

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

25 November 1985

TO: Members, University Senate

The University Senate will meet in regular session on Monday, December 9, 1985, at 3:05 p.m. in ROOM 116 of the THOMAS HUNT MORGAN BUILDING.

AGENDA:

1. Minutes of 11 November 1985
2. Resolutions
3. Chairman's Remarks
4. ACTION ITEMS:
 - a. Proposal to Establish a Graduate Center in Biomedical Engineering (circulated under date of 21 November 1985)
 - b. Proposed revision of the General Studies Curriculum. (Final Report of Ad Hoc Committee circulated prior to the November Senate meeting and also attached to the November Senate minutes. Additional Senate Council material and proposed amendments from Senators circulated under date of 25 November 1985.)

PLEASE NOTE: As a number of amendments have been offered to the proposed revision of the General Studies curriculum, several votes are likely at the meeting. For this reason we ask that all voting members of the Senate sit in the center section of the room and that all non-voting members and visitors sit in the side sections.

There will be a special meeting of the University Senate on Monday, January 20, 1986. If the Senate has not completed action on the General Studies curriculum by around 5 p.m. at the December meeting, it will resume deliberations on this item at the special meeting. Also at this meeting Vice President Jim King and Budget Director Ed Carter will discuss the 1986-88 biennial University budget request with the Senate and CHE and legislative action on it to that time.

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University Senate Agenda: December 9, 1985
25 November 1985

A REMINDER: The Senate's annual end of the semester social will take place from 4 to 6 p.m. on Tuesday, December 10th at the Alumni House corner of Rose and Euclid Streets. All Senators and spouses are invited.

Randall Dahl
Secretary

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MINUTES OF THE UNIVERSITY SENATE, DECEMBER 9, 1985

The University Senate met in regular session at 3:05 p.m., Monday, December 9, 1985, in room 116 of the Thomas Hunt Morgan Building.

Bradley C. Canon, Chairman of the Senate Council, presided.

Members absent: Frank Allana, R. A. Altenkirch*, Charles T. Ambrose*, Charles E. Barnhart, Susan M. Belmore*, Brian Bergman, Raymond F. Betts, D. Allan Butterfield*, Emmett Costich, Herbert N. Drennon, Anthony Eardley, Kimberly Ellis, Stanley Feldman*, Richard W. Furst, Leonard E. Heller, Roger W. Hemken*, Alison Hodges, Raymond R. Hornback, Alfred S. L. Hu, Susan Johnson, Robert G. Lawson, Edgar D. Maddox, Paul Mandelstam*, Sally S. Mattingly*, Peggy Meszaros*, Robert C. Noble*, Merrill W. Packer*, Bobby C. Pass*, John J. Piccoro*, Otis A. Singletary*, Louis Straub, Joseph V. Swintosky*, Kenneth R. Thompson, Paul A. Willis, Constance P. Wilson

The Minutes of the meeting of November 11, 1985, were approved as circulated with the exception of changing "September" to "November" in the first line of the first paragraph.

Chairman Canon made the following announcements:

"The first announcement concerns the Senate Council election results. Bill Lyons of the Political Science Department and Bob Hemenway of the English Department were elected to the Senate Council. There was no majority for the third seat. In the subsequent election Emmett Costich in the College of Dentistry was elected to the Senate Council. In addition, Doug Rees, who was a member of the Senate Council, has taken a year's leave of absence. Loys Mather of Agricultural Economics will replace Dr. Rees on the Council for the forthcoming year.

The second announcement concerns the Board of Trustees election. We are going to run the nomination ballot again. There were sufficient problems with the ballot and its distribution that the Rules Committee and the Senate Council decided to do it over. The ballot will go out soon and will be due back Monday, December 23. This way we can get the biographical information on the six nominees and conduct the runoff elections in the normal fashion toward the end of January, so that the final results will be known by the middle of April.

The third announcement is the Senate Fall Social is tomorrow afternoon. The President will be at the social and members of the Board of Trustees are invited and some usually attend. As you know, the food is usually excellent.

*Absence Explained

Fourth, there will be a special meeting of the Senate on Monday, January 20. At that time we will hear a presentation from Vice President Jim King and Associate Vice President for Planning and Budget Ed Carter about the University's biennial budget request for 1986-88 along with how the request has fared both in the Council on Higher Education and in Governor Collins' budget request to the legislature. Vice President King and Associate Vice President Carter will open themselves to questions from the floor about the general nature of the budget. Also at the January meeting we will continue to debate the proposed University Studies Curriculum assuming if it is not resolved today, and with fifteen amendments on the floor, I doubt if it will be.

Finally, let me report on the Senate Council's activities. The Senate Council plans to have a breakfast meeting with members of the Fayette County legislative delegation this coming Monday, December 16. We will discuss UK's goals and needs such as more research equipment, competitive stipends for research and teaching assistants and the like. We just might also mention the need for more competitive salaries for faculty and staff members. If any of you feel there is some topic that needs to be discussed, please get in touch with the Senate Council Office sometime this week or with some member of the Senate Council, and we will try to relay this particular point to the members of the Fayette County delegation. Let me emphasize this is an informal meeting. It is basically a session where we get to know one another. It is not one where we are all going to stand up and make speeches.

Another Senate Council item is in regard to course purgation. As some of you probably know, the Senate Rules require that if a course has not been taught in four years, the Senate Council informs the deans of this and asks that the course be purged from the books unless the dean sends a request to keep the course on the books. Usually if the dean sends a request, the course is kept on the books. This year we found some courses in the Bulletin that had literally not been taught for a decade. The Senate Council discussed this at its last meeting and felt that some action needed to be taken. There are two reasons for this. One is that the Visiting Accreditation Team of the Southern Association of Colleges severely criticized the University in its 1982 report for having courses on the books that had not been taught for many years. Secondly, we believe there is a truth in advertising issue here. It seems to be false advertising to say that the course is taught when it actually has not been taught since 1976 or so. The Senate Council plans to effectuate a policy of purging courses that have not been taught for nearly a decade.

