

spring 1980

Kentucky

Alumnus

THE
UNIVERSITY
of KENTUCKY

IN THE SEVENTIES



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Kentucky Alumnus

Spring 1980

Vol. 50 No. 2

This special report on the progress of the University during the decade of the Seventies comes to you in place of the regular Spring issue of the Kentucky Alumnus

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The Kentucky Alumnus (USPS 292-840) is published quarterly by the University of Kentucky Alumni Association, 400 Rose Street, Lexington, Kentucky 40506, for its dues-paying members. Individual dues are \$15 annually with \$2.00 of that amount used in publication of the magazine. Second class postage paid at Lexington, Kentucky, and additional mailing offices.

POSTMASTER: Send changes of address to The Kentucky Alumnus, UK Alumni Association, Lexington, KY 40506.

Reference copy

University Archives
Margaret I. King Library - North
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The decade of the Seventies has faded from sight, if not from memory. The experiences that the era brought to us are now history, and as history contain lessons that are well worth remembering. In taking note of the University of Kentucky's journey through the 1970s, it occurs to me that one such lesson might be that institutions, like men, often perform most creditably when under pressure.

Certainly, the University was subjected to the unrelenting pressures that the decade applied to all of our institutions, social and political. Yet it is clear that the University during that time recorded some prodigious achievements—academic growth and development on a scale far greater than anyone could reasonably have forecast when the decade began.

It is the purpose of this report to examine some of these achievements, and to credit those persons who made such gains possible: our students, faculty and staff, our alumni, and the other citizens of Kentucky whose support of their University has made all the difference.

O.A. Singletary

Otis A. Singletary, President
The University of Kentucky

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THE UNIVERSITY of KENTUCKY

IN THE SEVENTIES

By almost every standard of measurement, the decade of the Seventies has been one of solid achievement for the University of Kentucky. In numbers of students, in growth of faculty, in expansion of the academic program, in public services offered, in development of physical facilities, there have been substantial gains. These successes, which would have been gratifying in any circumstances, must be rated nothing less than remarkable in view of the fact they were realized in times that were especially difficult.

Universities, along with the nation at large, have been hobbled by the relentless inflation that has gripped the U.S. economy throughout the 1970s. In Kentucky the economic situation during this period has been tightened further by the addition of two universities to the state's system of public higher education.

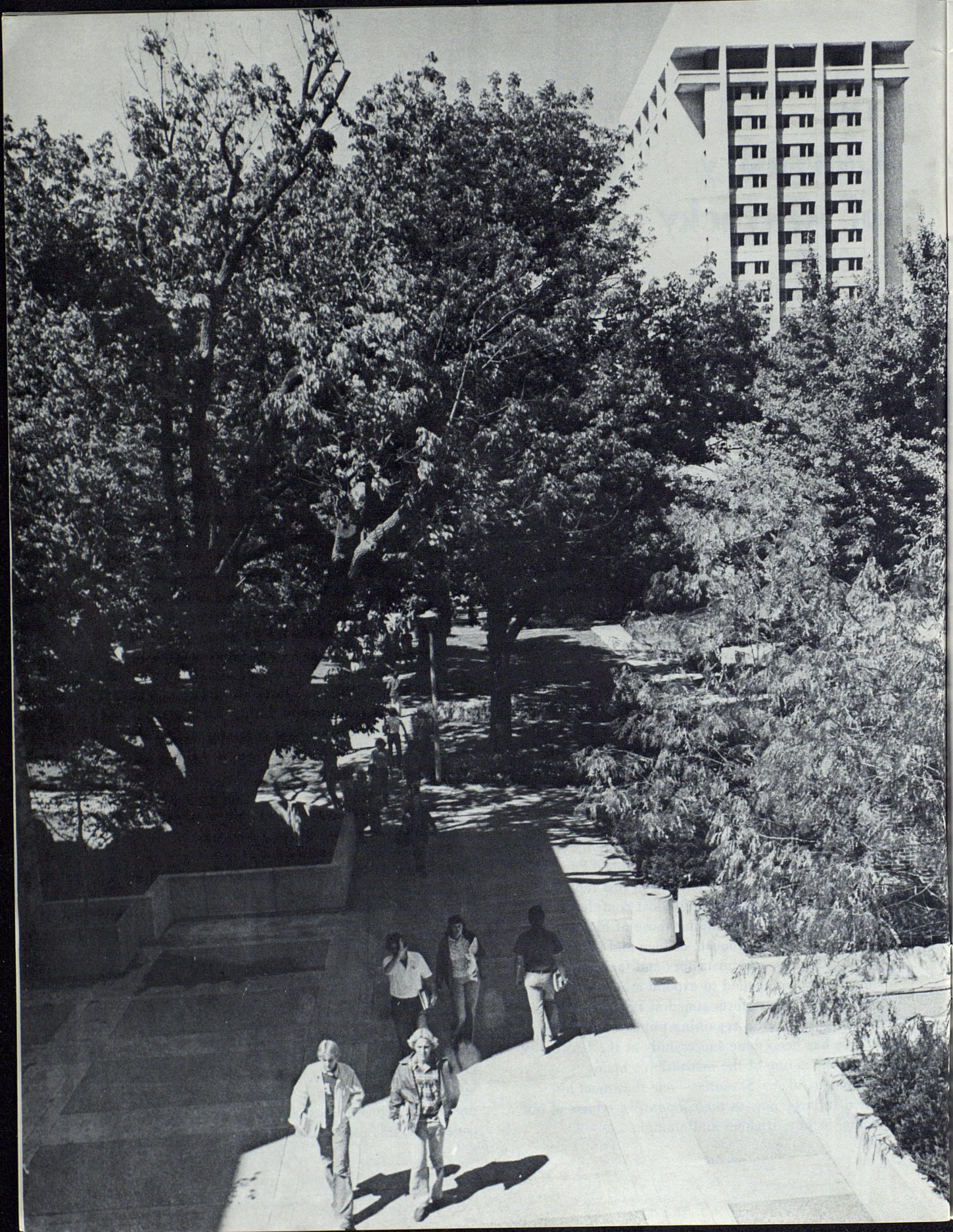
Particularly during the first half of the decade, universities also were painfully affected by the social and political unrest that swept the country. For reasons too complex to be detailed in this report, large segments of the population lost confidence in their institutions, not excluding those of higher education. As a consequence, college and university governing boards, administrators and faculty members were compelled to expend much of their time and energy in efforts aimed at restoring quiet to their campuses and to regaining public confidence. That this has been done successfully at the University of Kentucky is one of the institution's major achievements of the Seventies—one that must be credited in large part to the cooperative efforts of our students, faculty, trustees and alumni.

To the extent that this institution has been able to cope with the economic exigencies of the era, and at the same time to record substantial academic progress, we are likewise indebted to many persons. I would include, certainly, the students who have had to contend with increasingly larger classes and higher admission fees; the faculty and staff members whose responsibilities have mounted while their living standards were being eroded by the pressures of inflation; the alumni and other supporters whose generous monetary gifts have significantly brightened the financial picture; the three governors who have served this Commonwealth during the Seventies, and the members of the General Assembly during this period, all of whom have been encouragingly sensitive to the University's needs.

As I have noted many times during the past ten years, the University belongs to all Kentuckians—and its achievements are rightfully theirs.

Although the University has grown in size and complexity during the period under review, its basic purpose—the betterment of human welfare—remains unchanged. To fulfill this design, the University contributes to improving the society of which it is a part, and to the personal growth and development of those individuals who work, study and learn within its halls. This purpose is achieved through the fundamental functions of teaching, research and service.

While its purpose and functions remain essentially constant, the University's goals may undergo more or less frequent alteration in response to the changing needs of its constituency. Insofar as the University is concerned, this constituency embraces the entire



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James

Commonwealth. That was underscored by one of the decade's major educational developments in Kentucky—the action by which the Council on Higher Education reaffirmed the University's statewide role in all fields without geographical limitation.

In furtherance of that mission, the University throughout the decade now ending has been guided by these primary goals:

- Improvement of undergraduate education
- Continued development of high-quality graduate and professional education
- Promotion of academic freedom and responsibility
- Expansion of educational opportunities
- Effective development and utilization of its resources
- Improved ability to plan, and thereby to manage, change
- Application of the specialized talents and competencies of the University to the recognized problems of the Commonwealth.

Substantial progress is evident in each of these endeavors, but there is clearly a need for more improvement. From the present vantage point, I can envision a University that, given adequate financial support and the continued dedication of its faculty and staff, is capable of achieving within the next ten

years a level of academic excellence never before known in this Commonwealth.

The turn of a decade is a convenient point, too, from which to assess the sum of our advances over a clearly defined period in our recent past; successes that may have been little noted in the turbulent times of their occurrence, or whose significance may be fully understood only when considered in the long view. Let us, therefore, trace the University's general course through the first complete decade of its second century.

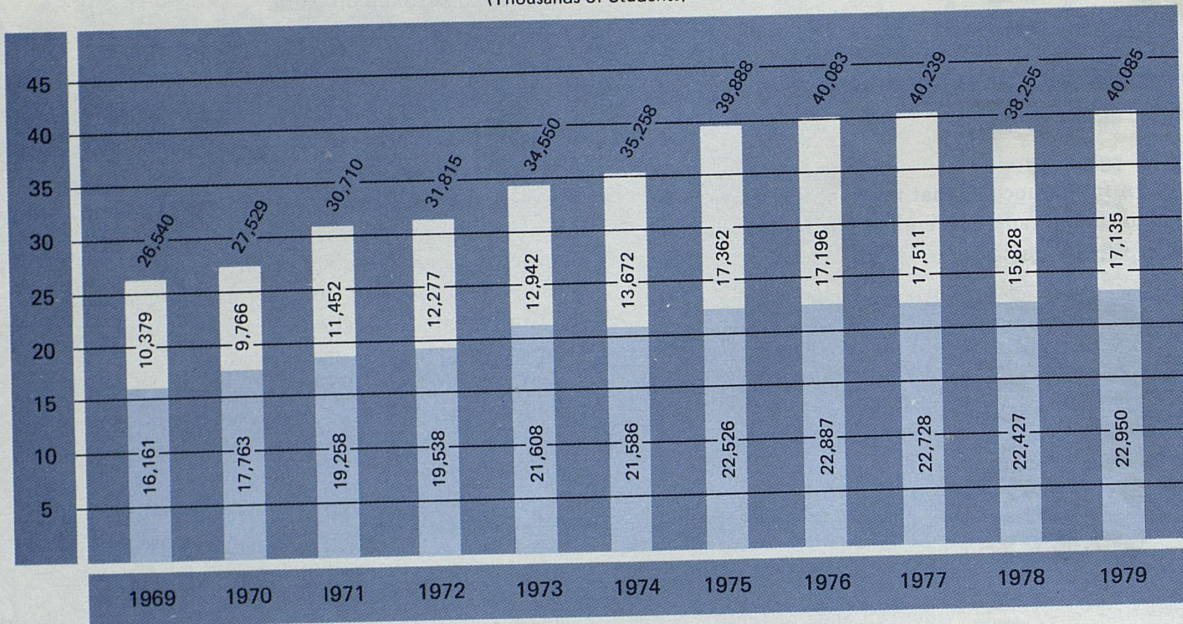
Between 1969 and 1979, the number of students enrolled for study on the Lexington campus grew by 42 per cent, from 16,161 to 22,950. During that same period, enrollment in the University's community colleges leaped from 10,379 to 17,135—an increase of 65 per cent.

