

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

23 November 1987

TO: Members, University Senate

The University Senate will meet in regular session on Monday, December 7, 1987, at 3:00 p.m. in ROOM 110 of the Whitehall Classroom Building. PLEASE NOTE THE ROOM CHANGE.

AGENDA:

1. Minutes.
2. Resolutions.
3. Chairman's Announcements and Remarks.
4. Remarks: Mr. Robert Bell, Founder and Chairman, Kentucky Advocates for Higher Education.
5. Budget Presentation: Mr. Ed Carter, Vice President for Administration.
6. ACTION ITEMS:
 - a. Proposed revisions in University Senate Rules, Section VI - 3.0 Academic Offenses and Procedures and 4.0 Disposition of Cases of Academic Offenses (Circulated under date of 20 November 1987).
 - b. Proposed addition to University Senate Rules, Section IV - Selective Admissions, College of Communications. (Circulated under date of 19 November 1987).

Randall Dahl
Secretary

Note: If you are unable to attend this meeting, please contact Ms. Martha Sutton (7-7155) in advance. Thank you.

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MINUTES OF THE UNIVERSITY SENATE, DECEMBER 7, 1987

The University Senate met in regular session at 3:00 p.m., Monday, December 7, 1987, in Room 110 of the Whitehall Classroom Building.

William E. Lyons, Chairman of the Senate Council, presided.

Members absent were: Roger B. Anderson, Richard Angelo, Charles E. Barnhart, Raymond F. Betts, David Bingham*, Glenn C. Blomquist*, Jeffery A. Born, Earl Bowen, Ray M. Bowen, Glen Buckner*, Joe Burch, D. Allan Butterfield, Charles Byers, Ben Carr, Michael Cibull*, Harry Clarke*, Richard R. Clayton, Donald Coleman, Emmett Costich*, C. J. Cremers*, Frederick Danner, Joe T. Davis*, Leo S. Demski, Marcus Dillon, Nancy S. Dye, Paul M. Eakin, Charles Ellinger, William H. Fortune, James Freeman*, Richard W. Furst*, Art Gallaher, Jr., Thomas C. Gray, Ann Griesser, Andrew Grimes, Zafar Hasan*, Freddie Hermann, Raymond R. Hornback, Alfred S. L. Hu*, Jeffrey Hughes, Mehran Jahed, Malcolm E. Jewell, John J. Just, Richard I. Kermod, Lisa King, James M. Juder*, Robert G. Lawson, Gerald Lemons*, Thomas Lindlof*, William C. Lubawy, Bruce A. Lucas, Paul Mandelstam*, Loys L. Mather*, Marcus T. McEllistrem, Robert Murphy, David A. Nash*, Michael T. Nietzel, Arthur J. Nonneman*, Jose Oubrerie*, Rosanne Palermo*, John J. Piccoro*, Deborah E. Powell*, Robin D. Powell, Madhira (Mike) D. Ram*, Mary Tripp Reed*, G. Kendall Rice, Thomas C. Robinson, John M. Rogers, David P. Roselle*, Edgar L. Sagan, Karyll N. Shaw*, Timothy W. Sineath*, Stephen Stigers, Scott Ward, Cyndi Weaver, Charles T. Wethington, JoAnn Wever, David White, Gene Williams, Jason Williams, H. David Wilson, W. Douglas Wilson*, and Judy Wiza*.

The Minutes of the Meeting of September 14, 1987, were approved as circulated.

The Chair made the following remarks and announcements:

"First of all let me announce that we have just gone through an election, as many of you know, for the Senate Council. I wanted to announce that there are two people whose terms expire the 31st of this month and who will be leaving the Senate Council. One is Jesse Weil and the other is Richard Angelo. [Jesse Weil stood for recognition and was given a round of applause]. We have three new faces that will be coming on the Senate Council January 1, 1988. The reason for the three is that Loys Mather's term is also up, but because he is Chair-elect he will continue to serve on the Senate Council. The three new people who will be on the Senate Council beginning January 1 are Paul Eakin from Mathematics, Carolyn Bratt from Law and Joanne Rogers from Library Science. [Those people stood and were recognized.]

Let me remind everyone again of the Senate party which is scheduled for next week, December 15, 1987, from 4:00 to 6:00 p.m. and this year, once again, let's remind everyone of the change of place. We are going to be in the Faculty

*Absence explained.

Club starting at 4:00 p.m. on December 15. President and Mrs. Roselle will be there, and we have also invited all the members of the Board of Trustees. Ordinarily we do this on the day the Board meets in December. That happens to be tomorrow. The problem is that every four years it happens to fall on Inauguration Day and no one would want to miss Inauguration Day so we are going to have to shift the Senate party to next week.

You will be receiving a notice about a special meeting of the Senate that has been scheduled for January 18, 1988, at 3:00 p.m. in our regular meeting room in the Nursing Building. Ordinarily the Senate does not meet in January, but because of some rather detailed rule changes that the Senate Council is recommending regarding the procedures for holding and conducting all of the elections that we go through, coupled with a lot of other things coming down the pipe during the Spring Semester, it is imperative that we have a special meeting in January. That may not be the only item on the agenda, but certainly it will be one that all of us will want to attend to and spend some time with. We will be circulating those proposed changes with an announcement confirming the special session of the Senate that we are calling for January 18, 1988, at 3:00 p.m. If any of you have problems with that, just remember we cancelled the meeting in November and so this is sort of a makeup kind of exam we are having.

Let me make one final announcement that comes in two parts. I want to say that I was very pleased with the way in which our effort to make some minor changes in Senate rules by means of transmittal was handled. In particular I want to thank those of you who called and made comments. Indeed it worked amazingly well. We had only two particular areas where questions were raised. In neither case did we have enough Senators to say that we had to have a Senate meeting, but the Senate Council and I agreed that we ought to deal with these and try to patch them up where we can. The first one of these involves the attempt we made on that circular dated 20 November 1987 where we tried to establish a University-wide definition of the term "native language." No one objected to our effort to define native language as the language of first communication, which is what the Graduate School has been using and seems to work reasonably well. A problem arose when we went on to say that people whose native language is other than English shall be required to take the TOFEL. As you know, we are getting more and more people in this country, particularly in the hispanic community, where the first language of communication, even among American citizens, could very well be Spanish. Because of some ways in which the University has tried to deal with the notion of who has to take TOFEL and who doesn't have to take TOFEL, we agreed with Hans Gesund that we should insert editorially the notion that citizens of the United States would not have to take the TOFEL. In

effect we are inserting editorially what has been policy at the University and simply say that persons whose native language as defined is other than English and who are not citizens of the United States shall have to take the TOFEL. That one is easy enough and we will send that change around on the next transmittal for your perusal. We are treating it as an editorial change because I think it is consistent with policy as it now stands. The other one had to do with our effort to define the term "good academic standing." It appears that all sorts of folks out there use the term "good academic standing" and because of some conflicts and concerns over this Mac Jewell recommended that we should withdraw the section on the transmittal dealing with that definition since the problem was not something we could fix editorially, the Senate Council has recommended, and Mac has agreed, that this be returned to the Rules Committee. It will attempt to devise some language to do what we want to do. What we were trying to do at the beginning was to deal with the problem that Randy Dahl brought to our attention, namely how do you certify good academic standing when you send transcripts to other universities. We will get back with the Senate on this and I can assure you that if it is more than just an editorial change, we will bring it to you at a full meeting as a regular rule change. Otherwise, if we can get it done as an editorial change, or as a minor change in existing policy, we will do it by transmittal.

