

Minutes of the University Senate, March 11, 1968 (Con't)

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester on the part of the student exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour.

Credit for short courses of less than eight weeks shall be limited to one credit hour per week.

The Chairman stated that consideration of recommended Rules changes would continue at the next meeting of the University Senate.

The Chairman reported that a policy statement concerning off-campus speakers to the University would be presented to the Senate in the near future.

The meeting adjourned at 5:15 p.m.

Elbert W. Ockerman
Secretary

MINUTES OF THE UNIVERSITY SENATE, APRIL 8, 1968

The University Senate met in regular session at 4:00 p.m., Monday, April 8, 1968, in the Court Room of the Law Building. Chairman Sears presided. Members absent: C. E. Barnhart, Fred J. Bollum*, Richard Butwell*, C. C. Carpenter, Virgil L. Christian, Jr.*, W. C. DeMarcus, Kurt W. Deuschle, Henry F. Dobyns*, Hartley C. Eckstrom, James F. Edney*, Michael L. Furcolow*, Eugene B. Gallagher*, Howard Hopkins, J. C. Humphries, Harris Isbell, Donald E. Knapp*, Charles T. Lesshafft, Jr.*, Eugene F. Mooney, James T. Moore*, Horace Norrell*, Mary Ellen Rickey, Wellington B. Stewart*, William J. Tisdall*, Raymond A. Wilkie*, Charles B. Wilson, A. D. Albright, Steven Cook, Glenwood Creech, Marcia A. Dake*, John E. Delap, George W. Denemark, Charles P. Graves*, Ellis F. Hartford, Raymon D. Johnson, Robert L. Johnson*, Robert F. Kerley, William L. Matthews, Jr.*, Alvin L. Morris, John W. Oswald, Howard C. Parker*, William A. Seay, Doris M. Seward, William G. Survant, Joseph V. Swintosky, William R. Willard*, Joseph Hamburg.

The minutes of March 11, 1968 were approved as circulated.

The Secretary, University Senate Council, extended to the University Senate, on behalf of the Board of Trustees, an invitation to attend the annual dinner for the Senate to be held on Monday, May 6, 1968, at Spindletop Hall. He also reported that of the six nominees who were approved by the Senate to be awarded honorary degrees at the May 13th Commencement, five had accepted; that the sixth, Mr. Whitney Young, had declined because of a prior commitment.

Professor Paul Oberst, a non-voting faculty member on the Board of Trustees, reported to the Senate that he did not wish to be a candidate for membership on the Faculty-Trustees Committee to search for a suitable candidate as President of the University; that he felt he could best serve the faculty of the University by

*Absence Explained

Minutes of the University Senate, April 8, 1968 (Con't)

continuing to serve out his term as a Faculty Trustee, being there when the four of his colleagues, together with four of the Trustees, constituting the Search Committee, bring in the report of that Committee; that while he would not have a vote at that time, he would have a voice which he felt might be useful in adding to the other voices who will be considering the proposal made by the Search Committee.

Professor Oberst spoke of the many rumors which circulated through the campus immediately preceding and following the resignation of the President, none of which were valid; that because the faculty has a Senate and the Senate has a Council, the Council was there to act for the faculty; that it immediately prepared a letter which was delivered to the Governor by the Vice-chairman of the Board asking that the Governor take into account, in selecting the joint Faculty-Trustees Committee, the tradition of the University which calls for an election by the faculty of four persons to participate equally with four Trustees in the search. He stated that the Board of Trustees unanimously supported this tradition and authorized that the election of faculty members be held. He told of the cooperative spirit of the Trustees and that the faculty portion of the Committee would find the Trustees very knowledgeable concerning the problems of the University and the aspirations of its faculty, and that the faculty committee would have nothing less than a very fine experience with the Board membership.

He urged the faculty to do their best to select good faculty representation for service on the Committee, and that they continue to go about their tasks with confidence, secure in the belief that an excellent president will be found and that the faculty will have had a very important role in his selection.

The Chairman reported that of the four faculty members to be elected, three are to come from the campus and one is to be elected from the Community College System; that the one to be elected from the Community College System will be elected by arrangements handled by the Representative Council of that System; and that the person will be elected on the same time schedule as the three from the campus.

