

The University Senate met in regular session at 3:00 p.m., Monday, October 14, 1974. Chairman Stanford Smith presided. Members absent: Lawrence A. Allen, C. Dwight Auvenshine*, Harry H. Bailey, John G. Banwell*, Harry Barnard*, Charles E. Barnhart, Jackie Barry*, Robert P. Belin*, Robert S. Benton*, Harold Binkley*, Peter P. Bosomworth, Garnett L. Bradford*, H. Stuart Burness*, Carl Cabe, Michael Clawson*, Bruce Combest, Ronda S. Connaway*, Clifford J. Cremers*, M. Ward Crowe*, Vincent Davis*, Patrick P. DeLuca*, George W. Denmark*, Bette J. Dollase*, Mary Duffy*, Anthony Eardley*, W. W. Ecton*, Roger Eichhorn*, Thomas Field, Lawrence E. Forgy*, James E. Funk*, James W. Gladden*, Ward O. Griffen*, Merlin Hackbart*, Jack B. Hall, Joseph Hamburg, Holman Hamilton*, Richard Hayes, Virgil W. Hays, Rita Hawkins, Raymond R. Hornback, Eugene Huff*, Charles Hughes*, Robert M. Ireland*, Roy K. Jarecky*, Raymon D. Johnson, William Kennedy, Don Kirkendall*, James Knoblett*, Virginia La Charite*, David L. Larimore*, Gene P. Lewis, Donald Madden, Paul Mandelstam*, James R. Marsden*, Levis D. McCullers*, Randolph McGee*, Marion E. McKenna*, E. Gregory McNulty*, William C. Miles*, William G. Moody, Alvin L. Morris*, Brian Motley, Robert C. Noble*, Thomas M. Olshewsky*, Anne E. Patterson*, David Peck, Arthur Peter, Barbara Reed*, Wimberly C. Royster*, Rudolph Schriels*, Paul G. Sears*, Robert A. Sedler*, Brad Smith, John B. Stephenson, E. Anne Stiene, William J. Stober*, William C. Templeton, Sherrell Testerman, Leonard P. Tipton*, John N. Walker, M. Stanley Wall, Daniel L. Weiss, Rebecca Westerfield, Bruce H. Westley*, Paul A. Willis, Constance P. Wilson*, Miroslava B. Winer, William W. Winternitz*.

The minutes of the meeting of September 9, 1974 were approved as circulated.

Chairman Smith gave the following report to the Senate:

There are a number of items to report to you from the Senate Council Office. Following up on an activity that was taken at the last Senate meeting, the Senate Council has established, in conjunction with the Community College Senate Council, a liaison task force. The members of that group from the University Senate Council will be the officers of the Senate Council, namely, the Chairman, the Chairman-elect, and the Secretary. The members from the Community College Senate Council will be their co-chairman, the chairman of their Program Committee and the Chairman of their Rules Committee. (They have a slightly different structure.) We anticipate those six individuals getting together in the near future in an attempt to address some of our mutual problems.

We are pleased to report that Professor Cliff Cremers of the College of Engineering has agreed to serve as Chairman of the Senate standing Committee on Academic Facilities. Those of you who have concerns in that area might wish to direct them to Cliff.

In the Senate Council Office we have been in the process of mailing the updated versions of the Rules of the University Senate. We have not completed that mailing for a variety of reasons. Some of you will have received the updated Rules already. The rest of you will receive them in the near future.

Perhaps as a comment or a follow-up to that, I received a number of requests, between the last Senate meeting and this one, that I clarify for this body what happened to one of the recommendations in the Krislov Report. Specifically, a number of Senators felt that it was not clear, from what they had read in the Kernel or heard by skuttlebutt or from what I had reported here in September, just what had been the response and the action

*Absence explained

concerning the recommendation contained in the Krislov Report and approved by this body, that individuals be given written reasons when their contracts were terminated, or expired. Several members had the feeling, from what I had reported to you in September, that somehow this recommendation was dismissed out-of-hand by the President. I think it is appropriate to correct that impression. In fact, the recommendation was not dismissed out-of-hand by the President. It received considerable deep thought on his part and was the subject of a number of discussions. He finally decided, as he reported to the Senate Council members and to the Board of Trustees, after much soul-searching on it and much examination of the dialogue as reported in our minutes, that at this time, and under the present system at the University, he did not choose to accept that recommendation. I think he made it clear that he would be willing, after some appropriate time, to reconsider that recommendation, particularly if there were new aspects to be reviewed. I should also make it clear that in reporting this decision to the Board of Trustees, the President went out of his way to ask both faculty members of the Board of Trustees, who are, of course, members of this body and of the Senate Council, to reflect to the Board members the attitudes and opinions of the faculty and what their feelings were, in general, on that particular recommendation. Both of the faculty Board of Trustees members did so -- quite eloquently, I might add. So while we proposed a number of recommendations and one of them was not accepted at this time, it is certainly not appropriate to suggest that it was rejected out-of-hand, or arbitrarily, and that it might not receive an alternate kind of consideration at some future date.

We have another, perhaps unfortunate, item to report to you. As some of you know we have had some problems with the nominating ballot for the election of a faculty member to the Board of Trustees. This ballot was mailed to you a little less than two weeks ago. It contained a list with 1,650 names on it of eligible faculty members here and in the Community College System. You were asked to complete your ballots and return them by Wednesday, October 16th. The process of finding all the eligible people, excluding the ineligible people, for that list is a rather cumbersome and awesome one. We discovered, after the ballot had been sent out, that there had been some misunderstandings in the interpretation of the Rules. It was really a weird situation. Everybody who was associated with the preparation of that list did exactly what they were supposed to in exactly the right way using exactly the right and proper interpretation of the Rules. The problem is that two different groups were using two different rules, and we ended up with a conflict. To be perfectly straightforward, the conflict focused on whether department chairmen are or are not faculty members and are or are not eligible for election to the Board of Trustees, and incidentally, eligible to serve on this body, on the Senate Council, and all other sorts of Councils. We have had a policy clearly enunciated in the minutes of the Board of Trustees, the Governing Regulations, and elsewhere, that the department chairmanship is a duty assumed by a senior faculty member who is considered a faculty member. We have had some other rules and regulations and procedures developed to attempt to determine whether individuals are full-time and hence, eligible, or part-time, and hence, ineligible for election to various offices. If one is doing less than half-time teaching, then one is ineligible by applying the full-time-part-time formula. And yet if the other half of that duty is a department chairmanship, one is eligible by virtue of it being a faculty member's job. The net result is that 10 names were left off the ballot. After considerable soul-searching and