I want to announce, finally, that we have two degree programs going to the Board of Trustees tomorrow morning. I have heard of no objections to either of them that have not been resolved. One is the bachelor's degree in Arts Administration. The other one that is going to the Council on Higher Education is the Ph.D. in Public Administration. You all received circulars on these. They will be going to the Board tomorrow and hopefully by courier to Frankfort the following day.

We have with us today two people who want to make presentations that I think all of us are going to be interested in. Some of you who were on the Senate two years ago may recall Bob Bell from the Kentucky Advocates for Higher Education. He is here again today to chat with us a little bit about the effort the Kentucky Advocates are going to have again this year to deal with the Legislative Session and the efforts to try to get everyone in Kentucky to do what is right by higher education."

The Chair welcomed Mr. Bell.

Mr. Bell's remarks follow:

"Thank you Bill. There was a time back in 1946 when I was a student on this campus that I might have welcomed an

opportunity to have the faculty seated in front of me. I'm not sure I relish it as much now as I would have then.

A word or two historically about our organization. We are a lay citizens group, a non-profit, non-stock corporation organized for the sole purpose of providing support for the higher education community. We are not an issue analysis group. That's the role of the Council on Higher Education. We are a support group. All of it is implied in the name "Advocates." We organized in October of 1985 just three months prior to the convening of the 1986 Kentucky General Assembly at a point in time when there was considerable discouragement across the state with respect to higher education and a very considerable feeling that there needed to be a lay citizens group pulled together to do what it could to raise the level of awareness about the value of higher education in this Commonwealth.

We have a Board of Directors of 35. It's largely a business-driven group financed primarily by contributions from the corporate and business community and other foundations. We raised about \$100,000 through voluntary contributions in order to support two principal activities two years ago. As you will recall, we had a series of eight "rallies," or public forums, that were held concurrently across the state on the same evening and that was the evening before the Kentucky General Assembly convened. To our surprise we had about 4,000 people turn out for those meetings and we did get considerable press coverage. Following that we went to Frankfort and had a state rally which, as most of you will remember, turned out to be sort of a spectacle. I explained to you two years ago that all of that was very deliberate in order to attract the attention of the most powerful medium in our society today, and that is commercial television news. We did that. I think it was with some impact.

Our principal purpose in doing all of that in 1986 was try and demonstrate, if you will, that there were some people in Kentucky that care. We were being told by political leaders in the Summer of 1985 that nobody cared about higher education, that there wasn't any constituency out there that was willing to speak to the interest of higher education. I think most of you know that before the legislature convened, we were successful in obtaining some very strong recommendations from the Council on Higher Education and then to our pleasure the Governor embraced those recommendations in large measure and they were incorporated within the Governor's executive budget -- a very strong proposal for higher education financially. As a result of action by the House and Senate, we came out of the 1986 session with about a 20% increase in general fund support across the board for the higher education system. As most of you are painfully aware, the subsequent

shortfall in general fund receipts has caused some of that gain to be lost, but not all. I think it is fair to state that had there not been a lot of activity in 1986 we may not have fared near as well as we did.

It was pretty easy for me to make a presentation to this group two years ago, because at that point-in-time we had some strong recommendations that had come from the Council, we had the support of the Governor, and our big job was to try to communicate with enough members of the Kentucky General Assembly to develop the kind of support needed to pass that budget. Today it seems to me that our situation is almost the reverse. We have gained, I think, through the activity not only of the Advocates but also through the University communities, a very considerable rapport and support with key members of the General Assembly that we did not have two years ago. I think we are stronger with the legislature, but with respect to the gubernatorial role we are in "no man's land" today. I think that is putting it kindly. I don't think there is anyone in this room who could possibly predict for you what might happen here in the next few weeks. We are entangled in the political system of Kentucky, as we all have known it for so many years, and we don't know where all of it's going to take us. At this very moment, the outgoing Governor may or may not be acting on very important appointments to the governing boards of our two largest institutions. One is the UK board. As Ed Carter reminded me a few moments ago, you may have a Board of Trustees meeting in the morning with four members going off the Board possibly, two of whom are your Chairman and Vice Chairman, which would be kind of unusual and somewhat disruptive to the continuity of governance. The same thing exists at the University of Louisville. The Chairman of the Board at the University of Louisville is subject to being replaced. It is ironic that both Chairmen have been unanimously reelected as Chairmen of their Boards in the last few weeks. All of this may be resolved this afternoon, and I suppose it will. Of course we are all anxious to hear about that.

Beyond that, we do know (and Ed will go into it later) about the current budget recommendations of the Council on Higher Education. We don't know what is going to happen in the next step. The recommendation that has been made by the Council on Higher Education will be considered by the central budget apparatus of the new administration and the new Governor and will be considered along with all the competing interests of other programs and other very important problems in the state government and will be considered within the context of a very categorical opposition on the part of the new Governor to any new tax or revenue measure whatsoever. Not only has he expressed his opposition to any revenue or tax measure but has said now on three separate occasions categorically that "I will

veto any such measure that is presented for my signature." I think what that means for the higher education community, the elementary and secondary education community, the vocational education community, the social service areas and many others I could name right across the whole spectrum of government services an extremely difficult and fractious situation that is going to be highly controversial and very confrontational in my opinion. We have an interesting several weeks to look forward to as the legislature convenes in the first week of January.

I am saying that it is so much more difficult today to speak to this group than it was two years ago. With respect to the Advocates, we decided we would endeavor to take on three projects, the first of which we have already completed. If you will remember, we inaugurated a new series of awards called the Oak awards. The whole purpose of that effort was to call attention to the value of higher education in the life of a single individual and consequently to the Commonwealth and society. I think that went off rather well and will be institutionalized and become permanent for the future. Secondly, two years ago the Advocates were a Board of Directors of thirty-five and, technically, that's all we were. Yet, we were permitted to speak and no one challenged our ability to speak for all the lay citizen interest in higher education across the state. We didn't have a membership, so we have started a drive to try to enroll 25,000 "Advocates." We have developed a simple piece of literature and some ads to try to enroll 25,000 "Advocates", not people who are enrolling as members in the frame of reference we normally think of it, but people who are willing to say by virtue of their signature that they ascribe to the three primary goals that the Advocates are pursuing. One is that we are trying to achieve full formula funding in this state under the statutory formula. "Full funding" is a poor choice of words because it means different things to different people. To me and to you it should mean simply that we are trying to achieve a level of public support for our higher education system that is equal to the average or median level of support enjoyed by similar institutions in surrounding states. That is not a very lofty aspiration, frankly. However, just to achieve that would take a great deal of money and Ed will tell you in a little while how much that would be. We are striving for that.

Secondly, we would like to see an expansion of the program for Centers of Excellence and for Endowed Chairs. By the skin of our teeth two years ago, and with the help of Senator Moloney here in Fayette County, we were able to salvage what I would frankly describe as a token program in this area. About 4 million dollars totally for the whole state for both the Endowed Chairs program and for Centers of Excellence. We did survive, and it got written into the budget; it's gotten started. This University has been designated for a couple of these.

To give you some comparable idea, the state of Tennessee puts 35 million tax dollars into an endowed chairs program alone versus our 4 million for both programs. So you see, we have a long way to go. That's our second objective, and our third one is to try to preserve and achieve some adequate level of student financial support so that a student in Kentucky who is capable of doing college work will not be denied access to the system because of personal financial reasons. That is what we are about, and that is what we are trying to do.

