

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

February 29, 1984

TO: Members, University Senate

The University Senate will meet in regular session on Monday, March 12, 1984 at 3:00 p.m. in the Whitehall Classroom Building, 106.

- 1) Minutes of 13 February meeting.
- 2) Announcements.
- 3) Resolutions.
- 4) Proposed change in University Senate Rules, Section IV., 2.1.3, Non-degree Students. (Circulated under date of February 27, 1984.)
- 5) Proposed changes in University Senate Rules, Section I., relative to reassigning Senate committee charges. (Circulated under date of 22 February 1984.)
- 6) Consideration of a recommendation (#6) from the 1982-83 Senate Research Committee to the Administration. (Circulated under date of 21 February 1984.)
- 7) Update on merger. Discussion on merger.

Elbert W. Ockerman  
Secretary

/cet

MINUTES OF THE UNIVERSITY SENATE, MARCH 12, 1984

The University Senate met in regular session at 3:00 p.m., Monday, March 12, 1984, in Room 106 of the Classroom Building.

E. Douglas Rees, Chairman of the Senate Council, presided.

Members absent: Kathy Ashcraft, Charles E. Barnhart, Susan M. Belmore\*, Jack C. Blanton, James A. Boling\*, Peter P. Bosomworth\*, Robert N. Bostrom, David Bradford, James Buckholtz, Joseph T. Burch, Ellen Burnett, I. K. Chew\*, Henry Cole\*, Glenn B. Collins\*, Philip Dare, Donald F. Diedrich, Gadis J. Dillon\*, Richard C. Domek\*, Herbert Drennon, Paul M. Eakin\*, Anthony Eardley, William Ecton, Charles Ellinger, Donald G. Ely\*, Jackie Embry, Charles H. Fay\*, Stanley Feldman, Nathan Floyd, Ray Forgue\*, Richard W. Furst, Art Gallaher, Jr.\*, Charles P. Graves, C. Michael Gray, Andrew J. Grimes\*, John Hall\*, Joseph Hamburg, S. Z. Hasan\*, Robert Hemenway\*, Andrew J. Hiatt\*, Raymond R. Hornback, John J. Just, Theodore A. Kotchen\*, Robert Lawson\*, Edgar Maddox, Kenneth E. Marino\*, Mike McCauley, Brad McDerman, Marcus T. McEllistrem, Marion McKenna\*, Martin J. McMahon, Jr.\*, Mary Beth Messmer\*, H. Brinton Milward, William G. Moody\*, Daniel N. Nelson, Robert C. Nobel, Clayton Omvig\*, Mary Anne Owens, Merrill Packer, Alan R. Perreiah, Janet Pisaneschi, David J. Prior\*, Robert Rabel\*, Madhira D. Ram\*, Kay Robinson\*, Wimberly Royster, Charles Sachatello\*, Edgar Sagan, Otis A. Singletary\*, Harry A. Smith\*, John T. Smith, Howard Sypher, Kenneth Thompson, Marc J. Wallace\*, Alfred D. Winer, Scott Yocum

The Minutes of the Meeting of February 13, 1984, were approved as circulated.

Chairman Rees recognized Professor David Newburg who presented the following Memorial Resolution on the death of Professor Jose Concon.

MEMORIAL RESOLUTION

Jose Madrid Concon 1932-1984

Jose Madrid Concon, Associate Professor of Nutrition and Food Science for the College of Home Economics at the University of Kentucky, died at his home on March 4, 1984.

Born in Manila, Philippines, December 8, 1932, to Jose S. Concon and Gloria M. Madrid, he completed his elementary education in Sorsogon Province in 1944 and his high school education in Naga City, Philippines. He earned his Bachelor of Science degree in chemistry at the University of the Philippines in 1955. He taught at Feati University in Manila on a part-time basis from 1958 to 1960 while working for a local industry whereupon he moved to Lafayette, Indiana to earn a Master of Science in Biochemistry from Purdue University in 1963, and a Ph.D. in biochemistry in 1965. After spending three years at the North Star Research Institute in Minnesota, Dr. Concon joined the Nutrition and Food Science faculty at U.K. in 1969 as an assistant professor. In 1975, he was promoted to associate professor, and immediately was called upon to serve his department as acting chairman for a year while a national search to fill this position was conducted.

\*Absence explained

Dr. Concon was very committed to his profession and to the University community. He sat on the University Senate from 1970 to 1973, and again from 1981 to the present. Throughout his career at this university, he volunteered for extra committee work when the need was apparent, and enthusiastically applied himself to the tasks at hand.

Dr. Concon's professional memberships included the American Association for the Advancement of Science, the American Chemical Society, the Nutrition Today Society, the American Home Economics Association, the New York Academy of Science and the Southern Association of Agricultural Scientists, for which he chaired Biochemistry sessions at its annual meetings in 1983 and 1984. He had also served in 1970-73 as Monitor for North America on the Area of Genetic Improvements of Food & Feed Crops for the International Union of Nutritional Sciences Information Systems.

Dr. Concon was a true scholar, with a breadth of expertise encompassing art, music (particularly classical piano), the classics, botany and several diverse aspects of nutrition. He taught a wide selection of undergraduate and graduate courses in which his breadth of knowledge, enthusiasm for the subject, and empathy for the students themselves recognized these qualities by selecting Dr. Concon to receive the outstanding teacher award in the College of Home Economics. In addition, many of our graduate students benefitted by working with Dr. Concon on his ongoing research as part of their graduate training.

The research performed by Dr. Concon also reflected his diversity of interests and breadth of knowledge. As a cereal chemist, he improved a technique to combine cereal and legume proteins to optimize their biological value. As a nutritionist he devised a diet which greatly prolonged the life of nephrectomized animals. As a food toxicologist, he studied the relationship between cooking conditions and the production of carcinogens in foods; and was the first to demonstrate the carcinogenic potential of black pepper. While working on these projects, he also wrote a manuscript, "The Toxicology of Foods," which was over 2,200 pages long. He was putting this manuscript into its final form for publication by AVI Publishing Co. at the time of his sudden death last Sunday.

He is survived by his wife, Jayne Wheeler Concon, his mother, Gloria Madrid Estipona of Naga City, Philippines, and six siblings, Isidoro Madrid Concon, Maria Elena Madrid Guzman, Caesar Madrid Concon, Oliva Badong, Antonio Estipona, and Gloria Acoba.

Because of his good cheer, kindness to peers and students, industry, intelligence, and enthusiasm, Dr. Jose Madrid Concon will be missed greatly on this campus.

