absent - 46

280

1 student not replaced

281

* Absence explained

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- ✓ Kate Irvine
- ✓ J. R. Jones
- ✓ A. Wayne Wonderley
- ✓ Don Diedrich
- ✓ Billy Whitworth-Wines
- ✓ Isoblyton not Senate member
- ✓ John Shuillier
- ✓ W. P. Brown
- ✓ James B. Kucheloe
- ✓ Lee Jordan
- ✓ Staff Muller
- ✓ N. S. Dhard
- ✓ J. P. Litree
- ✓ Mary Ruth Brown
- ✓ L. P. Boyarsky
- ✓ John Frenkel
- ✓ A. Kanner
- ✓ J. W. I. Burgoyne
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- ✓ Alfred Crabb
- ✓ Larry N. Craft
- ✓ George A. Digenis
- ✓ T. Waldhert
- ✓ M. K. Marshall
- ✓ Staley Adams
- ✓ Joseph R. Buchanan
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- ✓ Raymond H. Cox
- ✓ Thomas Hansbrough
- ✓ Jim Zindick

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- ✓ Richard Hanau
- ✓ Ann d. Moore
- ✓ David Mattingly
- ✓ Susan DeBucht
- ✓ S. Dieckman
- ✓ Harry Wheeler
- ✓ H. H. Bailey
- ✓ J. Wood
- ✓ Bunda Oldfield - Senator
asst.

- ✓ Jane M. Emanuel
- ✓ J. W. Gladson
- ✓ **SALLY BROWN**
- ✓ Thomas Bichel
- ✓ Lenore Wagner
- ✓ Lewis Douches
- ✓ Donald D. Wintley
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- ✓ Constance P. Wilson
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- ✓ Robert J. J. J. J.
- ✓ Dallas K. High
- ✓ Leo E. Mitchell

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February 12, 1973

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Will Mates - MED.

Michael E. Adelstein
TBA

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February 12, 1973

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