Dr. Rudd presented a recommendation for the Senate Council that the procedure for election of the three faculty members as outlined in the circularization to the faculty of April 4, 1968 be approved with the following modifications:

that the Senators include both the first and last name or initials of the persons for whom they are voting to avoid the confusion of last names;

that the Senators vote for no more or no less than four and six nominees, respectively, to avoid weight in voting;

that only elected members of the University Senate be eligible to vote in the nomination;

that no nominating speeches be allowed in the interest of economy of time;

that the Chairman of the Senate Council check with each of the nominees to determine that he is both available and willing to serve if nominated before the six names are placed on the list for circulation in the final election process; that if any of the six or more is unwilling or unavailable to serve, the Council move to the person with the next highest number of votes received on the second ballot as a replacement;

that in event of ties, decision by lot be reached;

Minutes of the University Senate, April 8, 1968 (Con't)

that each Senator sign his name in the upper left hand corner of the envelope containing the ballots.

The Senate approved the procedure as circulated and modified. That procedure, as modified, follows:

1. The University Senate shall serve as the nominating body.
2. Each member of the Senate will be provided with a complete list of those eligible for election to the University Senate.
3. The electorate shall be the group eligible to vote for members of the University Senate.
4. The University Senate shall proceed to nominate six (6) candidates. (An addressed sealed envelope containing two smaller envelopes will be handed to each member of the Senate present. One of the smaller envelopes will contain four (4) cards which the members will use in voting on the first ballot and the second small envelope will contain six (6) cards to be used by the members in voting on the second ballot.) The Senators shall include both the first and last name or initials of the persons for whom they vote to avoid the confusion of last names.
 - a. Each member, having been presented with a list of those eligible for election, shall vote for four (4). The Senators shall vote for no more or no less than four to avoid weight in voting.
 - b. Only elected members of the University Senate shall be eligible to vote in the nomination. An ad hoc committee of the Senate shall count the votes immediately and place the names of the twelve (12) individuals receiving the highest number of votes (plus any ties for the 12th position) on the board in alphabetical order. No nominating speeches will be allowed in the interest of economy of time.
 - c. Each member shall then vote for six (6) candidates from the names on the board. The Senators shall vote for no more or no less than six to avoid weight in voting.
 - d. The six candidates receiving the highest number of votes (plus any ties for the 6th position) shall be considered nominated. The Chairman of the Senate Council will check with each of the nominees to determine that he is both available and willing to serve if nominated before the six names are placed on the final ballot. If any of the six or more is unwilling or unavailable to serve, the Council will move to the person receiving the next highest number of votes on the second nominating ballot as a replacement. In event of ties, decision by lot will be reached. Each Senator shall sign his name in the upper left hand corner of the envelope containing the ballots.
5. The Secretary of the Senate shall be instructed to conduct a mail vote on the nominees. The deadline for receipt of ballots shall be Monday, April 15, 1968, 4:00 p.m.

Minutes of the University Senate, April 8, 1968 (Con't)

6. The three (3) nominees receiving the highest number of votes shall be recommended to the Governor for appointment to the Faculty-Board Committee.

The Chairman appointed the following ad hoc Committee to count the ballots:

Elbert W. Ockerman, Chairman
 Nicholas J. Pisacano
 Ralph F. Wiseman
 M. Keith Marshall

The Senators proceeded to vote for four nominees on the first ballot.

During the counting of the first ballot the Chairman proceeded with other business on the agenda as follows:

Dr. Michael Adelstein, Chairman of the University Senate Advisory Committee on Student Affairs, presented the following annual report of that Committee:

The Committee is working on a Student Rights Bill which will supplement last year's report on the non-academic relationships between students and the University (known as The Student Code). To date, the committee has completed work on Section I, Right of Admission and Access, which includes the admissions policy, scholarships and grants-in-aid, use of facilities and services, and access to community places and services; Section II, Rights in the Classroom which contains statements about course content, standards, and procedures, and contrary opinion and academic evaluation; Section III, Right of Privacy, which deals with this right on premises controlled by the University, records (disciplinary, counseling, and academic), and evaluation of character; and Section IV, Right to Speak and Be Informed, which concerns the student's freedom to speak, to hear speakers from outside the University, and to read a free student press. The committee has planned to discuss its report at the September meeting of the University Senate but may have to delay presenting it in deference to a new University President.

In the absence of Dr. Griffin, Director of the Office for International Education Programs, Dr. Hochstrasser, a member of the Senate Advisory Committee for International Education Programs, recommended that the Report, which had been circulated to the faculty under date of April 1, 1968, be accepted and incorporated in the minutes of the University Senate. The Senate approved this recommendation. The Report as circulated follows:

At the time the Office for International Education Programs was established in March, 1967, the University Senate nominated an Advisory Committee on International Education Programs. Dr. Albright's charge to this committee included the following functions:

1. To identify those programs and activities which seem most promising in international education to the objectives of the University
2. To formulate general policies for these programs that will serve as guidelines for their initiation, operation and administration
3. To assess periodically the activities, programs and policies for the purpose of improvement, development and effectiveness, and, in any instance, discontinuance

Minutes of the University Senate, April 8, 1968 (Con't)

4. To make recommendations resulting from the performance of the above functions to the Provost.

During 1967-68 ten faculty members have served on the Advisory Committee:

Harry B. Barnard	William Jansen
Richard Butwell	Clark Keating (in Walter Langlois' absence)
William Chambliss	Walter Langlois
Stuart Forth	Harry Schwarzweller
Donald L. Hochstrasser	Robert Sedler
	Timothy Taylor.