Mr. Chairman, I request that this resolution be spread upon the minutes of the University Senate, and that copies be sent to the Concon family.

(Prepared by Professor David Newburg, Department of Nutrition and Food Science)

Chairman Rees directed that the Resolution be made a part of these minutes and that copies be sent to the family. The Senators were asked to stand for a moment of silence in tribute and respect to Professor Jose Madrid Concon.

The Chairman made the following announcements:

"The first announcement concerns the policy statement that the Senate Council prepared and transmitted to President Singletary concerning the funding of education in Kentucky. Much of that statement was printed last Wednesday in the Kernel. (A copy is at the end of these minutes.)

The considerations of the Senate Council were these:

'It is in the best interest of the University faculty that the quality of primary and secondary education be improved and that there be no further cutback in the funding of higher education. Without an increase in State revenues the entire system of education in Kentucky will likely be in horrible shape. That means the University system, including the University of Kentucky, undoubtedly will have cutbacks in budget once again. With the State's economy not improving as we would hope it might, increased revenue means increased taxes. For that reason the Senate Council urges legislators to support Governor Collins' proposal to raise taxes for the purpose of education.'

The Senate Council will send its statement to various newspapers and to various Kentucky legislators. We are under no illusion that this will overwhelm all opposition--we hope it helps, and it will certainly demonstrate our position and concern. A number of senate members have made notable efforts to aid the cause of higher education in Kentucky and education in general. Among these are Professor Applegate and Dean Furst, who in previous months wrote excellent columns in the Herald-Leader concerning the critical importance of education and the support of education to Kentucky. Professor Connie Wilson has met with Senator Moloney. Students oftentimes are more active than the faculty, and David Bradford and other students have met with legislators.

Numbers are very important in the political process of a democracy. We can all do something as individuals whether as citizens, faculty members, or parents. Professor Jewell provided us with names of senators and representatives from Fayette County. I encourage you to write a short

letter to your legislators supporting increased revenues for education. Please use your own stationary and stamps. Encourage your friends to do the same.

The second announcement is a word about the organization COSFL (Congress of Senate Faculty Leaders.) Membership includes representatives from each of the state universities and members meet on an as needed basis about once every six weeks during an academic year. Last Spring during the primary campaign for governor we met with some of the candidates and were able to obtain from the gubernatorial candidates, including now Governor Collins, a commitment that the governor would meet periodically with members of COSFL. Such a meeting is now being set up through the Chairman of COSFL, Steve Smith, a professor of Law at the University of Louisville. Generally we have three or four of our Senate Council members at these meetings--Connie Wilson, Don Ivey, Don Hochstrasser and myself. COSFL has prepared and is in the process of preparing position papers of considerable importance to the universities in the state system. There is a position on formula funding, which states in part "the criteria by which a University is funded should aim for excellence. Enrollment driven funding cannot respond to the needs of the University library and University research and thus it fails to promote excellence in these two critical components of a university." There are also statements concerning the Council on Higher Education, the collegial system of governance, and merger of the state supported universities. (More on this later.)

During this legislative session members of COSFL are meeting with individual legislators on behalf of higher education in Kentucky. In meeting with and informing legislators, there are duplicating expenses and also transportation and lodging expenses for those coming from the most distant state universities. While that is not a problem for those of us at the University of Kentucky, it is a problem for those far away. COSFL has asked the Chairman of each Senate to seek small donations (a few dollars) on a voluntary basis from the members of their senate and faculty. Senators or other faculty members who wish to contribute to COSFL may do so by sending a check made out to 'COSFL Political Action' c/o Professor Harry Robe, Department of Psychology, Western Kentucky University, Bowling Green, Kentucky 42101. The check will be deposited in a Credit Union account there set up for this purpose. I should say explicitly that this money is not used for COSFL meetings but for meetings with legislators concerning legislation on higher education.

Third, reminder to the committee chairmen--we will send notice shortly that annual committee reports should be prepared for our April meeting. Also the Senate Council will be getting in touch with people concerning committee assignments for the coming year.

I ask your advice on what you would like to discuss in the open discussion at the April meeting of the senate. I suggest

Recommendation #8 from the Research Committee Report which deals with what is called "The Need to Improve the Communications System and Simplify the Procedure for Conducting University Research Business." The recommendation proposes that the University of Kentucky Research Foundation assume a full service function for project accounting, hiring of personnel and purchasing research committee. Two benchmark institutions in this report, Ohio State and Purdue, already have this model. There has been considerable interest and discussion in this area. I will explore this matter with the Research Committee and individuals."

Chairman Rees recognized Professor Goldstein who wanted to know if the proposal would require additional funding for the running of UKRF. Chairman Rees allowed that was one of the things which could be pursued and asked of the representatives from UKRF.

Dr. Weil wanted to know if there were other options for discussion, and the Chairman assured him any suggestions could be made. There were none so the Chairman said they would proceed along the line of Recommendation #8 and would make arrangements for discussion at the next meeting.

The first action item concerned the proposed change in the University Senate Rules pertaining to admission of non-degree students. The Chairman recognized Professor Robert Bostrom. Professor Bostrom, on behalf of the Senate Council, presented the proposed change in the rules, Section IV., 2.1.3, Non-degree Students. This change had been circulated to members of the senate on February 27, 1984.

The Chairman recognized Professor Robert Altenkirch for statistics on the non-degree student.

Professor Altenkirch made the following remarks:

"When we worked on the selective admissions policy last year, there were several loopholes we did not have time to plug because we had to get the policy to the Board of Trustees. The non-degree student category is one of those. By "loophole" I mean that a student who wants to attend UK will find a way to circumvent the selective admissions policy and come even though he/she does not meet the admissions criteria which have been developed. If you think the students will not find those, you are mistaken. For example, the last time I spoke here I mentioned to you that Summer School 1984 is the last time that a student can circumvent completely the selective admissions policy. Summer school applicants for first time freshmen are up. People are already using this vehicle to circumvent selective admissions. The non-degree student category as it is now written in the University Senate Rules is another means of circumventing the selective admissions policy. What we have proposed will help to eliminate that problem. The following statistics are from the Fall of 1982.

No student can enroll at UK if he/she has been suspended from the University. He has to be reinstated. No student can transfer from another university if he/she is not in good standing when he/she left that school. No one may continue to enroll as a non-degree student after earning twenty-four semester hours in this status without the special permission of the Dean of the College. What is being

done is to treat a non-degree student in the same fashion as a transfer student. The differences in the rules are minimal except for the required waiting period."