You should be seeing some literature and material on this campus about our program to enroll Advocates. I hope you will help us on that, not only enroll yourself and families but also friends and other people that you know will respond so that we may legitimately go in to Frankfort as an organization saying that we have the support of thousands of Kentuckians. I already have several thousand of them in hand, but I am not near to the goal of 25,000, but I expect to be in January or February.

Finally, on the 16th of February we will go to Frankfort again and we will be demonstrating, if you will, again for higher education. We haven't finalized the plans for it because there are still so many uncertainties about what we are going to be there to support, or be against perhaps. I think right now you can expect that we will probably be building a program there that will showcase student talent from across the state. It will also be a celebration of higher education. We welcome your suggestions. We are looking for a keynote speaker. I personally prefer this time that it not be a political person. If you have suggestions, we want a dynamic, committed, person who can address an audience of five to six thousand people and to television and who is so deeply committed to higher education that the message will project not only to the audience but also to the people all across the state.

Beyond that, I would urge you to become involved. When I was a student at this University, I majored in political science and I have very fond recollection of my professors in that field and one of the things I was most fond of and remember the best was their personal involvement in the community and civic activities of the state. Without exception, that entire faculty when I was here were serving on boards, commissions and study groups to produce civil service for Kentucky, Constitutional reform, and I could go on and on. I embarked on a life of public service because I had a professor by the name of Dr. James W. Martin who put me in a car and took me to Frankfort and introduced me to a prospective employer and recommended me for employment and from that I had twenty-five years of public service in the State Government. I am suggesting and hope that not only this faculty here but also the faculties across this Commonwealth in every institution and

every community college will become actively involved, at least to the extent that you tell your own legislator, the senator or representative, who represents you personally, and you need not be shy about this, that you would expect that he or she would go to Frankfort representing the constituency they do here in Lexington, Fayette County, Kentucky and that you would expect that they would be the champions of higher education, because if we don't get that from the Fayette County delegation, then we have a very "tough row to hoe" in Frankfort. I am suggesting that there is no reason for you to have any hesitancy as a citizen, completely aside from your role as faculty members, that you would expect that from them. We do have some good support in the Fayette County delegation, but we could have some stronger support even there. There is an old axiom in politics that you tie home base down first. That is what I am suggesting as a way you can be helpful. You can do that by phone calls or letters. It's most helpful for people to express themselves in personal terms by way of personal letters to their elected representatives. Form letters don't help that much. If our local legislators got 100 letters from the faculty of this institution, they would perceive that to be an avalanche of public interest. Unlike Congress, very rarely does a legislator in Frankfort receive 100 personal letters on anything. They get a lot of mail, but on one single subject it's a rare occasion.

With that I will quit. I was just giving you a summary of where we have been and where we are. If this organization were interested in participating, next Monday in Frankfort, there is a very large number of organizations that are going to gather in the Rotunda of the State Capitol and ceremonially sign a resolution calling on the new Governor and Legislature to continue the emphasis on educational reform and on quality education. This is a very bland resolution. We deliberately kept it bland in an attempt to erect a tent large enough for all the camels to get under. We are hopeful that about 100 educational organizations are going to appear. The real significance will not be so much what is said as the fact they would appear and sign on behalf of their organizations. An invitation did go to COSFL and I hope they are going to be there. If you can encourage them to be there, that would be helpful. If this Senate wanted to do that, it would be welcome. I have some confidence that a large number of organizations, cutting across the entire range of educational interests, will appear. Thank you."

The Chairman asked for questions from the floor for Mr. Bell. Chairman Lyons said that the Senate Council Office and the Administration were going to try to coordinate some of the activities. President Roselle has put into place an organization on campus to try to coordinate some of the activities. One of the things the Senate Council is going to try to do again this year is to have a breakfast with all of the local legislators early on in the session

and remind them once again how we stand on the subject of higher education. He hoped that everyone would cooperate and participate and try to get the message across.

Professor Mary Sue Coleman (Biochemistry) thanked Mr. Bell for coming and said she appreciated the efforts of the Advocates and asked the Senators to give Mr. Bell a round of applause. She also asked about the lists to sign to become an Advocate. Mr. Bell said that each campus has been supplied with those and also there are posters out that state "The dream game won't be played on television this year or played at Freedom Hall or Rupp Arena, but will be played at the Capitol. Mr. Bell said to turn in the cards from the posters because they were worth twenty-five cents each. The Chairman thanked Mr. Bell again for coming and said that everything would be done to cooperate with the efforts of the Kentucky Advocates of Higher Education. He said if the faculty wanted to send the cards to the Senate Council Office, they would see that they would get to where they had to go.

The Chairman recognized Mr. Ed Carter to speak on a subject that is dear to everyone's heart and that is resources. It is tied to scholarships, tied to doing things right, research, and money is the name of the game. The man in charge of "money" is Mr. Ed Carter, Vice President for Administration, who showed the Senate with charts his perspective on the budget requests and observations about funding realities facing the University.

Mr. Carter thanked Professor Lyons and said before getting into the money discussion he wanted to stress Dr. Coleman's comments about Mr. Bell and the Advocates. He said not to underestimate the value of those thirty-five voices that were there two years ago and hopefully 25,035 this year. He felt that was significant, and it was a group of people speaking for quality higher education in this state that literally have nothing directly to do with it. It is not the Council, it is not the University Presidents or University boards. He said that President Roselle had been encouraging everybody and Mr. Carter has already sent in his card. He urged everyone to join in being an Advocate for Higher Education.

Mr. Carter dealt with three pieces of the funding issue. One was reviewing how the University got to the request that went from the Board of Trustees to the Council on Higher Education. He said all faculty members were getting a little booklet on a brief summary of the requests. He said it was a very effective tool in terms of the Frankfort environment. He talked about the process of the University getting where they are in terms of requests and reviewed the Council on Higher Education's recommendation and shared with the Senate the environment in which the University's request in higher education would be considered.

Mr. Carter said that the five-year plan is a controversial process, but it does in fact serve a very vital and important role in terms of the University of Kentucky and its dealings with the internal planning of the institution. The following charts summarizing the University's budget request were presented by Mr. Carter to the Senate with detailed comments.

- The Plan is comprehensive,
integrating the
 - academic
 - capital
 - and land useplanning for the University

- . . .and providing for the
 - financial linkagesto make those plans a reality.

- The planning process is
an internal process -- but it
is not done in isolation . . .

- it becomes the basis for our
biennial request to -

- the Council
 - the Governor
 - and the Legislature.

- The Plan is based on several
strategic directions for
the University.

- The Community College System
will continue to provide access
to all Kentuckians wishing to
pursue higher education.

- The University will strive to
provide quality educational
experiences at the undergraduate
level.

- The University will strive
to stimulate the development
and enhancement of its graduate,
professional, and research
programs.

- The University will identify and develop multidisciplinary centers of excellence which--
 - build on existing strengths
 - address critical needs of the Commonwealth
 - have a direct impact on economic development

- The University will strive to enhance its service to the citizens of the Commonwealth.

- Lexington Campus and Medical Center will manage enrollments through aggressively recruiting highly qualified freshmen and transfer students and initiating special retention programs to retain those students.

- The University will be an active advocate with other constituent groups for improved educational attainment and higher standards of educational excellence in the Commonwealth.

- The University will strive to respond to both fiscal and program accountability demands.

- The University will recognize and emphasize the importance of non-traditional sources of support.

- The University will seek partnerships with industry, business, governmental agencies and other schools.

- The University will enhance computing and communications capabilities.