Let me also mention some activities of standing committees of the Senate. The Committee on Academic Planning and Priorities chaired by Stan Brunn of Geography is looking into the Centers of Excellence that the University is in the process of establishing. As you know, these were first mentioned in the budget and the five-year plan that were released last September. There was no academic consultation with the Senate relating to establishing these Centers, although there usually was consultation with the areas involved. The Senate Council was curious as to what Centers of Excellence were, what the implications were, what the implications were for areas that were not Centers of Excellence, etc. This committee has met with the Chancellors and is in the process of finding out the answers to these questions and in the process of developing a mechanism for broader academic consultation in future efforts to establish Centers of Excellence.

The Senate's Committee on Institutional Finances and Resource Allocation chaired by Joe Krislov of the Economics Department has made its project this year to obtain and assimilate information on the University's budget and on its fiscal options. It is largely because of the action of this committee that Vice President King and Associate Vice President Carter will speak to the Senate next month on the University's budget.

The ad hoc Committee on Cheating and Plagiarism has issued a report which the Senate Council has approved subject to some very minor questions, and it will probably be coming before this body in February.

The Admissions and Academic Standards Committee chaired by Loys Mather is working on a proposal to try to solve the perennial problem of how to handle situations where instructors give final exams before the final exam. If we can solve that problem, it will be a great feather in our cap.

I feel it is important that the Senate be kept informed of what the Senate Council is doing."

The first action item on the agenda was the proposal to establish a Graduate Center in Biomedical Engineering. The Chair recognized Professor Wilbur Frye, Chair-elect of the Senate Council. Professor Frye, on behalf of the Senate Council, moved approval of the proposal to establish a Graduate Center in Biomedical Engineering. Professor Frye said the proposal was to establish a multidisciplinary Graduate Center for research, teaching and service in Biomedical Engineering at the University of Kentucky. The Graduate Center would be under the Graduate School. The proposal has been reviewed by the Graduate Council, the Senate's Academic Organization and Structure Committee and the Senate Council as well as faculty and appropriate administrative personnel. This proposal was circulated to members of the Senate under date of November 21, 1985.

The floor was opened for questions and discussion. Dean Royster was present to answer any questions. There was no discussion and the motion, which passed unanimously, reads as follows:

Proposal: It is proposed that a multidisciplinary Graduate Center for research, teaching and service in Biomedical Engineering be established at the University of Kentucky. This Graduate Center is to be established to administer multidisciplinary programs which bring together faculty and students from several different disciplines which have strong interests in biomedical engineering and to foster collaborative research and learning efforts among them. The Center will operate under the auspices of the Graduate School, and extramural funding shall be sought to complement University support.

The proposal has been reviewed and approved by relevant faculty and administrative personnel, the Graduate Council, the Senate's Academic Organization and Structure Committee and the Senate Council.

Background:

Biomedical Engineering is an inherently broadly-based multidiscipline which involves the application of diverse engineering concepts, methodologies and technologies to a wide range of problems in the life sciences and medicine. It also is a field of expanding growth and increasing significance because of the diversity of its research foci and their technological applications, e.g. aerospace medicine, sports medicine, industrial and vehicular safety, bioinstrumentation, rehabilitation engineering, cardiovascular biodynamics, and exercise and stress physiology.

The first biomedical engineering activity at the University of Kentucky began in the mid-1950's under the auspices of the Wenner-Gren Research Laboratory. As such it was one of the first programs in the nation and research and graduate education thrusts in biomedical engineering have expanded steadily since that time. The current Biomedical Engineering Program at the University of Kentucky is centered logistically in the Wenner-Gren Research Laboratory and is administered organizationally as a component of the Department of Mechanical Engineering in the College of Engineering. Its programs have involved faculty from the Medical Center and from the Colleges of Engineering, Arts and Sciences and Education.

In 1980 the Deans of the University of Kentucky Colleges of Engineering and Medicine jointly sponsored an external evaluation of the status and the future prospects of biomedical engineering activities on campus. This study concluded that there was significant potential for expanding substantive work in biomedical engineering but that the current organization of the effort was "constricting." The establishment of a free standing Center for Biomedical Engineering was recommended, one which would have balanced support from and participation of both the College of Engineering and the College of Medicine. Representatives of these Colleges, the Lexington Campus and Medical Center Chancellors, the Vice Chancellor for Research and the Dean of the Graduate School, and the Director of WennerGren Research Laboratory, have worked together over the last several years to develop a plan for such a Center.

Mission:

The mission of the Graduate Center for Biomedical Engineering is four-fold:

1. to foster multidisciplinary and collaborative research among scientists, engineers and clinicians;
2. to administer graduate education programs in Biomedical Engineering;
3. to provide support services and technical assistance in the implementation of health care delivery systems; and
4. to administer the research programs and facilities of the Wenner-Gren Laboratory.

Research:

The research program of the Center will incorporate current multidisciplinary work of the Wenner-Gren Research Laboratory and expand upon this foundation. Areas of current research activity include musculoskeletal biomechanics, ultrasonics and electromagnetics, cardiomechanics, pharmacokinetics and cardiovascular research. Creation of the Center will facilitate expansion of research activity in areas such as rehabilitation engineering, sports medicine, nuclear medicine, diagnostic radiology, radiation medicine; surgery, preventive medicine, anatomy, biophysics or organ system, biomaterials, and neurology. External sponsorship of research in biomedical engineering comes from several different sources, including federal agencies such as the National Institutes of Health, The Department of Defense, NASA and the Veterans' Administration, as well as private foundations and corporations. The expanded opportunities

collaborative research offered by the creation of the Center should lead to increased and even more diverse external support.

Teaching

The Center will serve as a separate academic unit within the Graduate School and will provide educational programs in biomedical engineering at the graduate level. It will offer courses with program identification and when appropriate, the courses will be crosslisted with course offerings of participating departments and colleagues. In addition, it will work with other educational units within the University to develop courses which support its program.

