

25 August 1995

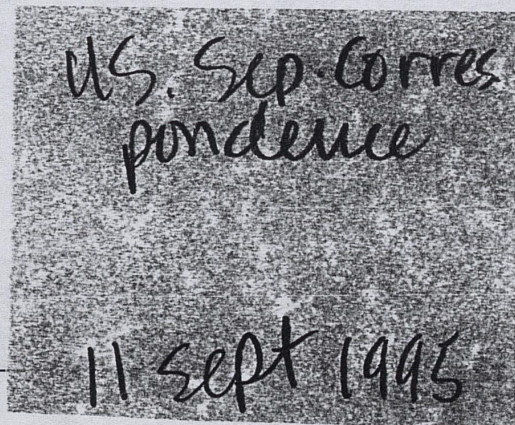
TO: Members, University Senate

The University Senate will meet in regular session on Monday, September 11, 1995, at 3:00 PM in room 115 of the Nursing Building (CON/HSLC).

AGENDA:

1. Welcome
2. Remarks: President Charles T. Wethington, Jr.
3. Introductions and Remarks: Chair
4. Approval of Minutes: 13 March and 10 April 1995 (circulated).
5. Resolutions
 - Memorial
 - Past Chair
6. Ombud Report - 1994-1995
7. Consideration of and Action on the Kentucky Advocates Position Paper (circulated under date of 28 August 1995).

US Agenda: 9.11.95



Betty Huff
Secretary

MINUTES OF THE UNIVERSITY SENATE, SEPTEMBER 11, 1995

The University Senate met in regular session at 3:00 p.m., Monday, September 11, 1995 in Room 115 of the Nursing Health Sciences Building.

Professor Gretchen LaGodna, Chairperson of the Senate Council, presided.

Members absent were: Benny Ray Bailey, Michael Bardo*, Thomas Blues*, Douglas Boyd, Bill Brassine, Carolyn Brock*, Dean Brothers, Mary Burke*, Laretta Byars, Joan Callahan, Ben Carr, Edward Carter, Shea Chaney, Louis Chow, Eric Christianson*, Scott Coover, Frederick DeBeer, Richard Edwards, David Elliott*, Robert Farquhar, Richard Furst, Beatrice Gaunder, Lynne Hall*, James Holsinger, Edward Jennings*, Craig Koontz, Thomas Lester, C. Oran Little, Jeff Lowe, Douglas Michael, Karen Mingst, David Mohny, Maurice Morrison, Wolfgang Natter*, Anthony Newberry, Clayton Paul, Tom Pratt, Shirley Raines, Karl Raitz, Amy Rasor, Thomas Robinson, Scott Safford, Horst Schach, Janice Schach, David Shipley, Todd Shock, Sheldon Steiner, William Stober*, David Stockham, Michael Uyhelji, Craig Wallace, Jesse Weil*, Chad Willett, Eugene Williams, Paul Willis, Emery Wilson*, Mary Witt*, Linda Worley, Susan Zaringer.

Chairperson Gretchen LaGodna called the Senate meeting to order. As Chair of the Senate Council she welcomed everyone to the first meeting of the 1995-96 academic year. She stated it was wonderful to see the continuing senators back and also the newly elected senators who will be working with the Senate and possibly attending for the first time. She introduced Dr. Fitzgerald Bramwell, the new Vice President for Research and Graduate Studies. Dr. Bramwell was given a round of applause.

Chairperson LaGodna then commented on the renovation of the room and stated President Wethington needed to be thanked, since the money came from the President's special funds. The renovation is greatly appreciated.

Chairperson LaGodna stated it is traditional that at the first Senate meeting the President share his thoughts and expectations for the University for the coming year. It was her pleasure to present Dr. Charles T. Wethington.

Dr. Wethington was given a round of applause. The President's remarks are attached to the minutes.

The Chair stated President Wethington would now take questions from the Senate.

Professor Tom Garrity (Medicine) asked if there was still a moratorium by the Council of Higher Education in reviewing new programs being setup by the University of Kentucky and if there is, what is the outlook for it?

* Absence Explained

Minutes, University Senate, September 11, 1995

President Wethington: I do not know if moratorium is the right term, but there is still in place the criteria that have found five of the eight public four year institutions in Kentucky to be not in line with the affirmative action goals set for the those Institutions by the Council on Higher Education. The plan for meeting affirmative action goals is to be considered during 1995-96. I anticipate there will be considerable discussion of those plans and quite likely the plans will be revised in some fashion. We cannot continue to not seek approval for new programs at this Institution. I believe 1995-96 is the year when some change must take place, either by the seeking of an exception to the existing plan or the revision of the plan to reflect a more realistic expectation on the part of colleges and universities. The regulations are still in place. They will be considered for change in 1995-96 and I anticipate there will be some opportunity to have programs reviewed during the coming year.

Professor Loys Mather (Agriculture) said that in an earlier announcement about the Robinson Scholars Program the President noted that the students would be identified at the end of the eighth grade and be in a mentoring program during their high school years. What would be the shape of the mentoring program and who would be involved?

President Wethington: The program has not yet been put into place so I could only at best give a general idea. The idea is to identify students at the eighth grade level with potential and promise and hold out to them the promise that if they achieve a certain level of success during their high school career that a scholarship at the University of Kentucky in Lexington or one of its community colleges will be there for them to show those students that college education can be a reality. A plan of this kind will involve the entire University, and clearly the community colleges in the east Kentucky region will have a considerable role. Chancellor Zinser has expressed interest and we have had some discussions on the way the Lexington campus can be involved in the effort. Since it is envisioned that some of these students may eventually come through a baccalaureate degree and go into possibly medical or other health education fields, clearly the Medical Center should be involved in the effort. In whatever ways we get it done, we must have a careful mentoring program housed in east Kentucky that works with the students, their high schools, their counselors, their administrators, and helps them come through the high school experience and on into our colleges. You are on target with the importance and necessity for that. Obviously some of the funds identified for the program will be used to finance that part of the plan and during 1995-96 \$50,000 was set aside with the idea that it be a fund to help get it started, help identify people, and help put the framework of the plan in place.