The decade of the Seventies saw the University award 38,344 baccalaureate, graduate and professional degrees, almost 60 per cent more than during the preceding decade. This also exceeded the total number of degrees awarded by the institution in the 90 years that passed from its first graduation exercises in 1869 through the year 1959. During the Seventies, the community colleges awarded an

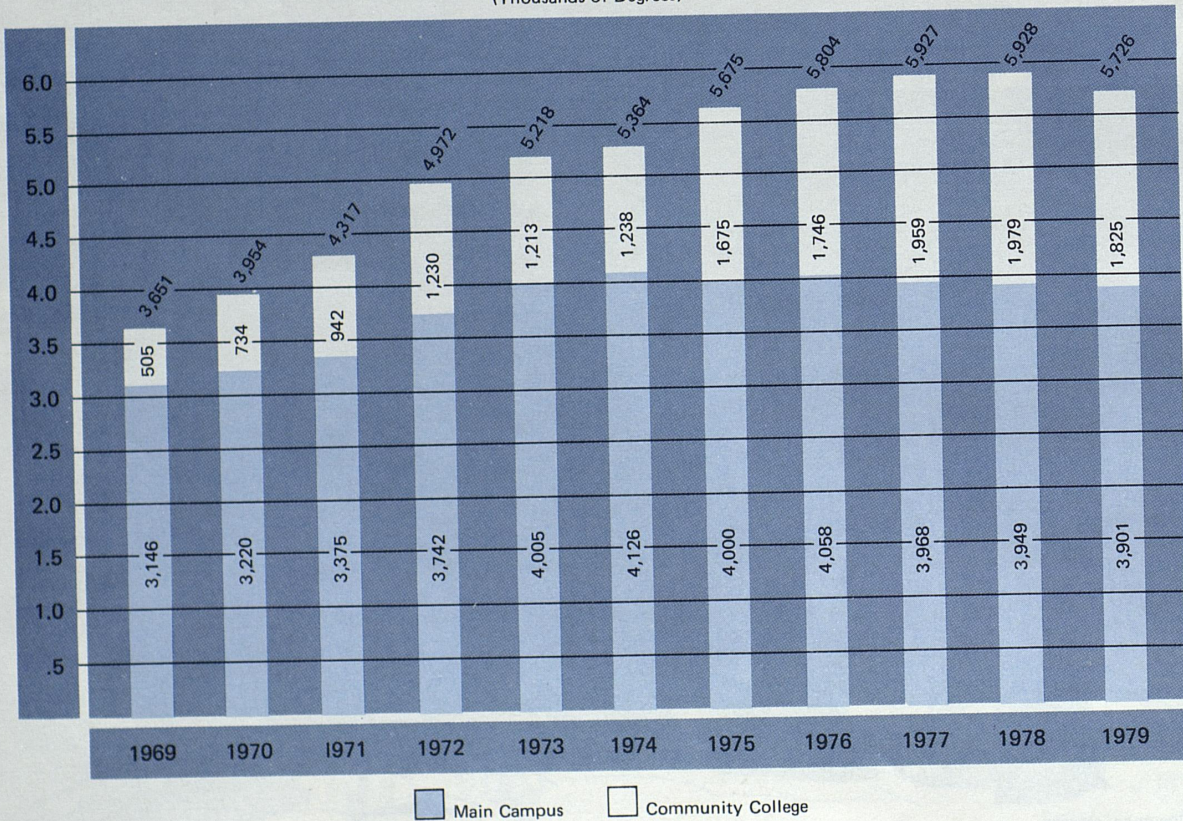


James Chapman, classics

Enrollment—1969-79
(Thousands of Students)



Degrees Awarded—1969-79
(Thousands of Degrees)



Main Campus
 Community College

additional 14,541 degrees, bringing the total for the decade to almost 53,000.

To cope with this steady enrollment growth, the University made substantial additions to its teaching faculty, though not enough to maintain the student-teacher ratio with which the decade began.

University-wide, the faculty grew in number from about 1,500 to approximately 2,100, a gain of roughly 40 per cent.

The number of female faculty members rose during the decade from 16 per cent of the total to 26 per cent, and the number of black faculty grew from less than one-half of one per cent to a figure approaching two per cent.

The make-up of the student body, too, underwent significant change during the period. Females, who accounted for 40 per cent of the Lexington enrollment in 1969, comprised over 45 per cent of the total there a decade later. In the community colleges, meanwhile, female enrollment grew from 44 per cent of the total in 1969 to 60 per cent in 1979.

On the Lexington campus, the number of black students rose from 127 to 633, a gain of almost 400 per cent. Black enrollment in the community colleges grew by 45 per cent to a total of 1,729, meaning that blacks now account for 11 per cent of the community college system's enrollment.

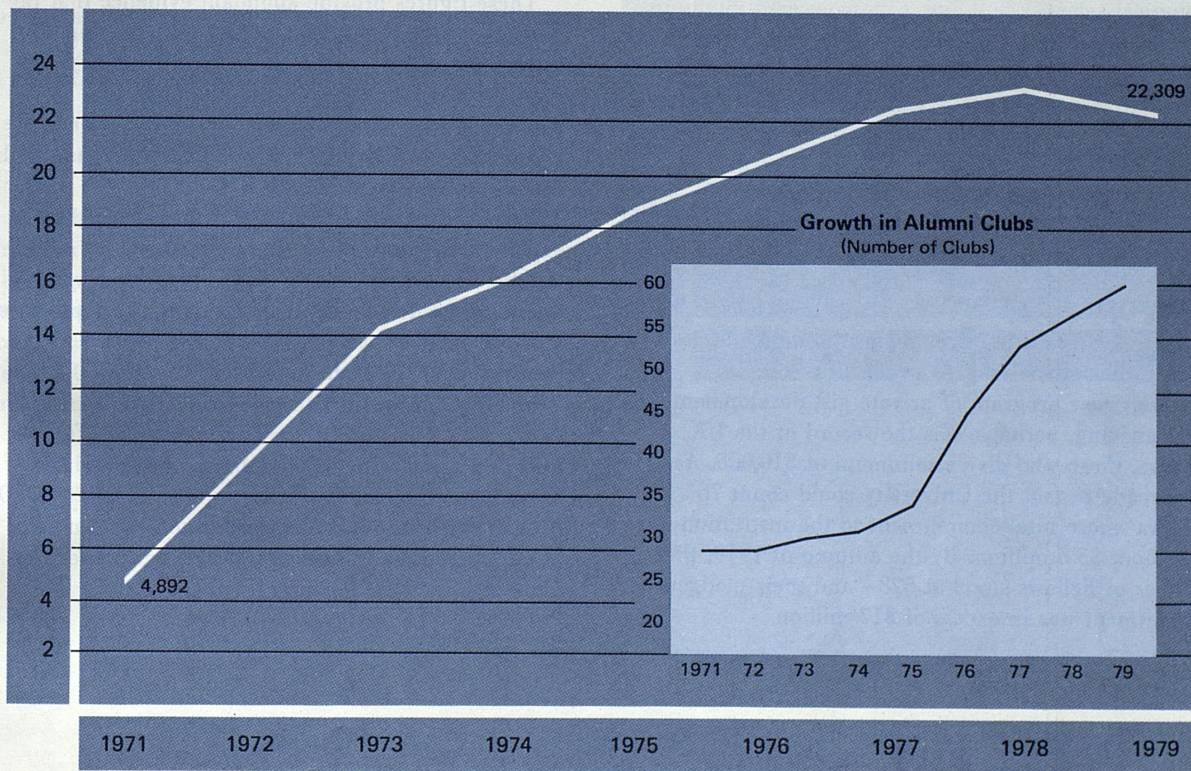
Much of the success that has been realized in recruitment and retention of minority students and faculty stems from the University's action, during the decade, in creating a vice-presidency for minority affairs. This officer, Dr. John T. Smith, directs our increasingly effective programs in affirmative action, minority student affairs, and employee counseling.

During the Seventies, there also occurred marked growth in enrollments of graduate and professional students. Graduate enrollment grew by 74 per cent, from 2,096 to 3,643, while the professional schools saw their aggregate enrollments increase by 31 per cent, from 921 to 1,204. The University also has noted a significant increase in older and part-time students.

To accommodate such growth in its student body and faculty, the University made more than a dozen major additions to its Lexington-campus physical

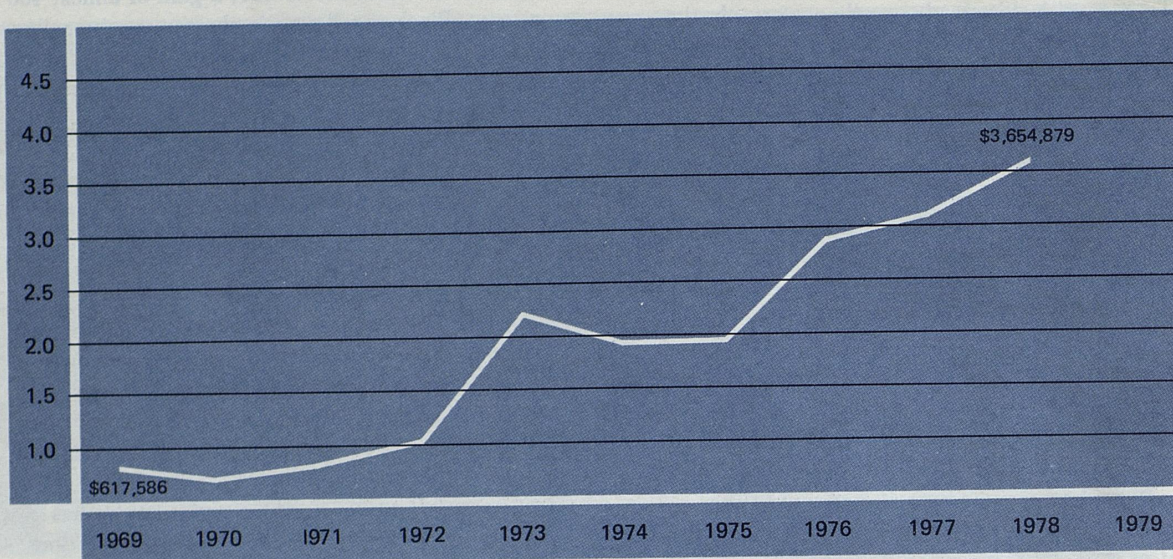
Membership in the UK Alumni Association

(Thousands of Members)



Gifts to UK

(Millions of Dollars)



plant and a comparable number of additions to its community-college campuses.

