

Minutes of the University Faculty, May 6, 1959

Dean White asked that the University Faculty take note of the fact that the Committee had worked hard and had made a fine report.

The Faculty adjourned at 4:00 p.m.

Charles F. Elton

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Secretary

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The University Faculty met in the Assembly Room of Lafferty Hall Monday, May 11, 1959, at 4:00 p.m. President Dickey presided. The President was greeted with applause to welcome him to his first Faculty meeting since his trip to Indonesia. Members absent were: Jacob H. Adler, L. L. Boyarsky, Morris Cierley, Carl Cone, Bernard Fitzgerald, Arthur C. Glasser, Wilbur A. Heinz, Sidney J. Kaplan, L. L. Martin, R. S. Mateer*, L. E. Meece, Sallie E. Pence, Pete Perlman, Morris Scherago, Doris M. Seward, R. E. Shaver*, Jonah W. D. Skiles, Earl P. Slone*, Harry A. Smith, Dewey G. Steele, Lawrence S. Thompson and William E. Willard*.

The minutes of May 6 were read and approved.

The Faculty heard resolutions on the deaths of two professors, Ernest T. Wightman, read by Prof. W. M. Insko, and Frank J. Cheek, read by Prof. David K. Blythe. These resolutions were ordered spread upon the minutes of the University Faculty and copies sent to their respective families.

Ernest Thomas Wightman was born in Pittsburgh, Pennsylvania, August 26, 1893 and died in Lexington, Kentucky April 22, 1959. He received the degree of B.S. in Agriculture from Pennsylvania State College in 1917 and the degree of M.S. in Agriculture from West Virginia University in 1926. He had done graduate work at the University of Wisconsin.

* Absence explained

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After graduating from Pennsylvania State College in 1917, Professor Wightman served two years in the United States Army, part of which time was spent overseas. Following his discharge from the armed forces in 1919, he was in charge of poultry operations at Beechwood Farm in Pennsylvania until 1924. From September 1924 until October 1944, Professor Wightman served on the staff of West Virginia University advancing from Graduate Assistant in Poultry to Assistant Professor and Assistant Poultry Husbandman.

He joined the staff of the University of Kentucky on October 10, 1944 as an Assistant Professor in Poultry. At the time of his death he was serving as Associate Professor in Poultry Husbandry and Assistant Poultry Husbandman. Professor Wightman served on many committees of the College of Agriculture and Home Economics including Advisory Committee for General Agriculture and the Opportunity Day Committee in 1958.

In addition to his teaching and research work, Professor Wightman served as Coach of the University Poultry Judging Teams. His teams participated in the Intercollegiate Contests held in Chicago and in the Southern Collegiate Contests held at various schools throughout the South. His teams made a creditable showing in these contests. The most outstanding accomplishment was in 1957, when his team won first place in every division of the Southern Collegiate Contest.

Professor Wightman also assisted in the training of 4-H and Future Farmer poultry teams. One of the 4-H teams was National Champion. Various members of his college teams continued in the same generous tradition and became coaches of 4-H and Future Farmer teams.

He was largely responsible for the reorganization of the University Poultry Club following World War II. Under his guidance the club grew from an annual membership in 1946 of 12-14 members to its present membership of 25 actively participating students. The Poultry Club seeks to develop ways and means of giving students interested in poultry a broader understanding of the poultry industry and of bringing these students into close touch with leaders in this field.

Professor Wightman was an American Poultry Association Judge and in that capacity he had judged at the Cuban National Show at Havana, the Kentucky State Fair, and at other large Poultry shows.

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Professor Wightman was an excellent teacher and a careful research worker. His contribution to Agricultural Education was large. He was a friendly and sincere person and he established an enviable professional record. He leaves behind a host of former students and fellow workers whose lives have been enriched by having known and worked with him.

Therefore be it resolved that these resolutions be approved by the Faculty of the College of Agriculture and Home Economics and that a copy be sent to his family.

Frank Jacobs Cheek, Jr., Professor of Hydraulics and Sanitary Engineering in the Department of Civil Engineering since 1937, died unexpectedly of a heart attack at his home April 23, 1959.

Professor Cheek was a native of Kentucky, born in Paris, Kentucky on August 25, 1893. He received the Bachelor of Arts degree from Centre College in 1914, the degree of Civil Engineer from Rensselaer Polytechnic Institute in 1918, and was graduated from the Massachusetts Institute of Technology with the degree Master of Science in Civil Engineering in 1933.