discussion at all levels, we went through the usual necessary legal procedures to clarify the situation. We then established a new list of eligible candidates, directed the impoundment and destruction of all ballots on the first round which had been received to date, and are mailing you a new ballot. Our information is that we will receive these from the Central Duplicating Office at the end of this week and you should receive them in the mail perhaps Monday or Tuesday. We will put them on a different color paper to avoid any possibility of confusing one ballot with the other. We beg your indulgence. It was an innocent event. Nobody misstepped or did anything wrong. It was just simply one of those things that happens.

There is perhaps one major item that you would appreciate knowing -- there has been some publicity already. The President received a report prepared by Victor Gaines, on special assignment to the President's Office, dealing with the question of minorities, particularly minority students. It is a fairly extensive document and included a number of recommendations. Some of those recommendations were germane to the business of this body, namely academic and curricular matters. The Senate Council has received a copy of that report; and we have received a request from the President that we examine the recommendations and take appropriate action. We will be meeting with Victor Gaines next week and will be bringing to you in the future, as appropriate, various actions designed to take further steps and make further efforts to improve the University's response to minority group students.

Finally, there is one other item which, as Chairman, I would like to take a few minutes to communicate to you along with some personal comments and suggestions. It deals with a vary simple subject -- money. We all know what the problem is. All we have to do is go to the store with our wives or go home and look at the bills. A part of it is our salaries. Those of us who have any opportunity know that the problem extends to the University. We simply have to look at our departmental budgets -- our 101 accounts, the cost of the equipment we buy, and so on. I won't bore you with a large number of statistics but I might point out one that the President mentioned at a recent meeting. A year ago we were paying \$15 a ton for coal. Now we are paying \$50 a ton. Our postage bill has gone up 40 per cent. As an example of the kinds of things we are talking about, the Central Duplicating Services produced 22 million plus impressions last year. An impression is a page of printing and their supplies bill for that alone was \$128,000. The cost of mimeograph paper has gone up over 40 per cent and it is anticipated it will go higher. So we have a problem -- personally, and professionally. And something needs to be done about it. Many people have raised the question: Why doesn't the President ask for more money? Why doesn't he do this and do that and do something else? The Senate Council, and I, as the Chairman, have discussed this question with the President at some length and over several years. The fact of the matter is that the President does ask for more but somehow that message doesn't seem to get to people. The fact that he asks doesn't mean we get it from the people in Frankfort. There are a lot of priorities in this state and we are only one of them. The other question is: Why don't we do something inside the institution to make more money? Why don't we do this, that, or the other thing? I would like to report to you some follow-up and some comments that the President made at a recent AAUP meeting, in which he said, as I remember, that he would move heaven and earth and do everything in his power to find out how to take care of the money problem in this institution to attempt to provide faculty salaries because, in his opinion, the faculty is perhaps the single-key most important component of

this institution. He is attempting to make those efforts. He has had extensive meetings with all of the administrative personnel in this institution and that covers the gamut from soup to nuts. It covers how often we sweep the floors and wash the windows, collect the trash and paint the curbs; which lights we turn off and on, and a vast multitude of activities that are being examined. The President indicated to me a week ago that it is simply too early to make any promises to you; that whatever savings we may be able to effect may well be wiped out within a month or two, depending on the temperature outside, amongst other things, and what happens elsewhere in the economy. But he is trying and trying very hard. It is my opinion and that of the Council's that you ought to know that. It is not a case of everybody sitting around and not doing anything.

That leads to an additional item under the heading of money and that is: What are we doing? It is probably not our business to deal with the experts on accounting matters -- how often we collect the trash, and so on -- however, we may have some suggestions in that area. But it certainly is our business to examine the academic side of what we do, both individually and collectively. We spend perhaps as much as a half million dollars a year on paper; \$128,000 alone in Central Duplicating; more in the departments; more in forms; and so on. The Council Office figures that we can save a couple of hundred dollars and several hundred thousand sheets of paper simply by eliminating all of those duplicate mailings. With luck you will not get three copies of the Senate minutes this month. While we can't print everything on both sides of the paper, we can print an awful lot of things on both sides. The best estimates of the people in Central Duplicating are that we can save 30 per cent of our paper budget if we just print those items for which it is reasonable and appropriate, on both sides of the sheets of papers. When we run a seminar notice that is three lines long, we can cut the page in half or we can attempt to use the blue sheet or Communi-K, or other devices, to avoid duplication. I, frankly, and the Council, don't know what other things we, as academics, could do to save money. We are certainly going to examine a lot of the procedural stuff that goes through the Senate and the Council. But we don't know what could be done in the way of changes in the curricula, scheduling of classes, assignment of space, utilization of space, the format of how we teach. But it would certainly seem that this is an area in which the faculty, under the leadership, hopefully, of the Senate, ought to assume some responsibility. We ought to assign some clear priorities that say the quality of our programs comes first; their existence comes second; before we build new programs. And these are questions that need to be addressed by this body, individually and collectively, and all the rest of the governance bodies of this institution. The Council will be attempting to do some of this and attempting to get some of the Senate committees busy on it but basically it is a problem all of us have. I hate to sound like President Ford saying "Let's win and let's all pull together." But there is a certain sense of truth in that. We can come out of this situation, no matter how long it lasts, in better condition if we pay some attention to some of these things than if we don't. I encourage all of you to do this. In this vein, if you have any suggestions, or thoughts, or comments, send them to the Council office, preferably in writing. Phone calls are nice but the scribbled peices of paper tend to get lost. One of two things will happen to any suggestions you send in. We will get somebody on the Council or in the Senate busy on them if they are our business, or we will attempt to transmit them to the appropriate place if they are somebody else's business. So we solicit your attention, your advice, your assistance, and your help.