Projects completed in Lexington include the health, physical education and recreation center, an agricultural science laboratory structure, the biological sciences building, Commonwealth Stadium, the College of Nursing/Health Sciences Learning Center, a student apartment complex, the Sanders-Brown Research Center on Aging, the Center for the Arts, new quarters for the Lexington Technical Institute and the Tobacco and Health Research Institute, and major additions to the Margaret I. King Library, the Medical Center, and University Hospital.

The decade under review brought success of almost phenomenal degree to the University's relatively new program of private gift development. Most striking, perhaps, was the record of the UK Fellows, those who give a minimum of \$10,000. As the decade began, the University could count 76 Fellows whose total commitment to the institution was about \$3.8 million. By the autumn of 1979, the number of Fellows stood at 628—and their pledged commitment was in excess of \$17 million.

During the same period, receipts from the UK Annual-Giving Fund were trebled, from roughly a quarter-million dollars to more than three-quarter million yearly. Gifts from all sources rose from less than \$500,000 in 1970 to over \$3.6 million in 1978.

These figures provide abundant evidence that the University not only is making a vigorous effort to attract the private gifts that add a clear margin of excellence to its academic and public service programs, but that UK alumni and other friends are responding to this need with understanding and with increasingly heartening effect.

The base for this private financial support has expanded dramatically with the rapid growth in numbers of alumni. Indeed, such expansion was assured by a decade in which the University produced more graduates than it had in the three preceding decades, from 1940 through 1969.

Membership in the Alumni Association leaped from 4,900 to more than 22,000. The number of life members topped the 6,200 mark, and the number of local alumni clubs more than doubled, from 28 to 60. Alumni activities—including group tours, attendance at athletic events, Kentucky Derby parties and the like—also increased markedly.

While its support from the private sector was making spectacular gains, the University was experiencing some severe setbacks in other fiscal categories.

During the decade UK's share of the higher education budget shrank from well over half of the total to only two-fifths of the whole a decade later, a relative loss of about 25 per cent. The percentage of general fund revenues for higher education remained relatively constant during the decade but the admission of two institutions to the system proved particularly damaging to UK's financial position.

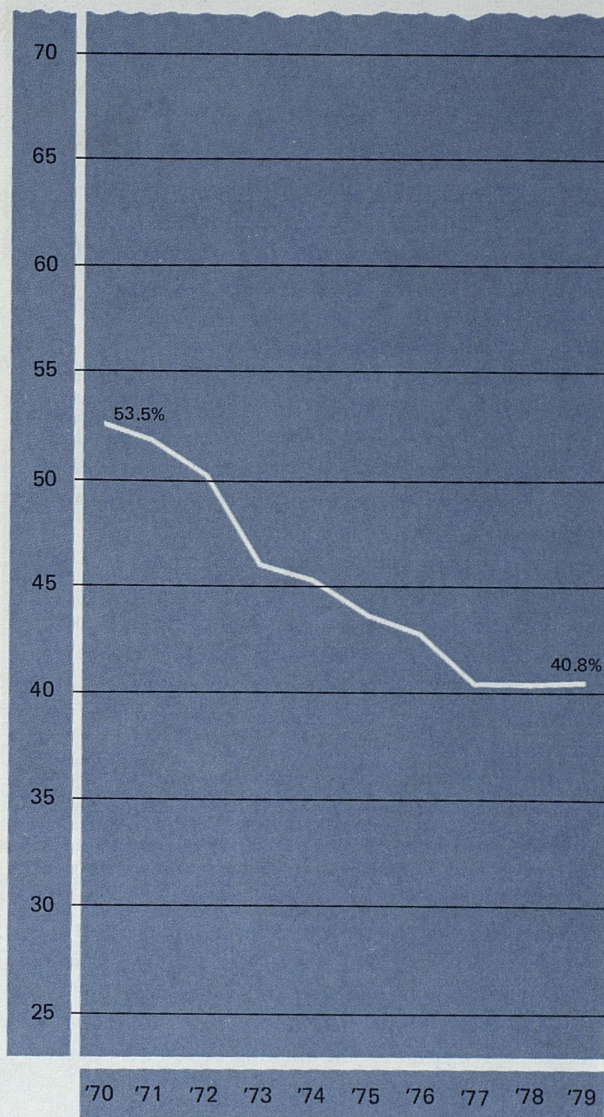
Throughout the Seventies, meanwhile, UK continued to provide instruction to a steady 35 per cent of the students enrolled in Kentucky's system of public higher education. Plainly, something had to give. The thing that gave most was the relative level of UK faculty salaries.

At the start of the Seventies, salaries on the Lexington campus were just \$23 below the average of UK's benchmark institutions in surrounding states. By the end of the decade, the difference was over \$1,600. This pattern of decline was repeated in the community college system, where UK salaries dropped comparatively during the decade from \$412 beneath the benchmark average to more than \$1,900 under that figure.

As the Seventies ended, this unfavorable position as regards faculty salaries was clearly a serious threat to the University's continued progress.

A more detailed look at how the University has fared during the past decade will be found in the following summations of change within the institution's principal components—the Division of Colleges, the Community College System, and the Medical Center.

UK's Share of the Total State Appropriation for Higher Education
(Percentage)



The Division of Colleges

The spectacular growth in Graduate School enrollment has been noted already. The largest relative undergraduate enrollment increases have been in the Colleges of Business and Economics, Agriculture, Engineering, and Home Economics. The largest enrollment decrease has been in the undergraduate teacher-training programs of the College of Education, but this has been approximately offset by the increased enrollment of graduate students in that college.

While open enrollment and educational opportunity continue to be provided in most of the undergraduate colleges, selective admission or enrollment limitation was imposed during this time in the Colleges of Architecture, Engineering, and Education.

The College of Arts and Sciences, meanwhile, underwent two reorganizations. The most recent one, in 1976, resulted in organized and more extensive student advising at the undergraduate level for students who entered the University undecided as to their major field of study.

In the other change, several departments were separated from Arts and Sciences to form two new colleges. The School of Journalism, and the Departments of Speech and Telecommunications were brought together in a new College of Communications, and there has been a significant increase in enrollment of students in these programs. The Departments of Art and Theatre Arts and the School of Music now constitute the new College of Fine Arts. With the recent opening of the new Center for the Arts, this college now has an enhanced capability to enrich the cultural life of both the University community and the Commonwealth.

Changes and innovations have been initiated in several areas of study, largely as a consequence of developing expertise of faculty in particular specialties and the reallocation of existing resources. The Honors program was established as an academic unit to serve superior students at the undergraduate level. The Office of Experiential Education was created to assist in the placement of students in work experiences directly related to their academic goals.

The creation of Graduate Centers, under the

administration of The Graduate School, has permitted the development of interdisciplinary graduate programs that draw heavily on the resources of previously established departments. Examples of these developments are the masters degree program in public administration, the graduate programs in toxicology, and the revised masters program in rehabilitation counseling.

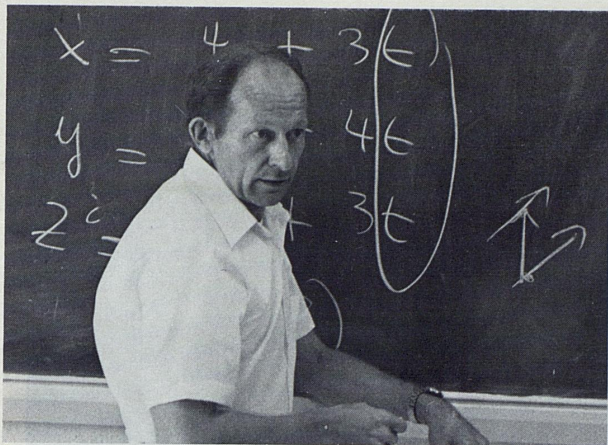
Our first complete off-campus graduate was successfully provided in Hazard, where one class received the Master of Social Work degree. A similar program was initiated last May through the Graduate Center at Northern Kentucky University, a cooperative venture established in 1977 to expand graduate offerings in that geographical area.

In a period of relatively few new resources and increasing enrollments, particular care has been exercised to prevent unnecessary duplication of academic programs or unjustified proliferation of offerings. However, as a result of normal University development, and largely through the reallocation of existing resources, a substantial number of new degree programs were implemented after the careful determination that each would meet a definite academic or social need.

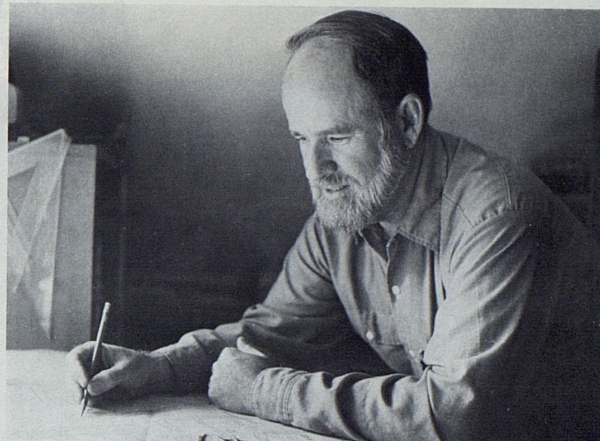
In 1972, the Bachelor of General Studies degree was initiated, and since has attracted considerable attention because of its alternatives to the traditional curriculum requirements. This program required no additional resources.

Throughout the decade, there has been increasing commitment to the availability and quality of non-traditional education. Active and productive programs in continuing education now are being offered in engineering, law, business, and education, while programs of somewhat smaller size are offered by the remaining colleges. Adult and continuing education programs not unique to a single college continue to be offered through University Extension. A program in developmental studies has been established to provide special assistance to entering students who are deficient in study skills or in basic achievements necessary to normal academic progress.