As director of the Office, I have served as committee chairman.

The Advisory Committee has met approximately once a month, and has shown more interest in its work than any committee with which I have worked. In fact, on several occasions committee members have suggested that it would be valuable to meet more often. All members have both interest and experience in international education, and the quality of discussion has been challenging. Several committee members have volunteered to do additional preparatory work for the committee meetings. From time to time they have suggested that other faculty members or representatives of the administration be invited to meet with them; President Oswald, Dr. Albright and Dean Cochran have been asked to do so to discuss in some depth the scope of future University international programming.

In general terms, the committee has assisted the staff of the Office in the formulation of a long-range strategy for change and development in the international dimension of the University's programs. Problem areas explored with the committee have included the general studies program, the curricula of the professional schools, programs for foreign students exchange and study abroad programs, international development projects, and cooperation in international studies with other universities and colleges in Kentucky.

It seems to me that the best way to report to you on the committee's work would be to summarize this Office's objectives and functions and the programs in which I and my staff are now involved, as well as to comment briefly on several projected activities.

Let me first comment on the rationale for an office like this one. The term "university" implies a universal approach to knowledge: therefore, in one sense, the term "international education" is a redundancy--education in a university should automatically include an international dimension. To the extent that this is not true in a given university, the educating efforts of that university are partial--incomplete, distorted and provincial.

While the international implications of university education have always existed, they take on critical importance in the increasingly interrelated, interdependent, interacting world of today. In a very real and direct sense, solutions to the world problems of today and tomorrow require citizens and leaders sophisticated in world affairs and trained to think and behave cross-culturally. The university which fails to face up fully to this priority responsibility today may be accused of following an irresponsible path which has dangerous implications for the society of which it is a part.

The international dimension of a university should be a naturally

Minutes of the University Senate, April 8, 1968 (Con't)

integrated part of the teaching, research and service programs; it should not be an appendage which is separately administered, financed largely by outside funds and staffed by persons not otherwise integrally a part of the total program. Ideally, there should be no need for a special office for international programs--they should be planned, initiated, coordinated and evaluated by those offices charged with these responsibilities for all programs.

However, due to the persistent provincialism of U.S. education, many universities and other educational agencies have established special offices to provide leadership for the correction of this critical flaw. The success of these offices should be judged in part, however, by the extent to which ideas for change are taken over by other units of the university and the rapidity with which the need for the office disappears or becomes minimal.

Our Office's general role includes stimulation, coordination, and assistance in the growth of international content and a commitment to international education in the programs of all the units of the University--the teaching departments, the colleges, the administration, the research and extension programs, and special agencies which have an international interest, such as the Center for Developmental Change.

In specific terms, most of the activities in which we are involved can be subsumed under the following headings:

1. Gathering and Disseminating Information and Counseling with Faculty and Students. The Office performs a clearinghouse role in collecting, organizing and distributing information on international education opportunities and programs, including those sponsored by other colleges and universities, private organizations, governmental and other agencies. I serve as Faculty Fulbright Advisor, as well as on-campus representative for other private and university programs. Beginning in the fall, a newsletter will be published for distribution here and at other institutions, describing the University's international programs and opportunities for overseas study and research. Surveys of the international activities at other universities have been conducted, in addition to studies of mutual problems (i.e., how are overseas graduate and undergraduate study programs financed and administered?).
2. Survey of Faculty and Students. In cooperation with the Office for Institutional Studies, a survey instrument has been prepared to study faculty international experience and faculty interest in broadening and deepening the international content of the University's curriculum and related activities. Also in preparation is a study of student awareness of other cultures and of student ideas about the international education dimension of the University curriculum and on- and off-campus activities.
3. Committee Study of Foreign Students Program. Under the chairmanship of two members of the Advisory Committee, Dr. Jansen and Dr. Chambliss, a subcommittee made up of eleven members* of the faculty and administration is in the process of reviewing the University's programs for foreign students, beginning with the

*Albert Bacdayan, Wm. Chambliss, Maurice Clay, Richard Hanau, James Humphries, Wm. Jansen, George Madden, Elbert Ockerman, Betty Jo Palmer, Wm. Survant, and Warren Walton;

Minutes of the University Senate, April 8, 1968 (Con't)

question of our purposes in admitting foreign students and going on to a study of our responsibilities to them in terms of curricula, housing, financial assistance, advising, and of ways in which their presence can contribute to the education of American students and the community. Among the recommendations of the Foreign Students Committee will be an orientation and English language program--an example of the type of activity in which the Office will be cooperating with other units of the University. In response to a request from the College of Engineering, a survey of engineering curricula for foreign students at some thirty-five universities has been carried out; this report has also been used by the Foreign Students Committee in preparing its recommendations, which will be presented to the University community near the end of this semester.