Professor Cheek devoted the greater part of his professional career to teaching. From 1923 until he joined the staff of the University, he served as Associate Professor of Civil Engineering at Kansas State College. He became a member of the staff of the Department of Civil Engineering in 1937 and served as Professor of Hydraulics and Sanitary Engineering until his death.

He was a member of Sigma Chi, Alpha Rho Chi, Sigma Xi, Tau Beta Pi, Kentucky Society of Professional Engineers, American Society of Civil Engineers, and the American Society for Engineering Education; and was listed in Who's Who In America, Who's Who In Engineering, and American Men of Science.

Professor Cheek served the University well. After his appointment he designed and supervised the construction of the hydraulics laboratory which has been used to train many hundreds of students of civil engineering in the practice and fundamentals of hydraulics.

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He was always kind, courteous, and considerate in his relations with all of those with whom he came in contact. He was never unsympathetic, always helpful, always willing to give of himself freely. That his influence extended far is evident from the many letters he received from his former students and by the success these students have made in their professional careers.

Professor Cheek was a true scholar, a real gentleman, a good man who will never be forgotten by those who knew him.

Therefore, be it resolved that these resolutions be approved by the Faculty of the University of Kentucky as an expression of its high regard for him; and be it further resolved that they be spread upon the minutes of this meeting, and that a copy be sent to his wife and daughter.

Dean White presented a recommendation from the College of Arts and Sciences that an honors program be approved for that college. After discussion, the Faculty approved a motion to postpone action until this proposal could be studied closely and compared with an honors plan now being prepared by a subcommittee of the Committee of Fifteen.

Dean Wall presented for the College of Agriculture and Home Economics recommendations covering the dropping of one course and changes in five courses, which were approved by the Faculty.

1. Change: H. E. 129 - Interior Design (3) I, II
Lecture, one hour; lab, four
hours (Graduate credit approved)
- To: H. E. 129 - Interior Design (3) I, II
Lecture, two hours; lab, two
hours (Not for graduate credit)
- Change: H. E. 102 - Dietetics (3) I, II, S
Lecture, two hours; lab,
three hours
- To: H. E. 102 - Dietetics (3) I, II, S
Lecture, two hours; lab,
two hours
- Change: H. E. 130a-c - Interior Design Project (2ea)
- To: H. E. 130 - Interior Design Project (2)

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- Change: R. S. 115 Organization of Rural Groups (3) II,S
- To: R. S. 115 Group Organization and Leadership (3) II,S

Home Economics

- Change: Home Economics 111 Advanced Nutrition (4) I Lecture, two hours; laboratory, four hours
- To: Home Economics 111 Advanced Nutrition (4) I Lecture, two hours; laboratory, six hours
2. Drop: H. E. 29 - Home Furnishings (3)
(Open to non Home Economics students)
- H. E. 20 - Clothing (3) I, S
(Open only to non Home Economics students)

In the absence of Dean Shaver, Prof. D. K. Blythe presented recommendations from the College of Engineering covering new and dropped courses and changes in courses, which were approved by the Faculty.

The Faculty also approved a new curriculum in Electrical Engineering.

CHANGE IN COURSE TITLE, CREDIT HOURS, AND CONTENT

Electrical Engineering 21L, presently titled PRINCIPLES OF ELECTRICAL ENGINEERING LABORATORY, to be changed from one credit to two credits. Course description as follows:

21L ELECTRICAL ENGINEERING LABORATORY I (2) I, II
Measurement of voltage, current, power, power factor, impedance, frequency and phase difference; network theorems; resonance phenomena; transient response of RL and RC circuits, step-function input. One class hour, three hours lab. Prerequisite: Math 20, Physics 3a, 4a; Concurrent: EE 21R.

Electrical Engineering 161L, presently titled VACUUM TUBE ELECTRONICS LABORATORY, to be changed from one credit to two credits. Course description as follows:

161L ELECTRICAL ENGINEERING LABORATORY II (2) I, II
Electronic circuits: rectifiers and power supplies, voltage amplifiers, power amplifiers, cathode followers, phase inverters, feedback in amplifiers; R-C and transformer coupling with sine, square and triangular input waves; audio oscillators. One class hour, three hours lab. Prerequisite: EE 21R, I; Concurrent: EE 114R, EE 161R.