Professor Bradley Canon (Arts and Sciences) stated it was reasonably certain the University is going to lose some research funds in the not too distant future. Is the University making any plans to cushion this or to generate any funds on its own? In particular the uses for which overhead are put, such as graduate fellowships.

President Wethington: I will ask you to talk with Jerry Bramwell more after the meeting. That issue is being addressed and talked about regularly. We are not about to give up yet in terms of accepting the fact that the research funds are going to be less next year than the previous year. We do know that clearly in some of the research areas we are going to see significant cutbacks. We also believe there will be some potential for enhancing our research efforts in some other fields that may bring some additional funding. We are not looking at this from a perspective of assuming the defensive

Minutes, University Senate, September 11, 1995

posture; we are going on an aggressive direction of trying in whatever ways we can to seek new and expanded sources of federal funding to try to keep that pipeline flowing. Your point will not be ignored and I will be happy to continue to keep my discussions open with Jerry Bramwell and others, as we all must, to determine in what ways we might be able to assist with or to bridge some short term concerns we might have. We have had some cutbacks in recent years and have addressed those through some bridge funding that has worked for us. We will charge Jerry Bramwell and company to insure that be a part of this look during 1995-96. We want to continue pushing in whatever ways we can to try to keep the damage from being done at the federal level and, as we get more competitive and more aggressive possibly, we will hopefully find new ways of bringing dollars to this Institution.

Professor Jim Applegate (Communications and Information Studies) said he knew President Wethington was serving on Jerry Richard's committee, looking at the status of higher education. Headlines, actually fairly good ones in one respect, in that they publicize the fact Kentucky does trail other states in the SREB region in support for higher education making a case that something needs to be done. What is the role of that committee and will it play a positive role as far as making a case with the state legislature?

President Wethington: I think Speaker Richards intended when he set up the task force to achieve a greater level of support for funding of colleges and universities in 1996. I believe we have the potential of raising the visibility of higher education and focusing on some areas of lack of support, and I believe those efforts will be successful. The last meeting was a particularly good one. At that time the Southern Region Education Board (it is always good to bring in some objective outside group that is a respected outside group) came in at the legislatures' request, not the University Presidents' request, to make a report to the task force about Kentucky's effort during the last ten years and what has been happening in this state. SREB data makes a very compelling case for the fact that we have led the Southeast in enrollment growth during this time, our state appropriation effort is down near the bottom in the Southeast, and that during that same period of time our tuition has gone up. Everyone thinks it has gone up at some breathtaking pace, but it is way down the list in terms of the Southeast in percentage and dollar increase in tuition over that time period. It is a very compelling story for the fact that we in Kentucky have grown in enrollment, been at the bottom in terms of state appropriation effort, and that data can be interpreted very well to say that Kentucky's colleges and universities have done a good job over the last few years with what they have had to work with. It would be very hard to escape that conclusion. We plan to use that, in whatever ways or whatever groups. For instance, we would like to see that used again with the decision maker's conference in Lexington. This state is too good to be hidden and we are going to keep using it in the next few months. The advocates for higher education are being more aggressive this year, that lay group that is out there in support of our colleges and universities. They are being more aggressive in helping us than they have been in the past. You have been asked as a university senate to take a position on a position paper. The University Board of Trustees has taken a position. Chambers of Commerce are taking a position. A position paper, which if funded, would bring higher education to the level of support of the states that surround us now, not full formula funding, just get us up to the level at which states around us are funded. I think we have a shot at something like that, since this states' revenue is moving along at a pretty good pace and since we have an all time record of contingency going into the 1996 session. It is always easier to seek support when there is some money on the table and it appears that there will be some money that will be able to be

Minutes, University Senate, September 11, 1995

divided up among the states' priorities in 1996. The task force has a lot of issues on the table, any one of which could cause us to be fighting among ourselves again and we need to avoid that in whatever ways we possibly can and keep focusing on this case for additional support in 1996.

President Wethington was given a round of applause.

The Chair stated that, as reflected in the President's remarks, it is pretty clear to all that there are a lot of challenges facing the University this year. If just a few are listed, we are talking about: continuing funding issues; undergraduate and graduate enrollment management; maintaining student financial support; coping with federal cuts in research support; increasing diversity in race and gender across student, faculty, and staff groups; improving our retention and graduation rates; continuing to improve our quality of instruction, and we could probably add a number of things to that list. She feels that all of these issues, as well as some of the other ones that the President mentioned, will undoubtedly surface and resurface all year. They will ultimately shape the direction in which this Institution is headed. They are the same forces that seem to be changing the face of higher education across the country. It is the hope of the Senate Council that the Senate as a total body will give careful thought and deliberation to all of these issues. We are going to make a very big effort to provide forums for healthy debate in the Senate: for the presentation of alternate positions and arguments and to avoid embracing simplistic solutions. We all know that good decisions require diverse voices and that includes student voices as well. We hope to increase the participation of faculty in governance this year and define ways to identify and encourage faculty leadership at an early point in people's careers. Aside from the usual academic issues and priorities, the Senate Council has identified several areas that we would like to give special focus or attention in this 1995-96 year. These include, in brief, entry and exist issues for faculty and specifically what is meant by that is on the one hand pursuing recommendations of the ad hoc committee on retirement that was chaired by Chet Holmquist last year. We will be working with the Administration on some issues in that area. On the other end, the review and evaluation of strengths and weaknesses of the current faculty title series.

The second area of focus has to do with the improvement of diversity and campus climate issues for students. As the President pointed out, this is a particular challenge in today's environment and there is room for a lot of study of issues that affect campus climate for students.

The third area is that of maximizing the effectiveness of outreach programs and distance learning methods. As you all know, in practically every college we are doing a great deal more in very rapid fashion. It has a lot of impact on a number of things that have to do with faculty and the quality of teaching. We want to spend some time addressing that.

