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UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

15 April 1988

TO: Members, University Senate

The University Senate will meet in regular session on Monday, April 25, 1988 at 3:00 p.m. in ROOM 115 of the Nursing Building (CON/HSLC).

AGENDA:

1. Resolutions.
2. Announcements
3. Report from the Faculty Trustees -- Dr. Raymond Betts and Dr. Mary Sue Coleman
4. ACTION ITEMS:
 - a. Proposed Changes in University Senate Rules, Section IV,2.2.1, Admission to the College of Nursing. (Circulated under date of 14 April 1988).
 - b. Proposed addition to University Senate Rules, Section II 1.1 (d) and (f) University Calendar: Policy Guidelines (Circulated under date of 12 April 1988.)
 - c. Proposed change in University Senate Rules, Section VI - 1.7 Academic Rights of Students: Attendance and Participation During Appeal (Circulated under date of 12 April 1988.)
 - d. Proposed Reorganization of the College of Allied Health : A recommendation to the Administration. (Circulated under date of 13 April 1988.)
 - e. Proposed change in University Senate Rules, Section V - 2.1.1 Addition of International Baccalaureate Program to Accelerated Programs. (Circulated under date of 18 April 1988. Requires suspension of 10 day rule.)

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

2263C

MINUTES OF THE UNIVERSITY SENATE, APRIL 25, 1988

The University Senate met in regular session at 3:00 p.m., Monday, April 25, 1988, in Room 115 of the College of Nursing/Health Sciences Building.

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

Members absent were: David Allen*, John J. Allen, David Allgood, Roger B. Anderson, Michael A. Baer, Lisa Barclay, Charles E. Barnhart, Frank J. Bickel, David Bingham*, Glenn C. Blomquist*, Tex Lee Boggs, Darla Botkin*, Ray M. Bowen, Carolyn S. Bratt*, Glen Buckner*, D. Allan Butterfield, Roger Calantone*, Ben Carr, Edward A. Carter, Donald Coleman, Emmett Costich, Frederick Danner*, Leo S. Demski*, Richard C. Domek, Jr.*, David S. Durant, Jr.*, Nancy S. Dye, Mary Ellen Edmondson*, Charles Ellinger, James Freeman*, Richard W. Furst, Art Gallaher, Jr.*, Thomas C. Gray, Ann Griesser, John R. Groves*, Zafar Hasan*, Freddie Hermann, Ronald Hoover, Raymond R. Hornback, Jeffrey Hughes, Thomas Ingram, Mehran Jahed*, Lisa King*, Jim Koegel, John Kuegel, Robert G. Lawson, Gerald Lemons, Linda Levstik, Thomas Lindlof*, Marcus T. McEllistrem, Martin J. McMahon, Peggy Meszaros*, Robert Murphy, Michael T. Nietzel, Arthur J. Nonneman*, Rosanne Palermo, Philip C. Palmgreen*, Alan Perreiah*, Deborah E. Powell*, Jo Ann Rogers, John M. Rogers, Wimberly C. Royster, Edgar L. Sagan, Karyl N. Shaw, Stephen Stigers, Louis J. Swift, Scott Ward, Jesse L. Weil, Charles T. Wethington*, Gene Williams, Angene Wilson, W. Douglas Wilson, Peter Winograd*, and Judy Wiza*.

The Chairman said that President Roselle had requested the opportunity to say a few words to the Senate and because the President had another commitment, he was asked to speak first. Chairman Lyons recognized Dr. David P. Roselle, President of the University of Kentucky.

President Roselle's remarks follow:

"I would like to make a few remarks, Mr. Chairman, on the status of minority affairs at the University of Kentucky.

Events of recent days in this area have not been pleasant. But this is not the time to rehash our feelings or the University's reaction. What I have come to say is that these events have given me pause to reexamine our efforts in the area of minority affairs, and to use these events as cause for strengthening our dedication to human rights on this campus even more. Out of our difficulties, therefore, I want us to build a positive response and better programming for all of our campus community.

To be successful in mounting such a response, will require your active support. Today, I am here to solicit your counsel and advice. As background, I want you to recall a portion of my first speech to the UK faculty. That comment was that it is my belief that one of America's greatest strengths is her ethnic diversity. I do believe that it is an obligation and a responsibility of universities and particularly of the University of

*Absence explained.

Kentucky to support the educational areas of all segments of our diverse population.

Let me provide just a brief background to help you and me in the consideration of future programs in minority affairs. Just where are we now?

First of all, let me show you where the University of Kentucky stands nationally in the percentage of minority students on our campus.

--Since 1975 we have had an office charged with focusing the University's recruitment and retention efforts for black students and black faculty and staff. I am speaking, of course, of what is now our Office of the Vice Chancellor for Minority Affairs.

--A Learning Resources Center for minority students was created in 1976, and in 1987 a newly acquired and renovated facility became its headquarters.

--Last year, also, we dedicated space in the Student Center for the Martin Luther King, Jr. Cultural Center.

--We have a series of programs for minorities including black lecturers and artists, special events during Black History Month, recognition of academic achievement and special recruitment programs for health professionals.

--We have increased financial aid to minority students to the point where we are providing \$548,000 this year to 335 black students on the Lexington campus. This figure, \$548,000, is "financial aid" and does not include merit aid such as Singletary scholarships or stipends paid to graduate students.

--Thanks in part to an anonymous donor, we were able this past winter to announce a \$100,000 endowment fund at the University in honor of Dr. King. This endowment will provide awards and programs for both faculty and staff.

--Our Minority Affairs office maintains a vitae bank to help in the recruitment of black faculty.

What about the future?

It was ironic that on the day the unfortunate remark was uttered in a trustee's committee meeting, we met with the Chancellors on two programs designed to increase the number of minority faculty members. We will implement them in the next fiscal year:

--First, we are establishing a program whereby funds will be provided from my office for the first year of employment of black faculty. The Department will be able to retain the

salary funds for programmatic uses (start-up monies, equipment, travel, etc.) After that first year, the funding responsibility will be assumed by the academic department. Even in these difficult budgetary times, our objective is to give our academic departments such financial assistance in recruiting black faculty to the University. Of course, the success of any program on hiring minority faculty depends upon the active involvement of the faculty. Faculty hire faculty, but we want the UK faculty to exhibit that they are willing to take affirmative action.

--Second, we will provide \$100,000 to establish a fellowship program with the objective of encouraging black enrollment in the graduate and professional programs. We hope that this will help UK attract more minorities into an advanced level of study. Our desire is to thus be able to enable more black students to become part of the pool of potential faculty members. As we have already pointed out, increases in the number of black faculty is one of our highest priorities.

All of this... what we have already in place, and what we will have in place for the next fiscal year... all of this will add up to a program in excess of \$1,000,000.

But we need to do still more. We need to be even more innovative in this important field, and I need your suggestions and help.

Let me try a few ideas out on you:

--I want to consider having a workshop or seminar this August, just before classes begin, for administrators -- deans, chancellors, vice chancellors and others. The purpose would be to help administrators better understand the circumstance of being black on a predominantly white campus.

--Following implementation of this program for administrators we would make it available to groups of faculty and staff. It is extremely important that faculty are alert to racially sensitive situations which can occur in the classroom setting. We would want to include staff who come in contact with minority students outside the classroom -- in the residence halls, in the food service places, in registration and admissions, and other areas.

I have seen workshops of this sort very successfully done under the label of "White Teacher -- Black Students." And they were effective. I think they can be of assistance to UK, too, but I wonder what you think.

--These same sensitization workshops and programs should be provided to our students in the residence halls, in the fraternities and sororities, and to our off-campus students.

--In this entire area it will be helpful to put together a task force for the Lexington campus whose purpose would be to assess the concerns of black students and the sensitivity to those concerns of both black and white faculty and staff.

--We will consider expanding our orientation programs for faculty with a continuing follow-through effort during those "nurturing" years of a new faculty member's early collegial life. In this way, you faculty can let a young faculty member know early on when there are danger signs that he might look into before his career is in jeopardy.

--We will look at the possibility of cross-cultural studies programs, and discuss the possibility of putting such programs in our curriculum. Certainly there is an opportunity here to building understanding of all races and all cultures, including both our black associates and our new Japanese friends who are coming into our area in increasing numbers.

--We must look at our efforts in enhancing the career development for our minority staff.