Service:

Service, technical assistance and other support activities will be provided by the Center in areas of expertise of its faculty and research staff, e.g. electronics, computers, analysis, mechanics, and bioinstrumentation.

Organization:

As a separate academic and administrative unit located within the Graduate School the Center will have a core faculty consisting of those faculty with a regular appointment in the Center and participating faculty in affiliated departments who may have joint appointments in the Center. The faculty of the Center shall have duties and responsibilities consistent with the Governing Regulations. The Center will incorporate the staff and facilities of the Wenner-Gren Research Laboratory.

The Director of the Center will be appointed by the Vice Chancellor for Research and the Dean of the Graduate School, will be a member of the Center's core faculty, and will have rank and responsibilities equivalent to a department chairperson.

The Center will have an Advisory Council consisting of the Chancellors of the Lexington Campus and the Medical Center, the Vice Chancellor for Research and Dean of the Graduate School, the Dean of the College of Engineering, the Dean of the College of Medicine, and the deans of at least two other colleges whose faculty participate in the Biomedical Engineering Program. The Vice Chancellor for Research and Dean of the Graduate School shall serve as Chair of the Advisory Council. The Council shall meet at least once each semester and shall advise the Vice Chancellor for Research and Dean of the Graduate School on the programs and administration of the Center.

The Chair recognized Professor Wilbur Frye for a motion on the proposed Revision of the General Studies Curriculum. Professor Frye said the item was the one discussed at length at the last meeting. He said the Council wished to assure the

the Senate that a specific proposal regarding the implementation and course selection process would be presented to the Senate for a vote later in the spring. The Council wanted the Senate to decide at this time whether or not it wished to adopt the proposed revision in substance. Suggestions from senators, students, University faculty were solicited. He said a part-time director would be appointed from the ranks of the active faculty to administer the program for a stated term. The appointment would be made either by the President or the two Chancellors. Professor Frye, on behalf of the Senate Council, moved for approval of the Proposed Revision of the General Studies Curriculum. The proposed revision had been circulated to members of the Senate under date of November 25, 1985.

The Chair announced some rules to govern the debate in order to expedite consideration of the University General Studies package. Chairman Canon placed a fifteen minute debate limit on each amendment. At the end of that period, a senator could move to extend debate, but it would take a two-thirds vote to do so. Likewise, a Senator could move the previous question prior to the fifteen minute limit, but it would take a two-thirds vote to close the debate. The amendment's sponsor would speak first and could also have a final rebuttal. Otherwise a person could speak only once per amendment unless no one else wanted the floor. Each speaker was limited to two and one-half minutes. The Chair reminded the Senate that no new substantive amendments could be introduced, but that amendments to the amendments circulated in the December meeting package could be introduced. If introduced, five minutes of debate on the amendment to the amendment would be allowed.

The Chair recognized Chancellor Art Gallaher who spoke on behalf of the entire package. The appointment of and the charge to the committee was shared by Dr. Gallaher's Office and the Senate Council. He feels this is a very important effort. He became sensitive to the need to reconsider the matter of general education when he was in the dean's position in Arts and Sciences. He said he used to visit occasionally with recruiters to determine from them what they felt the University should be doing to better prepare our students for continued success in their careers. The view is that continued success in the marketplace in the future will depend on one's learning how to think and how to learn as opposed to the conventional priorities on what to learn and what to think. There are some projections that say given the current rate of change that seventy percent of the occupational inventory by the turn of the century has yet to be invented. He said that was an ominous problem for those who have to plan education for the future. He felt the Swift Committee's proposal was very modest in substance. He said it asked that a priority be attached to general studies and that it not be considered as a necessary evil or an extra. He urged the senators to accept the committee's recommendation and not compromise what he considered to be a very modest move in the right direction.

Professor Hans Gesund asked about the changes the Senate Council had made in the Swift Committee's final report. The Chair said that these changes had been accepted by the Committee and thus were friendly amendments now incorporated in the Committee's package and did not need to be voted on. However, because it was not known that they would not be voted on separately at the November meeting, they were subject to motions to amend. Professor Gesund said he did not agree with the Senate Council's fifth change (on p. 3) which reads "...that the director have the necessary authority and ability to encourage and even require..." He felt that no director should be able to tell the faculty what courses it should adopt. The Chair asked that Professor Gesund submit an amendment in writing for circulation to the Senate for the January meeting.

Professor John Just asked if minor amendments could be introduced now, and who determined what a major amendment was. The Chair replied that only editorial change type amendments could be introduced to the Report now and said that Professor Gesund's suggestion was not an editorial change.

The Chair recognized Professor Ron Atwood to speak for the Atwood/Bickel amendment which would require the Senate Council to reduce the proposed University Studies requirements to a maximum of thirty-six (36) semester hours and provide enough flexibility in the requirements so that no program is forced to increase the total number of credits presently required for graduation in order to satisfy University Studies requirements. The Chair noted that this amendment was essentially a motion to recommit the Report to the Senate Council and that if it passed, there would be no point in considering other amendments until the Report reemerged from the Council. Professor Atwood argued that the creators of the Swift Committee Report were largely from programs which gave their students a lot of electives and thus they could afford to be idealistic and philosophical in developing a general studies curriculum, but that students in programs with very few elective options and which already had 130 or more credits could not afford the luxury of an expanded general studies program. Professor Atwood said he did not think the general studies program should be improved at the expense of existing majors and that the emphasis of any revision should be on quality not quantity.

The Chair recognized Dean Edgar Sagan from Education who spoke as an individual and not for the faculty. He opposed the amendment because he liked the product the Swift Committee produced. He said it was time the University developed an integrated, meaningful general studies program. The strengthening compensated for the credit hour expansion, he felt. He said great strides had been made in improving teacher preparation at UK, and it is now one of the most selective majors. He recommended that the credit hour limitation not be adopted.