ADMISSIONS POLICIES

NON-DEGREE

|                                     | Current       | Proposed       |
|-------------------------------------|---------------|----------------|
| 1. Waiting period beyond HS         | No            | Yes            |
| 2. Non-enrollment of                | Yes           | Yes            |
| 3. Enrollment limitation            | Yes (2 years) | Yes (24 hours) |
| Enrollment after limitation         | Yes           | Yes            |
| 4. Transfer of credit toward degree | No            | Yes            |

NON-DEGREE STUDENTS  
FALL 1982

|                      | TOTAL | > 25 | % > 25 |
|----------------------|-------|------|--------|
| Agriculture          | 7     | 7    | 100    |
| Allied Health        | 34    | 24   | 71     |
| Architecture         | -     | -    |        |
| Arts & Sciences      | 158   | 117  | 74     |
| Business & Economics | 10    | 6    | 60     |
| Communications       | 5     | 3    | 60     |
| Education            | 12    | 11   | 92     |
| Engineering          | 6     | 6    | 100    |
| Fine Arts            | 11    | 10   | 91     |
| Home Economics       | 6     | 4    | 67     |
| Nursing              | -     | -    |        |
| Social Professions   | 1     | 1    | 100    |
| Pharmacy             | 1     | 1    | 100    |
| Evening              | 351   | 285  | 81     |
| Ft. Knox             | 179   | 92   | 51     |
| Off Campus           | 11    | 9    | 82     |
| TOTALS               | 792   | 576  | 73     |

DONOVAN STUDENTS  
Spring 1984

|               |    |     |     |
|---------------|----|-----|-----|
| Undergraduate | #  | %   | %   |
| Degree        | 18 | 22  | 23  |
| Non-degree    | 18 | 22  | 23  |
| Auditor       | 41 | 49  | 53  |
| TOTAL         | 77 | 93  | 100 |
| Graduate      | 5  | 6   |     |
| Law           | 1  | 1   |     |
| TOTAL         | 83 | 100 |     |

The Chairman recognized Professor Gesund who wanted to know if this policy would discourage some people who just wanted to take courses in the evening school. He felt the University was discouraging people who were going to school just to learn and asked where the Donovan Scholars fit into the policy. Professor Altenkirch's reply was that the University was not discouraging anyone except one category and that is a person who was within two years of high school graduation who cannot according to the projections function effectively as a student. Once a student is out of high school for two years there are no restrictions except for the twenty-four credit hour limit. The current limitation is two years. Professor Altenkirch felt this policy was less restrictive than the current one. His understanding was that the Donovan Program was a scholarship program which provides scholarships for students who are 65 and over. The admissions requirements are waived for an auditor. Professor Gesund asked about the Donovan scholars who were taking courses for credit. Professor Altenkirch said of the eighteen (18) non-degree students in the Spring of 1984, fifty-six percent of those already have a degree. Forty-one students are auditors. He said if the students didn't meet the admissions standards they could be admitted by exception. He felt that was a more effective way to deal with those students than to write a rule specifically to those people.

Professor Rea was curious about some of the problems that might arise in the two-year regulation. For example, if a student had all "A's", high ACT scores and wanted to take a couple of courses, but did not want to enter college, would the University forbid the admission. Professor Altenkirch's reply was that the admissions policy did not speak to the degree student. If a student wanted to participate in a program not directed toward a degree, that would be the student's choice.

Professor Ivey emphasized that the policy did not address students who were eligible to enter the University but was for students who could not meet the admissions requirements. Dean Ockerman said some students elected to be admitted because they qualified on the basis of their grade point average and ACT scores, but thirty-four percent of good students take the ACT by the end of the junior year. The University under current circumstances can admit practically all those people. Professor Altenkirch pointed out that only about ten or fifteen percent of the non-degree students would be affected--this would total less than a hundred.

Professor Weil asked, if a student did not wish to pursue a degree and yet did not want to be limited by the twenty-four credit hour rule and enrolls as a "student", was there a regulation or criteria that the student had to satisfy in order to maintain a good standing or else put on probation and eventually be suspended? Professor



Altenkirch said all students had to meet grade point average standards. Professor Weil was talking about someone registering as a degree student. Professor Altenkirch said there were plenty of students in engineering who do that.

Professor Weil moved an amendment to read:

"None of the above regulations apply to the Donovan Scholars."

Professor Altenkirch had no problem with the amendment but said the door was being opened to every group who did not quite fit the mold. He felt it was better to allow the Exceptions Committee to handle the "exceptions" because the rules would get thicker for no good reason.

Professor Bostrom said the committee felt it would not hurt even the Donovan scholars when the student finished twenty-four hours to have the dean or someone look at the record to see if the student was indeed progressing toward a degree and tell the student perhaps he/she should be thinking about a degree program. He thought after twenty-four hours an advising session should be provided. Professor Altenkirch did not feel the Donovan scholars constituted enough students to write a rule.

Professor Pival wanted to know if the hours accepted had to be earned at the University of Kentucky. Professor Altenkirch's answer was that the rules spoke to non-degree students at this University.

Professor Gesund suggested a change which was accepted to add editorially "at this University" to the second sentence in the fifth paragraph of the proposal. The sentence would then read:

"Applicants who have earned fewer than 24 semester credit hours at this University must meet the University's standards . . ."

The previous question was moved, seconded and passed. The proposal, as changed editorially, passed unanimously and reads as follows:

Proposal:

IV. 2.1.3 Non-degree Students

Individuals who do not meet the regular admission requirements but who desire to take courses for credit may apply for admission as non-degree students. To be admitted as a non-degree student, an applicant must meet the following criteria:

1. The high school class of a non-degree applicant must have graduated at least two years prior to the applicant's anticipated semester of enrollment unless the applicant will be on active military duty during his/her tenure as a non-degree student or the applicant has been admitted by exception according to IV., 2.1.1 (d).

2. Former University degree students shall not be admitted as non-degree students without a bachelor's degree or its equivalent unless they left the University in good standing or have been reinstated following academic suspension according to V., 3.1.6.
3. No one may continue to enroll as a non-degree student after earning 24 semester hours in this status without the special permission of the dean of the college in which the student is registered.

Non-degree students may become degree seeking students after meeting regular University and program admissions criteria. Applicants who have earned fewer than 24 semester credit hours at this University must meet the University's standards for automatic acceptance as first-time freshmen. Applicants who have earned 24 or more semester hours will be considered transfer students for admission purposes.