As I said in the beginning, toward these new initiatives and in support of the already-established programs I seek your counsel and advice. Our University can only meet the goal of making UK a better place for black students and employees if there is full involvement of the faculty and I seek your involvement. I will soon appoint a 'Citizens Advisory Committee to the President on Minority Affairs' to provide advice on minority affairs both on-campus and off-campus. As is the case with the University's research and outreach programs, I believe we will improve because of the active involvement of interested citizens.

Your involvement in the formulation and execution of an aggressive affirmative plan of action would be welcomed by me and I am sure by the entire campus community.

The time to begin is now.

Thank you very much.

President Roselle presented the following chart on black students:

<u>SCHOOL</u>	<u>% Black Students</u>	<u>% Black Population</u>	<u>Ratio: Students to Population</u>
West Virginia University	3.0	3.3	.91
Indiana University	3.6	7.6	.48
University of Kentucky	3.5	7.6	.46
Ohio State University	4.4	10.0	.44
University of Florida	5.9	13.8	.43
University of Michigan	5.4	12.9	.42
University of Virginia	6.6	18.9	.35
University of North Carolina	7.5	22.4	.34
University of Missouri	3.5	10.5	.33
University of Tennessee	4.8	15.8	.30
University of Georgia	4.7	26.8	.18

The following chart was presented on black faculty.

<u>SCHOOL</u>	<u>% Black Faculty</u>	<u>% Black Population</u>	<u>Ratio: Faculty to Population</u>
West Virginia University	1.5	3.3	.45
Indiana University	2.2	7.6	.29
University of Tennessee	3.8	15.8	.24
Ohio State	2.3	10.0	.23
University of Michigan	2.6	12.9	.20
University of Florida	2.7	13.8	.19
University of Kentucky	1.4	7.6	.18
University of Missouri	1.9	10.5	.18
University of North Carolina	2.8	22.4	.13
University of Illinois	1.5	14.7	.10
University of Georgia	2.0	26.8	.08

President Roselle asked if there were any questions. Professor James Wells (Mathematics) was very impressed about the incentive program for faculty recruitment but said in his discipline it was virtually useless since there are no black faculty. He felt it would be much more effective to grow our own through graduate student recruitment but not at the current stipend. President Roselle said the fellowship program UK has is for general stipends. Professor Wells wanted to know if they would be available for the Fall Semester. President Roselle said it could always be said that the pool is too small or that the amount of research money is too small, but everyone wants to hear about the successes. He said that UK should be sure to get its share. The figures indicate that we are not.

Professor Hans Gesund (Engineering) did not think there would be much success in changing the numbers unless faculty salaries were increased dramatically. He said the pool of people that UK would be looking at is wanted by every school in the country, and we are at the bottom end of faculty salaries and, therefore, cannot compete. President Roselle said that the faculty salary line that the department has does not have to match the hiring salary. He said that UK is allowed to be an affirmative action employer and

is supposed to be one and if it required more money to get the job done, that would have to be done. Professor Gesund wanted to know if the President was willing to pay double. The President did not know about double, but said if a faculty member put a proposal to the dean and both agreed, the President's Office would do their best to respond to the situation. The President wanted the faculty to keep in mind that the people coming to the University were their faculty not his faculty. He said it was the responsibility of the faculty to hire the faculty and to do it well. Professor Andy Grimes (Business & Economics) wanted to know what the experience was for black assistant professors being promoted to associate on campus and felt it would be interesting to look at that situation. The President felt the numbers would be sufficiently small and statistics should not be done on small numbers. He also felt that retention is just as important as recruitment. He said that this fall's sophomore class had a higher return rate from freshman year of black students than of white students. He felt that was probably due to the good efforts of the Office of the Chancellor for Minority Affairs and particularly of Doris Weathers and her tutorial program that she has for some of the black students. The President is very proud of that particular statistic.

Professor Malcolm Jewell (Political Science) felt there should be some understanding about flexibility on being able to hire blacks. President Roselle said the Chancellors would take that responsibility, and he would like to have our number of black faculty increased.

Dean Emery A. Wilson (Medical School) was at a meeting recently where it was discussed how to encourage more students to enter medical school. It was suggested that perhaps in order to really encourage and attract those students it was necessary to go into the grade schools and junior high schools in order to keep those young people interested. It seemed to be appropriate to Dean Wilson for the College of Medicine to be trying to attract 13 and 14 year olds. He said other schools might try to do the same thing, but it might be a project that the University as a whole could do. President Roselle said there were several such projects mainly in the summer.

Professor John Just (Biological Sciences) wanted to know how many black Ph.D.'s there are in the United States. The President said he had the information but did not have it with him.

President Roselle said that there are some interesting conversations going on and some good suggestions have come out of the conversations and some things that would be healthy for the University. He reminded the Senate again that the students have done a good job. He said a group came to see him with a list of concerns they have about the University of Kentucky. He said their concerns were not very different than the ones he or the faculty might have written. He said they were constructive, helpful and really right on the money for the concerns they have. He felt the University should be very proud of what the students are doing to help the University in this very important area. He said they were described other than that in the newspaper.

Professor Richard Angelo (Education) spoke in behalf of his college and said there was concern about the \$2500 grant program and wanted to know if the President had heard any complaints. President Roselle felt that was unfortunate and said the intended effect was to allow the faculty an opportunity to declare which of their colleagues were special people deserving of some

special recognition in order to further their programs. He said it was very important in seeking additional support from the state that the University evidence the ability to make decisions about which colleagues are most deserving of extra support. He said that as far as the criteria was concerned he did not feel that someone at his level of administration should explain to the faculty what their criteria for selecting people for recognition should be.

Chancellor Bosomworth's comments on his sector were that a peer review process would be useful and they have actually proposed one both at the college level and the Medical Center level. Recommendations would be made to the Chancellor from people both inside and outside the Medical Center. Both the non-tenured faculty, in proportion to their size, as well as the tenured faculty would be protected. The Medical Center has devised a form which people can be nominated by other faculty members or by department heads.

Dr. Roselle was given a round of applause.

Chairman Lyons recognized Professor Hans Gesund, Department of Civil Engineering, who read the following Memorial Resolution on Dr. Robert Curba Deen.

MEMORIAL RESOLUTION

Robert Curba Deen

Robert Curba Deen was born May 26, 1929, a native Kentuckian. He earned his Bachelor of Science and Master of Science degrees in Civil Engineering from the University of Kentucky, and went on to obtain a Doctor of Philosophy degree in the same subject from Purdue University in 1964. By then, he had already worked for the Kentucky Department of Transportation for some years, and he returned to the position of assistant director of research. He also became an adjunct associate professor in the department of civil engineering, and an associate member of the graduate faculty. While working full time in his responsible and demanding positions, he started taking courses in the College of Law, and obtained his Juris Doctor from the University of Kentucky in 1981.

In January, 1981, the Department of Transportation turned over its research division to the University, and Bob Deen became director of the University of Kentucky Transportation Research Program, reporting to the dean of the College of Engineering. He continued his association with the department of civil engineering, teaching courses in transportation and in engineering law, and serving on departmental committees. He also participated fully in faculty meetings, and his intelligent observations and gentle humor were greatly valued.

Bob Deen was a professional's professional. He was very active in research and in supervising research projects. He published myriad papers in all appropriate journals and conference proceedings. He served on many professional society committees, and his work gained him, the Kentucky Department of

Transportation, and later the University, many honors and much favorable recognition.

Bob Deen was a gentleman and a gentle man. His association with our faculty and students was marked by an infinity of kindness and helpfulness on his part toward all. He employed many undergraduate and graduate students in his organization, and was a patient, understanding, and supportive mentor to all of them. He was always ready to help all faculty members with information and advice from his enormous store of knowledge and experience.

Bob Deen died of a sudden heart attack on March 25, 1988. He is already sorely missed; his absence will be felt ever more keenly as time goes on. The Department grieves for him, and feels great sympathy for his wife, Carol, and daughters Diana Deen, and Carolyn Deen Hoagland, and for the rest of his loved ones.

We request that this memorial resolution be published in the minutes of the Senate, and that a copy be sent to his family. May Bob Deen rest in peace, and rejoin us in a joyous resurrection in the fullness of time.

(Prepared by Professor Hans Gesund, Department of Civil Engineering)

The Senate stood for a moment of silent tribute.

The Chair recognized Professor John Just, Department of Biological Sciences, who read the following Memorial Resolution on Dr. Herbert Parkes Riley.