OVERALL OBJECTIVE

To make the University of Kentucky a truly great University -- one recognized nationally for the quality of our scholarship, research and graduates.

To accomplish this objective, the Plan was developed around several major thrusts --

- To provide for continuation of existing programs
 - meeting existing contractual fixed costs (staff benefits)
 - utility rate increases
 - maintenance of new buildings coming on line
 - continuation funding of current program levels

- To fund 1987-88 priorities left unfunded due to budget reduction
 - Centers of Excellence (Pharmacy; Biomedical Engineering; Biotechnology)
 - graduate assistant stipends
 - supercomputer operations

- To fund the most pressing "infrastructure" needs
 - competitive salaries
 - library books
 - operating expenses
 - instructional equipment
 - computing needs
 - routine building maintenance
 - faculty and support staff catch-up in the Community College System
 - Business and Economics program improvement

- to provide funding for Centers
 - Pharmacy
 - Biotechnology
 - Biomedical Engineering
 - Cancer
 - Membrane Science

 - Social/Behavioral Component of the Center on Aging
 - Computational Sciences
 - Equine Health Center
 - Plant Genetic Engineering

- To provide funding for enhancement, development and adequate support of the academic program
 - Special requests beyond the Council formula calculation -
 - Continuation of the desegregation funds
 - Funding for Japanese Saturday School
 - Funding for benefit program for Federal agricultural employees

 - Funding for unmet federal portion of the salary increase needs for the Federal Agricultural employees

 - Funding for a special initiative in International Trade Development and Competition
 - to provide advisory services to state government officials planning trade missions abroad; to strengthen international component of University's academic programs;

- to provide advisory services to foreign firms considering establishing operations in Kentucky and to Kentucky firms considering international operations.

- Additional funding for the Area Health Education Centers
 - to solve problems of health care manpower distribution and to provide linkages within and among academic programs in the health fields and delivery of health care manpower throughout the Commonwealth.

- Additional funding for the McDowell Cancer Network
 - to promote cancer education, research, and service programs to reduce the incidence, morbidity, and mortality of cancer in the Commonwealth through seven regional offices throughout the state.

- Additional funding for development of Centers of Excellence
 - Materials Science
 - Markey Cancer Center
 - Pharmaceutical Science and Technology
 - Nutrition
 - Immunology Transplantation
 - MRIS

CAPITAL REQUEST (Millions)

CCS	\$24.2
Main Campus	55.6
TOTAL	\$79.8

COMMUNITY COLLEGE SYSTEM (Millions)

Ashland	\$4.3
Hopkinsville	3.4
Henderson	3.0
Prestonsburg	3.1
Owensboro	2.5
Somerset	3.2
Madisonville	2.9
Hazard	1.8

MAIN CAMPUS (Millions)

Utilities Upgrades	\$16.0
Medical Research	10.0
Business/Economics Addition and Renovation	8.1
Pharmacy Incubation	4.0
Information Services	12.0
Maintenance Pool	5.5

The request for state funding is --

Fixed/Cont	\$24.2	\$ 6.1
1987-88 Priorities	2.2	-
Infrastructure	23.1	6.2
Centers	2.1	-
Academic Program	1.7	12.5
Formula Request	\$53.3	\$24.8

TOTAL STATE REQUEST (Millions)

	MC	CCS
Formula Request	\$53.3	\$24.8
Special Requests	6.9	.1
Debt Service	6.8	3.0
Total Request	\$67.0	\$27.9

EXPENDITURE BY PROGRAM
(Millions)

	1987-88 ¹		1988-89		1989-90	
	\$	%	\$	%	\$	%
Instruction	\$146.7	27	\$178.6	28	\$188.6	28
Research	63.9	12	73.2	12	76.9	12
Public Service	49.6	9	58.2	9	61.9	9
Libraries	9.5	2	12.2	2	12.7	2
Academic Support	24.9	4	30.2	5	31.4	5
Student Services	13.1	2	15.3	2	16.0	2
Institutional Support	21.2	4	24.0	4	25.1	4
Operations and Maintenance	32.2	6	39.6	6	42.3	6
Student Financial Aid	19.8	4	21.3	3	21.4	3
Mandatory Transfers	22.4	4	29.2	5	32.6	5
Auxiliaries	34.3	6	36.5	6	38.0	6
Hospital	107.3	20	113.2	18	117.2	18
TOTAL	\$544.9	100	\$631.5	100	\$664.1	100

¹ As revised after budget reduction.

EXPENDITURE BY CATEGORY
(Millions)

	1987-88 ¹		1988-89		1989-90	
	\$	%	\$	%	\$	%
Personnel Costs	\$308.7	57	\$368.2	58	\$390.5	59
Operating Expenses	183.8	34	198.4	31	204.4	31
Mandatory Transfers	22.3	4	29.2	5	32.5	5
Capital Outlay	30.1	5	35.6	6	36.7	5
TOTAL	\$544.9	100	\$631.5	100	\$664.1	100

¹ As revised after budget reduction.

TOTAL SOURCES OF REVENUE
(Millions)

	1987-88 ¹		1988-89		1989-90	
	\$	%	\$	%	\$	%
State Appropriation	\$226.6	42	\$299.7	47	\$321.5	48
Tuition and Fees	51.0	9	52.8	8	53.5	8
Federal and Local Appropriations	17.2	3	17.3	3	17.5	3
Governmental Grants and Contracts	41.2	8	43.0	7	45.3	7
Private Gifts and Grants	31.2	6	32.1	5	33.2	5
Investment and Endowment Income	9.3	2	9.4	2	9.5	1
Sales and Services	18.2	3	19.0	3	19.9	3
Fund Balances	7.1	1	7.1	1	7.1	1
Auxiliary Enterprises	36.9	7	39.0	6	40.5	6
Hospital	106.2	19	112.1	18	116.1	18
TOTAL	\$544.9	100	\$631.5	100	\$664.1	100

¹ As revised after budget reduction.

Where are we in the process right now?

- the Board approved the Plan and Request in September
- the Council made their recommendation in November
 - for full formula funding
 - essentially the same as our request
 - with the exception that they did not recommend some of our special requests and some of the capital projects
- the request as based on the Council recommendation was submitted to the Governor's Office on November 15th.
- the request is obviously the best picture
 - it assumes the funding formula is fully funded (for the state)

Now, to put our request in the context of the state revenue picture

- based on Revenue Cabinet revenue projections
- and LRC expenditure estimates

GENERAL FUND
STATE BUDGET OUTLOOK
1988-90

	<u>1988-89</u>	<u>1989-90</u>
PROJECTED REVENUE	\$3,241.6	\$3,431.5
PROJECTED EXPENDITURES		
Expenditure Base	3,224.3	3,455.3
Capital Appropriation	(3.6)	-
Budget Reserve	(5.6)	-
Salary Increase (5%)	83.0	87.5
Operating Expense Increase (3%)	19.8	20.1
Benefits/Aids	35.3	35.2
Commitments		
Annualized Debt Service	15.0	-
Education Improvement Program	64.6	36.6
Other	20.0	(2.5)
Miscellaneous	1.5	2.3
Total Projected Expenditures	\$3,455.3	\$3,634.5
Deficit	(213.7)	(203.0)
Aggregate Projected Deficit		<u>\$ 416.7</u>

COUNCIL ON HIGHER EDUCATION RECOMMENDATION (1988-90)

UNIVERSITY OF KENTUCKY

	<u>Lexington Campus/ Medical Center</u>	<u>Community College System</u>	<u>Total</u>
1987-88 Appropriation	\$184.6	\$41.9	\$226.5
Formula Based ¹	236.2	70.8	307.0
Desegregation Funds	.7	.1	.8
Salary Incentive Fund	1.6	.5	2.1
Statewide Initiatives ²	1.6	-	1.6
New Debt Service	1.0 ³	2.0 ⁴	3.0
	<u>\$241.1</u>	<u>\$73.4</u>	<u>\$314.5</u>
Recommended Increase	\$ 56.5	\$31.5	\$ 88.0

1 Would provide for 100% formula funding.

2 Includes Japanese Saturday School (\$.3) and Federal Agriculture Employee Budget (\$1.3).

3 Includes debt service for Business and Economics Addition and Renovation (\$8.1).

4 Includes debt service for academic facilities at Ashland, Hopkinsville, Henderson, Prestonsburg, and Somerset (\$17.0).