Professor Robert Hemenway spoke against the amendment. His feeling was that the amendment was basically an argument for the status quo. He felt the Atwood/Bickel amendment would perpetuate the current smorgasboard approach to general studies. He also noted that not all students came to UK with the same preparation and that the proposed revision recognizes this by making the number of general studies credits required flexible depending upon a student's preparation.

Professor Connie Bridge of Education spoke against the Atwood/Bickel amendment and said the State Department required a minimum of forty-five (45) hours of general studies. She said the education students would not be adversely affected by the general studies revision.

Professor Jack Rea moved the previous question which was seconded and passed.

In Professor Atwood's rebuttal he said he did not feel their proposal would perpetuate the status quo. He felt what the senators were being asked to approve was the idea that bigger is better and asked to buy now and consume later. He felt a lot of improvement could be made in the thirty-six hour block.

The amendment for the Senate Council to reshape the curriculum so that no more than thirty-six hours of general studies courses be required failed in a voice vote.

The second amendment was introduced by Professors Gesund and Crewe. The Chair recognized Professor Gesund, who said what he was asking was that the senators would circumscribe the weight of the "pig" when buying a "pig in a poke," so that the faculty would not be at the mercy of whatever came next. He said the College of Engineering had a variety of programs that ranged from 129 to 140 hours, and that the revised curriculum would raise their requirements by about six (6) hours. He said the University of Louisville gave a master's degree with 152 hours. He felt the additional time could not be afforded, because engineers moving into management not only needed a broader education background, but they also needed more technical education.

Professor Rea noted that in 1965 Civil Engineering required 151 hours for graduation which has now been cut back to 140. Electrical Engineering has gone from 145 to 131. In his view the requirements were not being raised that much. He felt a properly prepared student entering the University could expect six to nine hours of new courses.

Professor Gesund stated that UK was not competitive with the University of Louisville. Professor Jesse Weil found it hard to believe that the MA students at the University of Louisville were so much more competent that they were learning more in their 152 hours than UK students are learning. He felt any employer would be glad to hire someone at a lower salary with the same training. Professor Just spoke against the amendment and felt UK should not be compared to Louisville but should look to Georgia Tech or California Tech.

Dean Ray Bowen said the fact was that in the last twenty years the hour requirements had dropped in the College of Engineering. The intention was to make the program a four-year one as opposed to a five-year program. As far as the merits of the proposal, he did not feel he could make a judgment because he did not know what effect the proposal would have on the engineering program. He said until some basic definitions were made as to what a discipline was, it would be hard to say what effect the cross-disciplinary requirement would have on the College of Engineering requirements. He wanted to know if the different engineering fields were disciplines. Professor Louis Swift said the answer was on page 9, second paragraph of the original report. He said the feeling of the committee was that a discipline was defined by the department. The University has a variety of courses with different prefixes so that two cross-disciplinary courses would have different prefixes. He said the syllabi of these courses must reflect joint planning on the part of the participating departments so that the two courses would come from two different departments.

There was no further discussion on the Gesund/Crewe amendment to require that the implementation of the new curriculum be modified for programs requiring 128 or more hours for the bachelor's degree so that no additional hours were required for graduation, and the amendment failed in a voice vote.

The next amendment was the Hemken/Lane amendment to delete the language requirement from the University Studies Proposal. Professor Gary Lane spoke on behalf of the amendment. Professors Hemken and Lane's opposition to the proposal was basically a philosophical one. Their question was, "Why was foreign language singled out in the proposal?" He felt foreign language was no more important than other things that added culture to a student's program. They were opposed to every student having to study a foreign language or meet some foreign language standard before graduation. They did not feel foreign language fit into everyone's overall objective.

Professor Ted Fielder raised three issues which he felt were important as far as the foreign language requirement is concerned. They are citizenship, marketplace, and educational reform in Kentucky schools and universities. Professor Angene Wilson felt that whether a student was training or being educated to be a professional engineer, teacher, nurse or whatever profession, that person would have to be a world citizen. She found it ironic, when Toyota was building a plant near Lexington, to say it was not important for students to gain some knowledge of the world and one of those ways is through foreign language. Student Senator Robin Lawson did not see how a foreign language could let one better understand culture in two semesters. He said students were not going to be getting culture by learning a language.

Vice Chancellor Donald Sands hoped the Senate would resist all efforts to weaken the language requirement. He said it was really just a high school requirement. He did not feel it was unreasonable to expect students to make it up in college if they had not fulfilled the language as a high school requirement. The states of Florida, Georgia, North Carolina and South Carolina have adopted a policy like this which will be implemented in 1987. He felt this was an opportunity for the University of Kentucky to set an example of leadership.

Professor Rea said there was something important that had not been pointed out about languages. He said our language determined how we classify our observations and experiences of the universe including some basic notions such as time, reality, and accountability.

Student Senator John Fischer supported the amendment but did not feel that foreign language should be on a level that no other course except English was on at the University. He did not feel it was essential to require a foreign language. Professor Martin McMahon addressed the need for foreign languages on the basis other than a broadening culture horizon. He said the study of foreign languages was good just because one was learning another language. He felt it would be helpful for graduates to know a foreign language when they go into the business world, and to be able to communicate with people who speak a different language.

Professor David Kao said the committee's intention was to prepare the student to live in future times. He felt it was important to recognize that times are changing. He said if students do not learn a language, they are completely closing doors. Professor Madhira Ram said he was able to speak before the Senate because he had learned English. He said the world is shrinking and language would give students the opportunity to widen their horizons and become better learned individuals.

Student Senator Kathlene Ashcraft was completely in favor of the foreign language requirement. She thought it was impossible to understand the political culture of a nation if one did not understand the language, and it certainly was not going to hurt a student.

Professor Lane in rebuttal said he had no opposition to foreign language, but he did oppose requiring every student to take a foreign language in college. He said if students wished to learn more about other cultures that was fine. He wanted to know which foreign language should be recommended for the marketplace.

The amendment to delete the foreign language requirement from the University Studies Proposal failed in a voice vote.