MEMORIAL RESOLUTION

Herbert Parkes Riley

Dr. Herbert Parkes Riley, Distinguished Professor Emeritus, University of Kentucky, died at his home at 1023 Cooper Drive in Lexington on 22 March 1988. Professor Riley was born in Brooklyn, New York on 28 June 1904. He received his A.B., A.M., and Ph.D. degrees from Princeton University, the latter degree in 1931. After spending 2 years on a National Research Council Fellowship at Harvard University, he moved to Tulane University where he was Assistant Professor from 1934-38. In 1938, Dr. Riley moved to the University of Washington, where he was promoted to Associate Professor. In 1942, he came to the University of Kentucky as Professor and Head of the Botany Department. He held this position until 1965. In 1956 Dr. Riley was named a Distinguished Professor in the College of Arts and Sciences. He retired from the University of Kentucky in 1974 at the age of 70, and received an honorary degree of Doctor of Science from the University of Kentucky in 1976.

Dr. Riley was associated with Oak Ridge National Laboratory

from 1949-55, and during this time he served as a Visiting investigator, Research Participant and Consultant. From August - December 1955, he was a Fulbright Lecturer in the Department of Genetics at the University of Pretoria (South Africa) and from January - May 1956 a Fulbright Lecturer in the Department of Botany at the University of Capetown (South Africa). In 1967-68, he was a Visiting Professor at the University of California, Irvine. During his retirement years, he taught at Chapman College World Campus Afloat (fall 1974) and part-time at Transylvania University (1979-82).

Dr. Riley was a member of numerous professional societies, including the Botanical Society of America, Genetics Society of America, American Genetics Association, Biological Stain Commission, Genetics Society of Canada, Botanical Society of South Africa and the American Association for the Advancement of Science (fellow). He served in various editorial positions, including the editorial board of the Journal of Heredity (1954-80) and as an abstractor for Stain Technology (1943-63) and Biological Abstracts (1935-50). He also served on several National Science Foundation panels. He was a member of several honorary societies, including Phi Beta Kappa, Sigma Si, and Omicron Delta Kappa, and of the Explorers Club (New York). He was a member of the Lexington Optimist Club and the Lexington Torch Club and served a term as President of both. He was a founding member of St. Hubert's Episcopal Church in Lexington and was Senior Warden from 1984-86.

Dr. Riley was a true scholar in plant cytology, genetics and biosystematics. His publications include four books (An Introduction to Genetics and Cytogenetics, The Families of Flowering Plants of Southern Africa, Evolutionary Ecology, and The Aloineae, A Biosystematic Survey), two general botany laboratory manuals, several chapters in books, over 70 full length journal articles, and numerous abstracts and book reviews. His research was supported by the U. S. Atomic Energy Commission, the National Science Foundation and the National Research Council. He contributed significantly to our understanding of introgressive hybridization in plants, plant radiation cytology, plant cytogenetics and the biosystematics of the Aloineae (Liliaceae). A testimony of the significance of his contributions to these fields is the fact that his work has been cited in numerous books by outstanding scientists as C. D. Darlington, C. H. Waddington, E. Anderson, G. L. Stebbins, Jr., Th. Dobzhansky, C. P. Swanson, E. Mayer and others.

Dr. Riley directed several Masters and Ph.D. theses, and all of these former UK students now have responsible university or government positions.

Professor Riley brought distinction to the University of Kentucky. To quote Dr. Frank G. Dickey, a former president of the University of Kentucky, "Dr. Riley was a scholar and a teacher of unusual ability, appreciated by his students and

colleagues." A former faculty member of the University of Kentucky Botany Department recently wrote, "Dr. Riley was a gentleman without equal, and it was one of the greatest honors of my life to have been associated with him at the University of Kentucky."

(Prepared by Professor John Just, Department of Biological Sciences)

The Senate stood for a moment of silent tribute.

The Chair made the following remarks and announcements.

Let me remind everyone, first of all, of the Commencement which will be on May 8. The academic procession will assemble at 1:00 p.m. on the west side of Memorial Coliseum.

I would also like to remind all Senate committee chairs, who have not already done so, to get your annual reports to the Senate Council office as soon as possible. These reports have become a valuable basis for developing the Senate Council agenda for next year.

I would also like to notify everyone that the Faculty Handbook Committee has completed its task and a draft of the Handbook is available. There have now been people from each sector selected to review the draft, and I am sure if you ask some of your colleagues in the Medical Center or Lexington Campus, you will be able to find a copy of it. I know President Roselle would appreciate any comments that anyone has. It is hoped that this can become available for distribution in printed form in the fall. In addition to that, there are plans to have the Handbook put on line so that all faculty can consult it. I think it is pretty complete, but we need to know if anything has been left out, if there are any mistakes in it, and if you think there are some things we ought to drop out of it. If you get a chance, consult with people in your sectors. Deans, departmental chairs and faculty have been selected in each sector to review this and if you get a chance and have any comments, we would appreciate hearing from you.

Let me also announce that Don Leigh is the Chair-elect of the Senate Council. He will become Chairman of the Senate Council for the 1989-90 academic year.

In connection with Dr. Roselle's visit today, all of you should have been handed a copy of the press release that the Senate Council issued regarding the comment by former Governor Chandler on the same day that the story broke in the local press. Contents of this statement were read to the press in attendance that same day at a meeting held by President Roselle with concerned students. I think all the media were there. I wanted all members of the Senate to have a copy of this so that you would know when and what was said on behalf of the Senate Council regarding this matter.

Senate elections have been completed and letters have been sent out. Some of you may have gotten a letter since you were re-elected soliciting your choices for committee assignments for next year.

This is my last Senate meeting as Chair of the Senate Council. I must say that I have enjoyed this year. It has been a very interesting year, to say the least. There have been a few events this year that I could have done without. Most of them have occurred in the past several weeks. I do want to take this opportunity to thank everyone in the Senate and everyone in the administration who have been very, very cooperative and for all the help they have extended to me during this year. It takes a number of months for anyone in this position to learn first of all where the Senate Council office is and about that time you discover just how many people there are on this campus who are working very, very hard to make it a better place to be."

Chairman Lyons recognized Professors Mary Sue Coleman (Biochemistry) and Raymond Betts, Honors Program, elected faculty trustees, for reports from the Board of Trustees.

Professor Coleman's remarks follow:

Some of you may recall that prior to my election to the BOT, I served on the Presidential Search Committee. One of the pleasing aspects of the search process was that through intense interactions over the course of a year Wilbur Frye, Bob Guthrie and I had the opportunity to educate five members of the Board of Trustees about the functions of the university and the aspirations of the faculty. That educational role is one that Ray Betts and I have continued to pursue. We think we have had some success as we interact with most lay members of the Board of Trustees. However, I'm sure you all realize that the nature of the Board changed in December of 1988 with Governor Wilkinson's appointments. We now encounter the unprecedented situation of a trustee who apparently intends to use his position to air his personal and political positions, most of which have absolutely no relevance to the concerns of the university. The events of the past few weeks have taught just how divisive some of these positions may be. While we abhor the attitudes expressed by many during this debacle, I believe it is now time to focus on real issues. It is imperative for UK as an intellectual community to redouble its efforts to enhance recruitment of minority students and faculty. We must ensure that on our campus all people are welcome to participate in enriching their minds.

This has also been a year when we faced an unprecedented budget battle in Frankfort. Our President did an excellent job of bringing the gravity of our situation to the attention of members of the board, some of whom then lobbied for greater financial support. However, I believe that an equally important component was the degree to which individual faculty joined in the effort by writing letters, by talking to legislators, and by

going to Frankfort. This participation by large numbers of faculty and students had an enormous impact on the Board. For the first time in my 17 years at UK the whole university community was unleashed to help, and I was proud of all of us. As President Roselle has indicated, the making of state budgets is a process. At the end of the process, the position of UK had improved substantially. We all played a role in that improvement.

Finally, even in the midst of problems on the Board, positive signs are emerging. Two meetings ago, I was appointed by Bob McCowan to chair a new Trustee's Committee on Academic Affairs. The other members are Ray Betts, Dave Driscoll, Judge Robert Stevens, Judge Julia Tackett, Edith Hayes and Dr. Nicholas Pisacano. We are in the process of establishing our goals. I believe that this committee will be a permanent vehicle for educating lay members of the Board about the university community. We plan to call upon faculty to help us with short formal presentations at Board meetings, as well as in more intensive sessions at on-site campus locations. In the near future, I will be calling on certain faculty for initial assistance in this endeavor. David Roselle was the origin of the idea, but Bob McCowan has been very supportive of it.