Everyone in this room today, and people who are not in this room today, will be part of how successfully we move toward these goals this year. Our work will be accomplished through our standing and ad hoc committees of the Senate, and through your elected Senate Council and I hope most importantly the work will move forward through some very active debate and discussion in this body as a whole.

Minutes, University Senate, September 11, 1995

Chairperson LaGodna then made the following introductions: Cindy Todd, who has guided the Senate Council for 23 years; Professor Emeritus Gifford Blyton who generously has served as parliamentarian of the Senate for at least 25 years and is absolutely essential to the work of this group; Susan Caldwell, the recording secretary of the Senate; and a newcomer, Betty Huff, who is our new Registrar and serves as the secretary of the Senate. In the back of the room as usual are the two sergeants at arms; Michelle Sohner and Jacquie Hager.

The Senate Council members are: Jackie Noonan, Enid Waldhart, Don Frazier, Tom Garrity, Karen Mingst, Jim Applegate, Brad Canon, Mike Nietzel, and Jan Schach, Chair-elect. There are two student members yet to be appointed. Shea Chaney of Student Government is an ex officio member. Loys Mather and Debbie Powell are the Board of Trustees representatives and are also ex officio Senate Council Members, as is Ray Cox, the past chair.

The Committee Chairs are: Roy Moore, Rules and Elections, Ted Tauchert, Admissions and Academic Standards, Carla Craycraft, Academic Planning and Priorities, Deborah Slaton, Academic Programs, William Griffith, Academic Organization and Structure, Jan McCullough, Research Committee, Horst Schach, Academic Facilities, Doug Poe, Institutional Finances and Resource Allocation, Allision Carll-White, Admissions Advisory Committee, and Lou Swift, University Studies. The two ad hoc committees; The Ad Hoc Committee on Women chaired by Carolyn Bratt and the Ad Hoc Committee on Minorities chaired by Lionell Williamson.

Chairperson LaGodna stated the minutes from the March 20, 1995 and April 10, 1995 had been circulated and needed to be approved. There were no corrections to the minutes and they were approved as circulated.

The Chair then recognized Professor Donald Mullineaux to present a memorial resolution in honor of John J. Bernardo.

**Memorial Resolution
John J. Bernardo
1943-1995**

John Joseph "Jack" Bernardo, a professor in the area of Decision Science and Information Systems, School of Management, College of Business and Economics, died July 12, 1995, of a heart attack. He is survived by his wife Joanne Horsmon Bernardo, two sons, John Bernardo and Jeffrey Bernardo, his parents, James and Christine Ross Bernardo, and a sister Joyce Taylor.

Jack was born August 12, 1943 in Du Bois, Pennsylvania. He attended Pennsylvania State University and received a Bachelor of Science in Industrial Engineering in 1965. He then worked for Western Electric as a department chief. He received a Master in Business Administration in Marketing from Duquesne University, Pittsburgh, Pennsylvania in 1969. He then attended Purdue University where he received a Master of Science in Econometrics in 1969 and a Doctor of Philosophy in Management Science and Economics in 1972.

Minutes, University Senate, September 11, 1995

Following his graduate studies, Jack became a faculty member at University of Notre Dame from 1972 to 1976. In July 1976, he joined the College of Business and Economics here at the University of Kentucky.

As a teacher, Dr. Bernardo was highly regarded by the many students and colleagues he had during his 23 years of teaching. He blended theory and practice very well in his classrooms. He had chaired a total of nine dissertation committees in the Management Science and Production Operations Management areas. He had also been an active member on 29 other dissertation committees including areas in Marketing, Management, Economics, Finance and Accounting. He was known to students as "Dr. B." who always provided intelligent advice and patient guidance.

As a researcher, Dr. Bernardo's scholarly contributions included a wide range of interests, with a remarkable reputation in the areas of multi-criteria decision making and production planning and scheduling. His research had resulted in several monographs, many invited presentations, and numerous published articles. His journal articles had appeared in *Decision Sciences*, *European Journal of Operational Research*, *Journal of Financial and Quantitative Analysis*, *Journal of Consumer Research*, *Journal of Operations Management*, *Computers and Operations Research*, and *the International Journal of Production Research*, among others. Three times, Dr. Bernardo had garnered Best Paper Awards from the national Decision Science Institute. He had received 13 grants and contracts totaling over \$366,000 in support of research activities.

Dr. Bernardo had served academic associations in numerous capacities including track chairman, session chairman, doctoral consortium faculty, doctoral awards committee member, international programs committee member of national Decision Science Institute. At the University of Kentucky, Dr. Bernardo had been Director of the MBA program, Director of Graduate Studies, Director of International Business and Management Center, and served on numerous university-wide committees.

Dr. Bernardo also had substantial international experiences. In 1989, he served as an advisor to the Government of Indonesia and the Asian Development Bank in evaluating the Business Management Programs of Indonesian universities. From 1992 to 1994, he helped the University of Zagreb and the Economic Institute of Zagreb in Zagreb, Croatia to evaluate their MBA program. He advised deans, selected faculty members and university administrators of several Kazakhstan universities and the Academy of Management, Almaty, Kazakhstan on academic program development, faculty development, research direction, and firm development activities that the universities could employ to aid the transition to a market driven economy. In 1993, Dr. Bernardo advised and lectured in the Program Magister Manajemen of the University of Padjadjaran, Bandung, Indonesia. In 1994, he served as Academic Dean of Education for the American Twinning Program in Malaysia.

From the perspective of Dr. Bernardo's impressive career as a teacher, scholar, and administrator, it may seem trivial to mention such things as his avid interest in sports. He

Minutes, University Senate, September 11, 1995

coached a KICKER soccer select team which won several state and regional tournament titles.

Jack Bernardo was a valued colleague and delightful friend, a dedicated teacher and researcher, and a devoted husband and father. His untimely death has shocked and saddened the entire College community. He will be forever missed by his colleagues and friends.

Professor Mullineaux asked that the resolution be included in the minutes of the meeting and that a copy be sent to Professor's Bernardo's family.