4. Associations with Foreign Universities. Negotiations are underway for the gradual implementation of a university-wide exchange program with the University of Montpellier--to involve faculty exchange, cooperative research, and graduate and undergraduate study. Advancement of this association is temporarily delayed because of a change in the Rectorship of the University of Montpellier. Under the chairmanship of another member of the Advisory Committee, Dr. Clark Keating, a subcommittee* has been reviewing the University's exchange program with the Instituto Tecnologico de Monterrey, Mexico. The committee has recommended that the University continue its program of exchange, with some modifications which would increase its contribution to both universities' programs. In addition, the committee is exploring other avenues for University of Kentucky participation in Latin America, particularly ones which would include faculty exchange and faculty and graduate student research components.
5. Curriculum Analysis. With the assistance of deans and department heads, the Office has initiated a study of the international or cross-cultural curricular offerings at the University, beginning with an analysis of the general studies requirements and of the international content of the coursework a representative sample of students has taken. It is hoped that the results of this study will indicate those changes in the general studies program which may be necessary to assure that every student has an opportunity to
- understand the culture concept as exemplified by his own and other world cultures
 - study at least one culture other than his own in depth
 - appreciate his own culture through the eyes of scholars rooted in other cultures
 - study ideas, practices and problems of other cultures as well as his own in general education courses in the sciences, social sciences, humanities, arts, etc.
 - learn a foreign language sufficiently well to be able to read and appreciate the literary and scholarly works of another culture.

*Michael Adelstein, Ben Averitt, David Blythe, H. K. Charlesworth, Maurice Clay, Henry Dobyns, Herbert Drennon, Paul Karan, Clark Keating, Michael Kennedy, Jerry Knudson, and Daniel Reedy.

Minutes of the University Senate, April 8, 1968 (Con't)

6. Cooperation with the Professional Schools. In several of the professional colleges of the University, committees have been established by the deans to examine the present international resources of the colleges in terms of faculty and student interest, expertise, and experience; to project the development of international programs in line with the college's interests and concerns; and to make recommendations for possible changes in faculty recruitment policy, courses, and college resources. A guide has been prepared to provide coordination among colleges in planning.
7. Cooperation with Kentucky Colleges, Universities and School Systems. During the next year the Office will explore possibilities for cooperation and coordination of resources and programs with colleges and universities in the State and will propose cooperation with them in programs of service to Kentucky schools for improved teaching of languages and international studies.
8. Consortium Study. With active participation by several members of the Advisory Committee, the Office has initiated a study of possible University of Kentucky membership in a consortium of universities (probably outside Kentucky) for cooperation in international education, either on specific projects or in terms of general programming.
9. International Development Programs. The Office is working with the Center for Developmental Change in assisting professional schools (for example, the College of Agriculture) in enlarging the international education dimension of overseas development projects.
10. Cooperation with Organizations outside the University.
 - a. Kentucky Alliance Partners--I and several faculty members who have a professional interest in Latin America are working with the Kentucky Partners of the Alliance Committee (based in Louisville and composed of professional, business and state government representatives) in shaping the State's "partnership" program with Ecuador. At the request of the Partners of the Alliance Committee, the Office is making recommendations on feasible directions for educational exchange and other educational activities.
 - b. Experiment in International Living--As campus representative for the Experiment program and in cooperation with the Central Kentucky Council on International Living, the Office hosts visiting foreign Experimenters, and is working with a student committee in sponsoring and publicizing opportunities for student travel and study abroad.
 - c. Education and World Affairs--With the assistance of EWA we are examining and making suggestions for improved international education in professional school programs. I serve on a national EWA committee for directors of university international programs.
 - d. World Campus Afloat--Although, after extensive discussion and investigation of the program, a decision was made not to join the World Campus Afloat Association of colleges and universities across the country, the Office is keeping in touch with the program and will encourage those students for whom it would be appropriate to participate.

Minutes of the University Senate, April 8, 1968 (Con't)

- e. Other Organizations--The Office has worked with other organizations outside the university in programming foreign visitors and scholars (University of Wisconsin, Institute of International Education) and publicizing study, teaching and research programs (Marshall Fellowships, National Science Foundation, etc.). While the individual departments and colleges should take the major responsibility for hosting foreign visitors and foreign scholars, the Office is glad to assist when possible.