COUNCIL RECOMMENDATION FOR STATE CAPITAL CONSTRUCTION FUNDS

Life/Safety ¹	\$ 2.2
Protect Investment in Plant ²	18.0
	<u>\$20.2</u>

1 Includes Asbestos/PCB Removal and renovation of research hoods.

2 Includes Utility Upgrade.

Mr. Carter closed by saying that the Senate could draw whatever scenario they wanted, but this is where the process starts. He said the numbers were not his but came out of the information when the appropriations are made.

When the floor was opened for questions, Professor Hans Gesund (Engineering) said that the faculty was the backbone of the University and yet the faculty made up less than 20% of the University employees. He said if he were a legislator, he would think there was a lot of "fat" in the management of the University. Mr. Carter responded that if one looked at institutions like ours across the country, the distribution of employees across the categories that we have very much resemble those of the Chapel Hills, Illinois, and Ohio State. He added that all institutions in higher education operate that way. The response Mr. Carter likes to make to legislators in that regard is that the money is for programs and physical accountability which somebody has to do. If you want faculty to do that, then they are not going to do something else. Chancellor Bosomworth illustrated that of the 4,100 that attend to the Medical Center, 2,000 are hospital employees. He said that probably another half are related to research enterprise.

Professor James Applegate (Communications) said when letters were written to the legislators, one thing that could be a solution to the problem is the tax reform program. He wondered if in the letters to say that the faculty not only supports education but offer a portion of the tax reform as a revenue answer to meet some of the problems. He wanted to know if that would be a good strategy. Mr. Bell responded there was some support in the leadership of the general assembly and he felt that any expression to the legislators would be meaningful. A Senator asked for the definition of infrastructure. Mr. Carter said that was using the thought that the faculty was really the heart of the University and therefore the academic programs or infrastructure goes to support staff, operating expenses that support the classrooms and labs, research equipment. It's all those things that provide support to the faculty member to do what he or she is charged to do. There were no further questions and the Chairman thanked Mr. Carter who was then given a round of applause.

The Chairman was sorry he neglected to ask Toni Powell to make a brief announcement before Mr. Carter's remarks. Professor Powell was recognized and made the following remarks: "The Institutional Finance Resource Allocation Committee would like to know your questions and concerns if you have any after hearing Mr. Carter's report. Please address those questions to Toni Powell, Senate Council Office, 10 Administration Building 0032." Chairman Lyons added that Professor Powell was working very hard to get a budget newsletter kind of system set up so that the faculty would know what was going on in between annual presentations by Ed Carter.

The Chairman recognized Professor Wilbur Frye for the first action item on the agenda. Professor Frye, on behalf of the Senate Council, moved approval of the proposed revisions in University Senate Rules, Section VI - 3.0 Academic Offenses and Procedures and 4.0 Disposition of Cases of Academic Offenses. This was circulated to members of the Senate under date of 20 November 1987.

Chairman Lyons said that the proposed revisions were a recommendation from the Senate Council and did not need a second. The floor was opened for discussion. Professor Hans Gesund (Engineering) suggested an editorial change in 3.0, Academic Offenses and Procedures to read "Students shall not cheat or

plagiarize" instead of "Students shall not engage in plagiarism or cheating. In section 4.0 Disposition of Cases of Academic Offenses he asked for the meaning of "reasonably available". In the statement under Background, he wanted to know what alternative the proposal provided. The Chairman responded that there were people who moved or if a certified mail notice is left in the mailbox the student could simply refuse to pick it up. He said there were ways under law that is recognized as acceptable for notifying people of such things. Professor William Fortune was recognized for any comments. Professor Fortune suggested that it simply read "by means reasonably calculated to give a student a notice. The Chairman said the Committee wanted to go with the certified mail, plus. Professor Gesund said that left him with the question of "If the student is not reasonably available." Chairman Lyons said the professor could ask the student if he or she had a reasonable excuse for not attending the meeting. Professor Gesund wanted to say, "If the student fails to attend the meeting." The Chair asked how far the student should commute. Professor Gesund said if the student failed to attend the meeting, then the professor would have to go on to the other things. His suggestion was to delete the words "is not reasonably available or." The sentence would then read, "If the student fails to attend the meeting,...." which was accepted as an editorial change.

Professor Jesse Weil (Political Science) wanted to know if the student would be required to attend the meeting. He said there had to be a statement that said, "The student must attend the meeting."

Professor Gesund pointed out an editorial change in 4.2.1 Cases initiated by a Department to substitute "shall" for "may" in the underlined section by saying "the Dean or the Dean's designee shall [instead of may] make his or her own decision" because the Dean might simply do nothing. The Chair said that "only" referred to the action specified in 4.2.3. Professor Gesund didn't know if that would be an editorial change or whether it was substantive. He said that he would be glad to work with the committee. The Chair said he would appreciate it if Professor Gesund would send his suggestions to Professor Malcolm Jewell and the Rules Committee. Motion was made and seconded to return the motion to committee. The motion passed unanimously to refer the proposed revisions back to committee.

The Chairman recognized Professor Wilbur Frye for the second action item. Professor Frye, on behalf of the Senate Council, moved approval of the proposed addition to University Senate Rules, Section IV - Selective Admissions, College of Communications. This was circulated to members of the Senate under date of 19 November 1987.

Again this was a recommendation from the Senate Council and did not require a second. The floor was opened for questions and discussion. Professor James Kemp (Agriculture) wanted to know the rationale for having a 2.6 GPA and wanted to know if this was higher than the admissions standards for Graduate School. Professor James Applegate (Communications) said that a projection had been made as to what kind of effect that number would have on enrollment. What the College of Communications is trying to do is reduce the number of students in order to provide those students with a good educational experience. Professor Kemp wanted to know if the program would be more for undergraduates than a graduate program. The Chairman said the selective admissions for Communications was similar to selective admissions for Business and Economics which had a floating GPA depending on their enrollment pressures.

Professor Gesund said he had a horror of using grade point averages for enrollment control. It seemed to him that GPA should not be set by how many people can be handled in a course. He felt it should be set by what grade point average was necessary to assure the success of the student in the program. He felt the Senate was an academic body and ought to be concerned with the academic aspects and therefore the "magic numbers" should not be based on how much the enrollment can be reduced but rather on what is necessary to assure that a reasonable percentage of the entering students will be successful and emerge from the program with a degree and good knowledge of the subject matter. He felt the Senate should be acting only on the academics. He was opposed to using grade point averages just because the University claims it doesn't have the resources. One of Professor Jesse Weil's main concerns was the quality of the academic program. He said perhaps the college was doing the best job it could to see that it can maintain quality programs. He felt that selective admissions was a concern of the Senate's. Professor Applegate said that resources and quality education were closely tied. He said the college was trying to set standards that could be lowered or raised in order to keep the number of students in the program that can be handled well and provide the students literally access with the kinds of communication technology to get the education they need. He urged the Senate's approval of the selective admissions proposal. Professor Gesund said the college might find reduced resources based on a reduced head count. Professor Applegate said that in the last ten years the college had gotten no increase in resources. He did not feel that a loss in resources would be an issue at this point.