Non-degree students must meet course prerequisites or obtain the consent of the instructor to enroll in a course. Successful completion of course work as a non-degree student does not ensure admission as a degree-seeking student; credit earned as a non-degree student will be evaluated for applicability toward a degree by the dean of the college in which the student is registered. No graduate or professional credit is awarded for courses taken while a student is enrolled as a non-degree student.

Implementation Date: Fall, 1984

Chairman Rees recognized Professor Robert Bostrom to present the proposed changes in University Senate Rules, Section I., relative to standing committee changes. Professor Bostrom, on behalf of the Senate Council, recommended approval of the proposal which had been circulated to members of the senate under date of February 22, 1984.

There were no questions or discussion, and the proposed changes which passed unanimously read as follows:

Proposal:

In University Senate Rules, Section I., 4.1.8, add to the charge of the Senate Committee on Academic Organization and Structure the responsibility to:

- e. Study and report to the Senate on matters pertaining to faculty size and strength, and student enrollment.

Proposal:

In University Senate Rules, Section I., 4.1.3 add to the charge of the Senate Committee on Academic Facilities:

4. Study the use, renovation, and need for space (including classrooms) and equipment relevant to academic programs and functions.

Again Chairman Rees recognized Professor Robert Bostrom. Professor Bostrom, on behalf of the Senate Council, recommended approval of Recommendation #6 from the 1982-83 University Research Committee Report. Professor Bostrom felt the senate should be convinced there was a need for adequate statistical consulting services at the University and should be made available to all students. He said the Research Committee and the Senate Council felt very strongly that the University ought to have some statistical consultation procedure that would be available to anyone on a demand basis and urged the senators to support the proposal.

There was no discussion or questions and the proposal which passed unanimously reads as follows:

Proposal:

The University should provide adequate statistical services and make these accessible to all research-oriented faculty and for graduate student research.

Rationale:

The Research Committee report noted "The existing statistical consulting facilities provided by the Statistical Laboratory are meager and inadequate. Separate funds should be provided to the Lab so that it can provide University-wide service." The goal stated in the recommendation was "to provide statistical service consultation to researchers in Medicine, Agriculture, Biological Sciences, Behavioral Sciences, and other areas where statistical evaluation of large blocks of information is important."

Dr. Gani and Dr. Kryscio set forth in their Senate presentation both the need for a statistical consultation service and the need for a solid financial base so that the service can be adequately rendered.

Chairman Rees spoke to the senate on the merger:

"I want to say a few words about the talk concerning merger involving the University of Kentucky and the University of Louisville. The Senate Council and the Senate Committee on Academic Organization and Structure have been following this and as Council Chairman I shall share with you some thoughts.

Mutual cooperation between the universities certainly seems in order; I do not think anyone would argue with that. But merger in the literal sense I feel is doomed. It is most unlikely that the University of Kentucky and the University of Louisville will merge into one institution. Regardless of what else happens, each university will retain its separate and identifiable basketball team along with their TV and tournament appearances and income. Simple arithmetic indicates that if there are twice the TV appearances and twice the tournaments, you will have roughly twice the money. Each institution will retain its name (I think it is safe to say.)

It is important to note that each university is set up under state statute and has its own governing system. Our governance differs from that to the University of Louisville.

It is also unlikely to me that the two Medical Centers will be severed from their parent university and merged into a single and separate institution. I think the last thing the leaders in the Commonwealth want is another public institution vying for state monies. Faculty who think about it would not want that to happen either. Moreover, each Medical Center as a whole is much more intimately intertwined with programs and colleagues on its own campus than with programs or colleagues at the other university and, thus, I feel merging of the two Medical Centers into an independent institution makes little functional sense as well as little political sense.

Once one starts delving into the detailed implication of any merger concept, a multitude of problems unfold. One issue was raised last month (February 12) in the Herald-Leader editorial concerning the teaching hospitals. This was quite a good editorial. It says:

#### MERGER IS NO MIRACLE CURE

'The state Council on Higher Education has passed a resolution that could be the first step toward merging the medical schools of the University of Kentucky and the University of Louisville. That also could be the first step toward merging the two institutions altogether.

Merging the medical schools is an intriguing possibility. They are costly endeavors. They necessarily duplicate programs and services. Merging them would set an example that would make it easier to force other state universities to cut needless academic duplication.

But there are problems with the notion of merging the medical schools, too. And two of the biggest problems concern the hospitals that are connected to the two medical schools.

Both these hospitals have financial problems that stem from their treatment of indigent patients. UK has

attempted to solve its problem by cutting back on the number of indigents it serves. U of L and the city of Louisville have tried to solve their problems by turning the U of L teaching hospital over to Humana Inc., the Louisville-based corporation that runs for-profit hospitals around the country. The state, the city of Louisville and Jefferson County subsidize indigent care at the hospital.

That raises obvious questions: Who would run UK's Albert B. Chandler Medical Center if the two medical schools were merged? And how would the problems of indigent care be resolved?

It would seem to make little sense to have merged medical schools without having unified management of the two hospitals. We have serious reservations, though, about turning over the management of any publicly financed hospitals to for-profit corporations.

Nor is it clear that private management of public hospitals really offers a solution to the problems of indigent care. Humana is asking for an increased subsidy for its operation of the Louisville hospital. That suggests that no matter who manages indigent care, the problem remains the same: too many patients and not enough money.

Merging the schools or combining the management of their hospitals won't solve the indigent-care problem. The council, the legislature and local governments have to address that problem if any proposal for merging the schools is to have a chance of success.'

I would say that the indigent care problem is a long way from being solved. If that is the first step, 'merger' is an even longer way from being solved.

In that same Sunday newspaper there was a lengthy article by Cheryl Truman on 'The State Taking a Look at College Duplication.' By duplication is meant duplication of programs and faculty. Of course, when the second university was built in the state we had duplication but now, with the investment that the State has in any given University, it is unlikely the Legislature would eliminate a university as a whole. So the elimination of duplication means the elimination of programs and faculty. President Singletary has addressed this point as follows, and I will paraphrase.

'Sure you can eliminate programs and thereby cut costs, but do you save money? What are the criteria and standards for determining savings?'