Summary

If this Office is to function effectively as a source of support, advice, and assistance in developing international programs in various units of the University, close cooperation with deans, department heads, faculty and students is necessary. Particularly since we are functioning with a small staff, the programs which we mount depend on the cooperation and interest of other departments. But even if we had a larger staff and budget, it would still be appropriate for us to rely heavily on the cooperation of other parts of the University. As I said earlier we are a stimulating, coordinating, and assisting agency, and part of our role will diminish as the departments, colleges and other units themselves assume initiating and coordinating functions.

I want to express my appreciation for their interest and support to the members of the Advisory Committee and to the Faculty who have served on the subcommittees on our foreign students programs and the University's programs in Latin America. We invite questions or suggestions on our objectives and the means we are using to achieve them.

Dr. Thomas R. Ford, Chairman of the Senate Advisory Committee on the Center for Developmental Change, presented a report of that Committee which was handed to each Senator present, and recommended its acceptance. The Senate approved the acceptance of the report and its incorporation in these minutes.

The first Senate Advisory Committee on the Center for Developmental Change was appointed by President Oswald in October of 1967 to assume its functions in the calendar year 1968. The task of this Committee as set forth in the letter of appointment is "to advise with the staff of CDC in their determination of policy and in the planning of the Center's programs, bringing faculty perspective to bear on these matters." Subsequent to its activation, the Advisory Committee in consultation with the administrative staff of CDC expanded its statement of mission as follows:

The Center for Developmental Change (CDC) is a special multidisciplinary unit of the University designed to enlarge understanding and extend application of the processes of goal-directed change. The mission of the Senate Advisory Committee is a dual one. In its advisory capacity, the Committee meets periodically with the staff of CDC to review past and current activities and to provide counsel on matters of general policy and program planning. As a representative body of the Senate, the Committee reports regularly to the Senate on the policies and programs of CDC and may formulate for Senate consideration recommendations relating to CDC operations where Senate policy is deemed necessary or desirable.

Minutes of the University Senate, April 8, 1968 (Con't)

The Senate Advisory Committee met with the administrative staff of CDC on January 31, February 19, and March 15 of the current year. At the first meeting of the Committee, the CDC staff reviewed its purpose, structure, functions, programs, and activities. The other two meetings were devoted to discussions of specific aspects of CDC's operations.

The Senate Advisory Committee is impressed with the potential of CDC for contributing through multidisciplinary studies to our understanding of planned change at various levels of social organization both in the United States and in foreign areas. The Committee is equally impressed by the number and scope of activities which have already been undertaken by this new unit of the University. There is some considerable evidence, however, that the purpose and functions of the Center for Developmental Change are not well understood either within or outside the University community. The Advisory Committee feels an obligation to assist the Center to further such an understanding. As an initial step, it has requested the Center to prepare a report of its purpose, functions, and program activities to be appended to this report of the Senate Advisory Committee.

David Blythe
Kurt Deuschle

Thomas R. Ford (Chairman)
Joseph Massie

J. R. Ogletree
Marion Pearsall

April 8, 1968

A Statement on the Center for Developmental Change

Especially Prepared for the Faculty of the University of Kentucky

8 April 1968

THE CENTER FOR DEVELOPMENTAL CHANGE
University of Kentucky

I.

The purpose of the Center is to enlarge understanding and extend application of the processes of goal-directed, planned change.

The functions of the Center are research, training, consultation and the necessary attendant management.

The programs and projects of the Center are mainly interdisciplinary and seek solutions of developmental change problems.

II.

The most general problem which engages the Center, the theme in each program and project is that of illuminating the character of developmental change; its organizations, agents and strategies.

The organization of developmental change:

What are the organizational requisites and vehicles? What are the structures of relationship and action in which developmental change is nurtured and achieved? What are the goals of client groups, and what are the varieties of agent-client interaction structure?

Minutes of the University Senate, April 8, 1968 (Con't)

The agents of developmental change:

What, in varied contexts, are the roles of change-agents? How may their effectiveness be enhanced, especially through the identification and contrivance of learning-situations?

The strategies of developmental change:

What are the processes--the strategies and tactics of action by which developmental goals are approached? What are the intervening influences of change-agent and change-organization?

III.

The Center for Developmental Change is now active in three problem sub-areas:

serving the University's interest in internal change;

organizing the University's participation in technical cooperation;

publication of literature concerning research, training, and consultation in developmental change.

IV.