Chairman Smith recognized the Chairman-elect of the Senate Council, Professor Joseph Krislov, who presented a motion, on behalf of the Senate Council, that the Rules of the University Senate be amended to change Section V-11, 3.21 pertaining to the scholastic probation, academic suspension and reinstatement rule for the College of Law, effective immediately. This proposal had been circulated to the faculty under date of October 3, 1974.

A student beginning the study of law for the first time on or after the fall semester of 1971 must achieve a cumulative grade point average of at least 2.0 at the end of the first year of law study (first and second regular semesters). Thereafter, the student, in addition to maintaining a 2.0 cumulative over-all grade point average on all work done, must achieve at least a 2.0 point average for his second year of law study (third and fourth regular semesters). A student failing to meet academic requirements will be dropped from the University for poor scholarship. This provision may be suspended by the Committee on Academic Status and Regulations upon readmission of a student dropped for poor scholarship.

Any student who receives a grade of E in a required course must re-register for the course and complete all the requirements therefor. When a course is retaken for credit, both the initial and subsequent grade will be reflected on the student's record and counted in the computation of class standing.

A student who has been dropped from the College of Law will be recommended by the Dean for readmission only upon the favorable recommendation of the Academic Status and Regulations Committee. The Academic Status and Regulations Committee will approve a student's petition for readmission only if; (1) the student's academic performance was the result of circumstances over which the student had no control and which he could not reasonably have avoided; (2) the problems are no longer likely to affect the student's academic performance; and (3) there is likelihood of satisfactory academic performance. In making its readmission determination the Committee will consider all relevant facts and circumstances. Readmission may be made conditional upon such events or future performance by the applicant as the Committee deems appropriate.

No student who has been twice excluded will be readmitted without approval of the University Senate Council.

The Senate approved the change as circulated.

On behalf of the Senate Council Professor Krislov presented a motion that the Rules of the University Senate be further amended to change Section IV-9, 2.4, relating to admission to the Graduate School, to be effective immediately. This proposal had been circulated to the faculty under date of October 3, 1974.

Chairman Smith called to the attention of the Senate an editorial change which needed to be made. The Senate then approved the change in the Rules governing admission to the Graduate School, with the editorial change. The proposal as circulated and approved with the editorial change, reads as follows:

A student who is a graduate of a fully accredited institution of higher learning and has a grade point standing of 2.5 on a basis of

of 4.0 may apply for admission to the Graduate School. All applicants for admission to degree programs in the Graduate School must submit scores on the verbal and quantitative portions of the aptitude section of the Graduate Record Examination. This rule may be waived in individual cases upon recommendation of the Director of Graduate Studies in the individual department or program. But, in cases where waivers are granted, the GRE scores must be submitted before the end of the first semester of graduate study. The advanced portion of the GRE may be required by individual departments or programs if they so desire. A student with a grade point average of less than 2.5, or a graduate of a non-accredited institution, may be admitted only after the Graduate Record Examination (GRE) and other evidence acceptable to the department and the Dean of the Graduate School is submitted indicating that he is capable of doing satisfactory graduate work. Individual departments may establish higher requirements.

Chairman Smith reported that the remainder of the agenda would be devoted primarily to an information session concerning the Arts and Sciences proposals; that the Senate would be faced, in the course of this year, with the opportunity and the responsibility to make some fairly serious and substantial decisions and recommend to the President on the organization of the University of Kentucky; that while all of the studies in this area have not been completed, the Senate standing Committee on Academic Organization and Structure, chaired by Professor James Criswell, has started its investigation of these matters, and other Senate standing committees have provided them with information and will continue to do so; that at the present time there is not before the Senate for action, particular specific proposals on which the Senate must vote "yes" or "no"; that what it has is a document and a set of recommendations that have been presented to the Senate, with a request from the President that the Senate evaluate them and advise him in this area; that the Senate may, in fact, end up doing some of the things that have been generated in the A & S proposals, do none of them, or do something else; that nobody knows yet; that in order for all Senators to be knowledgeable to the greatest extent possible on the origin of these proposals, at least what the "bare bones" preliminary nature of them is, it was deemed highly desirable to have Dean Gallaher of the College of Arts and Sciences provide the Senate with the appropriate information concerning the background and genesis of these proposals and their content and, further, to have Vice President Cochran of the Division of Colleges provide the Senate with some perspective on the nature of the administrative organization as it presently is and what some of the pros and cons and problems may be. Chairman Smith stated further that this information session was not for the purpose of generating debate as there would be plenty of opportunity to debate the issues at subsequent meetings. He then presented Dean Art Gallaher, College of Arts and Sciences, whose presentation follows.

I want to thank Stan for giving us this opportunity to discuss the background of the A & S proposal which was made to President Singletary. My understanding is that our purpose today is to provide general background information to the proposals which originated in our office and which were submitted to the President. My comments, which will address both substance and process, will be organized to reflect the chronology of our effort.

I became Dean in the fall of 1972 and shortly thereafter the President, in comments to this body, to a meeting of the Deans, and in personal communication to me, requested that my office provide him with a proposal

to reorganize the College of Arts and Sciences. Our understanding in my office was that the proposal for reorganization should have the effect of reducing the size of the College if possible and that it should offer the potential for improved management, program development, and evaluation. In developing the reorganization proposal our office thus saw itself in a staff relationship to the President.

Our first action was to engage Mr. Carlton Williams and to give him the fairly sizeable task of surveying the Arts and Sciences organization of a great number and variety of institutions throughout the country. He did this primarily through catalogs and through intensive correspondence. He surveyed well over a hundred programs in A & S and engaged in intensive dialogs through the mails with some 20 universities.