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Electrical Engineering 116L, presently entitled ELECTRICAL MACHINERY LABORATORY, to be changed from one credit to two credits. Course description as follows:

116L ELECTRICAL ENGINEERING LABORATORY III (2) I, II

Operation characteristics of electric generators; D.C. and A.C. motors--starting and running characteristics, torque, speed control; three-phase loads, balanced and unbalanced; transformers; power factor correction. One class hour, three hours lab. Prerequisite: EE 114R, EE 21L. Concurrent: EE 116R.

Electrical Engineering 107L, formerly titled ELECTRICAL CONTROLS LABORATORY, to be changed from one credit to two credits. Course description as follows:

107L ELECTRICAL ENGINEERING LABORATORY IV (2) I, II

Control units and circuits: amplidyne, electronic voltage and current regulators; selsyns, synchros, magnetic amplifiers, servomechanism systems; analog computers--set-up and application. One class hour, three hours lab. Prerequisite: EE 116L; Prerequisite or concurrent: EE 172

All the above changes are effective for the First Semester, 1959-60.

Electrical Engineering 164L, formerly titled RADIO AND TELEVISION CIRCUITS LABORATORY, to be changed from one credit to two credits. Course description as follows:

164L ELECTRICAL ENGINEERING LABORATORY V (2) I, II

High frequency phenomena: Bridge and Bolometer measurements; R-F oscillators and amplifiers, modulation and detection; wave shaping; lines and filters, impedance matching; transistor circuits. One class hour, three hours lab. Prerequisite: EE 162R, EE 135R; concurrent: EE 164R.

The changes in EE 164L are effective for the Second Semester, 1959-60.

CHANGE IN COURSE CONTENT AND CREDIT HOURS

EE 107R, ELECTRICAL CONTROLS, to be changed from two credits to three credits with the following course description:

107R ELECTRICAL CONTROLS (3) I, II

Design and analysis of machinery control components and systems; electronic and electromagnetic devices for industrial use. Prerequisite: EE 116R, EE 161R.

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Electrical Engineering 166 MAGNETIC AMPLIFIERS (3) II
 Wave-form analysis of circuits with nonlinear magnetic elements; saturable reactors and self-saturating magnetic amplifiers in steady-state and transient operation; some characteristics of semiconductor diodes including Zener types; effects of negative and positive feedback on magnetic amplifiers. Three class hours. Prereq: EE 116R, EE 161R.

COURSES TO BE DROPPED

Electrical Engineering 108R, INDUSTRIAL ELECTRONICS, 2 credits.
 Electrical Engineering 108L, INDUSTRIAL ELECTRONICS LABORATORY
 1 credit.

WE REQUEST TO DISCONTINUE CLASSIFICATION OF COURSES IN OPTION CURRICULA.

All the above changes are effective for the First Semester, 1959-60.

Following is new curricula for Electrical Engineering for which we request the approval of the University Faculty. These curricula changes will be effective for the First Semester, 1959-60.

CURRICULA LEADING TO THE DEGREE OF BACHELOR
 OF SCIENCE IN ELECTRICAL ENGINEERING

FRESHMAN YEAR

FIRST SEMESTER	Crs
Elec Engr 1a - The Engineering Profession	0
English 1a - English Composition	3
Math 17 - College Algebra	3
Math 18 - Plane Trigonometry	3
Chem 2a - General Chemistry for Engineers	4
Engr Draw 1a - Elementary Engineering Drawing	2
Military or Air Science	2
Physical Education	1
	<u>18</u>
SECOND SEMESTER	
Elec Engr 1a ^b - The Engineering Profession	0
English 1b - English Composition	3
Math 19 - Analytics and Calculus I	4
Chem 2b - General Chemistry for Engineers	4
Military or Air Science	2
Physical Education	1
*Non-technical Elective	4
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SOPHOMORE YEAR

FIRST SEMESTER

	Crs
Elec Engr 2a - The Engineering Profession	0
Phys 3a - General College Physics	3
Phys 4a - General College Physics Laboratory	2
Math 20 - Analytics and Calculus II	4
Engl 50 - Composition for Technical Students	3
Elec Engr 11 - Electrical Laboratory	1
Military or Air Science	2
*Non-technical Elective	3
	18

SECOND SEMESTER

	Crs
Elec Engr 2b - The Engineering Profession	0
Phys 3b - General College Physics	3
Phys 4b - General College Physics Laboratory	2
Math 21 - Analytics and Calculus III	4
Applied Mechanics 3 - Statics	3
Elec Engr 21R - Principles of Electrical Engineering	3
Elec Engr 21L - Electrical Engineering Laboratory I	2
Military or Air Science	2
	19