The fourth amendment (also Hemken/Lane) would allow each college to determine whether or not the language requirement should apply to its students. Professor Lane said he had stated his purpose and simply offered the proposal to allow each college to designate whether or not this requirement should apply to its students.

The previous question was moved, seconded and passed. The amendment to allow each college to determine its foreign language requirement failed in a voice vote.

The Chair recognized Professor Lane for the fifth amendment (Lane/Hemken) which would move the language sequence to Section V (Cross-Cultural requirements) and make it one method of fulfilling that requirement. Professor Lane did not believe that one could argue that foreign language was a basic skills course and for that reason he and Professor Hemken were proposing that the foreign language skills be moved to Section V under the Cross-Cultural courses section. Professor Curtis Absher spoke in support of the amendment. He said there was no doubt that we are a world-wide society. He spoke also in support of Section V which is a cross-cultural requirement. He felt that languages should be taught in high school.

Professor Roger Anderson spoke of the value of foreign language as a basic skill. He felt language not only helped the student to understand the potential differences between his own culture and that of another, but was a way of thinking representative of another culture relative to his own. It forced the student to think in analytical terms about his own language and his own way of living in the world, and thus he felt that was a basic skill.

The previous question was moved, seconded and passed. In rebuttal Professor Lane said he had just been told that foreign language was a skill and not a way of learning about another culture, but in two of the amendments there was argument for in cultural terms. He said he was confused.

The Lane/Hemken amendment which would move the language sequence to Section V failed in a voice vote.

The next amendment, which was the Stanhope/McNamara amendment, would delay the language requirement until three years following implementation of the new curriculum. The Chair pointed out that the Senate Council has set the target date for the implementation of the new curriculum for the Fall 1988 as opposed to the original date of the Fall 1987. If passed, this would delay the language requirement until 1991. Professor Marcia Stanhope said they were asking for the delay in implementation so that the new requirements could be publicized in time for prospective students to fulfill the requirement in high school. She offered an amendment to her amendment which would change the delay in implementation from three (3) to two (2) years. Professor Patrick McNamara accepted the amendment as a friendly one and it was thus incorporated in the original amendment.

In further discussion on the proposed amendment Professor Loys Mather said he felt the Senators had taken on a bit of an additional recruiting burden. He felt the additional time would be of great help both for high schools and students to adjust. He said he had done some analysis of the program studies report which was

made available through the Kentucky Department of Education. As of the last academic year only sixty-two percent of the schools in Kentucky were offering enough foreign language for students to have two years of a foreign language. He felt the Senate should respect the fact that there are a number of schools that have a lot of adjustments to make in terms of being able to offer enough foreign language for their students to meet this requirement. He felt it was a very reasonable amendment.

Professor Kao spoke for the amendment. He felt the University should make it clear to all high schools that it was in consideration of them that led to this amendment. Professor Enid Waldhart spoke strongly against the amendment. It seemed to her that by delaying any aspects of the program the University would end up with an unwieldy mess. She felt all parts of the revision should go into effect on the same date. She said two years would be sufficient notice. She believed there were a number of alternate ways for students to get language training if it is not available in their high school. She did not feel students would be harmed unduly.

Student Senator Ted Osborne was in favor of the postponement. He felt this would give schools time to implement foreign language programs, and it was a good way to compromise. Professor Donald Dietrich spoke in opposition to the amendment. His information was that as a consequence of the so called Commonwealth diploma all school districts in Kentucky would have to have four years of a foreign language in place by next fall. Professor Ward Crowe spoke in favor of the amendment and said he had access to the report that Professor Mather referred to and he shared another figure. He said there are presently 256 high schools in Kentucky and 158 of those are offering two years of a foreign language. He felt that recruiting in the rural area of Kentucky would be served better by putting off the requirement for at least two years.

Professor Hemenway spoke against the amendment. Although he thought it was one that could probably be lived with, he thought it was one sending the wrong signal. He felt compromising on our requirements was a bad principle. He did not think it served the University well to argue that higher standards are going to make it tougher to compete. Professor Bill Lyons felt the year's delay that came from the Senate Council was a compromise itself. He thought everyone's concern was whether or not the program could be implemented effectively. He reiterated the position that the proposal not be implemented piecemeal. He wanted to keep the whole package going at the same time.

Student Senator Ashcraft said that there are 256 high schools in Kentucky. One hundred fifty-eight offer at least two years of a foreign language, 95 offer at least one year, and there are three that offer no foreign language. Professor Swift said Utah was a good model and has as many rural schools as the state of Kentucky, and they had no foreign language requirement until recently. When the foreign language requirement was introduced, very quickly languages were being taught across the state of Utah. He did prefer introducing the whole proposal at once.

Professor Rea said in a study he had done there was only three percent of our freshmen who came from schools that offered no language. Professor Mather clarified some figures from the State Department of Education. Last year twenty-three schools in the State of Kentucky did not offer a foreign language of any kind. Seventy-five offered at least one year of one language. One hundred fifty-eight offered two years or more of at least one language.

Professor Stanhope in rebuttal said although foreign language may be in place in the high schools by the fall, this really does not help applicants who are currently planning to come into the nursing program.

In a hand count of 54 to 22 the Stanhope/McNamara amendment to delay implementation of the language requirement an additional two years (until 1990) failed.

Amendment #7 was submitted by Senators Stanhope, McNamara and Mather in slightly differing versions, but the basic effect of each version would be to drop the competency test requirement for credit for high school language. The Chair noted that the Swift Committee Report recommended that after a three-year period students enrolling with high school language credit on their transcripts be given a competency test before they can get the credit for language and the basic purpose of the amendments is to eliminate this requirement. One would eliminate it completely, another would allow the test, but the results would have no bearing on receiving credit, and the third would allow the test for three years for diagnostic purposes.

Professor McNamara said the College of Pharmacy felt the competency test requirement would cause high school students to take foreign language during their last years in high school. He felt this was an undesirable restriction on the structure of a student's high school curriculum especially for those students who are going into the highly technical programs having advanced courses occurring later in high school programs. He also argued that because a foreign language provided a greater awareness of diverse societies and broadened a student's understanding of the world, we should encourage and not discourage high schoolers taking a language in their first two years.