This survey effort was, in the beginning, open-ended because we had no preconceived notions about the directions our recommendations would take. Our purpose in the survey then was three-fold: (1) we wanted to comprehend the range of alternative organizations being tried over the country; (2) we wanted to examine the variables which seemed to be the major concerns underlying the organizations now extant, and (3) we wanted to determine whether there were models currently extant which might be transferable to the University of Kentucky situation.

Upon examination of some 100 plus A & S programs, three major themes emerged as critical variables for determining organization in an A & S college. One of these was the delivery of the general education experience. That seems to be a function chargeable to A & S in all institutions. The second theme had to do with the management, the development, and the integration of undergraduate programs other than general studies. And the third theme had to do with the delivery of a continuing education experience for graduate and part-time students. The latter is much more recent as a variable in defining the organization of A & S effort.

In addition to the survey, visits were paid to a number of state universities to examine particularly how successful innovations were in those institutions. Dr. Colson went to the University of Kansas where the clustered college concept is under way; Mr. Williams visited North and South Carolina, particularly the latter where the traditional division of the college is under way; I visited the University of Oklahoma to look at a university college setup there; and Mr. Williams also visited three institutions in Florida where innovations were under way having to do with A & S structure. As I said, our interest in these institutions was mainly in innovations having to do with general studies and undergraduate programs.

In August, 1973 we made our first report to President Singletary. This was a 68-page document which delineated the models of organization based on the three variables that I have alluded to already: general studies, undergraduate programs, and continuing education. The report delineated the primary organizational model in each case and the variations which seemed to grow out of the model in each case. In addition, in this report to the President, we superimposed each model and its variants on the current A & S organization at U.K. so that we could get some notion as to its fit, or lack thereof, if we just wanted to transfer such a model to this institution. The report included two appendices delineating examples of the models that are currently extant in the United States. I should like to emphasize that at this time no recommendations were made, and this concluded for us the first stage of our task.

The President, after looking over these materials, met with us in October -- Mr. Williams, Deans Colson, Drennon and myself, and some others at the meeting -- for a review of the August report just indicated and at this time requested that we submit to him a plan for reorganization to be submitted to him by March, 1974 i.e., the spring semester of this last academic year. Mr. Williams, Deans Colson, Drennon and I then set forth on the task, and as we did, we delineated a number of premises on which our thinking would be based. These premises clustered around two perceptions which we had and the first perception had to do with our view of the current and future status of the University of Kentucky. So, based on our perception of what was going on in the institution and likely to go on in the near future, we established a number of premises: one, that program development, within the foreseeable future, will be within the constraints of limited resources; two, and concomitant to that, that the need for accountability of all kinds will therefore be heightened; three, while we assumed that Arts and Sciences at U.K. will continue to be the major contributor to the general education experience of students here, it our view that it should not be the only contributor; four, by the same token we assume also that A & S should not necessarily be the sole grantor of the B.A. and the B.S. degrees. We have assumed further that a logical way to simplify the organization of the College is to reduce the number of units contained therein. Another premise is that the administration of the College should provide - and in fact is obligated to provide - leadership for the college as a unit, as well as provide management. And finally, we operated from the premise that any recommendations we made should involve minimal administrative costs.

The second perception developed from the survey data which we had in hand, and more explicitly the premises which we accepted out of these data, are as follows: one, that there was no apparent model for success in the organization of A & S that was readily transferrable to our situation. Two, while there has been a common strategy to reorganize A & S colleges by subdividing them into three to five separate colleges, such efforts seemed successful only where the student population is considerably larger than our own, such as Ohio State. And the third premise, based on the survey data, was that based on common usage and tradition, the commonest of all splits off from the conventional A & S model is the one typically involving the fine arts area -- music, theatre, dance, and art.

With these premises in mind, we set to work. We had the survey data already in hand, as well as the solicited and the interview data which we had generated from other institutions. To add to our data base we did the following. We looked at the materials in the College on enrollment patterns, for the departments and for the college as a whole. We focused the goals and priorities of departmental programs as these were known to us, or could be inferred by curricula, by staffing patterns, and the like. We plumbed the experience of the Dean's Office regarding management concerns and problems over the various program areas and, most important of all, we attempted to delineate the major program problems common to the College as a whole, not from the vantage point of any given department, but from the vantage of our office where the entire operation of 28 departments, two schools, 450 faculty, the same number of T.A.s, et cetera, all comes together.

On the matter of how to reduce the size of A & S, and keeping in mind especially our premise that only minimal administrative cost could be tolerated, we sought to do this as rationally as possible. This meant

looking at a number of variables; among others, the populations being served by units in A & S, the criteria for making decisions -- that is to say those criteria having to do with hiring, with according merit, with promoting, et cetera -- and looking at the special need for facilities, instructional and otherwise, which existed in the College. Based on what has just been indicated, we arrived at a number of possible departmental splits from A & S. The basis for our recommendation is not that these departments differ in the sense that they are "either/or", viewed against the rest of the departments in A & S, but rather that they differ only as a matter of degree. In the case of Fine Arts, for example, the degree of difference between kinds of faculty is substantial. Most of the special title positions which the College has, exist in this area. On the student side, as nearly as we can tell from student declarations when they enroll, programs in the Fine Arts area, taken as a whole, focus to a greater degree than elsewhere in the College, on the major student rather than on the general service educational function. This does not mean that we do not have segments in those programs where the emphasis may differ. We certainly do have. Our comparisons, though, are with the program units as a whole and with the College as a whole.

Our second general point is that the recommendations made are not considered perfect arrangements. I don't think there are perfect arrangements. I think any proposal to reorganize a College of Arts and Sciences which has grown as this one has in a rather traditional way, is going to involve compromises. Somebody is going to be unhappy, some of the people who stay or some of the people who go, for example. For those who stay it involves a compromise. For those who go, it involves a compromise.

There is a third general point to be made about these suggested splits -- and this one is equally important. It is our recommendation that the changes suggested be toward genuinely new program units. Consistent with this, it is our belief that any general education functions which are now performed by these units, should they be moved out of A & S, should be continued if it is the unit's desire to do so, consistent, of course, with the normal University-wide procedures for gaining such approval. It is also our conviction that the matter of degrees, including the B.A. and the B.S., is to be decided by the new units proposed, again consistent with the normal University avenues for approval.