Chairperson LaGodna asked that the Senate stand for a moment of silence in recognition of Professor Bernardo.

The Chair recognized Professor Enid Waldhart for a special resolution.

Professor Waldhart said this was a much happier resolution that had been prepared by Professor Jan Schach, who is the chair-elect of the Senate Council and Professor of Landscape Architecture.

**SPECIAL RESOLUTION
1994-1995 SENATE COUNCIL CHAIR
SEPTEMBER 11, 1995**

Traditionally, at the first meeting of the University Senate in the fall of each academic year, we recognize the leadership and work of our retiring Senate Council Chair and presiding officer of the University Senate. This resolution is offered to thank and commend Professor Raymond H. Cox for his effective and capable leadership during the 1994-95 academic year.

Professor Cox's term in office occurred during a time of transition for the University with several searches being conducted for key administrative positions. Throughout this time, Ray served as a strong liaison with the university administration, especially President Wethington. Ray's leadership was particularly effective during the search for the Chancellor of the Lexington campus. Not only did Ray serve as a member of the Chancellor search committee, but he endeavored to ensure faculty representation in the search process. He pushed strenuously for the inclusion of the Senate Council and a cadre of research faculty in the Chancellor interview process.

Ray again demonstrated astute leadership during one of the more sensitive discussions of the year, the proposed staff senate. Ray did an admirable job of representing the interests of the faculty, support staff, and administration during the ensuing deliberations. When the contentious issue of open records emerged, Ray encouraged the development of written guidelines for access.

Ray worked energetically and thoughtfully with the various committees of the Senate to meet the needs of the faculty, particularly in shepherding the Holmquist ad hoc Retirement

Minutes, University Senate, September 11, 1995

Committee work. He also guided the selection and placement of the memorial bench honoring Bill Lyons and arranged the dedication ceremony.

Ray's concern for the welfare of students was always foremost. He was instrumental in bringing the debate over the plus/minus grading system, which originated in the College of Arts and Science, to a university-wide discussion. In addition, he facilitated the electronic availability to students of course evaluations of faculty.

Despite the immeasurable volume of requests and paperwork associated with his Council Chair's duties, Ray never overlooked his commitment to students. He was always available to his students no matter who was in the Council office or what was going on.

We thank you, Professor Cox, for your eloquent and congenial style and for always being respectful of the faculty's time as attested by your presiding over the shortest Senate meeting on record! Please accept the sincere thanks and recognition of the Senate Council and the University Senate for your continued dedication to the University community, your laudable leadership, and your interminable spirit of cooperation.

Dr. Cox was given a round of applause.

The Chair recognized Professor Enid Waldhart for the first action item. Professor Waldhart stated this was the item to which President Wethington had referred. It is a position paper that has been developed by the Kentucky Advocates for Higher Education, the statewide citizen's group whose sole purpose is to promote and advocate higher education in the Commonwealth.

The position paper is designed to assist in their efforts to inform and work with the gubernatorial candidates and members of the General Assembly.

We have been asked to formally endorse this position paper, as have faculty Senates at all other State supported institutions and other interested groups.

The Senate Council has unanimously approved this paper and recommends it for your approval as well.

Chairperson LaGodna said that before the discussion began, she would ask that comments be either in support of the position paper or not in support of it, rather than editorial issues that we have no control over. The floor was opened for discussion.

Professor Elaine Reed (Medicine) stated she was in support of the position paper as it is, but would like verification about what role this statement would play when the total educational pie in Kentucky is looked at.

Professor Loys Mather (Agriculture) said his understanding was this was the first time the advocates have asked for Senate approval, they have these statements in the past, but they feel the stakes

Minutes, University Senate, September 11, 1995

are rather high. They felt they would be in somewhat of a stronger position when they went to Frankfort, it they could say not only is this a statement for the advocates but in addition we have the Senates from all the State Universities also endorsing it. It was simply for added support for their position.

The Chair said she did not know whether anyone has the full answer to how that will affect other aspects of funding.

There was no more discussion. The motion to endorse the paper was unanimously passed and the paper is attached to the minutes.

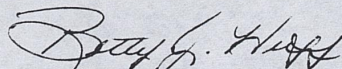
Chairperson LaGodna made the following announcements:

On July 10, 1995 the Senate Council acted for the Senate on reinstating a Plan B option for the Masters of Science in Biological Sciences to accommodate two students who were eligible for that program.

The United Way Fund Drive has now begun and there are many activities planned. She urged everyone to participate. One of the most fitting ones for faculty will be on Tuesday, September 26, at the faculty club there will be held a complimentary continental breakfast.

At the April 10, 1995 meeting, the Senate voted to approve three proposals for changes in application deadlines. At that time it was brought up that there are remaining educational units with application deadlines, they agreed to changes and those were recommended by the Admissions Advisory Committee and circulated to the Senate for approval by mail. This was a little unusual, but it fell outside the time of the Senate meeting. The Senate Council then approved pending objections and the changes will be implemented for Fall 1996 for all educational units with application deadlines.

The meeting was adjourned at 4:17 p.m.



Betty J. Huff
Secretary, University Senate

LOOKING BACK AND AHEAD: A TIME FOR OPTIMISM
Address to University Senate--September 11, 1995
Charles T. Wethington, Jr., President

I. Introduction.

I appreciate having the opportunity to address the Senate, as we begin a new school year. I am delighted to have everybody back on campus in force--full of enthusiasm and curiosity. I can safely confess to you that I sometimes find myself, usually near commencement, looking for a brief respite from the hustle and bustle of activities. But by the end of summer, I can hardly wait for the opening of the fall semester. As usual this year, I am excited as we begin, unusually optimistic about the University, and pleased to have this chance to appear before and speak to the Senate.

In the time made available to me for this purpose, I would like to do three things: (1) take a brief look back at last year, hoping to give you a quick state-of-the-university report; (2) offer some thoughts about important challenges confronting higher education across the country; and (3) focus some attention on a couple of things that we need to do or begin to do as we move into and through academic year 1995-96.