JUNIOR YEAR

FIRST SEMESTER

	Crs
Elec Engr 3a - The Engineering Profession	0
Elec Engr 161R - Vacuum Tube Electronics	3
Elec Engr 161L - Electrical Engineering Laboratory II	2
Elec Engr 120a - Electrical Circuit Analysis	3
Appl Mech 7 - Dynamics	3
Mech Engr 21 - Shop Theory	1
Mech Engr 22 - Shop Practice	1
Engl 6 - Essentials of Speech	3
Elec Engr 114R - Alternating Current Circuits	3
	19

SECOND SEMESTER

	Crs
Elec Engr 3b - The Engineering Profession	0
Elec Engr 116R - Electrical Machinery	3
Elec Engr 116L - Electrical Engineering Laboratory III	2
Elec Engr 120b - Electrical Circuit Analysis	3
Elec Engr 165 - Fields and Waves	3

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Math 35 - Differential Equations for Engineers	2
Elec Engr 107R - Electrical Controls	3
*Non-technical Elective	<u>2</u>
	18

SENIOR YEAR

FIRST SEMESTER

	Crs
Elec Engr 4a - The Engineering Profession	0
Elec Engr 151a - Seminar	1
Elec Engr 172R - Automatic Control Systems	3
Elec Engr 107L - Electrical Engineering Laboratory IV	2
Met Engr 26 - Engineering Metallurgy	3
**Elec Engr Elective	3
Elec Engr 135R - Networks and Lines	3
*Non-technical Elective	<u>3</u>
	18

SECOND SEMESTER

	Crs
Elec Engr 4b - The Engineering Profession	0
Elec Engr 151b - Seminar	1
Mech Engr 134 - Elements of Engineering Thermodynamics	3
Appl Mech c100 - Strength of Materials	3
Engr Adm 102 - Engineering Administration (or Com 137 - Industrial Management)	3
‡Elec Engr Electives	5
*Non-technical Elective	<u>3</u>
	18

* A list of approved non-technical electives is available at the Electrical Engineering Office.

** Elec Engr 162R, 137a.

‡ Elec Engr 137b, 123, 164R, 164L, 166, 117.

Dr. W. M. Carter, Chairman of the Rules Committee, presented the Committee's recommendations which had been circulated on April 1, for consideration of XII MISCELLANEOUS. The Faculty adopted a motion to approve Numbering of Courses as presented, with the exception that "800 and above" group be eliminated.

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XII MISCELLANEOUS

Numbering of Courses

Courses shall be numbered as follows:

- 001 - 099 - No credit and/or non-degree courses.
- 100 - 199 - Open to freshmen; gives undergraduate credit only.
- 200 - 299 - Prerequisite sophomore classification; gives undergraduate credit only.
- 300 - 399 - Prerequisite junior classification; gives undergraduate credit only.
- 400 - 499 - Prerequisite junior classification; gives undergraduate credit and graduate credit for non-majors.
- 500 - 599 - Prerequisite junior classification; gives undergraduate and graduate credit.
- 600 - 799 - Open only to graduate students.

Exceptions to the requirements for admission to courses may be as follows:

1. Freshmen may be admitted to courses numbered between 200 and 499, and sophomores to courses numbered between 300 and 499, upon approval of the instructor and the dean of the student's college. Such approval shall be limited to students who have demonstrated superior ability or preparation.

2. Seniors with superior ability or preparation may be admitted to courses numbered between 600 and 799 upon approval by the instructor, the dean of the student's college and the dean of the Graduate School.

Courses may be approved for variable credits, e.g. (1-3), (2-6), etc.

Repeated registration in a course may be allowed if the course description carries the statement "May be repeated to a maximum of _____ credits."

A department may schedule an entire section in a course for fewer credits than the maximum authorized. In no case, however, may the total credits exceed the maximum number authorized for the course.

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The Registrar is authorized to administer the installation and maintenance of a uniform numbering system in accordance with the Rules of the University Faculty. This numbering system is to become effective in the fall of 1960 and should appear in the 1959-60 issue of the General Catalog, the courses carrying dual designations. The number of times the Catalog is to carry the dual designation shall be determined by the Registrar.