For those of you who have not seen the document, our recommendations involving splits are as follows: that the University establish a College of Performing Arts. From A & S this College would take Music and Theatre Arts. We are suggesting that Dance, which is a program developed, to a certain level, in the College of Education primarily for the teaching of dance, be elaborated at some point in the future and included in a College of Performing Arts.

Secondly, we propose a College of Communication; that this College encompass the current School of Communications in A & S which has three departments in it--Speech, Telecommunications, and Journalism--and that Library Science possibly be a part of the new College.

A third proposal is a College of Art and Architecture, with a design thrust. Looking at universities around the country it seems to us that in 1970 design was a major element which is a concern to many of these institutions and that perhaps it is something we ought to consider giving thrust to here. There possibly might be other units in the University that might fall into a college that had a design thrust.

So, in effect, we presented the President with some proposals, reasonably modest in extent, but which do involve consideration of program directions, as you can see, which go beyond A & S. Our view was that if he felt these worthy for exploration, he could use whatever means at his discretion to gain further perspective. To us these seemed logical considerations for the University as a whole, and if they are accepted -- these program directions -- they would also have the effect of reducing somewhat the size of A & S, about 15 per cent...in terms of budget, in terms of faculty lines; in terms of administrative load, probably more than that...perhaps as much as 25 per cent.

In our examination of program issues common to the College as a whole, issues where program development and evaluation concerns will continue into the foreseeable future, we came up with three major program thrusts, basic studies being one of these; and by this we mean the first two years of intellectual experience which a student has at U.K. and the increasing number of undeclared majors which we have to deal with, not only during the first two years, but even later. It seems to us that such a program thrust in this University as we now have is a problem area; it is one that is not going to go away; it is going to be here.

The second program thrust has to do with the individualized, the interdisciplinary, and certain kinds of experimental programs, mainly at the upper division level of undergraduate studies. There are a variety of these in the College currently and there is the feeling on the part of some that we should have a lot more of these. Currently, they sort of float. There is no real organization to manage them.

The third major program thrust is the upper division disciplinary-based and graduate programs operating out of the College and which have their homes, of course, in the departments.

In addition to these program areas, the College has two major operational problems, largely because of our size. One of these has to do with managing student registration and records and the other has to do with general fiscal matters.

Our proposal to the President is that we reorganize the College -- internally, that is -- into three divisions: a division for basic studies; a division for individualized and special programs; and a division for upper division and graduate programs; that each of these be headed by an Associate Dean who is responsible for the development and the evaluation activities in the program area under him. This is a division concept which is based on functions and not on disciplines. It is our view that disciplinary activity in this institution, given our Governing Regulations, et cetera, is vested in the department.

The view in the Office of the Dean of the proposal which we sent up to President Singletary, involves a number of dimensions. We responded to his request that we submit a proposal directly to him. We submitted to that request by engaging, essentially, a staff function model. In meeting his expectations of us we followed the procedures indicated to derive the data that I have indicated to you which we felt necessary to address program issues at the college level. In addition, as the package fell into place in our own thinking, we elaborated our procedures to effect consultation with others in the College. We went first to our own A & S Council with the package. We did this on two occasions. We

went to the departmental chairmen in a meeting with an offer to the chairmen to meet with any departmental faculty that requested us to do so; we met with the University Student Advisory Council, including the President of the Student Body; we met separately with the faculties of Music, Communications, Art, and Theatre. We had an open meeting of the faculty with prior circulation of the proposal. This was in early April and at the late April general faculty meeting, we devoted at least half of that meeting to a discussion of the proposal. We also met with the Counseling Division of Student Affairs. On all occasions we solicited comments from individuals -- pro, con, or whatever. The final proposal to the President incorporated many points and suggestions made around our suggestions, led to modifications of some of these, and included positive as well as negative responses from the affected units and from individuals who took the effort to communicate with us by writing.

The proposal also includes, in some detail, the rationale, as we see it, underlying our recommendations. We see the proposal to the President as involving two kinds of changes, not necessarily coupled. One set of changes we would label "external" and these refer to the proposed splits that I indicated a while ago. Here, the ultimate decision rests with the President, and based on whatever advice or alternatives he wishes to solicit from the larger University community, I assume he will make recommendations to the Board of Trustees.

The second set of changes are internal more by nature, and these refer to the proposal to organize the College to meet the three program functions that I mentioned--basic studies, et cetera. Our view is that the substance of these recommendations is largely an internal matter; that the problems we have addressed here are problems which have been with the College in the past and are going to be there in the future; that it is our concern to organize administratively better to meet those problems. We have set up consultations with the President because of budgetary and possibly other program implications which may, in his thinking, go beyond our proposed Division of Basic Studies.

Our proposal was ready for the President in late May. We were some two months off the mark. The delay was occasioned by the complicated procedures which I have indicated to you to gain feedback from as many units and colleges as possible. It is our view now that the proposal is the President's to pursue as he sees appropriate and as the University regulations require him. It involves some one and one-half years of research and preparation on our part, involving several hundred hours in discussion. This is not a proposal which was idly put together. We think it offers a rationale for an improved management of program development and evaluation and we believe honestly that it offers for some of those units we are proposing to split, a chance for a different kind, and probably a more aggressive, development than they have in the College of A & S.

Thank you very much.

Following a few questions from the floor, Chairman Smith continued the chronology of the report through the following remarks:

The President received the report in May, reviewed it and in the middle or late summer transmitted that proposal to the Senate Council Office and to Vice President Cochran, with the request that Vice President Cochran meet with the Deans of other Colleges that might be involved and, generally,

study the administrative side of the question. He requested the Senate to address itself to the academic and programmatic sides of the question. At that point the President made it clear that he was asking the Senate to address both the so-called external matters -- those involving the splitting off of units and combining with other segments of the institution -- and the internal questions of the College proposal. In order to fill you in on some of the natures of the problems involving other units, the questions of administrative structure, we have asked Vice President Cochran to address us briefly.