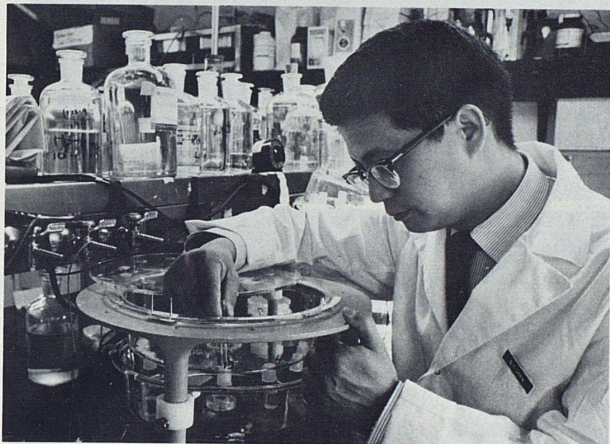
The research mission of the University is unique



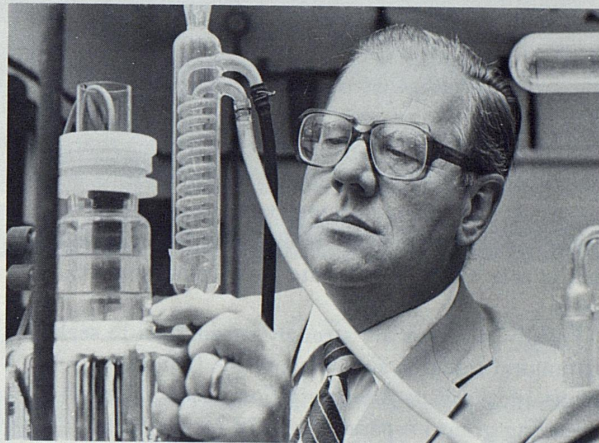
Edgar Enochs, mathematics



William V. Adams, anthropology



S.K. Chan, biochemistry



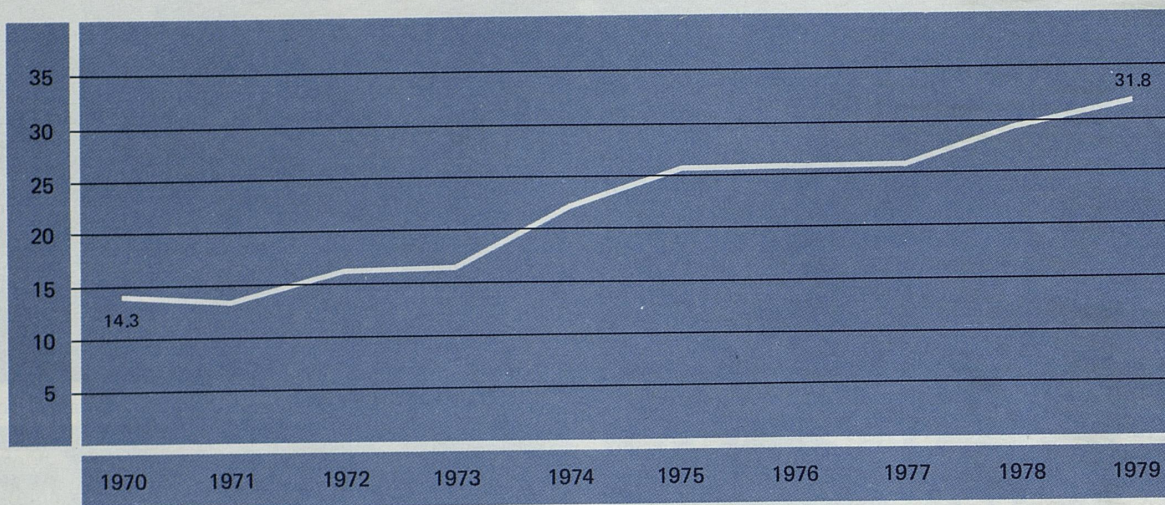
Kurt Niedenzu, inorganic chemistry



Roy K. Jarecky, medicine

Externally Funded Projects

(Millions of Dollars)



among the public institutions of Kentucky. It is important, therefore, that the University maintain an environment that encourages individual faculty and that is ever aware of the state's particular research needs.

Faculty members are strongly encouraged to seek extramural research support, and the Office of Sponsored Projects Administration assists them in preparing grant proposals. In 1970-71, the units constituting the Division of Colleges were successful in attracting new extramural awards totaling \$6,950,000. In 1978-79, new awards amounted to \$18.7 million, an increase of 169 per cent. These extramural awards do finance certain public service and teaching activities as well as research, but they do not include the continuing federal appropriations based on formula or other institutional criteria.

Research institutes and organized research centers are the administrative offices responsible for much of the basic and applied research that takes place at the University. Among these are the Agricultural Experiment Station, the Center for Developmental Change, the Water Resources Research Institute, the Wenner-Gren Laboratory, the Tobacco and Health Research Institute, the Institute for Mining and Minerals Research, the Multidisciplinary Center for Gerontology, and the Appalachian Center.

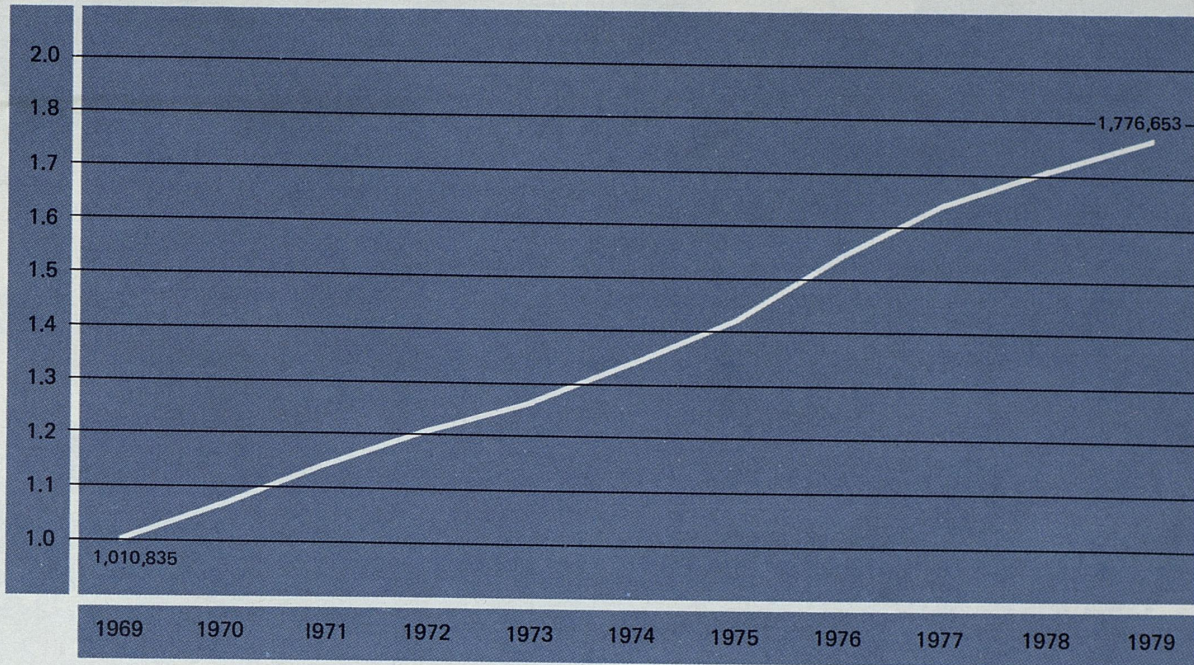
The University Library provides essential support

for both research and instruction. During the Seventies, the number of volumes in the library has been increased by almost 700,000 and now totals some 1,750,000. Microform holdings have increased during the same period by about 1.1 million items, bringing this collection to 1.8 million.

Some of the public service programs of the Division of Colleges are of exceedingly long duration, but there has been a significant expansion of these activities since 1970. These programs involve the delivery of information and advice to individuals and many constituent groups.

In addition to the Agricultural Cooperative Extension Service, several of the colleges have established offices for the development and distribution of such materials. Included are the Center for Professional and Executive Development in Business, the Labor Education Center, the Center for Real Estate and Land Use Analysis, the Governor's Council of Economic Advisors, the Center for Critical Energy Resources, the NASA Technology Transfer program, and the Center for Professional Development in Education. Other units of somewhat similar nature include the Division of Regulatory Services in Agriculture, the Kentucky Geological Survey, and the office of the State Archeologist.

UK Library Holdings (Millions of Volumes)



Use and contents of UK libraries—constantly increasing





UK's 18-story Patterson Office Tower (1969) was the focal point for the panoramic view of the UK campus (inside). The color photograph was the work of UK Photographic Service's Bill Wells, under the direction of John Mitchell.