Ms. Barbara Mabry, Student Affairs Officer, said that the selective admissions program would have an impact upon the College of Arts and Sciences. She said that with all the colleges going to selective admissions the College of Arts and Sciences was becoming the depository for everyone who doesn't have a home. Dean Douglas Boyd (Communications) said he had talked to Michael Baer (Arts and Sciences) about this. Dean Boyd said he understood Ms. Mabry's point very well. He felt that with regard to students who come in as pre-majors the college would advise them. Dean Baer said that he was not prepared on behalf of the College of Arts and Sciences to oppose this, but his projections were that there would be a need to shuffle some resources. He felt the problem was a bigger one than just for the College of Communications. He felt it was something the Senate Council needed to deal with and one in shifting resources, and it was something the Chancellor would have to deal with. The Chairman said that an interesting question that would confront the University on down the road was what would be done when all colleges had selective admissions, and a student couldn't get in any of them.

Professor Weil's understanding was that upper division students were being advised by non-faculty and wanted to know if that is correct. Dean Baer said that upper division students who had not declared a major and had no department to have an advisor would seek advice from the professional advisory staff. Ms. Mabry said there were several hundred juniors and probably 200 seniors but the reason for that was because Arts and Sciences got the students who were not able to perform in another college or were unsuccessful or unhappy and would fall back to the College of Arts and Sciences. Professor Applegate said that in terms of the advising needs, the college does plan to have all the undergraduate advisors assigned to a designated advisory department. He said an advising problem would not exist. He was not opposed to addressing the issue on a larger scale, but he hoped the Senate would let the college survive in some fashion until the larger issue was addressed.

Professor Gesund wanted to know if it would be permissible to allow the college to have selective admissions for a fixed period of time during which the Senate Council would take up the whole problem. He said that obviously there was a problem, and he had no wish to put the college in an untendable situation, but he didn't want to see the University going piecemeal into a total mess. The Chairman said that placed the College of Communications in a different posture than all the other colleges that now have selective admissions including Engineering. Professor Gesund said that Engineering was based of probability of success. The Chairman said the point was that everyone else had a permanent selective admissions policy in place. He said he didn't know whether it was fair or not, but it was a judgment that the Senate had to make.

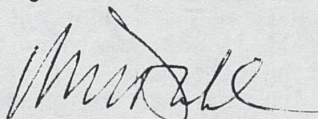
Professor Lewis Donohew (Communications) said that the proposal had been worked on very carefully and selective admissions was not something new at the University. He wanted to know why set up such a tentative plan when it could always be revoked and why not just let it be approved like the others had been approved. Professor Gesund said he opposed the others too. He believed that resource rhythms and reduction in enrollment are in error. He said that grade point average by itself indicated some kind of academic probability of success and to arbitrarily set that base on lack of resources was an error in his opinion. He said he was not opposing Communications and believe it or not, the punishment was for their own good.

Professor Angene Wilson (Education) moved the previous question which was seconded and passed unanimously.

The proposed selective admissions for the College of Communications passed in a voice vote. [A portion of the proposal, as approved, is attached to these Minutes. The entire proposal is on file in the Senate Council Office.] The implementation date is Fall 1988.

The Chairman said he would see everyone on Tuesday, December 15 at the Senate party at the Faculty Club.

There being no further business, the meeting was adjourned at 4:55 p.m.



Randall W. Dahl
Secretary of the University Senate.

SELECTIVE ADMISSIONS PROPOSAL

The College of Communications requests permission to institute a selective admissions program in order to maintain and upgrade the quality of its programs and to keep student enrollment at a level consonant with available teaching resources.

With a student enrollment that has tripled in ten years, minimal growth in faculty, and increasing demand for certain of its courses by other departments, the College is in danger of being overwhelmed. It has been made clear to the College that, in view of recent budget cuts, the possibility of any significant increase in the number of full time faculty in the near future is highly unlikely. For the reasons spelled out in detail below, a selective admissions policy appears to be the only way to maintain quality instruction and to continue the productive research programs and service obligations of faculty members.

Therefore, the College of Communications seeks permission to institute the following policies:

A. Admission to College of Communications Degree Programs

In order to be admitted to any of the undergraduate degree programs offered by the College of Communications, an applicant must fulfill the following requirements:

1. enrollment in the University of Kentucky (students are considered for acceptance by the College only after acceptance by the University).
2. completion of 45 semester hours of course work.
3. minimum 2.6 cumulative grade-point average.
4. completion of the premajor requirements of the program to which application is made.
5. completion of 30 semester hours in the University Studies Program.
6. submission of an application form which includes an official transcript of college courses accepted by the University of Kentucky.

Students meeting these requirements will be designated as "majors" in the program to which admission is granted.

In the admission considerations, when personal, academic professional, or intellectual circumstances tend to discount lower academic scores, admission may be granted if there is other persuasive evidence of both the capability and motivation to undertake successfully a program in the College of Communications.

Annually, the College of Communications faculty will review the minimum standards required for admission to the College. Any change in requirements will be implemented at the beginning of the academic year (Fall semester) and will be in effect for the entire academic year. If the standards are

to be changed, the Dean of the College of Communications will submit the proposed change by February 1 to the University Senate Council for approval, with prior circulation to the University deans and directors.

B. Enrollment in Upper Division College of Communications Courses

Enrollment in College of Communications courses numbered 300-599 will be limited in order of priority to:

1. majors in a College of Communications degree program.
2. non-College of Communications students who are registered for specific programs requiring College of Communications courses.
3. other students or categories of students with the express permission of the department offering the course (departments may choose to declare certain courses as open enrollment courses).

It should be noted that a 45-credit hour requirement is proposed instead of 60 hours to become a major. A 60-hour requirement would require granting provisional admission to many students with approximately 45-59 hours so they could advance register for upper division courses. This would increase the program's administrative load substantially. Students qualifying for program admission with 45 hours still must attain junior status to be admitted to upper division courses.

This procedure should help reduce the administrative load created by the new policy--a special concern given the limited staff available.

(Background and Rationale circulated 19 November 1987.)

IMPLEMENTATION POLICY

Admissions policy & process. Applications must be made to a specific degree program, not the College as a whole. Applications must be made directly to the College Coordinator of Academic Affairs. Normally, such application will be made prior to the satisfactory completion of 60 semester hours of college level studies. Subsequent transfer between programs will be permitted, and may be accomplished by applying to that program and satisfying the admissions requirements.

Normally (for advance registration purposes) applications are to be submitted by March 1 for the Fall semester and summer sessions, and by October 1 for the Spring semester. Transfer students not wishing to advance register must submit applications by July 1 for the Fall semester, by November 15 for the Spring semester, and by April 1 for the Summer sessions. All applications should include a transcript(s) showing all grades earned at all colleges and universities attended by the applicant. The transcripts should offer proof that 45 semester hours have been completed and accepted by the University, and that all other requirements for the program have been completed.

Each applicant bears the responsibility to see that his or her application contains all the requested materials.