I would like to thank all of you for the opportunity to serve the university on the Board. It isn't always a pleasant endeavor. I promise all of you that I will continue to speak for the faculty. If that involves occasional conflict, so be it. But I hasten to assure you that a sizeable majority of the Board of Trustees really does understand the values of this institution and does support our vision for transforming UK into a truly distinguished university.

Professor Betts' remarks follow:

As this is the last week of classes and as I enjoy my trade, I will give my little summary by way of alliteration and therefore talk about perceptions, problems and then the progress which have been evident to members of the Board. I want to concur wholeheartedly with what Mary Sue has said, and I think we faculty trustees have effected a very good relationship in our Board responsibilities with cooperation and occasionally friendly "conspiracy" in behalf of the faculty, students, and administration of this institution. The "conspiracy" has always been an open one, joined in by other members of the Board as well.

I want to indicate that one of the real pleasures of serving on this Board is the realization of the quality of commitment that very busy people in the public sector have made to this institution. If I were to summarize the Board's chief function, I would say that it is very much like that of the guardian dog in the folk tale which pays attention to the treasure because it realized how rare it is. And I think, in

this sense, that there are several people who merit commendation. I would like to point out the two who head up the significant committees of finance and investment. Larry Forgy--you will find if you ever sit in on a Board meeting--is a graduate who is a tribute to our educational system, with his wonderful clarity of expression and tenacity of mind. As chairman of the Finance Committee, he provides us all with the comfort of knowing that the university's money is being well attended to. The Investment Committee is headed by Cap Hershey, and I think much the same might be said of this individual in overseeing the university's investments.

In these matters there is found a certain amount of satisfaction which should extend to all of us. We were told, after the financial crisis of last fall, that the University lost a very small sum of money in the market because of its conservative investment policy. The university--you, the students, the administration, and myself--have benefited from that particular caution.

In all of this board activity, there is a fine sense of conviviality. While we all realize the difficulties that do occur when gubernatorial appointments are made out of whimsey or out of obligation, I do want to indicate that we have some fine people on the Board right now. Some of our newest members--I think of Judge Stephens--have moved forward with keen interest in attending to the details and facts. I suppose it comes from good judicial training--again a credit to this institution--that Stephens asks those pertinent questions of detail which perhaps I, a fuzzy-minded, aging humanist, would have let go by otherwise.

I think that the major problem is the one that Mary Sue has pointed out so clearly: it's the financial one. As a person who sits more to the side than being directly involved--I do not sit on those [the finance and investment] committees-- I was delighted to find the tremendous support that was given David Roselle when he really finessed what I think was a remarkable act of turning a bleak financial situation into one that we can at least find tolerable, if not exciting.

On the side of progress, I will say something about something in which I have particular interest, the disposition of Coldstream Farm. I think you will have noticed that through the series of negotiations and amendments to motions the farm has at least become a source of hope. What will be done with it in terms of the final settlement--other than the leasing of the property, not its sale--has not yet been said. I think that what President Roselle has said publicly and what the Board has subscribed to is that here is a remarkable opportunity for focusing the attention of the university on the future and on future development.

On the whole, I have found mine to be a remarkably good experience. (I did not mind getting a telephone call from Mary

Sue at 10:30 p.m., because her husband did not mind getting one from me at 7:00 in the morning.) I think there is a tremendous amount of collegiality between your two faculty representatives --and beyond that between them and the individuals who are appointed to maintain the trust of this institution.

It can be said that things are "up" on the 18th floor!

Thank you."

In the question and answer period which followed, Professor Just wanted to know about the \$2500 bonus for certain individuals. He said that one of the faculty representatives had been quoted as being in favor of the bonus. Professor Coleman said that she was the one quoted as being in favor of the bonus. She said that at the time she had no particular knowledge of what was going to happen or how it was going to be done.

Professor Betts gave President Roselle great credit for being such a remarkable acrobat and felt the intention on the President's part and enthusiasm for the bonus was the notion that something would be done to show the University could grow. His understanding, from the document he had seen, that this was something that might be done. He did not know if this was a final decision or one of a series of alternate plans. He said if the faculty had alternate proposals, they should present them to the President. He added that if the faculty did have concerns to call the President directly.

Professor James Applegate (Communications) pointed out that a particular article in the newspaper suggested that the merit salary for Eastern Kentucky University was going to be 4.7 percent. He wanted an explanation for that. Professor Coleman said that Eastern was not going to fill their vacancies, and she did not feel the people in her department would be willing to do that. Professor Applegate did not agree with that philosophy, but wondered where they were getting the extra money. Professor Coleman added that Eastern had less money than UK.

Chairman Lyons said he had discussed with the President the grant program, and the President stressed the point that peer review means that for the most part the reviews would be at the departmental level. He felt there was some intent that it would be expanded over the next several years. Professor Angelo was willing to believe that was true but wanted to know how it would be possible on a campus the size of UK that was not common knowledge. He said there was no assurance across any of the colleges that a proportionate share of faculty would be represented with the grants. Secondly, the common assumption was that the final decisions would be made in the central office. Three, there are at least five different kinds of profiles which were never discussed. He was very disappointed in the President's response and equally disappointed in the Senate's response.

The first action item on the agenda concerned admission to the College of Nursing. The Chair recognized Professor Loys Mather (Agriculture). Professor Mather, on behalf of the Senate Council, moved approval of the proposed changes in the University Senate Rules, Section IV, 2.2.1, Admission to the College of Nursing. This proposal was circulated to members of the Senate under date of 14 April 1988.

The Chair noted this was a recommendation from the Senate Council and did not require a second. The floor was opened for discussion. There was no discussion. The motion carried unanimously and reads as follows:

Proposal: (New section e. underlined; renumber current e. to f.)

IV. e. A student who will be eligible to take the registered nurse licensing examination at the time of admission and who wishes to be considered for admission to the upper division curriculum of the College of Nursing must meet the following requirements:

1. The student must be a graduate of or enrolled in the final semester of an associate degree in nursing program in a college accredited by one of the six regional academic accrediting associations.

or

The student must be a graduate of or enrolled in the final semester of a diploma program and have earned a minimum of 60 college credits* which meet the following requirements:

English.....6 semester credits
Natural Sciences.....10 semester credits
Behavioral Sciences....6 semester credits
Nursing.....28 semester credits
Electives.....10 semester credits

2. The student must have a grade-point average of 2.5 on a 4.0 scale in all course work attempted (as computed by the Undergraduate Admissions Office).

*These credits may be earned from a regionally accredited college by taking the courses or by examination, i.e. challenge, equivalency, such as ACT-PEP. Applicants should contact the College of Nursing for information regarding approved ACT-PEP credits.

3. Applicants must be in a good state of health which enables them to carry out the functions of the professional nurse. After acceptance for admission, the applicant will be required to obtain a physical examination, update immunizations, and obtain a tuberculin test or x-ray as appropriate.

4. Students admitted in this category must hold a valid Kentucky license to practice nursing as a registered nurse prior to beginning the first clinical nursing course.

Rationale:

This change would allow the College of Nursing to admit students directly from an associate degree or diploma program, prior to receipt of their state examination scores. This increased flexibility is highly desirable in terms of facilitating upward mobility for nurses in our state and minimizing the barriers to pursuing the baccalaureate degree.

Effective Date: Fall, 1988 semester.

The second agenda item concerned the University calendar policy, and the Chair pointed out that there is another calendar question which is still being dealt with and considered through the Senate Council process. The Senate Council has received a recommendation from Enid Waldhart's Calendar Committee regarding the matter of study days. He wanted the student members to know that item has not been pushed aside. There is an effort to get the recommendation back to the Senate for a meeting early in the fall.

The Chairman recognized Professor Loys Mather. On behalf of the Senate Council, Professor Mather moved to approve the proposed addition to University Senate Rules, Section II 1.1 (d) and (f) University Calendar: Policy Guidelines. Professor Mather pointed out an editorial change in the Proposal of Section II 1.1 (e) that it should be the tenth week of the spring semester rather than the ninth week as the spring vacation period. This proposal was circulated to members of the Senate under date of 12 April 1988.