CDC Activities Serving the University's Interest in Internal Change:

Activity	* Function	** Stage	*** Support
University policy for recognition of faculty service performance	C	3	U
Post-graduate education for developmental change: assistantships	R,T,M	1	U
Faculty study of developmental change: seminars	C,M	0	U
Faculty involvement in developmental change programs and projects	R,T,C,M	1	U,P,G
Interdisciplinary graduate concentration in developmental change	C,M	1	U
Developmental Change proposals from University of Kentucky units	C	1	U
Intensification of developmental change effort in colleges and departments	C	1	U,G
Interdisciplinary interpretation of poverty: seminar	C,M	2	U
International Education Programs	C	1	U
University Extension	C	1	U
Institute of Public Administration	C	0	U
Technical services to small business	C	3	U,G
Eastern Kentucky Resource Development Program	R,C	1	U

* Functions performed: R=Research; T=Training; C=Consultation; M=Management

** Stage of completion: 0=Being considered or planned; 1=Current; 2=Nearing completion or phasing out; 3=Completed

*** Source of support U=University of Kentucky; P=Foundation or private donor; G=Governmental agency

Minutes of the University Senate, April 8, 1968 (Con't)

IV. (Con't)

CDC Activities Serving the University's Interest in Internal Change: (Con't)

Activity	* Function	** Stage	*** Support
Masters' degree programs for technologists	C	0	U
Inclusion of graduate students in Thai project	R,T	1	U,G
Inclusion of graduate students in Peace Corps projects	R,T	1	U,G
Developmental change dimension in Thai project	R,T	1	U,G
Developmental change dimension in Peace Corps projects	R,T	1	U,G
Southern Regional Education Board internships	C	1	U,G
Research affiliation with National Institute of Community Development, Hyderabad, India	R,M	0	U,P,G
Kentucky Development Committee	C	1	U
Kentucky Science and Technology Commission	C	1	U

V.

CDC Activities in Technical Cooperation:

Activity	* Function	** Stage	*** Support
Criteria for University participation in technical cooperation abroad	C	3	U
Off-campus University personnel policy	C	3	U
Agricultural Center in North East Thailand	R,T,C,M	1	U,P,G
Concept of change agent: contributions from social sciences since 1945	R	1	U
Concept of change agent in diffusion theory	R	1	U
Agent-client relations in Extension: USA and developing countries	R	0	U,P,G
Change-agent role models: Peace Corps, India, agriculture	R,T	1	U,G
Change-agent role models: Peace Corps, India, family planning	R,T	1	U,G
Development of Agricultural University, Bogor, Indonesia	M	3	G
Development of Institute of Technology, Bandung, Indonesia	M	3	G
Basic-Concept Manual in Behavioral Science for Extension Workers	R	1	U

* Functions performed: R=Research; T=Training; C=Consultation; M=Management

** Stage of completion: 0=Being considered or planned; 1=Current; 2=Nearing completion or phasing out; 3=Completed

*** Source of support: U=University of Kentucky; P=Foundation or private donor; G=Governmental agency

Minutes of the University Senate, April 8, 1968 (Con't)

V. (Con't)

CDC Activities in Technical Cooperation: (Con't)

Activity	* Function	** Stage	*** Support
Evaluation of OEO Poverty Program: Community Development Strategy	M	2	U,G
Evaluation of professional personnel in developing countries (Thailand, Indonesia)	M	1	U,G
Change agent training models: Peace Corps, India, agriculture	R,T,M	1	U,G
Change agent training models: Peace Corps, India, family planning	R,T,M	1	U,G
Change agent training model: OEO Poverty Program, Neighborhood Workers (Urban)	R,T,C	0	G
Consideration of consortium-relationships with other universities	C	0	U
Kentucky multi-county development area strategy	C	3	U
Regional development strategy	C	1	U,G

VI.

CDC Activities in Publications Concerning Research, Training, and Consultation in Developmental Change:

1. Gallaher, Art jr. Perspectives in Developmental Change.
(1968: University of Kentucky Press)
2. Spitz, Allan A. Bibliography of Developmental Administration.
(In press: University of Kentucky Press)
3. Weaver, Tom and Magid, Al. Presentation of CDC Seminar-on-Poverty
Papers (1967). (Being prepared for book publication by Chandler
Publishing Company.)
4. Beers, H. W. (Ed.) Indonesian Resources and their Technological Development.
(Papers presented at 1967 CDC symposium on Science and Technology in
Indonesian Development; in process, University of Kentucky Press.)
5. Jensen, Jane (Ed.) Book Review Section (Current); International Development Review.