White Hall Classroom Building—1969



Center for the Arts—1979



Thomas Hunt Morgan Biological Sciences Building—1974

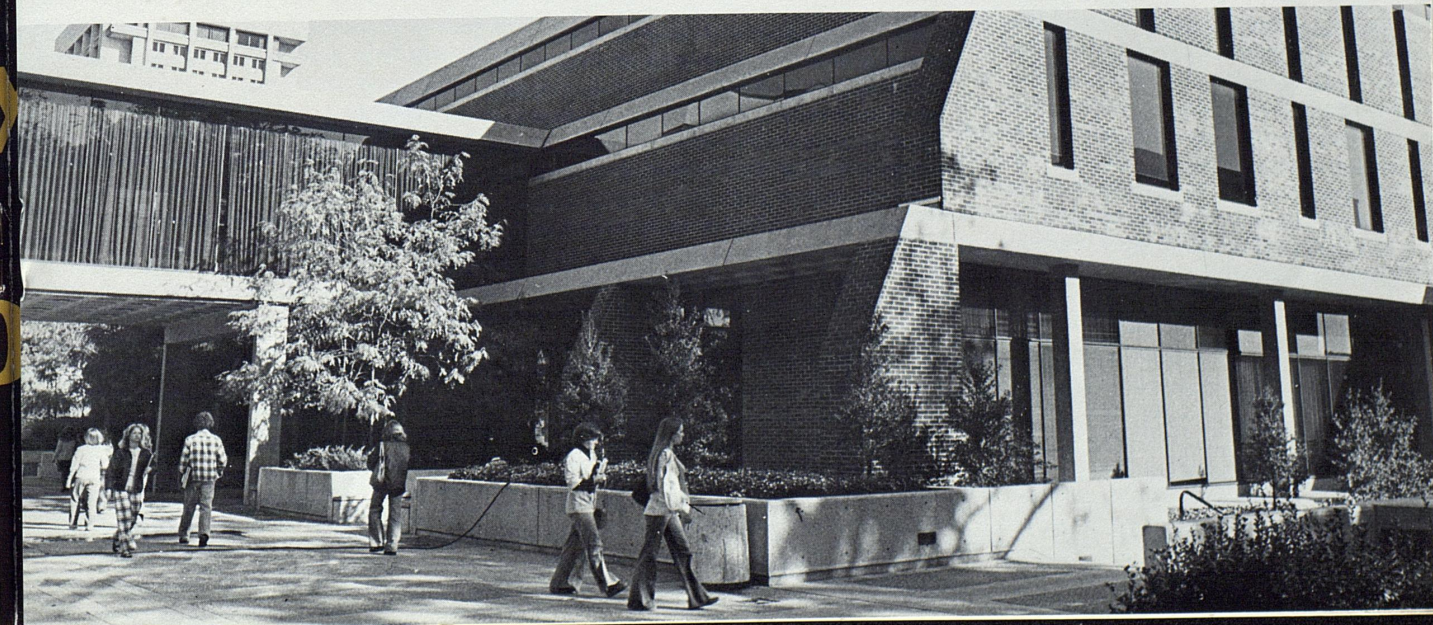
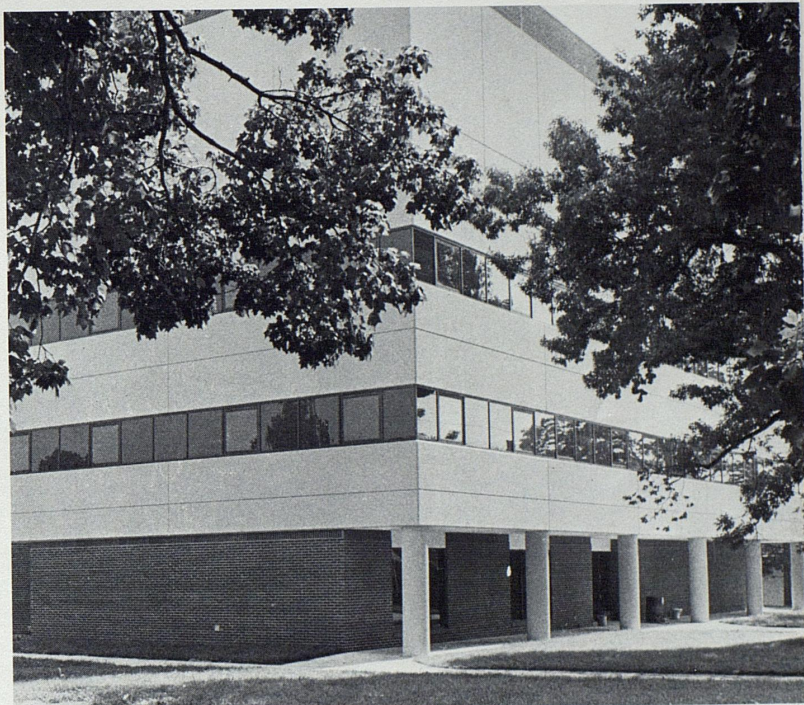
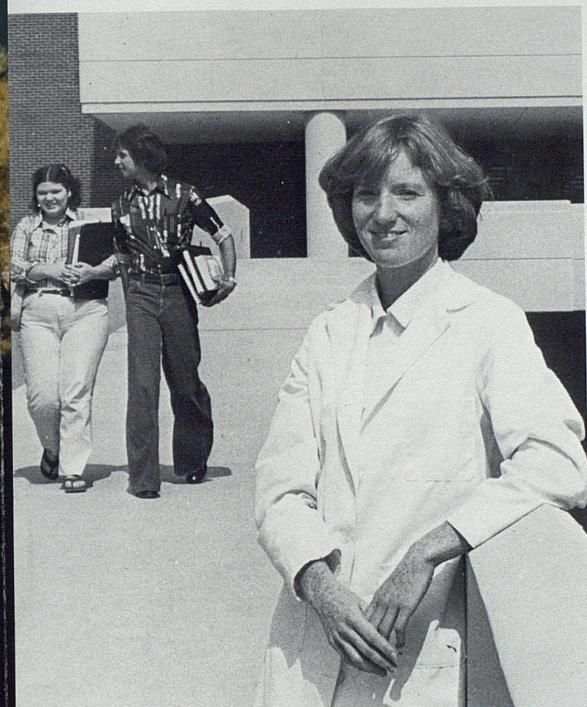


Top:
Tobacco and Health Research Institute—1977

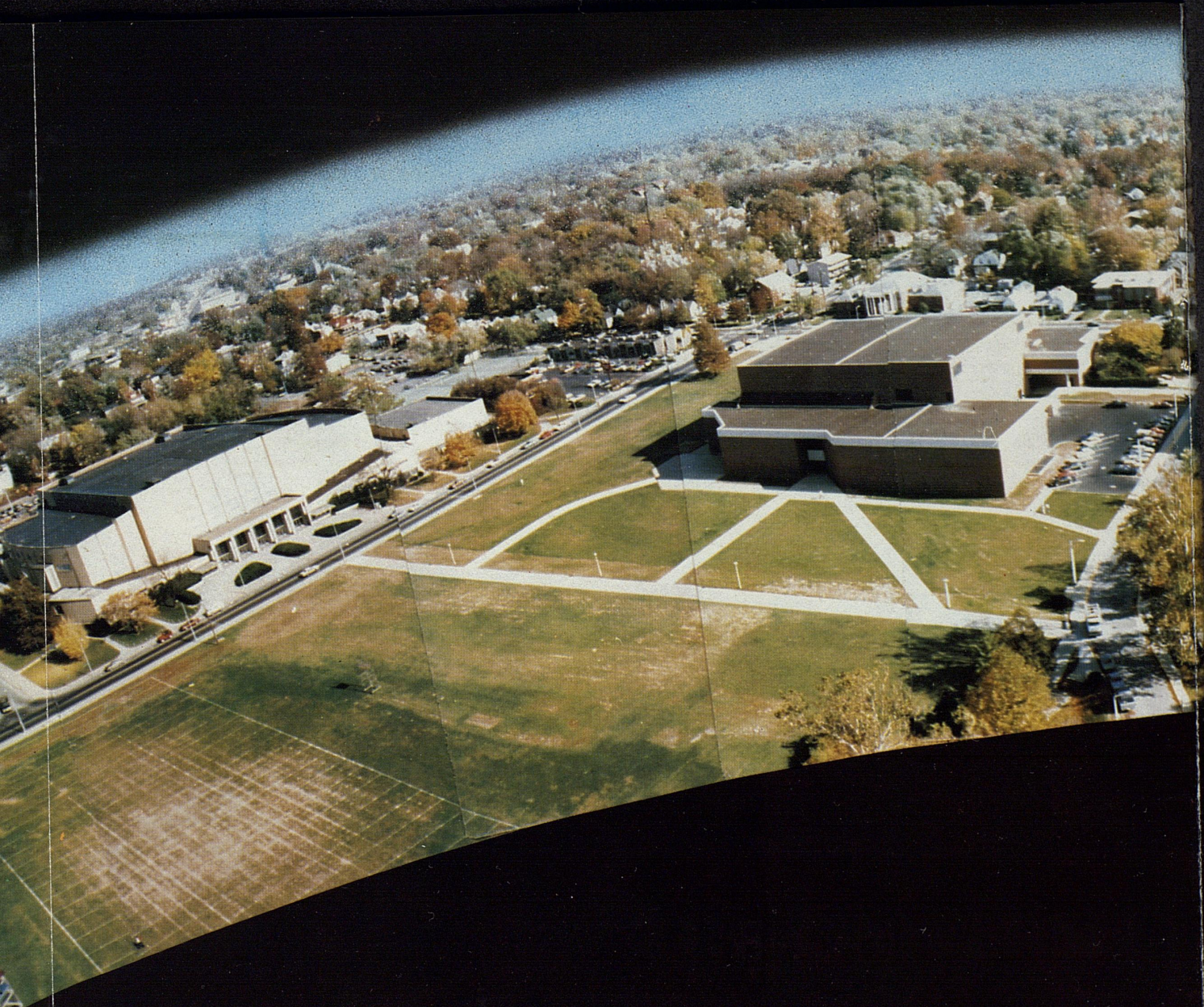
Center:
College of Nursing/Health Sciences Learning
Center (left)—1978