Dr. Cochran's remarks follow.

Dean Gallaher has covered the proposal for reorganization in such detail that I think very little more needs to be said.

When these recommendations were received by the President, they were forwarded to the Senate for advice, as specified in the Governing Regulations, and in that forwarding letter I believe it was suggested that the Senate, through its Committee on Academic Organization and Structure, might give more prompt attention to Section III, which deals exclusively with the internal organization of the College. We also had meetings with the deans of the several colleges that might be affected by these recommendations -- namely, the Colleges of Architecture, Library Science, Agriculture, Home Economics, and Education -- which have program elements that are either mentioned specifically in the report or are included by some implication. We asked the Deans of those Colleges to secure for us the reactions of their faculties to these several proposals. Those reactions have now been received from all but one of the colleges and I think that it will be in shortly. When all are received, they will be forwarded to the Senate and to the Committee on Academic Organization and Structure for its consideration. Dr. Criswell is Chairman of that Committee. There have been general discussions on the report and some strategy will be developed under his leadership for dealing with material which will later be presented here in the Senate.

I would add that the College of Arts and Sciences is very unique among the Colleges of the University, because of its size, its complexity, and the diversity of programs operated by the several departments there. Typically a department might have responsibility for programs of general education or general studies, as we called it here at one time or another. Included in that, or perhaps in addition to that, it might have a responsibility for service instruction to programs within the college, or without. This is almost unique to A & S. I believe that only three of the present courses listed in the General Studies are offered by departments outside the College and those three are in Economics. The College also has the usual responsibility for undergraduate major program education, in most instances for graduate work, for service, for research and scholarship, and to some degree, and in some departments, for continuing education and extension. And so it has appeared to me over the years that the College of Arts and Sciences operates somewhat differently than the other Colleges, and perhaps needs to. I think this study group brought forth a very interesting set of proposals. They are now going through the normal course of evaluation and in time I would assume that there would be some advice come back to the President from the Senate and recommendations from the President to the Board of Trustees.

In order to finish the chronology, Dr. Smith made the following additional remarks.

The Senate Council Office has asked our standing Committee on Academic Organization and Structure to work with the priority that the President suggested to us, namely, to address the internal organizational questions as soon as possible. It is my understanding that they are presently holding meetings on virtually a weekly basis; that they will, in fact, address the internal questions, which are more or less independent of whether anybody splits off or not directly and we would certainly hope that the Senate could complete its actions in that area before the end of this semester. It is also our hope that we will receive the material Vice President Cochran alluded to and that we will receive input from any and all Senators and from any other interested parties and that we will be able to develop a set of recommendations to come before this body during the spring, to be returned to the President by the end of this academic year. I should perhaps reiterate at this point that while we are using the A & S document as the basic working model, so far as I know there is no definite or permanent commitment to any of the names or depicted organizational units or components suggested there. I would further note that ultimately this body recommends to the President the abolition, alteration or establishment of academic units. Ultimately, the actions, should they involve establishing new units, altering or abolishing old ones, will have to rest on recommendations from the President to the Board of Trustees. This a process that will take some time. We have mailed to you, although it has not reached you yet, a copy of the Arts and Sciences proposal so that all of you will have it. We encourage you to study it and discuss it with your colleagues and provide us with whatever insight you can.

Dean Gallaher stated that after the Senators got their copies of the proposal, if they had any questions concerning it, he would appreciate having them addressed to him.

Dr. Criswell, Chairman of the Committee on Academic Organization and Structure, stated that his committee presently had scheduled four consecutive meetings on Wednesdays at 1:00 p.m.; that they would consider Part III of the proposal first; that they would welcome suggestions; that such suggestions could be sent to Dr. Smith in the Senate Council office who is directly across the hall from him in Room 4 of the Administration Building; or communicate with him directly; that he would like to have anything in writing from individuals, groups and students; that it was important that they hear from all people, both for and against; that he guaranteed that the Committee would give all suggestions consideration; and that they would become part of the input the Committee will use in making its recommendations to the Senate Council.

Chairman Smith stated that the preliminary report is available in the Senate Council office and that any one who wants to see it may do so by dropping by.

Chairman Smith announced that the annual reception given by the University Senate for the members of the Board of Trustees will be held December 10, 1974 at the King Alumni House on Rose Street.

The Senate adjourned at 4:30 p.m.

Elbert W. Ockerman
Secretary

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

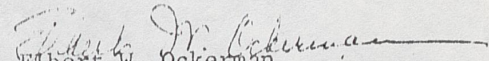
October 3, 1974

TO THE UNIVERSITY SENATE:

The University Senate will meet in regular session at 3:00 p.m., Monday, October 14, 1974, in the Court Room of the Law Building.

Items on the agenda are as follows:

1. Approval of minutes of meeting of September 9, 1974
2. Report by the Chairman
3. Proposed Rules change for the College of Law (circulated under date of October 3, 1974)
4. Proposed Rules change for the Graduate School (circulated under date of October 3, 1974)
5. Presentations by Vice President Lewis W. Cochran and Dean Art Gallaher: Background and Perspectives concerning the Proposed Reorganization of the College of Arts and Sciences


Elbert W. Ockerman
Secretary, University Senate

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

Agenda 10/14

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

October 3, 1974

TO: Members of the University Senate
FROM: Senate Council
SUBJECT: Agenda Item for October 14 Senate meeting

g.1

Proposed change in the Rules of the University Senate Section IV, 2.4,
relating to admission to the Graduate School.

BACKGROUND

The Governing Regulations charge the University Senate "to determine the conditions for admission and degrees other than honorary degrees." For many years the Graduate School has required that students applying for admission take the Graduate Record Examination. However, this requirement has never been formally codified in the Rules of the Senate. The analagous requirement that applicants for admission to undergraduate programs must take the ACT test is codified in the Rules. The proposed Rules change parallels in format that requirement.