* Functions performed: R=Research; T=Training; C=Consultation; M=Management

** Stage of completion: 0=Being considered or planned; 1=Current; 2=Nearing
completion or phasing out; 3=Completed

*** Source of support U=University of Kentucky; P=Foundation or private donor;
G=Governmental agency

Minutes of the University Senate, April 8, 1968 (Con't)

6. CDC project reports:

- | | |
|---------------------|---|
| (1) Rice, Nicholas | <u>Kentucky at Bandung</u> |
| (2) Rice, Nicholas | <u>Kentucky at Bogor</u> |
| (3) Gadbois, George | <u>India 38 and India 42: Peace Corps Training Projects</u> |
| (4) Leach, Wesley | <u>India 51: A Peace Corps Training Project</u> |

7. Various articles and monographs related to CDC project data published and scheduled for publication in professional journals and similar sources.

VII.

The Present Developmental Needs of the Center for Developmental Change:

The Center's chief need is for proposals from within the faculty, and for the participation of faculty members in the projects and activities which these proposals would generate.

The Center was conceived in faculty interest and established on that base. Faculty interest, as initially expressed was in interdisciplinary, interprofessional attack on and participation in the study and promotion of developmental change.

The Center now finds itself, however, responding to requests from outside agencies and proposals more often than to suggestions from within the University. The Center would like to reverse this relationship. Members of the Center solicit developmental-change proposals from within the faculty. The Center's procedure in responding to a proposal is to help activate a project involving research, training, or consultation in developmental change by assistance in further formulation of the idea, by identifying other interested University personnel, by helping in the organization and allocation of responsibility, by seeking sources of support and in giving such continued guidance as may be appropriate in the particular case.

VIII.

Center for Developmental Change Staff:

Professional members of the Center's staff now "on duty" (Director, Deputy Director, Associate Directors) comprise only 2.24 (full-time equivalent) persons (each belongs also to an academic department).

Additional personnel are an administrative officer and project-staff members, the latter supported by contracts.

Hopefully, professional associates will be attached to the Center as members who "come out of their departments" for designated periods to take part in CDC-related research and/or training operations, returning subsequently to their regular departmental assignments. A major need of CDC is funding for professional associates.

Minutes of the University Senate, April 8, 1968 (Con't)

Already, at least 75 faculty members and graduate students have served in CDC-related research or training activities, and CDC hopes for wider and more intensive faculty involvement.

Director	Howard W. Beers	(Sociology)
Deputy Director	Art Gallaher, Jr.	(Anthropology)
Associate Director	Frank A. Santopolo	(Sociology, Cooperative Extension)
Associate Director	Willis H. Griffin	(Education, International Education)
Associate Director	Niles Hansen	(Economics: On leave)

Walter A. Graham - Administrative Officer

Office: Seminary Building E, Telephone 606--258-9000, Extension 2831.

The Chairman read the following memorandum which had been circulated to the faculty by the University Senate Library Committee under date of April 1, 1968, for incorporation in the minutes of this meeting.

The Library Committee met once during the spring semester on March 25, 1968.

The Director of Libraries, Dr. Stuart Forth, presented to the committee a report on progress made in meeting the recommendations proposed by the External Library Survey Committee of 1964. On examination of the report the committee supported the report in substance and recommended that the information contained therein be made available to members of the University Senate. (The report will be distributed by Dr. Forth at a future date.)

LIBRARY COMMITTEE

Stephen Puckette
Robert L. Donohew
David B. Clark
George L. Luster
Robert D. Jacobs
Lloyd Jensen
Rey Longyear
Gerard E. Silberstein
John M. Patterson, Chairman

The Chairman read the following letter from Dr. Ellis V. Brown, Chairman of the Honors Program Committee:

Minutes of the University Senate, April 8, 1968 (Con't)

Dear Doctor Sears:

This is in reply to your letter concerning an Honors Program Committee report. Since Dr. Axton, the former chairman of this committee, gave a rather complete report last April, and since my present appointment started the first of January and the present committee is still considering that which was done under Dr. Axton's chairmanship, I do not think that a report at this time would add anything to the situation.

The Chairman stated that there were no reports from the University Senate Advisory Committee on Community Colleges or the Senate Advisory Committee on Intercollegiate Athletics.

Dr. William Plucknett, former Chairman of the Rules Committee, presented the revised proposed changes in the Rules of the University Senate (circulated to the faculty under date of March 18, 1968).

Rules of the University Faculty, March 1964

page 12, paragraph 1:

The Senate approved the following change in this paragraph with the slight amendment that the phrase "to a specified date" be inserted.

The grade I, for undergraduates, must be removed by midterm of the semester after the student re-enters the University. I grades which are not removed within this time period shall be changed to E grades by the Registrar. In unusual circumstances, the dean of the college in which the student is enrolled may grant an extension of time, to a specified date, for removal of an incomplete and notify the Registrar of such action. However, in no case shall more than two extensions be granted for each I grade. A student may not enroll in a course in which he has an I grade.

page 23, Changes in Courses

The Senate approved a motion that this section be replaced by paragraphs a., b., c., d., e., f., under arabic 5., pages 169-170 of "Beginning a Second Century--October 1965" which had been approved by the Senate at its meeting of November 22, 1965.