These are excellent points--for if you are to consider savings, you must consider total value against cost. What is the economic value of UK and its programs to the state? To what extent is

the University an attraction to business, to industry, to individual families?--not only from the viewpoint of coming to Kentucky but from the viewpoint of staying here! What are the savings in tuition, in transportation and in other costs to Kentucky parents by virtue of having a major University with a broad spectrum of programs within the Commonwealth? The existence and financial well-being of many businesses depend on the University--to wit, the recent Business of the Year award to the University by the Kentucky Chamber of Commerce. And so on. Dr. Furst, Dean of the College of Business and Economics, wrote a fine article for the Herald-Leader on the importance of the University as an economic and cultural work in attracting businesses and industry.

Merger, which implies making two universities into one, seems unlikely; but the positioning of the universities under a common governing board is very likely to be considered as a possibility. Even last November discussion of a potential merger was rather far advanced at the University of Louisville. President Swain raised the matter with the University of Louisville faculty to the extent that the University of Louisville Senate adopted a Resolution at their December 7 meeting on this matter. The recommendations of the University of Louisville Senate are:

- 1) That the Chair of the Senate be charged with the responsibility to maintain close liaison with the president on all issues relating to possible University merger and that the Chair be authorized to appoint ad hoc committees to study all issues related to possible impact on any unit or program of the University;
- 2) The Senate invites the cooperation of the President in realizing fully the Redbook responsibilities and rights of the Faculty with respect to any discussions of merger; and
- 3) Any recommendations by the President or preliminary or final decisions by the Board of Trustees to approve such a merger should be made only after the Faculty has an opportunity to fully discuss the issues and make a recommendation.

[Note: The Senate Chairman at the U of L is a member of the Board of Trustees there]

I think our faculty remains open-minded on the advisability of placing the two universities under a common governing board, but resistance to the idea seems evident at the University of Louisville. The organization, COSFL, has drafted a position statement on the merger of the universities. Though a final version has not been discussed in detail, the main points of agreement are presented in draft form. (A copy is at the end of these minutes.)

At the University of Kentucky, the Senate Council and the Senate Committee on Organization and Structure (chaired by Jim Applegate) continues to follow developments, especially those in the College of Dentistry. Before going to the Council on Higher Education last month, President Singletary reviewed with the Senate Council the situation and his position with regard to the College of Dentistry. This Council on Higher Education presentation is now a matter of public record. Beyond that, the President has assured me that should discussions beyond those between himself and President Swain begin, there will be faculty participation in the discussion and this participation will be through our elected faculty members who are on the Board of Trustees. These two faculty members are thus key individuals should deliberations begin. We should expect our faculty trustees to keep us fully informed and we should expect them to make faculty views known. I welcome discussion.

Chairman Rees recognized Professor Harris who was puzzled that any great gain would be attained for either university. The only argument of practical significance he had heard was that maybe the two universities would have more influence with the legislature in pressing their causes with the other universities in the system. The Chairman said probably the main argument was to save money by avoiding the duplication of programs. He added that the Minutes of the Council on Higher Education indicate a policy that money would be saved by blending together programs in the College of Medicine and the College of Dentistry at the two universities and there was an expressed hope that this would set an example.

Professor Applegate pointed out that one of the important things to emphasize as a faculty was the quality issue. His experience was that quality tended to get shorted and, even if duplication of services could not be documented, expediency then became a question and quality issues got submerged. Professor Rees felt there was an enormous pressure that something be done. Professor Dillon wanted to know where the pressure was coming from and felt keeping it churned up all the time was making the pressure self fulfilling. Professor Rees asked Professor Dillon where he saw the pressure beginning, and Professor Dillon said he did not see it beginning at UK but saw it as politicians wanting to talk. Chairman Rees said the politicians wanted to save money because the State was under substantial financial pressure.

Professor Wilson said the Council had already started with the dental colleges. The two dental colleges have been told to save a million dollars. She added it was not just talk.

Professor Webster encouraged the senators if they were interested to become enlightened. Quality was not a word being used by the Council. He said they were looking at numbers which are related to dollars. He added that we may not have the dental college as it exists now, and there are three bills suggesting closing a law school, a medical school and a college of dentistry.

Chairman Rees said things are in a very fluid state, but the senators should keep informed and insist on quality and above all if there are changes there should be demonstrative savings in administrative and other costs.

Professor Hochstrasser informed the senators that Senator Moloney and other leaders in Frankfort have set up a special study to look into the question of duplication of programs. He said it would behoove the senators to keep informed about

the study. Professor Applegate felt another important thing the senators could do was clarify the issue of duplication. It seemed to him the situation had become one where UK was unclean and therefore not deserving of additional funding or at least nothing more than cost-of-living increases. "Unless we clean ourselves of this 'leprosy of duplication' we are overfunded," he said. He added there should be a coherent, public relations-wise proposal to answer to the idea of what looks like a duplication and provide a quality education. There would always be duplication unless there was only one university.

Professor Wilson went personally to see Mike Moloney to ask what he meant by duplication. Professor Wilson reported that Senator Moloney did not mean the dental schools. He thought the Council on Higher Education had bent to the special interests of practicing dentists. In essence the Council had taken a poll of the dentists who said there were too many dentists. He did not feel there were too many lawyers or too many law schools. Too many colleges of education were his chief target. Senator Moloney also said he was going to ask for a legislative committee to look at every single course at every single university and have them all numbered the same way. Professor Wilson voiced her skepticism regarding this.

There was no more discussion and the meeting adjourned at 4:30 p.m.

Elbert W. Ockerman  
Secretary of the Senate

Fayette County Legislators

Senators

John E. Trevey  
Michael R. Moloney  
Ed Ford

Representatives

Carolyn Kenton  
Jerry Lundergan  
David L. van Horn  
Pat Freibert  
Henry Clay List

Can be addressed:

Senator \_\_\_\_\_ /or Representative \_\_\_\_\_  
State Capitol  
Frankfort, Kentucky 40601



A POLICY STATEMENT BY THE UNIVERSITY OF KENTUCKY SENATE COUNCIL  
ON FUNDING FOR EDUCATION

The University of Kentucky Senate Council supports Governor Collins' proposal to increase state revenue substantially through raising taxes, and it urges legislative support for such revenue increases. New taxes are essential to provide desperately needed improvements in the quality of primary and secondary education and to prevent serious erosion in the quality of higher education in Kentucky.

As university teachers, we are acutely aware of the need for better primary and secondary education. Students must be better taught so that they can compete for jobs and become more useful citizens. In an age of technology and growing complexity, it is particularly important that those students who seek a college education be better prepared than in the past. Better education requires better trained and paid teachers, smaller and more specialized classes, and better equipped classrooms--all of which require a greater investment of tax dollars.