II. A Brief Look Back at Last Year.

1994-95 was another year of substantial progress at UK, I am pleased to report:

(A) "Quality and "accomplishment" are the words that best describe what we observed in 1994-95 concerning the UK student body. The Lexington Campus freshman class was the best ever enrolled at the University. Its average score on the ACT increased from 24.6 to 24.9; more importantly, its average score on that examination surpassed the national average by more than four full points. It included 135 Kentucky Governor's Scholars, 106 high school valedictorians, and 56 salutatorians. And, as you already know, the 94-95 class included 81 National Merit Scholars,

an increase of 13 over the prior year. In this regard, UK ranked 7th among all public universities and tied for 18th with Duke among all universities. While these are the most notable signs of progress toward attracting high quality students to the University, they are by no means the only signs. We are attracting excellent students to Lexington Campus from our community colleges, are attracting excellent students from around the nation and world to our graduate programs, and find our professional schools selecting very high quality students from huge applicant pools. The "UK student" is clearly getting better and better academically every year, an undeniable fact that speaks loudly about the institution's growing reputation for academic excellence and achievement.

(B) The work of a university faculty is very difficult to highlight in a few words. The best of it occurs virtually without notice--behind the closed doors of a classroom, in the quiet of a laboratory, or in one-on-one sessions with students that occur hundreds of time a day in the informal meeting places of this institution. Still, the signs of excellence in the faculty of this University are clearly visible. For example, 1994-95 found four of our faculty members holding prestigious Fulbright Fellowships, one of our young faculty members receiving the National Science Foundation Career Award, and another holding the highly significant Sloan Research Fellowship; it also found one of our many outstanding scientists in the Medical Center receiving international recognition for his pioneering research in alzheimer's disease and one of our law professors being honored by the American Association of Publishers for authoring the "best new legal book for 1995." What is most significant to me about these achievements, however, is that they emanate from colleges and sectors across the institution, reflecting a breadth and depth of quality that bodes well for the future of this University.

(C) In 1994-95 the University of Kentucky clearly lived up to its designation as a "Research University of the First Class." In an era of diminishing resources for research, it is most significant that the University obtained more than \$112 million dollars in grants and contracts, a new record and an increase of 14% over the prior year. The College of Medicine received sufficient funding from the National Institutes of Health to rank in the upper half of all medical schools, the department of surgery ranked 25th in the country, and the College of Dentistry, with \$4.5 million in grants and contracts, ranked second among the dental schools of the nation. The biggest dollar increase in external funding for research, however, occurred on the Lexington Campus, another important sign of breadth and depth in the quality of our faculty.

Beyond these highly important but specific research developments, I am pleased to report that we continued our efforts to build a world-class research infrastructure in Lexington and that we made some important progress during 1994-95. In the fall, we dedicated the new \$17.5 million Advanced Science and Technology Commercialization Center (known as ASTeCC), an 80,000 square foot facility designed to serve as an incubator for business ventures exploiting new research discoveries by our faculty. In the spring, we dedicated the new \$19.5 million Health Science Research Building for the Chandler Medical Center, a 110,000 square foot building expected to attract an additional \$10 million in research grants and contracts from federal, state, and private sources. And of course, beyond these significant infrastructure developments, 1994-95 found the University breaking ground and beginning the construction of its new Central and Life Sciences Library, an event that will one day mark this year as a particularly significant one for the University of Kentucky. I believe that it's possible to have a great library without having a great university;

I know for certain that it's not possible to have a great university without having a great library. And in 1997, when we open the W.T. Young Library, we will clearly have the kind of library facility that a great university will need as it enters the 21st century.

(D) Behind this impressive list of specific achievements for 1994-95, there are some very clear indications that the quality and excellence being built here are not passing phenomena. I find it most encouraging (1) that for the fourth consecutive year UK was included in "The Guide to 101 of the Best Values in America's Colleges and Universities," (2) that the 1995 edition of this widely read publication described no less than 10 of our academic programs as "top notch," (3) that the UK College of Medicine was ranked by U.S. News and World Report as the country's third best primary care medical school (a fifth straight year in the top ten), (4) that our College of Pharmacy was ranked as the third best pharmacy program in the country, and (5) that the UK hospital was for the fourth year in a row ranked as one of the "top 100" hospitals in the United States (out of a total of 4,000 acute care hospitals in the country).

Finally, toward the end of an already very successful year, we brought to the University two highly experienced, very competent, extremely capable administrators to fill crucial positions in the central administration. I'm speaking, of course, of Dr. Elisabeth Zinser, Chancellor of the Lexington Campus, and Dr. Fitzgerald Bramwell, Vice President for Research and Graduate Studies. Since both are here today I will ask them to stand and meet the University Senate.

II. Challenges Confronting Higher Education.

I believe we moved forward in 1994-95 as a university. In some respects, we even made quite a lot of progress I would say. Whether and how fast and far we move forward in the years ahead will depend upon how well we address and manage important issues

and challenges currently confronting higher education in Kentucky and beyond. A full discussion of even a portion of these issues would not be possible in the allotted time and perhaps not even desirable. But I would like to take this opportunity to at least mention a few that are particularly worrisome:

(A) First, it is clear that we face and will continue to face a number of challenges concerning needed funding for quality education in today's world. Hardly anyone I know believes that higher education can expect anytime soon to receive a substantial infusion of extra dollars from public resources, no matter what happens to national or regional economies. With eyes intently focused on recent elections, legislative leaders at both the national and state level are looking for ways to fix budget deficits (huge deficits at the federal level) while reducing the "tax burden" on voters, a combination that is not likely to lead to higher support for education. Federal support for research and other important campus based programs are candidates for reduction or elimination, although I am hopeful that the "fiscal blow" to research can be contained. Still, it is crystal clear that external support for research will be harder to find in the future than it has been in the past.