Chairman Lyons noted this too came as a recommendation from the Senate Council and did not require a second. The floor was opened for questions. In the discussion which followed Professor Hans Gesund (Engineering) wanted to know what would happen if the Reverend King's birthday would fall on a Saturday or Sunday. The Chair said that it was a National Holiday and would always fall on the same day of the week which would be a Monday. Professor Gesund proposed an amendment which reads:

"The calendar committee be instructed to assure that there would be no reduction in teaching days through the observance of this holiday."

He said the reason he proposed this amendment is that one of the things Martin Luther King stood for was education. He doubted if the Reverend King would want his birthday to reduce the classroom teaching days anywhere. Chairman Lyons said that was part of the assurance that came in the form of a report from the committee. The Chair said it depended when to make up the time and what the committee would deal with concerning the study days. He said, in fact, the spring semester might begin to resemble the fall semester in terms of total number of days.

Professor Enid Waldhart (Communications) said for this next year there would be a reduction of one day for the spring semester. The committee felt it was sufficiently urgent to implement the holiday so the Spring Semester 1989 will have a reduction of one day. She said that would not happen for any other semester.

Professor Jonathan Glixon (Music) wanted to request that the Calendar Committee consider the fate of those classes that meet only on Mondays and are already numbered. He said in the fall semester two Mondays were missed because of Labor Day and classes beginning on Wednesdays. He said the same thing would happen because of Martin Luther King's birthday. He hoped the Calendar Committee would consider making up the day. Professor Waldhart said that was one of the reasons the Senate did not have the proposal because the committee is trying to find a way to take into account the number of days.

Professor Gesund wanted to know if there was a reason why election day had to be an academic holiday. He said the University had never had it before and he did not feel it had caused anyone a hardship. The Chair said it was one of the national holidays that was listed in the calendar policy which has been there for a number of years. Professor Gesund wanted to know why the University did not drop it then. He said there are no other election days as holidays. He moved an amendment that the academic holiday be dropped. Professor Rea seconded the amendment. Professor Lyons said that would remove the election day as an academic holiday in the same section of the proposal where Martin Luther King's birthday was added. In a hand count of 26 to 11 the amendment to drop presidential election days as a holiday was defeated. The motion on the floor to change the calendar policies passed unanimously and reads as follows:

Background and Rationale:

The Senate Council recommends that Section II 1.1, item (d) of the Senate Rules be changed to include the official birthday of Dr. Martin Luther King in January of each year as an academic holiday. The Senate Council also recommends a change in the wording of item (f) in this same section to clarify the manner in which the start of spring break is calculated.

The arguments are fairly obvious why the Senate Council and its ad hoc committee on the calendar responded positively to a recommendation from the Student Government Association to declare the M.L. King Birthday as an academic holiday. While some may prefer to recognize Dr. King's contributions in other ways, both the ad hoc committee and the Senate Council agreed that this was an appropriate and fitting kind of action for the university to take.

The current language in Section II 1.1 (f) poses serious interpretation problems for the university. For example, how do you count partial weeks at the beginning of March for purposes of setting the dates for spring break? The recommended language is clearer and more precise since the beginning of the fall semester is a known and fixed date each year.

Proposal: If adopted, Section II 1.1 (d) will read as follows with the proposed change underlined:

National holidays occurring during the period when classes are normally in session which shall be treated as academic holidays are Labor Day, Thanksgiving Day, Martin Luther King Birthday, Memorial Day, Independence Day, and Election Day in presidential years. When

Independence Day falls on Saturday or Sunday the preceding Friday or the following Monday shall be an academic holiday.

Proposal: If adopted, Section II 1.1 (e) would be changed from:

The third week in March shall be utilized each year as the spring vacation period.

TO

The tenth week of the spring semester shall be utilized each year as the spring vacation period.

Implementation Date: Immediately

The Chair recognized Professor Loys Mather for action item (c) on the agenda. Professor Mather, on behalf of the Senate Council, moved to approve the proposed change in University Senate Rules, Section VI - 1.7 Academic Rights of Students: Attendance and Participation During Appeal. Professor Mather said that the Senate Rules allow students to continue attending class during times of appeal. This amendment would give the Medical Center the right to request that a student not remain in class particularly in cases relating to clinical competence. He pointed out an editorial change in the last sentence that "Insofar" is one word. This proposal was circulated to members of the Senate under date of 12 April 1988.

The Chair noted this was a Senate Council recommendation and did not require a second. The floor was opened for discussion. Professor Gesund wanted to know what happened to a student whose appeal is approved and had been out of class for two weeks or more and unable to participate in the clinical experience. He wanted to know how such a student would recoup even though that student might be found innocent of the charges. Chairman Lyons inserted it was the Senate Council that recommended the language about expediting the appeal in such cases. Chancellor Bosomworth said these are students who are on clinical rotations usually two to four weeks duration. They are involved in patient care and if something happens that they should be withdrawn from patient care by reason of incompetency, then their evaluation would be done as quickly as possible. If they are restored to their patient care, they will be given an opportunity to extend that rotation and recover either in the context of the academic year or outside the academic year. That is Chancellor Bosomworth's understanding. Professor Gesund said that was not in the rules and he would like to see something to that effect so that students would have in writing that his or her rights would be projected in that manner. Professor Just felt Professor Gesund was correct because if students are in clinical rotation it is hard because there is difficulty in rescheduling rotations, and he did not feel it was a simple matter to say, "Yes they can." Professor Lyons said that the Senate Council's understanding was if a student is vindicated on appeal, the student receives all rights and privileges extended prior to appeal. Professor Gesund said that was fair enough but there is an academic question. He said if a student is in a two-week rotation, and even with an expedited appeal loses a week, and to say this will be made up is not quite as gratifying. He wanted the proposal to state: "If the student is successful or prevails in the appeal, then that

student shall be held harmless." He felt it is very necessary because there is nothing in the Rules otherwise.

Professor Robert Spedding (Dentistry) spoke in favor of the new Rule because he felt there was more to the proposal than the students' rights. He said there are patients' rights. He said that generally when students got to this point in his or her evaluation of clinical competence it is so serious that even if the appeal is expedited quickly, there is much discussion and it might take another two weeks before the appeal is settled. Professor Just said that perhaps Professor Gesund's objection was not clearly understood. He was not saying that a student should not be removed. He just wanted to know if a student is removed and found competent, what happens afterwards. Professor Spedding said that the student would pick up where he or she left off. He said there was no way it could be done except to take the student out of the context which is being questioned, very carefully make a judgment, and if it is in the favor of the student, the student will go back into the clinical situation. Professor Gesund said he wanted that statement to be part of the regulation.

Vice Chancellor Earle Bowen (Medical Center) said there was a need to make the change, that the college had no intention of delaying the students' progress once the appeal was made and they had been found competent. He felt it did speak to the issue of not having the students in class while they are judged to be incompetent. He said if someone wanted to make the amendment that once the student has been judged competent, they will return to the normal rotation it was fine. He said it would happen automatically, but if the Senate felt it was something not sufficiently stated he saw no problem with adding the statement. Professor John Rea (French) suggested that the people from the Medical School make such an amendment. Chancellor Bosomworth suggested going to the next agenda item and giving some time to compose an amendment.

The Chair said the Senate would defer further consideration on item (c) for a few moments.

The next item on the agenda was item (d) concerning the Reorganization of the College of Allied Health. The Chair recognized Professor Loys Mather. Professor Mather, on behalf of the Senate Council, moved approval of the proposed Reorganization of the College of Allied Health which was a recommendation to the Administration. Professor Mather said this had the approval of the Senate Council as well as the Committee on Academic Organization and Structure. This proposal was circulated to members of the Senate under date of 13 April 1988.

Again this was a Senate Council motion and needed no second. The Chair said that Professor Paul Eakin (Mathematics) who chaired the committee was there to answer questions. The floor was opened for questions and discussion. Professor Gesund pointed out that the rationale stated "...there also appears to be support for the proposed reorganization among the 38 faculty members of the College of Allied Health." He wanted to know how much support. He felt it might be a way to avoid the issue of how many faculty members in the College of Allied Health actually support it and how many are opposed. He felt the statement indicated there might be support but also some opposition. Professor Eakin said the Senate Committee on Academic

Organization and Structure always requires that letters be sent with proposals. He said the faculty had an opportunity to send letters of support or nonsupport. With this particular proposal the committee received 28 letters from 38 faculty members. He felt it was fair to say there was little enthusiastic support for the reorganization of the college. He said the question was how to treat the other people who did not bother to give a response.