The revenue shortfalls of recent years have reduced the teaching resources and strained the capabilities of the state's universities. If new tax revenue is not forthcoming, the universities' abilities to offer quality education will be further eroded. We believe that the Governor's plan of enhanced support for primary and secondary education must be the first step in a long-term program of improving education at all levels in the Commonwealth, a program that should lead to more adequate financing of higher education.

It is difficult to raise taxes in a state where the effects of the recession are still being widely felt. But we are convinced that it will be impossible to attract substantially more jobs and business to the state unless we embark on a major effort to raise the educational level of Kentucky citizens. States such as Ohio, Tennessee, Arkansas, and Mississippi have already embarked on such programs. We believe that dollars spent on better quality education at all levels, along with stronger research programs in the universities, will produce tangible results in economic growth. At a time when national attention is focused on the need for better education, if Kentucky does not make such an investment in its future, it will fall even further behind most other states.

5 March 1984

COSFL STATEMENT ON "MERGER" OF UNIVERSITIES  
(Draft Under Consideration)

The Congress of Senate Faculty Leaders (COSFL), as an organization of the elected faculty senate leaders from the state-supported universities within Kentucky, has addressed the issue of "merger" involving any of the universities supported by state monies. Fundamental to our point of view are the following: First, there is the obvious fact that each university represents an enormous investment and an indispensable resource to the Commonwealth. Furthermore, over the generations the individual missions and facilities of each university arose and developed in response to needs of citizens to have available the intellectual and physical resources required for the citizenry to participate in the cultural and economic advantages of modern society. Geographic location and accessibility were important factors in the establishment and development of each university. Finally, we note that it is the faculty of these universities who transmit knowledge and skills to students, who conduct the research and scholarly efforts that lead to new knowledge and increased understanding, and who also provide a source of expert knowledge and advice and service for the Commonwealth.

Based on these tenets, COSFL adopts the following position concerning discussions or proposals concerning "merger" of universities within the Commonwealth:

1. The integrity, mission and geographic individuality of each university should be recognized and duly considered in all deliberations and proposals.
2. Enhanced quality of programs should be the guiding principle. Monies saved through any restructuring should stay within the respective university to strengthen programs so that the best possible education can be provided students. Not by any recognized standard, can our university system be considered overfunded.
3. Administrative costs of any reorganization should be carefully and specifically assessed. All administrative costs should be justified only on the basis of their contribution toward improving quality and strength of the teaching, research (scholarly and creative activities), and service programs of the universities. Realistic and comprehensive cost accounting should be done before the fact. No change should be instituted unless there are demonstrable savings in administrative cost and improvements in program quality.
4. Any restructuring should not thicken the administrative layer and thus make administrative officers remote and unresponsive to students and faculty.
5. Faculty should be involved from the beginning as participating members in all substantive deliberations concerning any concept of "merger" or repositioning of any of the universities under any new governing board.

Frank B. Stanger Jr.  
University Archive  
4 King Library Annex

0039

1

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

February 21, 1984

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 12, 1984.  
Recommendation #6 from the 1982-83 University Research Committee Report. (A recommendation to the Administration.)

Proposal:

"The University should provide adequate statistical services and make these accessible to all research-oriented faculty and for graduate student research."

Background:

The 1982-83 Senate Research Committee (chaired by Professor Govindarajulu) prepared a report consisting of nine (9) recommendations which the Committee requested that the University Senate discuss and act on. At this point, recommendation #2 (graduate student stipends) and #5 (new faculty start-up funds) have been considered and accepted by the Senate. Recommendation #7 duplicated a more extensive series of recommendations from the Library Committee and those recommendations were considered and approved by the Senate. Recommendation #6 consisted of two parts, computing facilities and statistical consulting services. The computing facilities part was considered and approved by the Senate. At the last (13 February) Senate meeting, Dr. Joseph Gani, Chairman of the Department of Statistics, and Dr. Richard Kryscio, Director of the Statistics Consulting Services, discussed in detail the history and problems in providing statistical consultations to faculty and graduate students and they outlined the resources needed in order to provide an adequate consultation service. Dr. Gani and Dr. Kryscio detailed the extensive use of statistical consultation by graduate students. For that reason, the Senate Council added "and for graduate student research" to the proposal.

Rationale:

The Research Committee report noted "The existing statistical consulting facilities provided by the Statistical Laboratory are meager and inadequate. Separate funds should be provided to the Lab so that it can provide University-wide service." The goal stated in the recommendation was "to provide statistical service consultation to researchers in Medicine, Agriculture, Biological Sciences, Behavioral Sciences, and other areas where statistical evaluation of large blocks of information is important."

Dr. Gani and Dr. Kryscio set forth in their Senate presentation both the need for a statistical consultation service and the need for a solid financial base so that the service can be adequately rendered.

Information on Sources of Research Support  
Through the Graduate School  
Lexington Campus

|  |              |                        |
|--|--------------|------------------------|
| 1. <u>Estimated Income for 1983-84</u>   |              |                        |
| a. Lexington Campus IDC  | \$ 2.1 M     |                        |
| b. Medical Campus IDC  | 1.1 M        |                        |
| c. Community Colleges IDC  | 40 K         |                        |
| d. Patents and Investments   | <u>380 K</u> |                        |
| Total  | \$ 3.58 M    |                        |
| 2. <u>Approximate Distribution of Income for 1983-84</u>   |              |                        |
| a. Returned to Chancellors as a grant to the University  |              | > \$ 1.0 M             |
| b. OSPA/UKRF operating expenses, legal fees, faculty travel to granting agencies and related grant and contract expenses |              | 846 K                  |
| c. Patent costs  |              | 110 K                  |
| d. Returned to the Graduate School for support of research and graduate education:                                       |              |                        |
| Lexington Campus (65%)   |              | 987 K                  |
| Medical Campus (34%)   |              | 515 K                  |
| Community Colleges (~1%)   |              | (figure not available) |
| Total (100%)   |              | ~1.5 M                 |
| 3. <u>Approximate allocations for the Lexington Campus</u><br>(Original budgeted figures)                                |              |                        |
| a. Research Committee  |              | 80 K                   |
| b. Incentive Program (7.5%)  |              | 160 K ✓                |
| c. Major Equipment Fund<br>(Largely used this year for new faculty startup funds)  |              | 190 K                  |
| d. Graduate Student Fellowships  |              | 375 K                  |
| e. Research professorships   |              | 45 K                   |
| f. Interim Grant Fund  |              | 60 K                   |
| g. Reprint Fund  |              | 7.2 K                  |
| h. Graduate Student Recruitment, Graduate Student research travel, foreign travel, seminars, other                       |              | 50 K                   |

NOTES: Fund balances recently released to the Graduate School have permitted some increases in the Research Committee and Major Equipment Fund allocations listed above (non-recurring basis). The 1984-85 Incentive Program return will be increased to 10%.