Applicants automatically accepted. Assuming all else is in order, applicants with a 2.60 or above undergraduate grade point average will be accepted. Once accepted, each student will be assigned a major advisor by the appropriate department office.

Applicants provisionally accepted. Students who have completed 40-44 credit hours with a minimum GPA of 3.0 and who have completed the other admission requirements will be granted provisional admission to allow them to advance register for upper-division College of Communications courses. A student admitted provisionally who, upon completion of 45 credit hours, has a minimum GPA of 2.60 automatically will be granted full admission status (no further application process is necessary). A student whose GPA is below 2.60 will be denied admission.

Admission Based Upon Departmental Review. Students who do not meet one or more of the requirements for either full or provisional admission, but who feel that this is due to extenuating personal, academic, professional, or intellectual circumstances, must describe these circumstances in detail in their application for admission. These circumstances will be considered by the Admissions Committee of the appropriate program. This committee will be appointed by the Chairperson of the program. The applicant will be informed in writing of the committee's decision, which also will be forwarded to the College's Coordinator of Academic Affairs.

Any applicant rejected twice by the College is not permitted to apply again.

Advising of premajors. Those with fewer than 45 hours and those awaiting decision on their applications who wish to be advised by the programs within the College will be enrolled with a major code of 600 to designate their status as "premajors" in the College.

During pre-registration periods, advising of premajors will normally be accomplished via collective advising sessions held by each undergraduate program. Individual advising will be available for those with special problems. For periods between advance registration, including re-registration at the beginning of each semester, each program is expected to furnish at least one faculty or staff member to advise those with less than 45 hours.

A Proposal
for a
Selective Admissions Policy
for
Undergraduate Programs
in the
COLLEGE OF COMMUNICATIONS

A request by the College of Communications to be permitted to institute a selective admissions policy governing admission to its undergraduate degree programs and entry into upper division courses in Communication, General Editorial, Telecommunications, and Advertising.

SELECTIVE ADMISSIONS PROPOSAL

The College of Communications requests permission to institute a selective admissions program in order to maintain and upgrade the quality of its programs and to keep student enrollment at a level consonant with available teaching resources.

With a student enrollment that has tripled in ten years, minimal growth in faculty, and increasing demand for certain of its courses by other departments, the College is in danger of being overwhelmed. It has been made clear to the College that, in view of recent budget cuts, the possibility of any significant increase in the number of full time faculty in the near future is highly unlikely. For the reasons spelled out in detail below, a selective admissions policy appears to be the only way to maintain quality instruction and to continue the productive research programs and service obligations of faculty members.

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It should be noted that a 45-credit hour requirement is proposed instead of 60 hours to become a major. A 60-hour requirement would require granting provisional admission to many students with approximately 45-59 hours so they could advance register for upper division courses. This would increase the program's administrative load substantially. Students qualifying for program admission with 45 hours still must attain junior status to be admitted to upper division courses.

This procedure should help reduce the administrative load created by the new policy--a special concern given the limited staff available.

Enrollment pressures.

The College assumed that the selective admissions policy adopted by the University would decrease the number of majors and student credit hours. That has not taken place. In fact, the simulations by the College at that time that indicated that admission standards might limit the number of students majoring in a Communications field could not have been further from the mark.

In 1976, when the School of Communications (College of Arts and Sciences) became the College of Communications, the College had 437 majors; by 1983, the figure had increased to 893; in 1986 enrollment stood at 1,127 (All figures are for the Fall semester). Of these 1,127 students, 392 were Communication majors, 302 were in Advertising, 234 were in Telecommunications, and 199 were in General Editorial. These students are advised by 30 full-time faculty members, for a ratio of 38 advisees per faculty member (the College has no advising staff).

This large population of majors, in conjunction with the greatly increased popularity of College of Communications courses with students from other colleges, has resulted in serious enrollment pressures in undergraduate courses. This is particularly true with regard to upper-division (300-500 level) courses which would be most affected by the proposed enrollment restrictions. Advance registration figures provide the best indication of enrollment pressures, since they indicate the number of students requesting courses as well as the number of those turned away due to lack of course capacity. These figures for Fall, 1987, show 1,862 requests for 1,382 officially listed spaces in 54 sections of 300-500 level courses offered by the College. This represents an overrequest of 480 students or 34.7%¹. If all students requesting courses were admitted, the average class (section) size would be 34.5. When the fifteen sections taught by teaching assistants or part-time instructors are removed (these usually are smaller evening sections) the average class size for regular full time faculty increases to 41.8, if all students were admitted. These numbers are far too high to permit the kind of quality educational experience we seek to provide. Such large classes make it particularly difficult to incorporate a significant proportion of oral and written assignments, thus hampering efforts to strengthen skills vital to students destined for careers in various communication-related fields.

Not all students requesting courses are ultimately admitted, but with the exception of certain high demand courses (e.g., COM 325-Business and Industrial Communication), journalism writing and editing courses which must be limited to 15 students because of accreditation requirements, and telecommunications production courses and photojournalism courses limited by laboratory facilities, most students are granted entry. The average class size for upper division courses taught in the College in Spring, 1987 was 27.9. If the writing, production, and photojournalism courses mentioned above are removed, the average class size increases to 32.8.

It should be noted here that the enrollment restrictions imposed by Journalism accreditation requirements and limited laboratory facilities, coupled with the pedagogical need to limit enrollment in the many sections of COM 181 (Basic Public Speaking), have resulted in an artificially lowered College student/faculty FTE ratio (17.01 in

¹Actually, there generally are more "overrequests" than the above figure indicates. In some courses, official section "capacity" has been allowed to rise with demand to levels far above those commensurate with quality instruction. For example, JOU 361, (Principles of Advertising), a course required for Advertising majors, has also become extremely popular with students majoring in other fields, particularly majors in other departments within the College. To try to accommodate this demand, the capacity for this course was listed at 120 for Fall, 1987 (with 145 requests). If capacity in the course had been restricted to more normal ranges, there would have been far more official "overrequests."

1986-87). This commonly used index also does not adequately reflect heavy advising and teaching pressures resulting from overwhelming numbers of majors.

Impact of selective admissions on majors.

To estimate the impact of our proposal on College majors, we have selected those students enrolled in each major program within the College who had completed at least 45 hours but not more than 75 hours at the end of the Fall, 1986 semester. By using this group of students as a basis for estimation, we also may anticipate future enrollment patterns once the current student body has passed through the system. Naturally, all students currently enrolled in the College's programs would be 'grandfathered.'

Three assumptions are made in Table One: 1) that those selected at the end of 45 hours will maintain both their GPA and their interest in the program; 2) that no senior class ever graduates all those listed as fourth year students; and 3) that some students who would otherwise not be accepted will redouble their efforts to attain the 2.60 GPA needed. The figures listed in the table are highly conservative estimates allowing for no admission of students with less than a 2.60 undergraduate grade point average at the time of application.

TABLE ONE

Projected Enrollments
2.6 GPA Selective Admissions Policy

MAJOR	Communi- cation	General Editorial	Telecom	Adver- tising	Total
Current enrollment					
No. Students	392	199	234	302	1,127
No. Students 45-75 hrs	110	54	63	58	285
Enrollments First year after implementation					
No. Students 60-90 hrs (a)	49	30	31	30	140
No. Students 90-120 hrs (b)	142	56	93	107	398
Total Upper Division Majors	191	86	124	137	538

(a) Students currently with 45 - 75 hours qualified for admission
(b) "Grandfathered" students

Table One Continued

Enrollments					
Second year after implementation					
No. Students					
60-90 hrs (c)	50	32	33	32	148
No. Students					
90-120 hrs (d)	54	33	34	33	154
Total Upper Div. Majors.	104	65	67	65	302

(c) Estimated admissions based on probable pool.
(d) Includes @ 12 percent for students not graduating in four years.