Chairman Lyons said that he and Professor Eakin had received phone calls from people who wanted to express their opinion verbally but did not want to put it in writing. He said it was difficult to make decisions when someone did not want to write a letter for or against. Professor Eakin said the committee had to make their recommendation on the basis of the issues of academic freedom and academic process, protection of student rights and faculty improvement prerogative. There was one major issue having to do with problems of promotion and tenure. That was addressed by incorporating into the proposal the mechanism whereby the program faculty who have been the department faculty will retain the responsibility for initiating promotions. One of the issues people brought up was, "Look, there's no gun to our heads right now." The administration's response was, "No, there is not. We want to keep away from that."

Professor Gesund wanted to know if there would be any accreditations associated with the programs and would there be any problem. Professor Eakin said that program directors would be retained. He added that accreditation required that someone would be responsible, so the program directors would have that responsibility of having knowledge of the relationship between the program and the accreditation agencies. Professor Gesund wanted to know what the purpose was. Professor Eakin said the purpose was to reduce the current eight departments and 38 faculty members into two departments. However, he said the committee could not tell the Senate there are any academic reasons that relate to promotion, tenure, laboratory space, student rights, or student responsibilities. He said there were none of those issues. Professor Gesund asked about the quality of the academic programs. Professor Eakin's response was that some people would say it would hurt the quality, others would say it was going to help. He said that could not be measured.

Chairman Lyons said that everyone should understand that the committee which Professor Eakin heads is concerned exclusively with the academic issue, not of what is administratively needed or proper or efficient. He said the committee had spent several hours with the proposal.

Professor Gesund said he had read the proposal and no where did it mention the word quality improvement or that the quality of the academic programs would be improved. He felt that the quality of the academic program should be the primary concern.

Professor John Piccoro called for the question. The proposed reorganization of the College of Allied Health passed and reads as follows:

Proposal: The proposed reorganization will result in a reconfiguration of the current eight (8) academic departments into two (2). The current departments are Allied Health Education and Research,

Clinical Nutrition, Community Health, Health Radiation Sciences, Clinical Pastoral Counseling, Medical Technology, Physical Therapy, and Physician Assistant Studies. Consolidation into two larger departments, while retaining clusters of program specialists, will permit the College's departmental structure to more appropriately approximate that of a typical university department. The proposed departments are: Department of Clinical Sciences and Department of Health Services. The Department of Clinical Sciences will be composed of four programs (each headed by a program director) which are the current departments of Clinical Nutrition, Radiation Science, Physical Therapy, Clinical Laboratory Sciences. The Department of Health Services will consist of four programs (each headed by a program director) which are the current departments of Allied Health Education and Research, Clinical Pastoral Counseling, Health Administration, and Physician Assistant Studies. [See attached organizational charts.]

Effective July 1, 1988, faculty affiliated with existing instructional programs shall be transferred to the new departments clustered as instructional program faculty in accordance with the provisions of Section VII B.5(5) of the Governing Regulations.

In conjunction with this reorganization, it is also proposed that the terms of department chairpersons in the college be changed from six to four years effective July 1, 1988.

Rationale: The College of Allied Health has proposed this substantial reorganization of its educational and administrative structure in order to achieve more fully its educational, research, and service missions. The proposal has the support of the Senate Committee on Academic Organization and Structure and the Senate Council. Based on letters submitted to the Committee on Academic Organization and Structure, there also appears to be support for the proposed reorganization among the 38 faculty members of the College of Allied Health

The Chair recognized Professor Jo Ann Wever (Nursing) for the amendment to the proposed changes in the policy on academic rights in cases regarding clinical competence, which reads:

"In cases where the issue of clinical competence is resolved affirmatively, the student will be immediately restored to clinical experiences and assigned to a class."

The amendment was moved and seconded. In the discussion on the amendment Professor Gesund said the amendment did not say anything about holding the student harmless. He wanted to know if the student would be harmed by the amendment. Professor John Picoro (Pharmacy) said if a pharmacy student missed two weeks of classes, that time would have to be made up and he did not know of any other way to solve the problem, because the pharmacy students have a five or eight week rotation and if they missed twenty-five percent then they would have to make up the time. That could be the student's only exposure in that area. Professor Gesund wanted to know how the makeup would occur. Professor Picoro said the time might extend to the end of the semester but pharmacy would not penalize the student any further than that.

Professor Daniel Fulks (Business and Economics) felt the academic rights of the students are clearly stated in the Senate Rules, and he did not feel the proposal removed any of those rights. He felt an amendment to the proposal at best was superfluous and added useless verbiage to the Rules. The amendment also implies that in other cases of appeals somehow the student loses. He felt if a student is vindicated, he or she should return as an innocent person so he did not feel a statement was needed that a student be returned the rights that he or she had in the first place. He did not feel the amendment was necessary. Professor William Fortune (Law) said if it did pass he would suggest that it read "in favor of the student." He also felt it was unnecessary verbiage.

The amendment was defeated in a voice vote. The main motion for clinical courses only passed in a voice vote and reads as follows:

Background and Rationale:

Below is a proposed addition to Section VI 1.7 of the University Senate Rules concerning student attendance and participation in classes during an appeal. As currently written, the rule states that students shall have the right to attend classes, pursue their academic programs, and participate in University functions during their appeal. This is a useful and perfectly acceptable rule in most circumstances and the Senate Council does not recommend changing it for the kind of situations that generally cause this rule to be invoked.

There are, however, circumstances in which students are enrolled in various types of clinical practicum courses involving patient contact. If a student who is enrolled in such a course is appealing a charge relating to clinical competence, there are valid reasons why he or she should be prevented from continuing to have patient contact during such an appeal. Additional faculty time is necessary to assure that a patient's health is not at risk and that the University is not liable for damages. The vulnerability to such litigation remains a question under the present rule. By the same token, it is important that students involved in such appeals have their cases heard as expeditiously as possible.

In order to address these considerations, the Senate Council recommends that the following statements be added as a second paragraph to Section VI 1.7 of the Senate Rules.

Those students who are enrolled in Medical Center Colleges and have patient contact in clinical practicum courses will not be able to continue patient contact in the courses during an appeal, if the appeal relates to clinical competence in regard to performance. Insofar as practicable, such appeals shall be expedited.

Implementation Date: For all relevant appeals filed after May 1, 1988

Professor Loys Mather moved to waive the ten-day circulation rule in order to consider the last action item on the agenda. Professor Wilbur Frye seconded the motion which unanimously passed.

The Chair recognized Professor Loys Mather. Professor Mather, on behalf of the Senate Council, moved the proposed change in University Senate Rules, Section V - 2.1.1 Addition of International Baccalaureate Program in Accelerated Programs. Professor Mather said by approving the proposed change the University would allow acceptance of credit for students who have gained credit from the International Baccalaureate Program. He said the International Baccalaureate was comparable to the AP Program. This proposal was circulated to members of the Senate under date of 18 April 1988.

The Chair said this was a recommendation from the Senate Council and did not require a second. The floor was opened for discussion. There were no questions and the motion which unanimously passed, reads as follows:

Proposal: (Underlined portion is new)

V 2.1.1 Accelerated Programs

The College Board Level Examination Program Subject and General Examinations, the College Board Advanced Placement Examinations, the American College Testing Program Proficiency Examination Program Subject Examinations and courses evaluated by the American Council on Education for which credit recommendations are made under the Program on Noncollegiate Sponsored Instruction and courses in the International Baccalaureate Program (Higher Level) are recognized as appropriate credit for meeting degree requirements. Colleges and/or departments in consultation with the Admissions and Registrar's Office shall determine and publish appropriate cut-off scores for the CLEP, AP, and PEP examinations. (US:9/13/82) Students with superior results from their International Baccalaureate Higher Level may be awarded up to six credits by the corresponding department of the University. Scores of 5, 6, and 7 normally are requisite.

Rationale:

The International Baccalaureate is a program of studies at carefully selected high schools in this country and abroad, aimed at qualifying top students for special examinations in a wide variety of disciplines. (Three high schools in Kentucky now offer the IB program.) Schools must meet high (and expensive--\$10,000-\$20,000 a year) standards for admission to the program, including program readjustments, faculty training through seminars, hiring of special administrators, and careful and regular supervision by the international organization. Each school offers a terminal degree which is internationally accepted for admission at colleges and universities.