William D. Ehmann  
 April 9, 1984

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

April 13, 1983

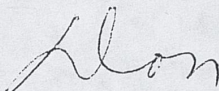
Professor Brad Canon  
Graduate School  
329 Patterson Tower  
Campus 00272

Dear Brad,

Where the hell is the report on the Extension Professors  
and their fate in the Senate????

We need something on paper to support the myth that your  
committee has met and deliberated even briefly.

Love,



Donald Ivey, dingbat

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

February 22, 1984

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 12, 1984.  
Proposed changes in University Senate Rules, Section I., relative  
to standing Committee charges.

1. Proposal:

In University Senate Rules, Section I., 4.1.8, add to the charge of the Senate Committee on Academic Organization and Structure the responsibility to:

- e. Study and report to the Senate on matters pertaining to faculty size and strength, and student enrollment.

Background:

At its 13 February meeting the Senate voted to make the subcommittee on Resource Allocations into a standing committee. This new standing committee has narrower scope and, thus, it becomes necessary to reassign some subcommittee responsibilities to other committees.

Rationale:

Faculty size and strength and student enrollment are certainly important matters for Senate consideration and recommendation. By their nature, these matters affect the academic organization and structure of the University and, thereby, properly fall within purview of the Senate committee assigned responsibility in these areas. Moreover, the Senate Committee on Academic Organization and Structure was the parent committee of the subcommittee on Resource Allocations.

Implementation: immediate.

\*\*\*

2. Proposal:

In University Senate Rules, Section I., 4.1.3 add to the charge of the Senate Committee on Academic Facilities:

4. Study the use, renovation, and need for space (including classrooms) and equipment relevant to academic programs and functions.

Background:

At its 13 February meeting the Senate voted to make the subcommittee on Resource Allocations into a standing committee. This new standing committee has narrower scope and, thus, it becomes necessary to reassign some subcommittee responsibilities to other committees.

Page 2

Senate Agenda Item: March 12, 1984

February 16, 1984

Rationale:

This charge was previously part of the charge to the former subcommittee on Resource Allocations. Since the charge of the Committee on Academic Facilities already includes responsibilities for matters relative to space (including classrooms) and equipment of various sorts, it is appropriate and proper that this charge be reassigned to the Committee on Academic Facilities.

Implementation: immediate.

/cet



*Callwell*

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

February 27, 1984

TO: Members, University Senate  
FROM: University Senate Council  
RE: AGENDA ITEM: University Senate Meeting, Monday, March 12, 1984. Proposed changed in University Senate Rules, Section IV., 2.1.3, Non-degree Students.

*page 101 editorial change follow in paragraph # 5*

Proposal:

IV. 2.1.3 Non-degree Students

Individuals who do not meet the regular admission requirements but who desire to take courses for credit may apply for admission as non-degree students. To be admitted as a non-degree student, an applicant must meet the following criteria:

1. The high school class of a non-degree applicant must have graduated at least two years prior to the applicant's anticipated semester of enrollment unless the applicant will be on active military duty during his/her tenure as a non-degree student or the applicant has been admitted by exception according to IV., 2.1.1 (d).
2. Former University degree students shall not be admitted as non-degree students without a bachelor's degree or its equivalent unless they left the University in good standing or have been reinstated following academic suspension according to V., 3.1.6.
3. No one may continue to enroll as a non-degree student after earning 24 semester hours in this status without the special permission of the dean of the college in which the student is registered.

Non-degree students may become degree seeking students after meeting regular University and program admissions criteria. Applicants who have earned fewer than 24 semester credit hours must meet the University's standards for automatic acceptance as first-time freshmen. Applicants who have earned 24 or more semester hours will be considered transfer students for admission purposes.

Non-degree students must meet course prerequisites or obtain the consent of the instructor to enroll in a course. Successful completion of course work as a non-degree student does not ensure admission as

*Don't well in possible amendment  
4/10/84  
APPLY  
to dean*

*General meeting  
11 +  
come  
over  
add  
all  
edit*

Proposal: [continued]

a degree-seeking student; credit earned as a non-degree student will be evaluated for applicability toward a degree by the dean of the college in which the student is registered. No graduate or professional credit is awarded for courses taken while a student is enrolled as a non-degree student.

Background and Rationale:

The proposed admissions policy on non-degree students would become part of the admissions policy for admission to undergraduate colleges and, as such, must be read in the context of that policy and any Senate Rules that have an impact on admission to the University. A rationale for the several points of the proposal follows:

1. The first criterion that a non-degree applicant must meet provides a radical departure from past University policy but is a necessary one if selective admissions is to have any real meaning. Otherwise, the non-degree category could be filled by those that the selective admissions policy for first-time freshmen was designed to remove from the classroom.

Within the framework of the selective admissions policy, a potential non-degree student, whose high school class has not graduated at least two years prior to his/her application for admission as a non-degree student, will be denied admission unless the applicant: a) meets the automatic acceptance criteria, b) is admissible through the rank-order process, or, c) is eligible for admission by exception as any other applicant. This is made clear by reference to Senate Rules IV. 2.1.1 (d).

2. The second criterion is necessary to ensure that a student who has been academically suspended while being a degree-seeking student does not continue at the University simply by changing his/her status. A student who has been academically suspended must be reinstated before he/she can return to the University, in whatever status, and Senate Rules speak to the reinstatement procedures. The path to non-degree status to those who left the University as a result of academic suspension is delineated through reference to Senate Rules V., 3.1.6.
3. Currently, Senate Rule IV 2.1.3 states that "no one may enroll as a non-degree student in the University for more than two years except by special permission of the dean of the college in which he is registered." Criterion 3. of the proposed rule differs from the current one only in that the two year enrollment limitation is replaced by a 24 credit hour limitation.