Of course, inadequate public support for education is not a new development, although it seems to be more deeply embedded than before and it clearly poses difficulties not seen until now. Across the country, public colleges and universities have responded to lessened public support by pushing tuitions higher and higher. In many places, more than half the cost of educational programs is paid for by students and their families, a burden that is substantially higher than it was just a short time ago. Higher tuitions threaten to overwhelm scholarship and grant funds and will at some point discourage low-income students from pursuit of higher levels of education. Last fall for the first time in many years, we saw a decline in the number of students in

our community colleges, caused to some extent I believe by higher tuition brought on by inadequate public resources for higher education in Kentucky. Public higher education in America has distinguished itself by focusing on the needs of all citizens, not just on the interests of the more affluent ones. It is extremely important that we not lose that focus. In these times it is important to remember what it is that has made our system greater than those that exist in other parts of the world. "Affordability" and "opportunity based only on ability" are promises that must be kept, absent a willingness to accept a most drastic change in the nature of public higher education and the nature of our country.

Don't misunderstand me. I will continue to insist that we receive the resources we need to carry out our mission and will continue to encourage elected officials to respond to our needs. And, perhaps to some extent, we may in this regard be better off than higher education in other states. Kentucky's revenue picture looks better than it has looked in recent times and sources outside higher education have made encouraging and helpful statements about the need for greater support of the state's colleges and universities. But while we push ahead in pursuit of adequate state support it is crucial that we continue efforts to find other ways to satisfy our need for resources, including at least the following:

(1) We have done remarkably well in recent years in building private support for this institution. Last year (1994-95), we raised more than \$37 million in private support, an increase of \$5.4 million over the prior year, which was itself a new record. Our total for the year increased 17%, which compares with an average increase of only 7.4% for public universities like UK. Though only a small percentage (about 4%) of our total budget, it would be difficult to overstate the importance of this support. Progress has in many

instances been possible only because of private money; I assure you, for example, that the new library being constructed on Clifton Circle would not have become a reality without a huge outpouring of private support. Thus, we must continue to do everything we can to maintain and enhance the private support of our University.

(2) In addition, we must continue to look for ways to employ available dollars even more wisely than we have in the past. Unfortunately, there is a belief outside the walls of academia that colleges and universities do not do nearly all they might do to hold down the cost of education. I believe we have recently done an excellent job of getting mileage out of resources employed in the financial support of the institution. But in this regard, and in academic pursuits as well, we must be more creative in efforts to improve quality and productivity. It is my belief that in many areas, especially on the academic side of the ledger, we have barely begun to take advantage of modern technologies that would enable us to deliver our services more efficiently and effectively. I believe we can do more with what we have and I believe we will have to do just that, unless circumstances change more rapidly than anyone would anticipate.

Please understand that I do not mean to suggest that we can meet our funding needs by reducing unnecessary expenditures or by raising greater sums of private money. I mean only to suggest that we have to look for ways to help ourselves, while we work for the additional public resources needed to make our University as good as it can be.

(B) The second challenge facing higher education that I want to mention is highly and crucially related to the first. It involves what I believe to be a significant erosion of interest in and commitment to the well-being of the colleges

and universities of this country, an erosion that I fear is partly attributable to our own successes. No higher education system in the world does a better job than the colleges and universities of this country. It is not surprising that a study commission of the Southern Regional Education Board recently said that higher education is America's number one asset. Unfortunately, the job being done in this arena and the great value of this asset are being taken almost totally for granted by both public officials and the general public. Higher education is so low on the list of priorities of national leaders that one could easily believe that the country has walked away from its commitment to quality education for all. Health care, crime and corrections, welfare reform, environmental clean-up, and economic development occupy the headlines, while higher education is relegated to passing commentary. In Kentucky, we are in the midst of a campaign for governor; both candidates have recognized the importance of higher education and have spoken favorably about added support for our institutions. But the campaign moves toward a climax with little serious debate of the crucial need for a strong and vibrant system of public higher education in Kentucky and in the country. I fully appreciate the difficulty of dealing with this problem and I have no ready solutions to offer. Everyone who believes as I do that our future is tied to the existence of healthy institutions of higher learning will have to join the battle, a battle that will have to be won lest we watch the best system of higher education in the world lose its edge and its ability to extend the unprecedented prosperity we have now enjoyed for quite a long time.

(C) Another issue that is on the national scene that will need attention involves the matters of diversity and access to public colleges and universities. I need not remind you that recent judicial decisions have reignited the national

debate over affirmative action programs. We are told that such programs must be subjected to what the lawyers call "strict scrutiny," an obscure concept that is yet to be fleshed out in the context of programs earlier designed to desegregate institutions once closed to African-Americans. Some part of this issue is destined to be resolved in the judiciary, beyond our control and influence, as a number of additional disputes work their way through our legal system. As this unfolds, however, it is imperative that we reaffirm the University's unwavering commitment to diversity (in the student body, faculty, and staff) and its belief in the need for programs designed to encourage and facilitate attendance at the University of students from underrepresented groups. We have made great progress recently toward eliminating barriers for minorities and women and opening the doors of this institution to all the citizens of Kentucky. We must not back away from the values that led us in that righteous direction; while the fate of "affirmative action" is being addressed, we must strengthen our resolve and expand our efforts to achieve a more diverse faculty, staff, and student body at the University of Kentucky.

III. Looking Ahead for 1995-96.

Permit me now to conclude my remarks by mentioning one important initiative that is already underway and a couple of others I want to see the faculty and administration undertake as we move into and through this academic year:

(A) At its last meeting, the Board of Trustees authorized for the first time expenditures of monies from the Robinson Forest Quasi-Endowment Fund, monies that can only be used for the primary benefit of the mountain region of eastern Kentucky. The Board authorized the expenditure of \$3.3 million on projects involving research on reclamation methods for improved post-mining land use, agriculture and forestry development, economic development in the region,

health promotion and disease prevention (including expansion of UK's telemedicine effort), and a significant scholarship initiative (called the Robinson Scholars Program) that is designed to increase the college-going rate of high school graduates of the mountain region of Kentucky. This latter program will identify students at the eighth grade level--students of great potential who are not likely to obtain higher education without special help--and will provide college scholarships for them. I am pleased to say that this scholarship program will likely be our most important use of Robinson Forest monies in the years ahead.