Professor Rea said there was a test in place now, and it had been found that students who take their language in the ninth and tenth grades do poorly on that proficiency test no matter how well they had done when they had taken the language. He saw no objection to eliminating the test because students do poorly after a two-year gap. Professor Paul Eakin felt it would be a simple matter to give the test to any high school student who wanted to take it after they had completed two years of a language.

Professor Just opposed the amendment. He said most students had completed a biology course when they came to UK, but that proved nothing. Measuring competency was often necessary to insure that students actually learned something.

Chairman Canon noted that there were three versions of the amendment and asked if the Senate would accept for purposes of a vote the one that would eliminate passage of the competency test as a requirement for receiving credit for language taken in high school, but permit competency testing for diagnostic purposes. (This is the Mather version of Amendment 7.) After some brief questions of clarification, there was no objection to using this version as the one for a vote.

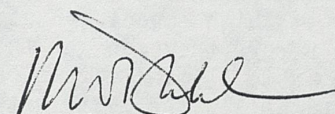
Professor Just wanted to know if the proposal was passed, what happened to all the students who had taken calculus. It seemed to him that the University is now forcing students to take calculus unless they can pass the test, and he saw no difference in a language skill and a mathematics skill. He felt the Senators were working themselves into a logical hole.

Professor Mather in rebuttal said he felt it was a reasonable step to take in basically accepting what is a high school requirement. He said they were trying to

encourage students to take languages in high school and then accepting their work and not having to take additional work in college. It did not preclude testing for diagnostic purposes.

The amendment to drop the competency test requirement as a necessary means for getting credit for high school language passed with a hand count of 39 to 37.

The Chair had previously announced that the Senate would adjourn after disposing of whatever amendment was under consideration at 5:00 p.m. unless the body wished to continue. At 5:00 p.m. the Senate showed no wish to continue and consideration of the remaining amendments was delayed until the special January meeting. The Chair adjourned the meeting at 5:02 p.m.


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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

21 November 1985

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, December 9, 1985. Proposal to establish a Graduate Center in Biomedical Engineering.

Proposal: It is proposed that a multidisciplinary Graduate Center for research, teaching and service in Biomedical Engineering be established at the University of Kentucky. This Graduate Center is to be established to administer multidisciplinary programs which bring together faculty and students from several different disciplines which have strong interests in biomedical engineering and to foster collaborative research and learning efforts among them. The Center will operate under the auspices of the Graduate School, and extramural funding shall be sought to complement University support.

The proposal has been reviewed and approved by relevant faculty and administrative personnel, the Graduate Council, the Senate's Academic Organization and Structure Committee and the Senate Council.

Background:

Biomedical Engineering is an inherently broadly-based multidiscipline which involves the application of diverse engineering concepts, methodologies and technologies to a wide range of problems in the life sciences and medicine. It also is a field of expanding growth and increasing significance because of the diversity of its research foci and their technological applications, e.g. aerospace medicine, sports medicine, industrial and vehicular safety, bioinstrumentation, rehabilitation engineering, cardiovascular biodynamics, and exercise and stress physiology.

The first biomedical engineering activity at the University of Kentucky began in the mid-1950's under the auspices of the Wenner-Gren Research Laboratory. As such it was one of the first programs in the nation and research and graduate education thrusts in biomedical engineering have expanded steadily since that time. The current Biomedical Engineering Program at the University of Kentucky is

centered logistically in the Wenner-Gren Research Laboratory and is administered organizationally as a component of the Department of Mechanical Engineering in the College of Engineering. Its programs have involved faculty from the Medical Center and from the Colleges of Engineering, Arts and Sciences and Education.

In 1980 the Deans of the University of Kentucky Colleges of Engineering and Medicine jointly sponsored an external evaluation of the status and the future prospects of biomedical engineering activities on campus. This study concluded that there was significant potential for expanding substantive work in biomedical engineering but that the current organization of the effort was "constricting." The establishment of a free standing Center for Biomedical Engineering was recommended, one which would have balanced support from and participation of both the College of Engineering and the College of Medicine. Representatives of these Colleges, the Lexington Campus and Medical Center Chancellors, the Vice Chancellor for Research and the Dean of the Graduate School, and the Director of Wenner-Gren Research Laboratory, have worked together over the last several years to develop a plan for such a Center.

Mission:

The mission of the Graduate Center for Biomedical Engineering is four-fold:

1. to foster multidisciplinary and collaborative research among scientists, engineers and clinicians;
2. to administer graduate education programs in Biomedical Engineering;
3. to provide support services and technical assistance in the implementation of health care delivery systems; and
4. to administer the research programs and facilities of the Wenner-Gren Laboratory.

Research:

The research program of the Center will incorporate current multidisciplinary work of the Wenner-Gren Research Laboratory and expand upon this foundation. Areas of current research activity include musculoskeletal biomechanics, ultrasonics and electromagnetics, cardiomechanics, pharmacokinetics and cardiovascular research. Creation of the Center will facilitate expansion of research activity in areas such as rehabilitation engineering, sports medicine, nuclear medicine, diagnostic radiology, radiation medicine, surgery, preventive medicine, anatomy, biophysics of organ system, biomaterials, and neurology. External sponsorship of research in biomedical engineering comes from several different sources, including

federal agencies such as the National Institutes of Health, The Department of Defense, NASA and the Veterans' Administration, as well as private foundations and corporations. The expanded opportunities for collaborative research offered by the creation of the Center should lead to increased and even more diverse external support.

Teaching:

The Center will serve as a separate academic unit within the Graduate School and will provide educational programs in biomedical engineering at the graduate level. It will offer courses with program identification and when appropriate, the courses will be crosslisted with course offerings of participating departments and colleagues. In addition, it will work with other educational units within the University to develop courses which support its program.

Service:

Service, technical assistance and other support activities will be provided by the Center in areas of expertise of its faculty and research staff, e.g. electronics, computers, analysis, mechanics, and bioinstrumentation.