The Graduate Council, the graduate faculty, the Senate Standing Committee on Admissions and Academic Standards, and the Senate Council recommend the following Rules change:

A student who is a graduate of a fully accredited institution of higher learning and has a grade point standing of 2.5 on a basis of 4.0 may apply for admission to the Graduate School. All applicants for admission to degree programs in the Graduate School must submit scores on the verbal and quantitative portions of the Graduate Record Examination. This rule may be waived in individual cases upon recommendation of the Director of Graduate Studies in the individual department or program. But, in cases where waivers are granted, the GRE scores must be submitted before the end of the first semester of graduate study. The advanced portion of the GRE may be required by individual departments or programs if they so desire. A student with a grade point average of less than 2.5, or a graduate of a non-accredited institution, may be

Page 2
Agenda Item, 10/14 Senate Meeting

admitted only after the Graduate Record Examination (GRE) and other evidence acceptable to the department and the Dean of the Graduate School is submitted indicating that he is capable of doing satisfactory graduate work. Individual departments may establish higher requirements.

ignore
Note: The underlined portions are the additions. Those portions in parenthesis are deletions.

Mrs. Kathryn W. Shelburne
Recording Secretary
University Senate
05 Administration Annex
EF

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

October 3, 1974

TO: Members of the University Senate
FROM: Senate Council
SUBJECT: Agenda Item for October 14 Senate meeting

Proposed change in the Rules of the University Senate Section V, 3. 21,
relating to the College of Law.

BACKGROUND

The Governing Regulations charge the University Senate "to determine the broad academic policies of the University and to make regulations to implement these policies." Under this charge the Senate approves regulations pertaining to attendance at the University, academic probation, readmission and the like. The Graduate School and the various professional colleges have separate statements in the Rules of the University Senate pertaining to their unique situations. The Rules change proposed here is an expansion in the rules of the College of Law which are quoted verbatim in the Rules of the University Senate concerning these matters.

The College of Law faculty, the Senate Standing Committee on Admissions and Academic Standards and the Senate Council recommend the following Rules changes:

CHANGE FROM:

A student beginning the study of law must achieve a cumulative grade point average of at least 2.0 at the end of the first year of law study (his first and second semesters). There after, the student must achieve a grade point average of at least 2.0 for his second year of law study (his third and fourth semesters) regardless of the cumulative grade point average for the two years (four semesters). A student failing to meet this academic requirement will be dropped from the University for poor scholarship.

A student who has been dropped from the College will not be recommended by the Dean for readmission to the College of Law until he has received

Page 2
Agenda Item, 10/14 Senate Meeting

favorable consideration by the law faculty of a written petition stating good reasons why he can do satisfactory academic work.

CHANGE TO:

A student beginning the study of law for the first time on or after the fall semester of 1971 must achieve a cumulative grade point average of at least 2.0 at the end of the first year of law study (first and second regular semesters). Thereafter, the student, in addition to maintaining a 2.0 cumulative over-all grade point average on all work done, must achieve at least a 2.0 point average for his second year of law study (third and fourth regular semesters). A student failing to meet academic requirements will be dropped from the University for poor scholarship. This provision may be suspended by the Committee on Academic Status and Regulations upon readmission of a student dropped for poor scholarship.

Any student who receives a grade of E in a required course must re-register for the course and complete all the requirements therefor. When a course is retaken for credit, both the initial and subsequent grade will be reflected on the student's record and counted in the computation of class standing.

A student who has been dropped from the College of Law will be recommended by the Dean for readmission only upon the favorable recommendation of the Academic Status and Regulations Committee. The Academic Status and Regulations Committee will approve a student's petition for readmission only if; (1) the student's academic performance was the result of circumstances over which the student had no control and which he could not reasonably have avoided; (2) the problems are no longer likely to affect the student's academic performance; and (3) there is likelihood of satisfactory academic performance. In making its readmission determination the Committee will consider all relevant facts and circumstances. Readmission may be made conditional upon such events or future performance by the applicant as the Committee deems appropriate.

No student who has been twice excluded will be readmitted without approval of the University Senate Council.

Mrs. Cindy Todd
Senate Council Office
10 Administration Bldg.

Absences from Senate Meeting - October 14, 1974

| | | |
|-----------------------|---------------------|------------------------|
| Lawrence A. Allen | Ward O. Griffen* | Alvin L. Morris* |
| C. Dwight Auvenshine* | Merlin Hackbart* | Brian Motley |
| Harry H. Bailey | Jack B. Hall | Robert C. Noble* |
| John G. Banwell* | Joseph Hamburg | Thomas M. Olszewsky* |
| Harry Barnard* | Holman Hamilton* | Anne E. Patterson* |
| Charles E. Barnhart | Richard Hayes | David Peck |
| Jackie Barry* | Virgil W. Hays | Arthur Peter |
| Robert P. Belin* | Rita Hawkins | Barbara Reed* |
| Robert S. Benton* | Raymond R. Hornback | Wimberly C. Royster* |
| Harold Binkley* | Eugene Huff* | Rudolph Schriels* |
| Peter P. Bosomworth* | Charles Hughes* | Paul G. Sears* |
| Garnett L. Bradford* | Robert M. Ireland* | Robert A. Sedler* |
| H. Stuart Burness* | Roy K. Jarecky* | Brad Smith |
| Carl Cabe | Raymon D. Johnson | John B. Stephenson |
| Michael Clawson* | William Kennedy | E. Anne Stiene |
| Bruce Combest | Don Kirkendall* | William J. Stober* |
| Ronda S. Connaway* | James Knoblett* | William C. Templeton |
| Clifford J. Cremers* | Virginia LaCharite* | Sherrell Testerman |
| M. Ward Crowe* | David L. Larimore* | Leonard P. Tipton* |
| Vincent Davis* | Gene P. Lewis | John N. Walker |
| Patrick P. DeLuca* | Donald Madden | M. Stanley Wall |
| George W. Denemark* | Paul Mandelstam* | Daniel L. Weiss |
| Bette J. Dollase* | James R. Marsden* | Rebecca Westerfield |
| Mary Duffy* | Levis D. McCullers* | Bruce H. Westley* |
| Anthony Eardley* | Randolph McGee* | Paul A. Willis |
| W. W. Ecton* | Marion E. McKenna* | Constance P. Wilson* |
| Roger Eichhorn* | E. Gregory McNulty* | Miroslava B. Winer |
| Thomas Field | William C. Miles* | William W. Winternitz* |
| Lawrence E. Forgy* | William G. Moody | |
| James E. Funk* | | |
| James W. Gladden* | | |