Sanders-Brown Research Center for the Aging—
1979

Bottom:
Margaret I. King Library Addition—1973







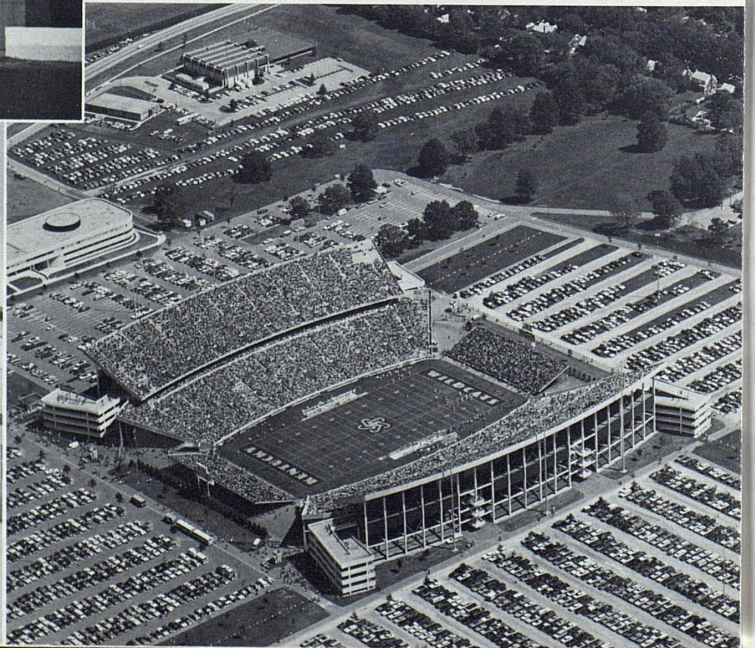
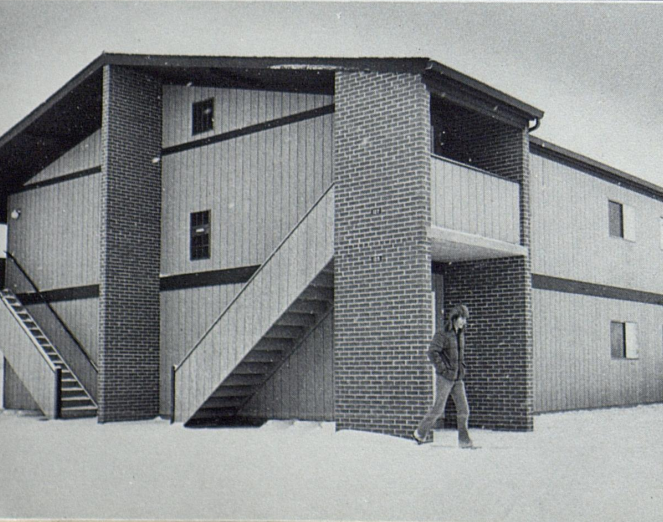
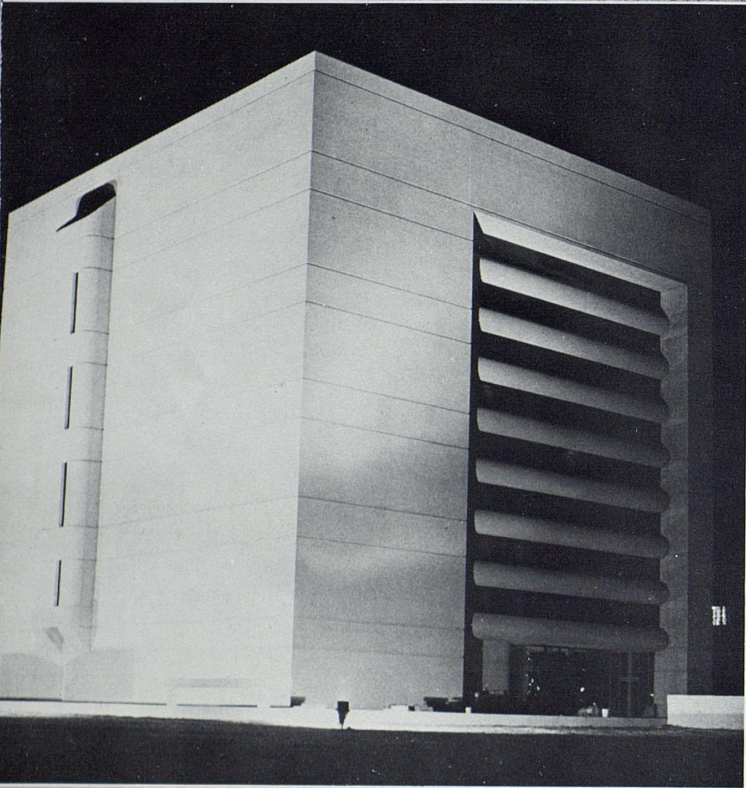
THE UNIVERSITY
A GREAT AND GROWING



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Top:
Albert B. Chandler Medical Center Addition—1975

Center:
Agricultural Science Center South—1972

Bottom:
Greg Page Stadium View Apartments—1979
and
Commonwealth Stadium—1973

The Community Colleges

The University's Community College System, founded in the 1960s, came of age in the decade just completed. Students were attracted to the colleges in rapidly growing numbers by a broad offering of transfer, career, and continuing education programs.

Representing a cross-section of their respective communities, these students gave substance to the often heard description of community colleges as "open door" or "peoples" colleges. Programs and services were strengthened during the 1970s, and new programs and services were developed to meet specific community needs. In response to burgeoning enrollments and program expansion, new physical facilities were constructed.

In conjunction with the growing enrollments, there have occurred significant changes in the make-up of the student body. One striking change is that the so-called non-traditional student is becoming the traditional in Kentucky's community colleges. Whereas only 26 per cent of the students were enrolled in career programs in 1970, over half of them today are seeking degrees in career fields.

Many are housewives, businessmen or others with established careers who want to prepare themselves for new occupations or to upgrade their skills for advancement in their present jobs. As a result, there has been a noticeable change in the age of community college students. More than one-third of them now are over 25 years of age. Almost 61 per cent of the student body is female, a marked change from 10 years ago, and nearly 50 per cent of all students are attending class on a part-time basis.

Minorities, too, are discovering the advantages of community-college programs. In the autumn of 1979, 11 per cent of the students were black, substantially more than the 7.1 per cent black college enrollment for the state as a whole.

The increasing interest in career programs is a reflection of Kentucky's current employment needs. The community colleges responded to these needs, and to the interests of students, by initiating 36 new career programs during the decade under review. Among them were programs in industrial-electrical technology, culinary arts, mining

technology, fire science, reclamation technology, and dental hygiene.

The latter offering, which is a mobile program, has gained national recognition. It was set up initially at Ashland and, after three years, was moved to Somerset. Another such program was started at Paducah. When the need for graduates has been filled in these areas, the programs will be moved to community colleges in other parts of the state where there is a demonstrable need for dental hygienists.

Similar in concept is the Pennyriple nursing program that is now operative in the Madisonville and Hopkinsville colleges. The program coordinator and faculty alternate between the two colleges, with the result that the nursing education needs of both areas are supplied at a cost much beneath that of separate programs.

Career programs in the community college system have no guarantee of permanence. Several such programs were phased out during the decade because the original need for them no longer exists, and the system adopted administrative procedures that assure continuous program evaluation.

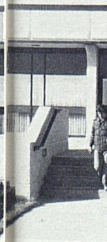
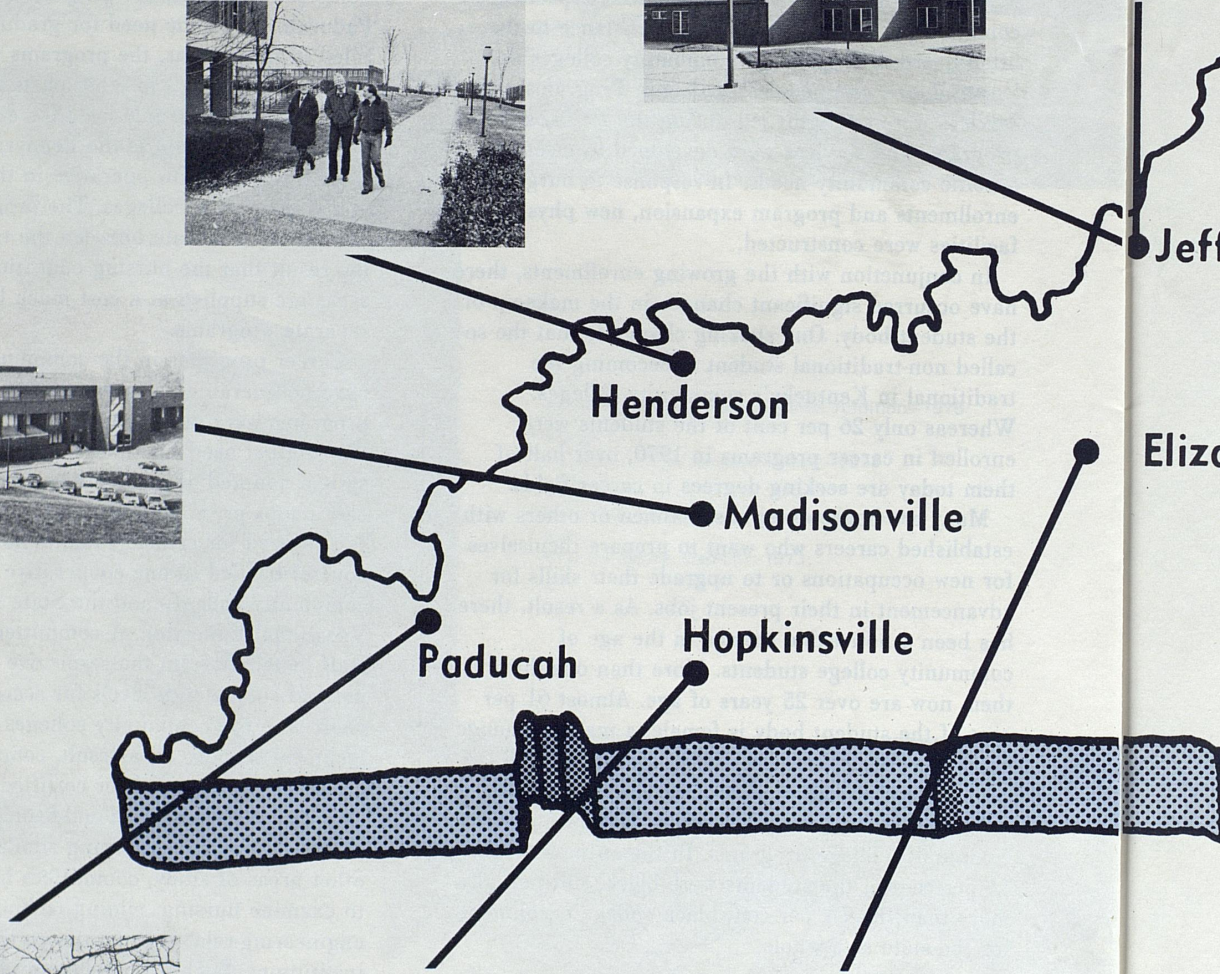
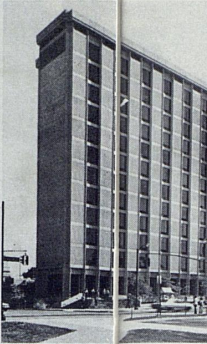
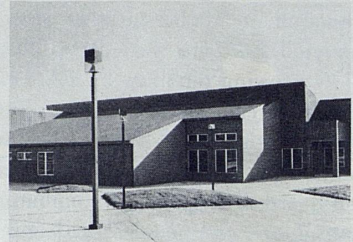
The need for critical examination of programs and courses has led to one cooperative policy between the community colleges and the State Bureau of Vocational Education. A committee of faculty and staff members from the respective institutions has defined competency levels for secretarial-program courses in the community colleges and the vocational-technical schools. As a result, community college credit now is awarded for certified satisfactory completion of the vocational-technical school courses.