A two year limitation actually has little meaning within the current admissions policy, but some limitation is logical. After limited en-

rollment as a non-degree student, it would be beneficial for the student to have his/her performance reviewed by the dean. At that time, the student will be counselled. It may be that, unbeknownst to the student, he/she is actually progressing toward a degree and, when made aware of that, may wish to change his/her student status. Twenty four credit hours coincides with the number of hours that distinguishes a first-time freshman from a transfer student, so the non-degree student desiring to become a degree student after taking 24 credit hours would be considered a transfer student for admission purposes. Also it should be pointed out that a 24 credit hour limitation as a non-degree student probably transfers over to more than a two-year period, so the recommendation may be a liberalization of the current rule.

The remaining portion of the rule establishes:

1. how a non-degree student may change to degree status. The process of change is consistent with Criterion 3. and the admissions policy in general. Non-degree students desiring to transfer to degree status are to be treated as transfer students.
2. the mechanism by which courses taken as a non-degree student may be counted toward a degree. The present rule does not in general allow this because the policy now is that "only credit earned after a student meets admission requirements will be counted toward a degree." Allowing a non-degree student to transfer to degree status is, on the part of the University, an affirmation that the student is capable of seeking a degree, and it is logical then to count some of his/her previous college work, if appropriate, toward a degree.

Implementation Date: Fall, 1984

/cet

Proposed Replacement for Senate Rule IV 2.1.3  
Admission Requirements, Undergraduate Colleges,  
Non-Degree Students

Non-degree students

Individuals who do not meet the regular admission requirements but who desire to take courses for credit may apply for admission as a non-degree student. To be admitted as a non-degree student, an applicant must meet the following criteria:

1. The high school class of a non-degree applicant must have graduated at least two years prior to the applicant's anticipated semester of enrollment unless the applicant will be on active military duty during his tenure as a non-degree student or the applicant has been admitted by exception according to IV 2.1.1 (d).
2. Former university degree students shall not be admitted as non-degree students without a bachelor's degree or its equivalent unless they left the University in good standing or have been reinstated following academic suspension according to V 3.1.6.
3. No one may continue to enroll as a non-degree student after earning 24 semester hours in this status without the special permission of the dean of the college in which the student is registered.

Non-degree students may become degree seeking students after meeting regular University and program admissions criteria. Applicants who have earned fewer than 24 semester credit hours must meet the University's standards for automatic acceptance as first-time freshmen. Applicants who have earned 24 or more semester hours will be considered transfer students for admission purposes.

Non-degree students must meet course prerequisites or obtain the consent of the instructor to enroll in a course. Successful completion of course work as a non-degree student does not ensure admission as a degree-seeking student; credit earned as a non-degree student will be evaluated for applicability toward a degree by the dean of the college in which the student is registered. No graduate or professional credit is awarded for courses taken while a student is enrolled as a non-degree student.

The proposed admissions policy on non-degree students would become part of the admissions policy for admission to undergraduate colleges and, as such, must be read in the context of that policy and any Senate Rules that have an impact on admission to the University. A rationale for the several points of the proposal follows:

- 1) The first criterion that a non-degree applicant must meet provides a radical departure from past University policy but is a necessary one if selective admissions is to have any real meaning. Otherwise, the non-degree category could be filled by those that the selective admissions policy for first-time freshmen was designed to remove from the classroom.

~~Realize that~~ <sup>Realize</sup> within the framework of the selective admissions policy, ~~the fact that~~ <sup>the fact</sup> a potential non-degree student's <sup>high</sup> school class had not graduated at least two years prior to his <sup>application</sup> for admission as a non-degree student is a sufficient <sup>reason</sup> for denying to him <sup>admission</sup>. ~~but not a necessary one.~~ <sup>If he</sup> meets the automatic acceptance criteria or is admissible through the rank-ordering process, then he is admitted; if not, he is eligible for admission by exception as is any other applicant. This is made clear by reference to Senate Rule IV 2.1.1 (d).

- 2) The second criterion is necessary to ensure that a student who has been academically suspended while being a degree-seeking student does not continue at the University by simply changing his <sup>status</sup>. A student who has been academically suspended must be reinstated before he <sup>can</sup> return to the University, in whatever status, and Senate Rules speak to the reinstatement procedures. The path to non-degree status to those who left the University as a result of academic suspension is delineated through reference to Senate Rule V 3.1.6.
- 3) Currently, Senate Rule IV 2.1.3. states that "no one may enroll as a non-degree student in the University for more than two years except by special permission of the dean of the college in which he is registered." Criterion 3. of the proposed rule differs from the current one only in <sup>that</sup> the two year enrollment limitation is replaced by a 24 <sup>hour</sup> limitation.

A two year limitation actually has little meaning within the current admissions policy, but some limitation is logical. After limited enrollment as a non-degree student, it would be beneficial for the student ~~for his performance to be~~ <sup>for his performance to be</sup> reviewed by the dean. At that time, the student may be properly counselled. It might be that, unbeknownst to the student, he <sup>is</sup> actually progressing toward a degree and, when made aware of that, would want to change his student status. Twenty four <sup>hours</sup> coincides with the number of hours that distinguishes a first-time freshman from a transfer student, so the non-degree student desiring to become a degree student after taking 24 <sup>hours</sup> would be considered a transfer student

U  
2  
for admission purposes. <sup>should</sup> It ~~might~~ also be pointed out that a 24<sup>hour</sup> hour limitation as a non-degree student probably transfers over to more than a two-year period, so, in a sense, the recommendation is a liberalization of the current rule.

The remaining portion of the rule establishes:

- 1) how a non-degree student may change to degree status. The process of change is consistent with Criterion 3. and the admissions policy in general. Non-degree students desiring to transfer to degree status are to be treated as transfer students.
- 2) the mechanism by which courses taken as a non-degree student may be counted toward a degree. The present rule does not in general allow this because the policy now is that "only credit earned after a student meets admission requirements will be counted toward a degree." Allowing a non-degree student to transfer to degree status is, on the part of the University, an affirmation that the student is capable of seeking a degree, and it is logical then to count some of his previous college work, if appropriate, toward a degree.

Within the framework of the selective admissions policy, a potential non-degree student, whose high school class has not graduated at least two years prior to his/her application for admission, <sup>as a non-degree student will be</sup> is ~~necessarily~~ denied admission, unless ~~he/she~~ <sup>the applicant</sup>

<sup>a</sup> meets the automatic acceptance criteria <sup>b</sup> or is admissible through the rank-order process, <sup>c</sup> or eligible for admission by exception as any other applicant. This is made clear by reference to University Senate Rules IV., 2.1.1(d)

April 6, 1971  
Office Health  
117  
11/11/71  
M.D.