I am also pleased that the Board authorized the use of \$1.1 million from Robinson Forest funds to support a merger of Lees College of Jackson into Hazard Community College. This private college has served the citizens of this area since 1883. A few months ago, knowing that it could no longer operate as a private institution, the College sought out UK to see if a merger of Lees by gift into our Community College System was possible; Lees proposed to transfer all of its property and assets to UK, free of debt, in return for a UK agreement to offer a two-year academic program in Jackson as part of Hazard Community College. Having examined this idea closely, we have concluded that Hazard Community College can operate effectively in Jackson and can meet an important-if-not-critical need for educational opportunity in this area. The plan is to use Robinson Forest funds to support the operation of Lees during the next biennium. We have discussed this with the Council on Higher Education and have found support for the idea. A formal request for endorsement will be on the Council's agenda for its October meeting.

(B) It has been quite a long time since we took a careful look at what is happening in graduate education at this institution. Enrollment in this part of our program has become more significant, increasing from 18.4% to 23% of

our total University System enrollment from 1989 to 1994. Since the University of Kentucky is the principal graduate degree-granting university in this state, it is easy to see that graduate education is a vital part of our mission. It is also easy to see that we need to know where we are going in these endeavors, what our objectives are, and what kinds of strategies we should have for achieving those objectives. And, as I indicated in some of my earlier remarks, we must undertake to determine if the money being spent on graduate education in this institution is being spent wisely. In a world that is rapidly changing around us, there is a belief that universities are changing too slowly; there is a belief that we are unwilling to ask the questions that would lead us to a more productive and efficient use of our resources.

With these thoughts in mind, I have recently appointed a committee to engage in a full review of graduate education at this University. I have asked the committee to reexamine our goals and objectives, identify strengths and weaknesses in our program, and determine if we are using our resources effectively in carrying out this part of our mission. I have asked them to do some analysis of the composition of our graduate student body: Who are the students? Where do they come from? Where do they go? What do they do with their education? How long do they take to complete their studies? At what rate are they graduating in comparison to students of other comparable programs?

I should make it clear that our primary purpose in undertaking this review is not to focus negative attention on existing programs. It is rather to see if we can add a greater level of quality to a graduate school that in my opinion is already quite good.

(B) It is for this same purpose that I want to initiate a study of student satisfaction with the quality of both the undergraduate instruction and the noninstructional services of the University of Kentucky. As you know, there was in

1994 an Accountability Study and Report for this university and others in Kentucky, done under mandate from the Council on Higher Education. Neither the faculty nor administrators of this University could have been pleased with the results of this study and report nor with a subsequent analysis of them in the media, especially in the comparisons of data across institutions without regard to differences in student population, program priorities, etc. Still, there was in this study and report the basis for some legitimate concern as to whether we are doing everything possible to deliver high quality undergraduate instruction and high quality noninstructional services to the students of this University. On matters of such great importance, needless to say, we cannot and must not accept any degree of doubt as to the quality of our performance.

We need a concentrated, objective, comprehensive effort on a university-wide basis to examine existing information and gather whatever additional data is needed to determine fully and accurately students' perceptions of the quality of our instruction and our noninstructional services. An understanding of these perceptions will serve to provide explanatory information to those who legitimately inquire about our work; more importantly, it will provide us with information that will allow us to improve the quality of our performance (in and out of our classrooms) and in turn to improve students' perceptions of their experiences at the University of Kentucky. Such information, for example, could possibly shed some light on a matter of particular concern to me--our graduation rate in comparison to rates of other good universities. Our most recently reported graduation rate of 50% is significantly below the rates reported by Indiana, Ohio State, Florida, and Georgia, for example. Our graduation rate is simply too low. We must find the reasons for this failure and fix the problem. As faculty, you must play a primary role in addressing the

issue of graduation rates.

I want our study of student satisfaction to have sufficient substance and credibility to withstand careful scrutiny both inside and outside the institution, which will require that it have broad-based, institutional-wide support of administrators, faculty, and students alike. Some time ago, I asked the University's Office of Institutional Planning, Budgeting, and Effectiveness to look for the best way to conduct and manage a study of this type. That has been done. It is my intention to work with our Chancellors and solicit representation from the Senate Council to select an appropriate group (or groups) to participate in this important endeavor. Coordination of the effort will be handled by the Office of Institutional Planning, Budgeting, and Effectiveness. What we are trying to do, I should repeat, is to improve upon the quality of services that are provided students inside and outside the classrooms of our University.

V. Conclusion.

Again, permit me to say that I appreciate this opportunity to speak to the Senate. As I said at the outset, I'm pleased to have everybody back on campus--faculty and students alike. As I also said, I believe we are doing well in our efforts to make this a better university. More importantly perhaps, I see no insurmountable obstacles to substantial and steady progress in the years ahead, thanks in no small way to the commitment and excellent performance of faculty and staff across the three sectors of the University.



University Senate Council

Office of the Chair
10 Administration Building
Lexington, Kentucky 40506-0032
Office: (606) 257-5871 or (606) 257-5872
FAX: (606) 323-1062

29 August 1995

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, September 11, 1995. Consideration of and Action on Position Paper, Kentucky Advocates for Higher Education

Background:

Attached is a position paper developed by the Kentucky Advocates for Higher Education, the statewide citizens group whose sole purpose is to promote and advocate for higher education in the Commonwealth.

The position paper is designed to assist in their efforts to inform and work with the gubernatorial candidates and members of the General Assembly.

We have been asked to formally endorse this position paper, as have the faculty Senates at all other State supported institutions and other interested groups.

The Senate Council has unanimously approved and recommends approval.