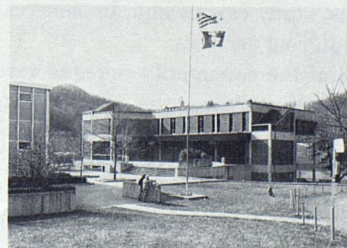
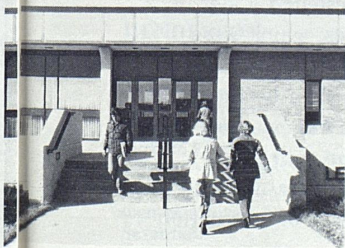
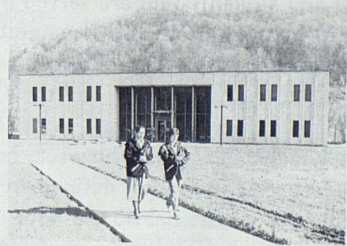
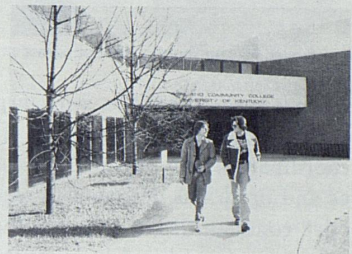
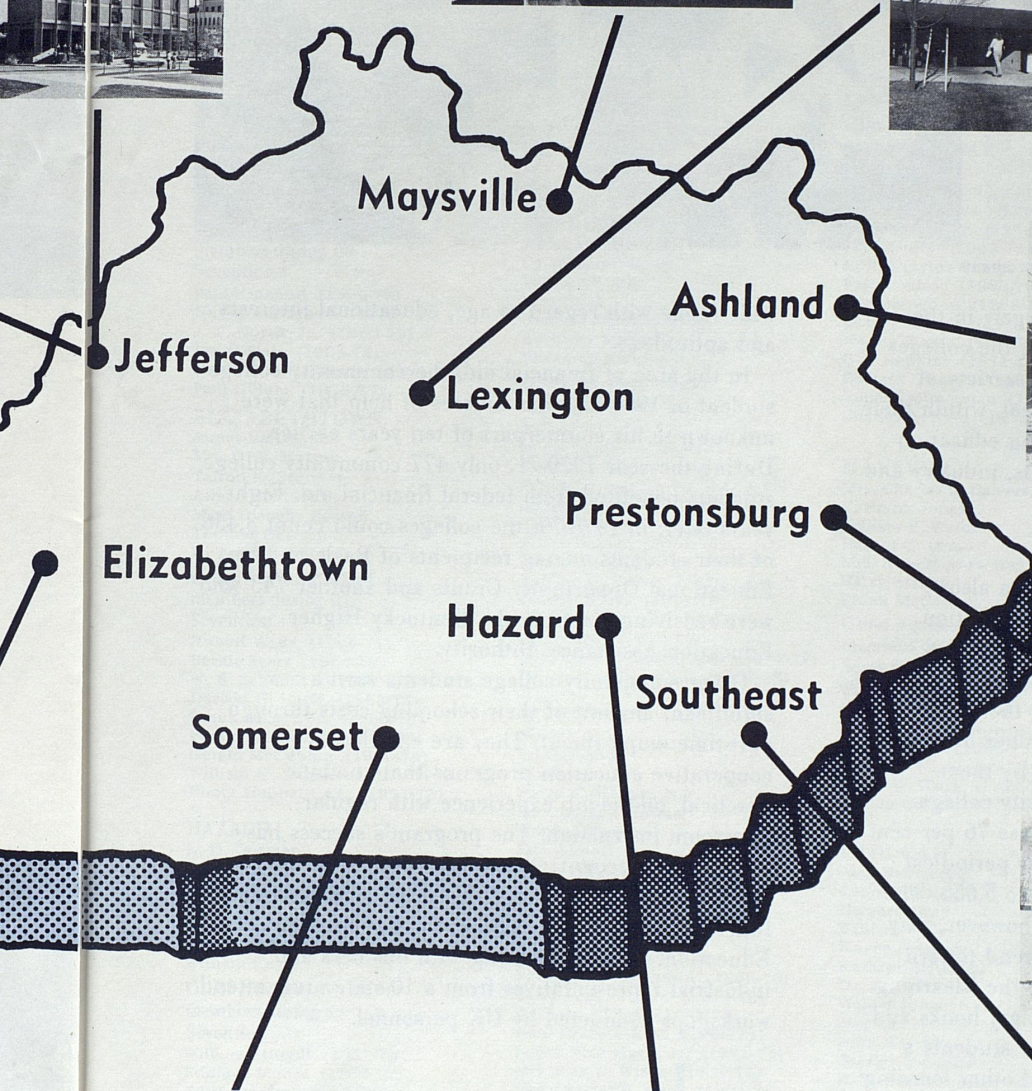
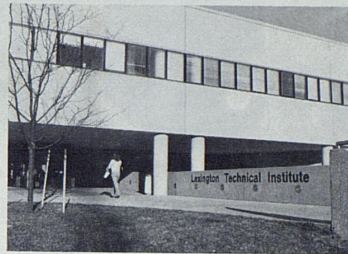
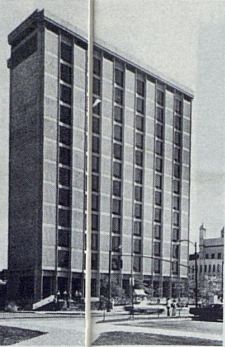
With the goal of reaching similar agreements in other areas of study, committees have been appointed to examine nursing, mining technology, and engineering-related programs in the two types of institutions. Such arrangements will help prevent repetition of coursework in which students already have reached an acceptable level of competence.

Through the utilization of local program advisory committees, the community colleges in the 1970s have increased the number of persons involved in planning and implementing occupational, continuing education, and community service offerings. In the decade's early years, the continuing education and

University of Kentucky Community College System

Most of these community college buildings were completed in the 70s.

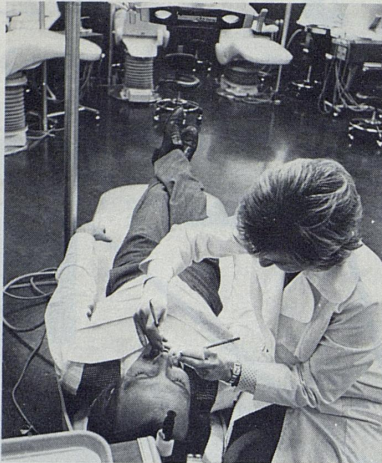




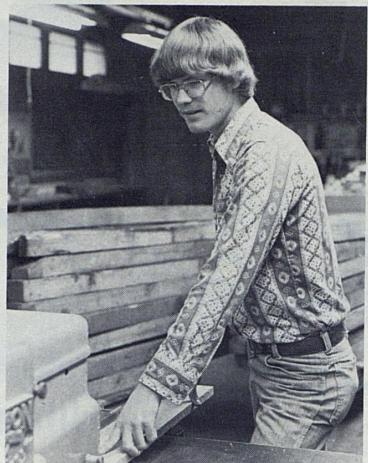
Culinary arts . . .



dental hygiene . . .



forestry technology . . .



. . . three of over 40 community college career programs

community service programs were largely in the development stage. Currently, most of the colleges have coordinators who preside over a variety of courses and programs designed to meet, within their respective communities, the continuing education needs of persons employed in business, industry and professions.

The community college system also participates in the Kentucky Higher Education Telecommunications Consortium, which serves students unable to regularly attend on-campus classes. From the start, the colleges have led the consortium's participating institutions both in number of courses offered and students who are served by them.

During the Seventies, the community college libraries saw their book inventories rise 76 per cent to a total of nearly 350,000, and their periodical collections multiply more than twice to 5,650. The decade's major change in this area, however, may well have been the sharply defined trend toward replacing the traditional library with the "learning resource center." Besides the customary books and periodicals, the learning centers offer students a broad array of audio-tapes, films and other learning aids, music rooms, study carrels and, in some cases, counseling and tutoring services.

Since 1970, all of the community colleges have established developmental programs and learning laboratories to help the student who is poorly prepared for college-level work to acquire the skills he needs to progress toward his educational goal. Such services are needed particularly in community colleges, whose students may represent an unusually

wide range with regard to age, educational interests and aptitudes.

In the area of financial aid, the community college student of 1980 also has sources of help that were unknown to his counterpart of ten years earlier. During the year 1970-71, only 477 community college students benefited from federal financial aid. Eight years later, in 1978-79, the colleges could count 3,456 of their students among recipients of Basic Educational Opportunity Grants and another 743 who were receiving aid from the Kentucky Higher Education Assistance Authority.

Other community college students earn a significant amount of their schooling costs through part-time employment. They are enrolled in cooperative education programs that combine practical, on-the-job experience with regular classroom instruction. The program's success has been widely recognized and has resulted in the system's selection by the U.S. Office of Education to function as its Mideast Center for Cooperative Education. Educators, along with business and industrial representatives from a 10-state area, attend workshops conducted by UK personnel.

In summary, the 1970s presented a stern challenge to the community colleges, which were called upon to serve a massive body of Kentuckians, many of whom are accurately described by the term, non-traditional. That the challenge has been met with gratifying success is evidence of the colleges' flexibility and their willingness to utilize non-traditional approaches to the delivery of instruction and public service.

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ELIZABETHTOWN James Owen	HENDERSON Marshall Arnold	JEFFERSON Ronald Horvath	MADISONVILLE Arthur Stumpf	PADUCAH Donald Clemens	SOMERSET Roscoe Kelley	

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Gerald Whitlow
Betty Lou Royden

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Edmond Collett
Paul J. Sturgill
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Milburn Keith
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Kathleen Sell Burke
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L. A. Traylor (1968-73)
Fred Wallace (1968-70)
Douglas Wood (1968-70)
Douglas Everly (1971-75)
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Guy Hankins (1971-74)
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Mrs. Robert Browning
Harry Stafford
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James W. Clark (1974-77)
Champ Clarke (1974-77)

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Leon Williams
Howard Gray
William Feiler
Royce Gregory
Kathryn Hassman
Dr. Leon Higdon
Walker Johnson
Marshall Nemer
John Russell
Beasley Vaughan
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George Crounce (1968-76)
Roscoe Cross (1968-71)
Raymond Schultz (1968-74)
George Bailey (1968-73)
Edward T. Hannan (1969-72)
Donald S. Muir (1971-75)
Al Rae (1971-75)
Myrna Chumley (1974-76)
George Sullivan (1975-77)
Irving Bright, Jr. (1972-76)

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Marvin Music
Burl W. Spurlock
Chalmer Frazier
Lee D. Keene
Dan H. Branham
Robert Conley

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H. D. Fitzpatrick (1963-70)
R. V. Preston (1967-70)
Curtis Clark (1969-73)
Russell Gobel (1971-75)
Chester Smith (1975-77)
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Jesse Wilson
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Denton Russell (1968-72)
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Kenneth Meredith (1969-73)
J. W. Grabell (1969-73)
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A. E. Moran (1970-71)
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The Albert B. Chandler Medical Center



Medical research

In keeping with its missions of education, patient care and research, and its role as a publicly supported institution, the Albert B. Chandler Medical Center responded to the formidable new challenges in health care that were produced by the Seventies. These challenges, mandated at national, state and local levels, were: to increase health manpower to meet the rising demand for patient care services; to create new and more efficient systems of health care delivery; to devise multidisciplinary approaches to health problems in targeted research; to improve the distribution of health professionals, and increase the use of technology in patient care.