Enrollments					
Third year after implementation					
No. Students					
60-90 hrs (e)	55	35	36	36	162
No. Students					
90-120 hrs	55	36	37	35	163
Total Upper Div. Majors	110	71	73	71	325

(e) Includes estimated student GPA upgrading as a result of policy.

Enrollments					
Fourth year after implementation					
MAJOR	Communi- cation	General Editorial	Telecom	Adver- tising	Total
No. Students					
60-90 hrs.	60	40	40	40	180
No. Students					
90-120 hrs.	60	39	40	39	178
Total Upper Div. Majors	120	79	80	79	358

Impact of selective admissions on programs outside the College.

At this time we have no clear impression of what this proposal will do to enrollments from outside the college. There should be no decrease in such enrollments in lower division courses, especially since the University Studies oral communication requirement is likely to increase demand on COM 181 and perhaps other courses within the

College. Given the priority system proposed earlier, the policy would have its greatest impact on outside students attempting to take upper division College courses as free electives. Every effort will be made to admit those non-College majors seeking admission to courses to satisfy a program requirement.

It should be noted, however, that enrollment pressures already have resulted in de facto restriction of enrollments by students not majoring in the College. For example, in the Fall of 1977, 1,431 out of 2,236 enrollments for College of Communications courses were by students not majoring in the College. In the Fall of 1982, this proportion was 1,263 out of 2,744. Non-College of Communications students represented 64 per cent of the enrollments in 1977 and 46 per cent in 1982. In the Fall of 1986, only 14 per cent of the enrollments in Telecommunications courses, 21 percent in Journalism courses and 43 percent of the enrollments in Communication courses were from students outside the College. These include lower division courses in which undecided potential majors frequently make up significant portions of the roster.

ADDITIONAL CONSIDERATIONS

The goal of the College of Communications must be to offer a quality education to its students and to the constituencies supporting the College's programs. In a society in which the collection, organization and presentation of information has become the life's work of more than half the work force, the role of well-educated communications students with better than average minds becomes obvious. We owe our constituencies, the communication/information industries operating on state and national levels, the finest minds and the best education available in the state. Unfortunately, many courses in the College have become overcrowded not only with our own majors but with students from outside the College. In several of our courses, our own majors are being closed out by pressures from students in other colleges. It has been made clear that no additional faculty support is likely to be forthcoming within the next two biennia. The only solution consistent with a concept of quality and education apparent to the College at this time is to request permission to institute a selective admissions policy.

Attempts at internal solutions.

For years the University labored under the belief that, at some future time, each program which was faced with an overload of students would have its day in the sun and that more resources would be made available. However, serious economic difficulties in the last decade have changed the way in which programs at this university view enrollment problems. From waiting for the sun to shine, programs have sought ways of managing their flow of students within the student body made available through the University's selective admissions policy. At the college level, the operating assumption in response to this overload has been that, while some additional resources would be made available--usually in the form of non-recurring funding--the major thrust of the problem would have to be met by shifting faculty assets between programs.

Given the serious demands on all College of Communications programs, such shifting of resources has not been possible. Other potential internal solutions also have proved unworkable. For example, in an attempt to manage its own enrollment problems, the Department of Telecommunications advised those sophomore and first semester junior majors who were doing less than satisfactory work that they might wish to consider another major. Despite a drop of slightly more than 100 majors in Telecommunications, the total majors within the College remained unchanged. Many Telecommunication students simply shifted to another major within the College.

The need for quality education.

The Prichard Committee report on higher education defined a different role for the University of Kentucky, a role which stressed the need for the school to become the state's leader in quality upper-division undergraduate education and in graduate education, with research and service visible on a state and national level--all traditional values of a major university. The acceptance by the University of these tenets places a clear demand on each college to make those goals actual ones and not dreams.

While a quality education can never be guaranteed, even a cursory analysis of those universities and programs which are generally agreed to offer quality education shows that certain resources are provided. These resources fall into four categories: time, space, equipment, and supplies (including library resources). Many would argue that, given minimal space, equipment, and supplies, time is the most important resource. A key quality measurement reflecting the use of time is a low student-faculty ratio in the classroom for the full time faculty. Smaller class sizes increase interaction between students and faculty, increase the level of student participation and permit greater reliance upon written assignments.

A separate but related time problem involves advising. A low major-faculty ratio obviously permits better advising of majors within a program. Where the number of advisees per faculty member is low, the student's educational and career goals and the pathways toward them can be given adequate attention. At present, the 40 or so advisees assigned to each faculty member makes such attention extremely difficult to provide.

Finally, a selective admissions policy will increase the amount of time faculty members have to allocate to research, another goal commensurate with the recommendations of the Prichard Report and consistent with the recognized mission of the University.

IMPLEMENTATION POLICY

Admissions policy & process. Applications must be made to a specific degree program, not the College as a whole. Applications must be made directly to the College Coordinator of Academic Affairs. Normally, such application will be made prior to the satisfactory completion of 60 semester hours of college level studies. Subsequent transfer between programs will be permitted, and may be accomplished by applying to that program and satisfying the admissions requirements.

Normally (for advance registration purposes) applications are to be submitted by March 1 for the Fall semester and summer sessions, and by October 1 for the Spring semester. Transfer students not wishing to advance register must submit applications by July 1 for the Fall semester, by November 15 for the Spring semester, and by April 1 for the Summer sessions. All applications should include a transcript(s) showing all grades earned at all colleges and universities attended by the applicant. The transcripts should offer proof that 45 semester hours have been completed and accepted by the University, and that all other requirements for the program have been-completed.

Each applicant bears the responsibility to see that his or her application contains all the requested materials.

Applicants automatically accepted. Assuming all else is in order, applicants with a 2.60 or above undergraduate grade point average will be accepted. Once accepted, each student will be assigned a major advisor by the appropriate department office.

Applicants provisionally accepted. Students who have completed 40-44 credit hours with a minimum GPA of 3.0 and who have completed the other admission requirements will be granted provisional admission to allow them to advance register for upper-division College of Communications courses. A student admitted provisionally who, upon completion of 45 credit hours, has a minimum GPA of 2.60 automatically will be granted full admission status (no further application process is necessary). A student whose GPA is below 2.60 will be denied admission.

Admission Based Upon Departmental Review. Students who do not meet one or more of the requirements for either full or provisional admission, but who feel that this is due to extenuating personal, academic, professional, or intellectual circumstances, must describe these circumstances in detail in their application for admission. These circumstances will be considered by the Admissions Committee of the appropriate program. This committee will be appointed by the Chairperson of the program. The applicant will be informed in writing of the committee's decision, which also will be forwarded to the College's Coordinator of Academic Affairs.

Any applicant rejected twice by the College is not permitted to apply again.

Advising of premajors. Those with fewer than 45 hours and those awaiting decision on their applications who wish to be advised by the programs within the College will be enrolled with a major code of 600 to designate their status as "premajors" in the College.

During pre-registration periods, advising of premajors will normally be accomplished via collective advising sessions held by each undergraduate program. Individual advising will be available for those with special problems. For periods between advance registration, including re-registration at the beginning of each semester, each program is expected to furnish at least one faculty or staff member to advise those with less than 45 hours.