Present - 155
 Absent* - 55
 Absen w/o - 33
 243

ATTENDANCE SHEET
October 14, 1974

39
(over) 3
47

- John C. Robertson *not Senate member*
- ~~S. H. Aikens~~
- Milton Shuffett
- Frank Buck
- Paul C. Fraid
- Randall L. Nykloop
- James D. Kenney
- T. Z. Csaky
- James E. Crumley
- Charles Thacker
- John J. Just
- Jerry M. Baskin
- ~~S. Smith~~
- V. P. Dmewich
- Tom Kinnery
- William E. Adams
- J. D. Buscholtz
- Pam Sievers HEC
- J. W. Brehm
- Alan M. D. O'Connell
- Joe Moore

- Margaret W. Jones
- Gary Mueller
- Allan Hault
- B. C. Lass
- Judith Woodell
- Aldon Simon
- H. Hyman *not Senate member*
- Anthony L. Colm
- Maryoni S. Stewart
- William H. Peters
- Billups
- Watt
- D. A. Swigert
- Charles Ludwig
- Norm P. Liddle
- Don Inez
- Mary Evelyn Mutter
- Leomad W. Wilson
- Paul Kim
- David Mucci

(over)

ATLANTIC CITY
October 14, 1971

↓ Doane Froschi 40

↓ J. B. Johnson

↓ Carl Peter

(Faint mirrored handwriting)

(Faint mirrored handwriting)

(Faint mirrored handwriting)

ATTENDANCE SHEET
October 14, 1974

42
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↓ Opal Reynolds
↓ T. Wadsworth -
↓ James B. Kincheloe
↓ L. V. Packer
↓ Hans Gesund
↓ Ken SCHIANO
↓ Elizabeth B. Howard
↓ Ed Evans
↓ A. J. Rizzo
↓ T. R. Rebe
↓ M. S. Sprill
↓ W. d. Sartorius
↓ E. Dittus
↓ Charles Thelmer
↓ James L. Gibson
↓ Bobby O. Hordis
↓ J. A. Deacon
↓ Fred Zehman
↓ Sam Brown
↓ Elizabeth R. Stoffel
↓ John Lihani
Joan & Blythe

↓ Alvin H. Hens
↓ J. A. Bryant, Jr -
↓ Herman R. Voss
↓ J. Sedney Ulmer
↓ Joseph V. Swintosky
↓ John L. Butler
↓ Hilda Babbed
↓ Jean G. Pirel
↓ Thomas Henshrough
↓ J. T. Thome
↓ Mary Holland
↓ Harold Parker
↓ R. L. Hester
↓ D. E. Sands
↓ Peter Skelland
↓ Michael Freeman
↓ William J. Kenkel
↓ R. M. Longren
↓ O'Neal Weeks
↓ J. A. Rea

ATTENDANCE SHEET
October 14, 1974

30
—

- ↓ Joseph Kenlon
- ↓ W. Jones
- ↓ Michael McLeod
- ↓ Merrilee Sanders
- ↓ T. B. Ford
- ↓ R. Botroy
- ↓ Al Crabb
- ↓ Louis Swift
- ↓ Paul Eakin
- ↓ Susan McLaugh
- ↓ W. Sorenson
- ↓ Beth Kicks
- ↓ Kathryn L. Sallee
- ↓ Patricia Horridge
- ↓ Mary Wilma Harpeauer
- ↓ Gene S. Harris, Jr.
- ↓ Roger M. Noor

- ↓ Betty Rodnick
- ↓ Ruth Assell
- ↓ Virginia Lane
- ↓ Gardine Jartney
- ↓ Jess Weil
- ↓ J. L. Gardner
- ↓ Jean E. Charvon
- ↓ Harold Traurig
- ↓ Carolyn McKinney
- ↓ Donald March
- ↓ Carl B. Tower
- ↓ Kenneth Wright
- ↓ Gerald Ashdown (phoned that he was present - debit sign in)
- ↓ Elbert W. Eckman _{WBA}

16
↓ Willis A. Sutton, Jr.

↓ S. Diachun

↓ Frank V. Colton

↓ Herbert Bruce, Jr.

↓ Roy D. Yarbrough

↓ Hope Hughes

↓ Fred Edwards

↓ Ted Suffridge

↓ Truman Stevers

↓ Elaine Gublis

↓ Lew W. Corbra

↓ M. L. Matthews, Jr.

↓ David Speltz

↓ Jay Hiatt

↓ Ken P. Cole

↓ Alan Brown

↓ Michael Etzel

↓ Alvin Goldman

↓ Fay Cox

↓ Art Gallahan

↓ Greg Kendrick

↓ Robert Ruff

↓ Leo Mitchell

↓ Dick Warr

↓ George Hardy

↓ Lisa Barclay

↓ Sara Leech

↓ R. A. Rankin

↓ Herbert Drennon

↓ Z. Govindarajulu

↓ Earl L. Steele

↓ Gyle Beck

↓ W. C. Lyles

↓ Arthur Kriber

↓ Wesley Morgan

not
Senate
member

↓ B. Valentine

↓ R. C. Dillaway

↓ H. J. Zimmert

↓ W. F. Wagner

↓ B. J. Parker

(1)

Katherine Croly

John D. Rogers C.S.

Carlton Williams

David Holt

Tom Townsend

Albert S. Levy - Senate member

~~Alvin~~

VISITORS SHEET
October 14, 1974

Jeanne Rachford C.O.N.
M. W. Deen