Quality control is assured by the system of testing--through multiple choice, essay, and oral examinations--given by the international examiners and double-checked by the local

instructor at the end of each course. The "Higher Level" examinations are of such high quality and rigor that they are accepted by a wide range of universities for credit. Thus the University of Michigan routinely offers 3-8 hours credit for high grades on IB examinations. The University of Florida grants 6 hours of credit for each Higher Level examination with a score of 5, 6, or 7. While the IB program is relatively new, those institutions which have considered it seem to have unanimously accepted its worth. Thus, for example, such diverse institutions as Princeton, Wesleyan, and Vanderbilt all accept IB tests for college credit.

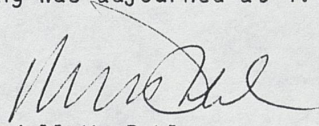
The strength of the program guarantees high caliber students--ones that the University of Kentucky should encourage as much as possible to attend. The simplest and most equitable method to achieve that seems to be to accept high scores on IB exams for credit. The question of how to manage such acceptance is one which logically should involve those departments in which the advanced credit will be awarded. Since, at least at the outset, the numbers of IB students applying to the University of Kentucky will be small, the Committee recommends a shakedown policy, in which individual departments will be encouraged to accept IB scores and to work out the details of how that credit will be managed. As we gain more experience with the details of the program, a more thoroughly spelled out procedure can be instituted.

The proposal has been reviewed and recommended by the Senate's Committee on Admissions and Academic Standards and the University Senate Council.

Implementation Date: Fall, 1988.

The Chairman thanked the Senate for all their cooperation for the year.

There being no further business, the meeting was adjourned at 4:45 p.m.


Randall W. Dahl
Secretary, University Senate

MEMORIAL RESOLUTION

Herbert Parkes Riley

Dr. Herbert Parkes Riley, Distinguished Professor Emeritus, University of Kentucky, died at his home at 1023 Cooper Drive in Lexington on 22 March 1988. Professor Riley was born in Brooklyn, New York on 28 June 1904. He received his A.B., A.M., and Ph.D. degrees from Princeton University, the latter degree in 1931. After spending 2 years on a National Research Council Fellowship at Harvard University, he moved to Tulane University where he was Assistant Professor from 1934-38. In 1938, Dr. Riley moved to the University of Washington, where he was promoted to Associate Professor. In 1942, he came to the University of Kentucky as Professor and Head of the Botany Department. He held this position until 1965. In 1956 Dr. Riley was named a Distinguished Professor in the College of Arts and Sciences. He retired from the University of Kentucky in 1974 at the age of 70, and received an honorary degree of Doctor of Science from the University of Kentucky in 1976.

Dr. Riley was associated with Oak Ridge National Laboratory from 1949-55, and during this time he served as a Visiting investigator, Research Participant and Consultant. From August - December 1955, he was a Fulbright Lecturer in the Department of Genetics at the University of Pretoria (South Africa) and from January - May 1956 a Fulbright Lecturer in the Department of Botany at the University of Capetown (South Africa). In 1967-68, he was a Visiting Professor at the University of California, Irvine. During his retirement years, he taught at Chapman College World Campus Afloat (fall 1974) and part-time at Transylvania University (1979-82).

Dr. Riley was a member of numerous professional societies, including the Botanical Society of America, Genetics Society of America, American Genetics Association, Biological Stain Commission, Genetics Society of Canada, Botanical Society of South Africa and the American Association for the Advancement of Science (fellow). He served in various editorial positions, including the editorial board of the Journal of Heredity (1954-80) and as an abstractor for Stain Technology (1943-63) and Biological Abstracts (1935-50). He also served on several National Science Foundation panels. He was a member of several honorary societies, including Phi Beta Kappa, Sigma Xi, and Omicron Delta Kappa, and of the Explorers Club (New York). He was a member of the Lexington Optimist Club and the Lexington Torch Club and served a term as President of both. He was a founding member of St. Hubert's Episcopal Church in Lexington and was Senior Warden from 1984-86.

Dr. Riley was a true scholar in plant cytology, genetics and biosystematics. His publications include four books (An Introduction to Genetics and Cytogenetics, The Families of Flowering Plants of Southern Africa, Evolutionary Ecology, and The Aloineae, A Biosystematic Survey), two general botany laboratory manuals, several chapters in books, over 70 full length journal articles, and numerous abstracts and book reviews. His research was supported by the U. S. Atomic Energy Commission, the

National Science Foundation and the National Research Council. He contributed significantly to our understanding of introgressive hybridization in plants, plant radiation cytology, plant cytogenetics and the biosystematics of the Aloineae (Liliaceae). A testimony of the significance of his contributions to these fields is the fact that his work has been cited in numerous books by outstanding scientists as C. D. Darlington, C. H. Waddington, E. Anderson, G. L. Stebbins, Jr., Th. Dobzhansky, C. P. Swanson, E. Mayer and others.

Dr. Riley directed several Masters and Ph.D. theses, and all of these former UK students now have responsible university or government positions.

Professor Riley brought distinction to the University of Kentucky. To quote Dr. Frank G. Dickey, a former president of the University of Kentucky, "Dr. Riley was a scholar and a teacher of unusual ability, appreciated by his students and colleagues." A former faculty member of the University of Kentucky Botany Department recently wrote, "Dr. Riley was a gentleman without equal, and it was one of the greatest honors of my life to have been associated with him at the University of Kentucky."

(Prepared by Professor John Just, Department of Biological Sciences)

5/9/88

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0033

UNIVERSITY REGISTRAR
GILLIS BUILDING

May 6, 1988

Mrs. Robert C. Deen
708 Old Dobbin Road
Lexington, Kentucky 40502

Dear Mrs. Deen:

At the meeting of the University Senate on April 25, 1988, Professor Hans Gesund read the enclosed Memorial Resolution on the death of Professor Robert Curba Deen. Professor Gesund directed that the Resolution be made a part of the minutes of that meeting and a copy be sent to you.

We express our sympathy to you and the family in the loss of Professor Deen.

Sincerely,

Randall W. Dahl
University Registrar and
Secretary of the University Senate

RWD:s

Enclosure

cc: ✓ William E. Lyons, Chairman
Senate Council

MEMORIAL RESOLUTION

Robert Curba Deen

Robert Curba Deen was born May 26, 1929, a native Kentuckian. He earned his Bachelor of Science and Master of Science degrees in Civil Engineering from the University of Kentucky, and went on to obtain a Doctor of Philosophy degree in the same subject from Purdue University in 1964. By then, he had already worked for the Kentucky Department of Transportation for some years, and he returned to the position of assistant director of research. He also became an adjunct associate professor in the department of civil engineering, and an associate member of the graduate faculty. While working full time in his responsible and demanding positions, he started taking courses in the College of Law, and obtained his Juris Doctor from the University of Kentucky in 1981.

In January, 1981, the Department of Transportation turned over its research division to the University, and Bob Deen became director of the University of Kentucky Transportation Research Program, reporting to the dean of the College of Engineering. He continued his association with the department of civil engineering, teaching courses in transportation and in engineering law, and serving on departmental committees. He also participated fully in faculty meetings, and his intelligent observations and gentle humor were greatly valued.

Bob Deen was a professional's professional. He was very active in research and in supervising research projects. He published myriad papers in all appropriate journals and conference proceedings. He served on many professional society committees, and his work gained him, the Kentucky Department of Transportation, and later the University, many honors and much favorable recognition.

Bob Deen was a gentleman and a gentle man. His association with our faculty and students was marked by an infinity of kindness and helpfulness on his part toward all. He employed many undergraduate and graduate students in his organization, and was a patient, understanding, and supportive mentor to all of them. He was always ready to help all faculty members with information and advice from his enormous store of knowledge and experience.

Bob Deen died of a sudden heart attack on March 25, 1988. He is already sorely missed; his absence will be felt ever more keenly as time goes on. The Department grieves for him, and feels great sympathy for his wife, Carol, and daughters Diana Deen, and Carolyn Deen Hoagland, and for the rest of his loved ones.

We request that this memorial resolution be published in the minutes of the Senate, and that a copy be sent to his family. May Bob Deen rest in peace, and rejoin us in a joyous resurrection in the fullness of time.