Attachment: 1

US Agenda Item: 9.11.95

Kentucky Advocates for Higher Education, Inc. • P.O. Box 35 • Somerset, KY 42502

Norma Boster Adams, Chair
Somerset

Ron Geoghegan, Vice Chairman
Frankfort

C. Michael Reynolds, Secretary
Bowling Green

William M. Walters, Treasurer
Richmond

William E. Beasley
Paducah

Robert D. Bell
Lexington

James Bottomley
Lexington

Joe Bill Campbell
Bowling Green

Robert C. Carter
Hopkinsville

Judith G. Clabes
Covington

Jef Conner
Louisville

Harold G. Doran, Jr.
Murray

Jeffery A. Eger
Ft. Wright

Michael A. Fiorella
Owensboro

William G. Francis
Prestonsburg

Lois Howard Gray
Glasgow

Thomas V. Handy
London

J. Dan Lacy
Ashland

Ann R. Latta
Prestonsburg

Warren R. Lee
Louisville

Douglas M. Lester
Bowling Green

Robert K. Lewis, Jr.
Lexington

Marrs Allen May
Pikeville

Alois Ann Moore
Hazard

Barbara Ricke
Lexington

William A. Stone
Louisville

Wendell C. Thomas
Louisville

Brent D. Thompson
Radcliff

David G. Wilkins
Louisville

James M. Wiseman
Georgetown

David D. York
Paducah

The Kentucky Advocates for Higher Education is a volunteer citizens' group composed of business and civic leaders working to assure that our post-secondary schools are adequately supported in order to provide meaningful employment for all Kentuckians.

KENTUCKY ADVOCATES FOR HIGHER EDUCATION 1995 POSITION PAPER

The balance of this century promises to be a pivotal era for American higher education. After more than a decade of being in the shadow of other priorities, recognition of higher education's value to society appears to be reemerging. This certainly appears to be the case in the South, where the Southern Region Education Board (SREB), of which Kentucky is a member, has recently released a report entitled, "Changing States: Higher Education and the Public Good."

This report includes the following conclusions:

- ▶ Higher education is a major asset but its value in an uncertain world is not sufficiently understood;
- ▶ The declining priority of higher education in state budgets poses real problems for our future;
- ▶ Higher education must change in important, fundamental ways;
- ▶ There needs to be a new and better balance in higher education, especially between teaching and research;
- ▶ Colleges and universities need to rethink what they teach and the ways in which they deliver instruction;
- ▶ Constantly rising and high tuition is a serious threat to access and imperils both the individual student and all of us;
- ▶ Better connections must exist among our schools, colleges, and businesses;
- ▶ There are important ways for higher education institutions to share within each state and across state lines.

The Kentucky Advocates for Higher Education subscribe to these conclusions and have been pleased to witness progress related to many of them in Kentucky.



The restructuring efforts implemented by the faculty, administrations, and governing boards have done much to reform the way in which our universities provide their services. The legislature has mandated further accountability processes for the institutions. The work of the Higher Education Review Commission resulted in revised, focused mission statements for each institution and in a commitment to performance funding. As KERA has continued to be implemented, the involvement and commitment of resources by our universities have grown. That commitment will continue.

Of paramount concern, however, is the current status of higher education funding in Kentucky. Consider the following:

- ▶ Over the past decade, largely as a result of taking disproportionate reductions in state budget cuts, higher education's share of state appropriations has slipped from 17 to 14 percent. As a result, the portion of the universities' budgets provided by the state has declined from 47 to 39 percent. Tuition and fees, meanwhile, have increased from 12 to 17 percent of those budgets.
- ▶ During the same time that the state's support of higher education has declined, total institutional enrollments have increased by 40 percent and community college enrollments have doubled.
- ▶ Higher education is inextricably linked to economic development. It is now estimated that more than 60 percent of new jobs require post-secondary education. Kentucky ranks 48th among the states in percentage of its adult population with college degrees.
- ▶ Kentucky continues to spend less on higher education than the average of our neighboring states. Despite similar fiscal situations, those states have somehow managed to find the money to support their systems at a higher level than Kentucky.
- ▶ If Kentucky fails to respond to the SREB call for a higher priority for higher education, and our neighboring states do, then our relative position will be further eroded.

Accordingly, the Kentucky Advocates for Higher Education propose the following commitment for action from 1995 Gubernatorial candidates:

- ▶ During the first biennium of the administration, we propose that higher education receive an increase in funding that would bring higher education to 100 percent of the average, actual funding level of colleges and universities in our neighboring states. Adjusted for inflation, this would require a 7 percent increase each year of the biennium, or approximately \$52 million in the first year of the biennium and approximately \$54 million in the second year.

- ▶ During the second biennium of the administration, we propose that funding move beyond the average, actual funding level of colleges and universities in neighboring states with which we compare ourselves. **In the long term, the state should commit to a Kentucky Higher Education Performance Funding Model which would make Kentucky competitive with the rest of the nation.**
- ▶ Increases in funding would be used to offset inflation and fixed costs, improve faculty/staff salaries, enhance quality, recognize performance, and address equity within the system. Institutions would be expected to use the increased resources for enhancement of quality consistent with their missions, the strategic plan, and the advancement of the commonwealth's economy. Performance will be evaluated through the established accountability processes. Equity should be addressed so that each component of the system, universities and community colleges, is funded appropriately when compared to peer institutions in neighboring states.
- ▶ If the funding request can be achieved, the Council on Higher Education should maintain its present tuition policy which is designed to set tuition based on Kentuckians' ability to pay and the comparable level of tuition in neighboring states.
- ▶ State-funded student financial assistance programs should be increased at the same percentage level as tuition increases in order to help ensure access to higher education.

The Kentucky Advocates for Higher Education continue to promote the cause of higher education because we remain convinced that our ability as a state to provide meaningful employment opportunities for our people largely depends upon our system of higher education. We feel strongly that the current trend of diminishing state support is a short-sighted strategy that erodes the quality of our institutions and undermines the ability of higher education to contribute to Kentucky's economic progress. We ask you to join us to ensure that higher education receives the resources it needs to build a better future for our state.

Frank Stanger
Special Collections & Archives
110 King Library North
CAMPUS -0039