In addition, the Senate approved the revised, proposed wording of paragraphs g., and h., circulated March 18th, as further additions to the above-mentioned section. This entire section, as approved, follows:

a. New courses and programs, and changes in courses and programs will be recommended to the college faculty by the initiating department. The proposals will be circulated to the members of the college faculty by the initiating department at the time of submission.

b. The college faculty will make its recommendations to the appropriate council(s), supplying the information required for consideration and will circulate to the entire faculty of the University a description of the recommendation. Any faculty member having objection to any part of the recommendations will report his objections to the Chairman of the Council(s) within 10 days of receipt of the recommendations.

Minutes of the University Senate, April 8, 1968 (Con't)

- c. The Council(s) will report its recommendations to the Senate Council.
- d. The Senate Council will circulate a report of its actions to the faculty and these actions will become final and official in 10 days if no objection is raised. If objection is raised, the recommendation will be debated in the next meeting of the Senate and the action of the Senate will be final.
- e. When new programs involve new courses or changes in courses, the programs and courses will receive simultaneous consideration.
- f. When new programs are proposed, information on costs and other matters that are necessary to determine the administrative feasibility will be submitted to the President by the Dean of the College at the time that the proposal is forwarded to the Council(s). The Senate Council will consult with the President before making a final recommendation on the program(s). Upon recommendation of the Senate Council (or Senate) the President will recommend establishment of the program to the Trustees.
- g. For the purpose of this rule, changes in courses will be defined as changes in number where the change moves from one numbered series to another, e.g., 100 to 200 numbered courses; credit, title, description; and prerequisite, where such changes imply a difference in the course.

Changes in number within a numbered series; title; description; or prerequisite, which do not affect the meaning of the course may be made by the department chairman, on approval of the dean, by memorandum to the dean, and to the appropriate council(s)--the Undergraduate Council and/or the Graduate Council for all courses except the professional courses (800-999) in the Medical Center. An additional memorandum will be sent to the Academic Council for the Medical Center for all courses in the Medical Center. At the time of such changes, notice of the changes shall be given to the Registrar who shall refer doubtful cases back to the college concerned. Errors in course approvals, such as duplication of course numbers, typographical errors, and errors in prerequisites may be corrected by memorandum as outlined above.

- h. Unless otherwise specifically provided, any course for which another is substituted, any course dropped, any course changed to another or replaced by another or any course combined with or consolidated with one or more courses in order to make a new course shall be considered dead and may not be used unless reestablished by the same procedure as used for new courses.

page 22, X. MISCELLANEOUS, item 2., paragraph 3

The Senate approved revised proposed wording of this paragraph as follows:

Repeated registration in a course may be allowed if the course description carries the statement "May be repeated to a maximum of . . . credits." However, a student may enroll only one time in a specific course during a given semester. Courses with the same number are not considered to be the same course if different identifying titles are an integral part of the record.

Minutes of the University Senate, April 8, 1968 (Con't)

page 12, following end of remainder of first paragraph, the Senate approved the addition of the following paragraph:

Each Department, School or College shall maintain a file record of incomplete grades recorded in courses of that department, school or college. This record, completed by the instructor, shall include (1) the name of the student, (2) the course number and hours of credit, (3) semester and year of enrollment, (4) signature of the instructor, (5) a brief statement of the reason for recording the incomplete, and (6) an adequate guide for removal of the incomplete grade (with a suggested final grade).

Chairman Sears read the following message from the mother of John C. Ray, deceased, former assistant professor in the School of Architecture, which had been sent to the Secretary, University Senate:

Friday, March 15th, 1968

Dear Mr. Ockerman:

Just a note to thank you for the very tremendous tribute to my son.

It's difficult to understand why a person at his age, and with his talent had to be taken, but I suppose we are not to question these things.

My sincere thanks again. I appreciate your thoughtfulness.

/s/ Mathilde C. Ray

The results of the first nominating ballot, which were written on the blackboard, were as follows:

Carl Cone
Emmett Costich
Stephen Diachun
Art Gallaher
Ward Griffen
A. D. Kirwan

Ray Marshall
Robert W. Rudd
George W. Schwert
Paul Sears
Sydney Ulmer
William S. Ward

Each member then voted for six candidates from the 12 names on the board.

The Senate adjourned at 5:45 p.m. and the ballots were collected as the Senators left the meeting.

Elbert W. Ockerman
Secretary