Organization:

As a separate academic and administrative unit located within the Graduate School the Center will have a core faculty consisting of those faculty with a regular appointment in the Center and participating faculty in affiliated departments who may have joint appointments in the Center. The faculty of the Center shall have duties and responsibilities consistent with the Governing Regulations. The Center will incorporate the staff and facilities of the Wenner-Gren Research Laboratory.

The Director of the Center will be appointed by the Vice Chancellor for Research and the Dean of the Graduate School, will be a member of the Center's core faculty, and will have rank and responsibilities equivalent to a department chairperson.

The Center will have an Advisory Council consisting of the Chancellors of the Lexington Campus and the Medical Center, the Vice Chancellor for Research and Dean of the Graduate School, the Dean of the College of Engineering, the Dean of the College of Medicine, and the deans of at least two other colleges whose faculty participate in the Biomedical Engineering Program. The Vice Chancellor for Research and Dean of the Graduate School shall serve as Chair of the Advisory Council. The Council shall meet at least once each semester and shall advise the Vice Chancellor for Research and Dean of the Graduate School on the programs and administration of the Center.

11/27/85

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

25 November 1985

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, December 9, 1985. Proposed Revision of the General Studies Curriculum.

For reasons of economy, the original Final Report of the Committee on General Education (popularly known as the Swift Committee report) is not attached to this agenda item. It was circulated to all Senators in November and is included in the minutes of the November meeting. Please bring it to the meeting along with this agenda item and accompanying material.

On the basis of its own discussions, discussions with the Swift Committee and discussions at the November Senate meeting, the Senate Council has made seven changes in the Report which are attached. All seven changes have been accepted by the Swift Committee. They are thus "friendly" amendments and will be considered as part of the original package. They do not need to be voted upon separately or as a whole. (Changes 1, 3, 4 and 5 are the same as were circulated in November. Change 2 still adds the oral communication skill requirement but it now also eliminates all references to specific courses in the Inference and Communicative Skills section. Change 6 sets the Fall, 1988, as a target date for implementation of the new requirements, rather than the Fall of 1987 as the Swift Committee originally proposed. Change 7 deletes the Implementation and Oversight part of the Swift Committee's Report from consideration at this time.)

Please recall that the Senate voted in November to suspend its rules during the consideration of this agenda item so that no amendments to the basic package may be offered from the floor. All amendments were due in the Senate Council office in writing by November 22nd, and fifteen were submitted. Amendments to the amendments may be moved from the floor.

The following accompany this agenda item:

1. Changes in the Final Report of the Swift Committee proposed by the Senate Council and accepted by the Swift Committee.

2. A package of proposed amendments to the Final Report along with a cover sheet listing the proposed amendments and the order in which they will be voted upon.

Both the Swift Committee and the Senate Council have spent most of their time and energy focusing on the substance of the new University Studies requirements. Little attention has been paid to the details of implementation and oversight of the curriculum. Discussion at the Senate meeting indicated that there was considerable concern about both how the specific courses to fulfill the requirements would be determined and about the administration of the program.

Time constraints have precluded the Council from developing the exact wording of a proposal for determining course selection and administering the University Studies curriculum. It has, however, formulated an outline for administration and course selection procedures which is presented below. The Council assures the Senate that a specific proposal for implementation and course selection will be presented to the Senate for a vote later in the spring. With this assurance, the Council would like to have the Senate decide at this time whether or not it wishes to adopt the proposed revision in substance. If it is adopted, the Council will then proceed to develop the details of the proposal for implementation and course selection with the following basic features. Suggestions from Senators, faculty and students to this end are solicited.

1. Administration

The University Studies will be administered by a part-time director appointed from the ranks of the active faculty for a stated term, e.g., three or four years. The Director would probably be appointed by either the President or the Chancellor of the Lexington Campus in the usual manner, i.e., upon the recommendation of a search committee. The Senate Council would submit names of potential search committee members to the person making the appointment.

A University Studies Committee (USC) would advise the Director and would be responsible for selecting and/or developing the initial courses or other features that would meet the University Studies requirements. Additions and deletions of courses and requirements once the program was operative would also originate in the USC. We envision at least initially a large committee of around 20 members or so because the workload will be considerable. As the program becomes operative, the

committee may be reduced in size somewhat. The Committee would be broadly based, and would have specific academic area representation requirements analogous to that on the Undergraduate Council. Members would have staggered two or three year terms. They would be appointed by the President or by the two Chancellors (Lexington Campus and Medical Center) from names submitted by the Senate Council. The Senate Council will solicit the faculty and students for nominees. Particular publicity to this solicitation would occur for the initial appointments.

2. Selection of Courses for Inclusion in University Studies Curriculum.

University Senate Rule I - 3.3.1 requires that all proposed courses included in the University Studies program be approved by the Undergraduate Council and by the Senate Council. Such proposals are subject to modification by these bodies. The courses are then circulated to members of the Senate for objection. Any objection that cannot be reconciled may be taken to the Senate floor for a vote. The Swift Committee proposal recommends no change in this procedure and the Senate Council believes that it is adequate for the new University Studies program. However, the Council believes that the initial package of courses proposed deserves careful attention and will offer a proposal that it be adopted somewhat along the following lines.

Courses for inclusion would be proposed by departments, colleges or other educational units to the USC. In addition, the USC and/or the Director might solicit the establishment of such courses, especially to meet the cross-disciplinary requirements. Prior to the final development of the original package of courses, the USC would give widespread publicity through memoranda to the entire faculty, through the Kernel and through the Senate to the proposals it has received and to the basic package it proposes. The USC would hold two or three hearings to obtain reaction from faculty, students and administrators.

The package as modified in response to reaction would then be forwarded to the Undergraduate Council and the Senate Council and circulated to the Senate in the usual manner. However, the time period for objection from Senators to courses in the initial package should be lengthened from 10 days to perhaps 30 days.