(Prepared by Professor Hans Gesund, Department of Civil Engineering)

4/19/88

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

13 April 1988

TO:
Members, University Senate

FROM:
University Senate Council

RE:
AGENDA ITEM: University Senate Meeting: Monday, April 25, 1988 Proposed reorganization of the College of Allied Health--a recommendation from the University Senate to the administration.

Handwritten notes in blue and red ink. Includes a signature, a box containing the word "move", and the number "5403".

Proposal: The proposed reorganization will result in a reconfiguration of the current eight (8) academic departments into two (2). The current departments are Allied Health Education and Research, Clinical Nutrition, Community Health, Health Radiation Sciences, Clinical Pastoral Counseling, Medical Technology, Physical Therapy, and Physician Assistant Studies. Consolidation into two larger departments, while retaining clusters of program specialists, will permit the College's departmental structure to more appropriately approximate that of a typical university department. The proposed departments are: Department of Clinical Sciences and Department of Health Services. The Department of Clinical Sciences will be composed of four programs (each headed by a program director) which are the current departments of Clinical Nutrition, Radiation Science, Physical Therapy, Clinical Laboratory Sciences. The Department of Health Services will consist of four programs (each headed by a program director) which are the current departments of Allied Health Education and Research, Clinical Pastoral Counseling, Health Administration, and Physician Assistant Studies. [See attached organizational charts.]

Effective July 1, 1988, faculty affiliated with existing instructional programs shall be transferred to the new departments clustered as instructional program faculty in accordance with the provisions of Section VII B.5(5) of the Governing Regulations.

In conjunction with this reorganization, it is also proposed that the terms of department chairpersons in the college be changed from six to four years effective July 1, 1988.

Rationale: The College of Allied Health has proposed this substantial reorganization of its educational and administrative structure in order to achieve more fully its educational, research, and service missions. The proposal has the support of the Senate Committee on Academic Organization and Structure and the Senate Council. Based on letters submitted to the Committee on Academic Organization and Structure, there also appears to be support for the proposed reorganization among the 38 faculty members of the College of Allied Health

Note: If approved, the proposal will be forwarded to President Roselle for appropriate administrative action.

/cet
2259C

Ms. Celinda Todd
Senate Council
10 Administration Bldg.

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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

18 April 1988

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, April 25, 1988. Proposed Addition to University Senate Rules, Section V - 2.1.1 (Accelerated Programs)

Proposal: (Underlined portion is new)

V 2.1.1 Accelerated Programs
The College Board Level Examination Program Subject and General Examinations, the College Board Advanced Placement Examinations, the American College Testing Program Proficiency Examination Program Subject Examinations, and courses evaluated by the American Council on Education for which credit recommendations are made under the Program on Noncollegiate Sponsored Instruction and courses in the International Baccalaureate Program (Higher Level) are recognized as appropriate credit for meeting degree requirements. Colleges and/or departments in consultation with the Admissions and Registrar's Office shall determine and publish appropriate cut-off scores for the CLEP, AP, and PEP examinations. (US:9/13/82) Students with superior results from their International Baccalaureate Higher Level may be awarded up to six credits by the corresponding department of the University. Scores of 5, 6, and 7 normally are requisite.

Rationale:

The International Baccalaureate is a program of studies at carefully selected high schools in this country and abroad, aimed at qualifying top students for special examinations in a wide variety of disciplines. (Three high schools in Kentucky now offer the IB program.) Schools must meet high (and expensive--\$10,000-\$20,000 a year) standards for admission to the program, including program readjustments, faculty training through seminars, hiring of special administrators, and careful and regular supervision by the international organization. Each school offers a terminal degree which is internationally accepted for admission at colleges and universities.

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US Agenda Item: International Baccalaureate Program
18 April 1988

Quality control is assured by the system of testing--through multiple choice, essay, and oral examinations--given by the international examiners and double-checked by the local instructor at the end of each course. The "Higher Level" examinations are of such high quality and rigor that they are accepted by a wide range of universities for credit. Thus the University of Michigan routinely offers 3-8 hours credit for high grades on IB examinations. The University of Florida grants 6 hours of credit for each Higher Level examination with a score of 5,6, or 7. While the IB program is relatively new, those institutions which have considered it seem to have unanimously accepted its worth. Thus, for example, such diverse institutions as Princeton, Wesleyan, and Vanderbilt all accept IB tests for college credit.

The strength of the program guarantees high caliber students--ones that the University of Kentucky should encourage as much as possible to attend. The simplest and most equitable method to achieve that seems to be to accept high scores on IB exams for credit. The question of how to manage such acceptance is one which logically should involve those departments in which the advanced credit will be awarded. Since, at least at the outset, the numbers of IB students applying to the University of Kentucky will be small, the Committee recommends a shakedown policy, in which individual departments will be encouraged to accept IB scores and to work out the details of how that credit will be managed. As we gain more experience with the details of the program, a more thoroughly spelled out procedure can be instituted.

The proposal has been reviewed and recommended by the Senate's Committee on Admissions and Academic Standards and the University Senate Council.

Implementation Date: Fall, 1988.

/cet
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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

12 April 1988

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, April 25, 1988. Proposed Revisions in University Senate Rules, Section VI 1.7 Academic Rights of Students: Attendance and Participation During Appeal

Background and Rationale:

Below is a proposed addition to Section VI 1.7 of the University Senate Rules concerning student attendance and participation in classes during an appeal. As currently written, the rule states that students shall have the right to attend classes, pursue their academic programs, and participate in University functions during their appeal. This is a useful and perfectly acceptable rule in most circumstances and the Senate Council does not recommend changing it for the kind of situations that generally cause this rule to be invoked.

There are, however, circumstances in which students are enrolled in various types of clinical practicum courses involving patient contact. If a student who is enrolled in such a course is appealing a charge relating to clinical competence, there are valid reasons why he or she should be prevented from continuing to have patient contact during such an appeal. Additional faculty time is necessary to assure that a patient's health is not at risk and that the University is not liable for damages. The vulnerability to such litigation remains a question under the present rule. By the same token, it is important that students involved in such appeals have their cases heard as expeditiously as possible.

In order to address these considerations, the Senate Council recommends that the following statements be added as a second paragraph to Section VI 1.7 of the Senate Rules.

Those students who are enrolled in Medical Center Colleges and have patient contact in clinical practicum courses will not be able to continue patient contact in the courses during an appeal, if the appeal relates to clinical competence in regard to performance. In so far as practicable, such appeals shall be expedited.

Implementation Date: For all relevant appeals filed after May 1, 1988

/cet
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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

14 April 1988

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, April 25, 1988. Proposed Revisions in University Senate Rules, Section IV, 2.2.1, Admission to the College of Nursing

Proposal: (New section e. underlined; renumber current e. to f.)

IV. e. A student who will be eligible to take the registered nurse licensing examination at the time of admission and who wishes to be considered for admission to the upper division curriculum of the College of Nursing must meet the following requirements:

1. The student must be a graduate of or enrolled in the final semester of an associate degree in nursing program in a college accredited by one of the six regional academic accrediting associations.

or

The student must be a graduate of or enrolled in the final semester of a diploma program and have earned a minimum of 60 college credits* which meet the following requirements:

English.....	6 semester credits
Natural Sciences.....	10 semester credits
Behavioral Sciences....	6 semester credits
Nursing.....	28 semester credits
Electives.....	10 semester credits

2. The student must have a grade-point average of 2.5 on a 4.0 scale in all course work attempted (as computed by the Undergraduate Admissions Office).

*These credits may be earned from a regionally accredited college by taking the courses or by examination, i.e. challenge, equivalency, such as ACT-PEP. Applicants should contact the College of Nursing for information regarding approved ACT-PEP credits.

3. Applicants must be in a good state of health which enables them to carry out the functions of the professional nurse. After acceptance for admission, the applicant will be required to obtain a physical examination, update immunizations, and obtain a tuberculin test or x-ray as appropriate.
4. Students admitted in this category must hold a valid Kentucky license to practice nursing as a registered nurse prior to beginning the first clinical nursing course.

Rationale:

This change would allow the College of Nursing to admit students directly from an associate degree or diploma program, prior to receipt of their state examination scores. This increased flexibility is highly desirable in terms of facilitating upward mobility for nurses in our state and minimizing the barriers to pursuing the baccalaureate degree.

Effective Date: Fall, 1988 semester.

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