These new trends in the health care field greatly influenced the scope and direction of Medical Center programs over the past decade.

Particularly significant was the development of the primary care program. A number of steps were taken

to improve the University's capacity to produce primary health-care manpower, particularly in the College of Medicine areas of family practice, general internal medicine, general pediatrics and obstetrics. The emphasis on primary care also was exemplified by the creation of nurse practitioner and nurse midwifery programs in the College of Nursing; by the physical assistant program in the College of Allied Health Professions; by the training of clinical pharmacists in the College of Pharmacy; and by the general practice residency training program in the College of Dentistry, which will prepare general dental practitioners with more advanced skills for service particularly in underserved, rural communities. All of these programs focus on improving the capacity to serve patient health care needs.



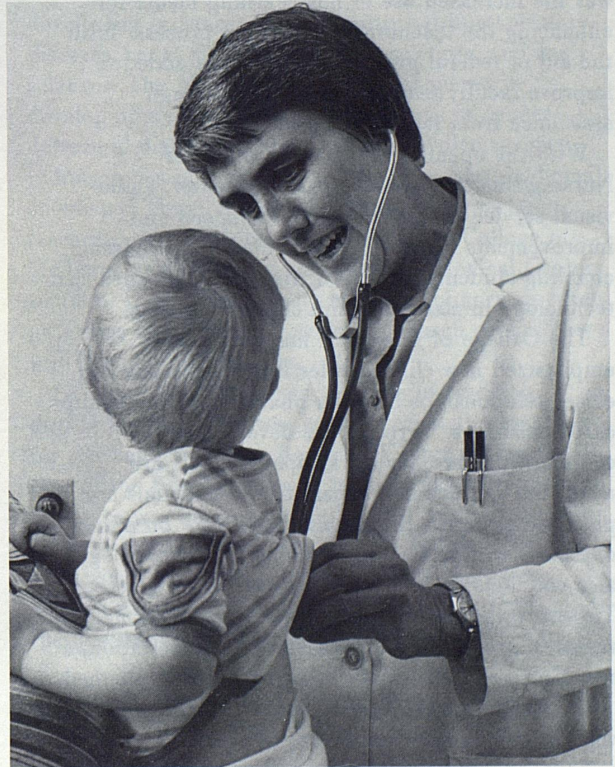
Pharmacy



Nursing



Rehabilitation



Medicine

The primary care program was facilitated by creation of the William R. Willard Department of Family Practice and the construction of a family practice building to serve as a model office for a small group of UK family physicians and dentists. Plans also are well advanced for constructing a primary ambulatory care facility, which will add a major new dimension for expanding manpower production. Upon completion of this facility, the Medical Center will be able to make an improved and expanded contribution to Kentucky's primary health care and health manpower needs.

In response to emerging needs, the Area Health Education System (AHES), administered by the Council on Higher Education, was established in 1974 to encourage more health care students to return to rural areas to practice after graduation. Under the AHES program, students receive field experience in regions throughout Kentucky, particularly where additional health services are needed. To date, more than 1,500 health professions students from UK have participated in the program, and evidence is accumulating that our graduates are positively influenced in their choice of a place to practice.

Another major development during the Seventies was the increased use of new learning media for enhancing the teaching and learning process. With the aid of federal grants, staff also was added to improve faculty teaching capability through assistance from teaching experts.

With the opening of the new College of Nursing/Health Sciences Learning Center, audio-visual service capabilities were enhanced and improvements made in modern media transmission, enabling students to benefit from the most advanced technology in classroom and clinical teaching.

The College of Pharmacy has increasingly emphasized new clinical roles for pharmacists and closer relationships between pharmacists and health care consumers. Through the development of community pharmacy clerkships, students are acquiring professional experience in hospitals and pharmacies across the state as they work on a one-to-one basis with practicing pharmacists. The college also conducts extensive and innovative drug research. To assure the continuance of quality educational and research programs, and to maintain accreditation, a new College of Pharmacy building is being planned.

Of particular significance in the College of Nursing was the development of a new, two-year



Thomas P. Mullaney, endodontics

undergraduate program with admission limited to registered nurses. This program facilitates the educational mobility of nurses and advances their skills and knowledge in the delivery of nursing care.

The masters program in nursing was established in 1971 with an enrollment of eight students. By the autumn of 1979, the 84 students then enrolled could select from six majors of clinical emphasis.

Over the past decade, the continuing education program of the College of Nursing and its faculty received national recognition. The college also moved into a new building that provides expanded office, teaching, learning, laboratory and research space, with access to modern media services.

Within the College of Dentistry, significant changes include the development and implementation of a self-instructional teaching format that permits individualized instruction with close faculty supervision; a program for instructing students in dental treatment of handicapped patients; and the establishment of a clinic for indigent children wherein students, under the supervision of faculty, not only treat these children but instruct them in basic dental care.

Highlights within the College of Allied Health Professions include establishment of the Center for Interdisciplinary Education in Allied Health, the nation's first such facility, which was funded by a \$1 million federal grant, and the development of a Center for Learning Resources. The latter, which is responsible for preparing future faculty in allied health disciplines, has developed (with federal funds and a grant from the W. K. Kellogg Foundation) a national network of satellite training programs at other universities, using the Center's techniques, personnel and materials to instruct faculty within their own regions.

The College of Medicine and the University Hospital are so closely interrelated that they are here considered together.

In late 1974, a neo-natal intensive care unit of 17 beds was activated for critically ill infants who require special lifesaving measures during their first hours and days of life. The unit since has been expanded to 31 beds, with an ultimate goal of 45. In

addition, a neo-natal transport service and a medical team were established to monitor and stabilize infants enroute to the hospital.

The teaching, patient care and research functions of the Medical Center were expanded with completion of the Veterans Administration Hospital. It is operated in close cooperation with University Hospital, to which it is physically linked, and is staffed by Medical Center physicians and dentists.

Important strides were made toward providing improved cancer care, particularly through the Ephraim McDowell Community Cancer Network, and through expanded services such as radiation therapy, hospice, Cancer Hopeline, and environmental risk analysis services. Research programs also were expanded to develop new diagnostic and treatment methods for cancer patients.

The quality of patient care also was enhanced by completion of a three-story addition to the Medical Center, which provides a modernized, expanded section for intensive care of cardiac, medical-surgical, and respiratory cases; a comprehensive cardiac-catheterization laboratory, and additional space for expanded services in diagnostic and radiation medicine.

Outstanding research programs are developing in cancer, drugs, aging, cardiorespiratory diseases, renal diseases, the neurosciences, and basic sciences. The Medical Center has pioneered in developing new techniques in the areas of cancer detection, diabetes, abdominal and cardiac surgery, radioisotopes in diagnosis and therapy, and medicinal chemistry. These are only a few of the important research programs now underway in the College of Medicine and the other colleges. The Medical Center wants to further develop its multidisciplinary research programs and link basic science research capabilities with the clinical program.

Of major significance in the area of research during the Seventies was completion of the building for the Sanders-Brown Research Center on Aging. One of the first facilities of its kind in the nation, the structure was made possible by a \$1 million gift from John Y. Brown, Jr. The center will enable UK scientists and researchers to study the biologic aspects of aging, with the ultimate goal of improving the quality of life for the aging.





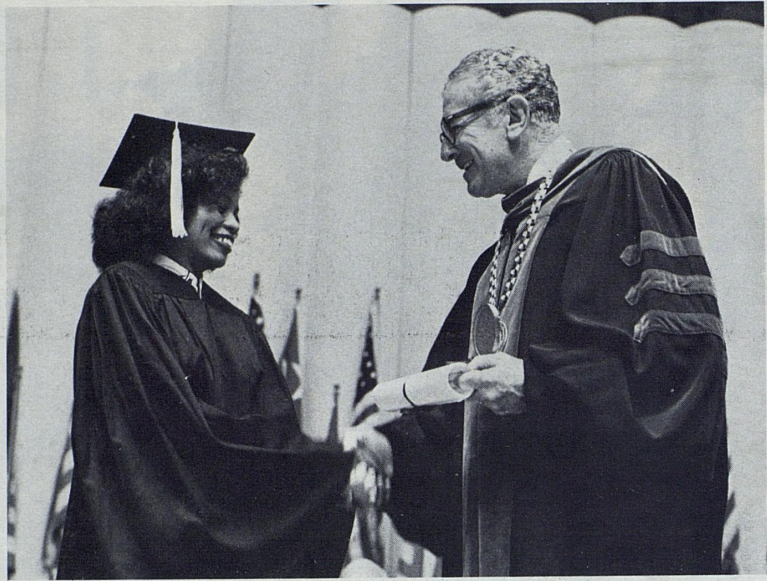
And... A Look Ahead

At the dawn of a new decade, Americans are deeply concerned with the volatile international situation and, at home, by the twin crises of energy supply and inflation. In such times, it is easy to become mired in defeatism. And yet, as we enter the Eighties, the outlook is not necessarily one of unremitting despair.

In a recent visit to Kentucky, historian Arthur Schlesinger, Jr., contrasted our present situation with that of 1940, when the nation was emerging from a calamitous depression and facing the virtual certainty of a world war. As compared to our 1940 position, Mr. Schlesinger concluded, "our problems of today, intractable though they seem, are inconsiderable."

So it is that, whatever changes our society may undergo, I continue to believe that universities will retain their importance for the societies that created and continue to support them. And I am convinced that higher education will continue to be one of this society's primary instruments for the fullest development of human potential.

For that reason, I am confident that the Commonwealth of Kentucky will continue to support its primary university for as long as this institution performs its threefold mission of teaching, research, and public service. The life and destiny of this University are inextricably woven into the life and destiny of the Commonwealth: the well-being of each is dependent upon the concern and quality of the other.—Otis A. Singletary, President



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Maurice Stanley Wall, vice president for the Community College System
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John T. Smith, vice president for minority affairs
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Glenwood L. Creech (1965-73), vice president for University relations

"THE UNIVERSITY OF KENTUCKY IN THE SEVENTIES"

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