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University Senate Agenda Item: General Education
25 November 1985

3. Problems of Adjustment to Implementation

Some problems of adjustment to the implementation of the new curriculum may well arise in the first couple of years of operation. Individual problems would be handled as they are now, i.e., by request to the Senate Council for a waiver of the requirements because of particular circumstances or by deans of colleges allowing substitutions for requirements for transfer students. If large scale adjustment problems occurred, e.g., ones involving a whole program or a certain class of students, requests for a temporary exception or adjustment could be made to the USC with the right of appeal to the Senate Council.

Attachments

/cet
0878C

CHANGES IN FINAL REPORT OF COMMITTEE ON GENERAL
STUDIES PROPOSED BY THE SENATE COUNCIL AND
ACCEPTED BY THE COMMITTEE

(Note: Additions underlined; deletions in brackets)

1. A calculus course is permitted to satisfy both the Mathematics requirement under Basic Skills and the Calculus/Logic/Statistics requirement under Inference and Writing Skills. This is accomplished by amending the Note at the bottom of p. 5 to read as follows:

NOTE: "A course taken to satisfy a requirement in one area of general studies cannot be used to satisfy a requirement in another area of general studies, except that calculus may be used to satisfy both I-A and II-A."

Rationale:

We believe that if a student has successfully completed Calculus, he/she has obtained the desired skills in both areas and thus met the Report's goals. Moreover, a student who successfully completes Calculus has mastered the equivalent of College Algebra in the process (if he/she has not already taken it) and it would be meaningless to require a College Algebra course of that student to fulfill the Mathematics requirement.

2. Substitute the following for the Inference and Writing skills section of the Swift Report.

II. Inference and Communicative Skills

- A. Calculus or Logic and Statistics. The University Studies requirement in this area may be satisfied through one of the following options:

Option 1: Completion of a course in calculus.

Option 2: Completion of a course in logic plus a course in statistics (NOTE: While it is likely that most students would take the general introductory logic and statistics courses offered by the philosophy and statistics departments, courses in other departments featuring logic or statistics, e.g., agricultural or educational statistics, may also be used to fulfill this option.)

Rationale: For many students a knowledge of calculus is, if not mandatory, at least useful in the pursuit of their major discipline. Calculus is also essential for understanding a great deal of modern technical thought. For these reasons the Committee believes it ought to be part of the required curriculum for a large segment of the undergraduate student body. Other students, however, who have little need of calculus, will be better served through training in logical argument and statistical analysis.

- B. Writing Requirement: This requirement may be satisfied through completion of the stipulations outlined in the Writing Requirement endorsed by the University Senate in the Fall of 1984 (Senate Minutes, November 12, 1984, pp. 8-11).
- C. Oral Communication: This requirement may be satisfied through completion of a course or a series of courses in oral communication skills.

Rationale: It is widely believed that students need improvement in their oral communications skills as much as in their writing ability. Such a requirement is being added to the general education curricula in many universities today and was recently incorporated in the University of Kentucky Community College general education curriculum.

3. Option b. of the Humanities disciplinary requirement (page 8) is amended as follows:
- b. Two courses in a single humanistic discipline [one of which deals with the period before 1700 A.D. and one with the period after 1700 A.D.]

Rationale: Two reasons underlie this change. First, not all courses in humanistic disciplines are chronologically oriented. Elimination of the 1700 A.D. dividing date will enable such courses to qualify for the General studies curriculum. Second, the 1700 A.D. dividing date would cause considerable disruption to the History Department which has a strong program in American History and teaches a popular survey course in American History. The Council believes that we ought

to allow students to take advantage of the History Department's strength in this area and that a strong grounding in American history is equally valuable to a strong grounding in European history.

4. Item 2) in the description of the Cross-Disciplinary courses (found on page 9) is amended as follows:

- 2) The content of cross-disciplinary courses must be broad in scope and must deal with such matters as philosophical dimensions, disciplinary assumptions, historical perspectives and issues of value [rather than with technical or professional information].

Rationale:

We believe that the stricture against inclusion of technical or professional information will discourage many professional colleges such as Agriculture, Engineering, Education or Business and Economics from development courses for the Cross-Disciplinary component. These colleges should be encouraged to contribute to this component so long as their courses have breadth and deal with some of the other matters listed in item 2). There have been numerous complaints that the new general education requirements will add enough hours to a student's program that students in professional programs may have to add a semester or year to their coursework in order to graduate. If professional colleges are encouraged to work some of their basic courses into the Cross-Disciplinary component it may help get their students graduated expeditiously and yet obtain a broader general education.

5. Add the following paragraph to the rationale accompanying Section IV (the cross-disciplinary courses):

It is particularly important that the director have the necessary authority and ability to encourage and even require the initiation and development of the Cross Disciplinary courses.

Rationale:

We believe that the cross-disciplinary courses are the most innovative aspect of the proposed curriculum and that the curriculum will be little more than a rehash of existing courses if this component is not successful. Because this component is highly dependent upon departmental and faculty initiative, it is particularly important that authority and wherewithal exist for encouraging and even requiring the

5. [continued]

establishment of a sufficient number of cross-disciplinary courses to accommodate all students and to give them a broad scope of choices to meet their interests.

6. Change the first sentence of the Implementation and Oversight section of the Report (p. 12) to read: Implementing the University Studies Program will require considerable amount of planning, and for this reason the Committee recommends the Fall [1987] 1988 as the target date for initiating the new requirements.

Rationale:

We believe that this will avoid the awkwardness of trying to phase various parts of the new curriculum in at various times with the resulting confusion among students and advisors as to what was required in any given year. We believe that it is necessary to give the University Studies Committee and all educational units two years instead of one to do the tremendous amount of work necessary to put the program in place. It would also give incoming students two years' notice instead of one about the requirements of the new curriculum.

7. Delete the remainder of the Implementation and Oversight part of the report as an item to be voted upon at the December meeting. A discussion of implementation and oversight is in the agenda memo. It will be voted upon at a later Senate meeting.

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