Dean W. L. Matthews, Chairman of the Committee on Composition and Role of the University Faculty, again presented the recommendations of his committee which he had explained at the meeting of May 6, and moved "that the report of the Committee on Composition and Role of the University Faculty be received and approved, and that it serve as the University Faculty's statement of what its composition and role should be." This motion was approved by the Faculty.

Introduction

The Committee interpreted its appointment as reflecting a desire that the existing actual role of the University Faculty should be evaluated, that general recommendations designed to improve the role of the Faculty should be made and that any needed changes in the composition of the University Faculty should be isolated. The three parts of this Report treat these three matters and each was the area of special study by a separate subcommittee. The whole report, however, is a product of the full committee.

From the beginning the Committee felt it should concern itself with a desirable role for the Faculty rather than the authorized role, at least where these criteria might not coincide. This Report does not touch directly any changes in the Governing Regulations of the University. We conceive that most of what we recommend can be achieved within the existing regulations and in any event that the formulation of principles governing the function of the Faculty should precede any proposed modification of the Governing Regulations.

The Report will be presented at the April 13 meeting of the Faculty for interpretation and discussion, but the Committee will recommend that action on the report be deferred until the May 11 meeting to provide time for full and complete consideration of all recommendations made.

I.

Evaluation of the Present Role and Operation of the Faculty

Two major functions are given to the University Faculty by the Governing Regulations of the University of Kentucky. The first of these is to determine educational policy. The second function is supplementary to, rather than exclusive of, the first function, viz.

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"to make regulations to promote the educational interests of the University." The Governing Regulations specify a number of areas which fall within the regulatory jurisdiction of the Faculty, but also give a general mandate for regulating matters concerning the educational program of the University as a whole. However, the administration of the policies and regulations is specifically withheld from the Faculty (except for the approval of candidates for degrees).

As a first step toward evaluation of the past and present role of the Faculty the actions of that body as revealed in the minutes were studied. The three two-year periods of 1936-38, 1946-48 and 1956-58 were chosen for review in the hope that this would indicate something of the recent role of the Faculty and permit a comparison with actions of earlier years. It will be noted that the 1936-38 period is a record of the actions of the University Senate. This review indicated a variety of types of actions. First, it was evident that some of the actions were concerned with the structure and operation of the Faculty itself. These are termed "internal actions." The majority of actions, however, were concerned with matters that affected the University as a whole other than the University Faculty. These are termed "external actions." The external actions were further classified into the following categories:

Policy declarations--These set forth general principles or methods to be followed in the conduct of educational affairs. For example, the statement that "Hazing in any form is a violation of University rules and is prohibited" is a policy declaration.

Quasi-policy administrative directives--These set forth a procedure to be followed in the execution or application of a policy which is not explicitly stated. Their adoption, therefore, implies the adopting of some tacit policy. For example, the rule that "Dances shall be on Friday or Saturday afternoons or on the evening of the day before a legal holiday or at such other time as may be approved by the Social Committee" implies a policy of approving dances as a form of student entertainment provided they do not interfere with educational pursuits. There is no explicit policy statement in this regard, however. Most of the University Faculty rules are of this nature.

Administrative directives--These set forth a procedure for executing or applying an explicit policy. As an example, the statement setting forth the procedure to be followed in cases of cheating is an administrative directive applying the policy that "The University expects all students to hold to the strictest standards of honesty in all University work . . ."

Administrative action--These are actions implementing administrative directives. Although the Faculty has no authority granted by the Governing Regulations to administer policy and is specifically

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enjoined from assuming such functions, it is difficult to consider some of its actions as being other than administrative in nature. For the most part, these stem from Faculty administrative directives delegating administrative responsibilities to the Faculty itself. Two specific cases may be cited: (1) the authorization of absences longer than one day for classes and for all trips of all other groups; (2) the approval of all course and curriculum changes. Whenever the Faculty takes action in these two regards, it is performing an administrative function in accordance with the Rules of the University Faculty and perhaps contrary to the Governing Regulations.

The results of the tabulation of Faculty actions utilizing these classifications are given in the following table:

Period	Internal Actions	External Actions on					
		Policy Declar- ation	Quasi- Adm.	Policy Directive	Admin Directive	Admin. Action	Other
1936-38	34	2	5	-	-	57	-
1946-48	18	4	6	-	-	92	-
1956-58	11	12	6	-	-	104	4
Total	63	18	17	-	-	253	4

It should be further noted that 146 of the administrative actions involved course and curricular changes. In this tabulation all course changes proposed by a single dean at one time were considered one action. The 63 internal actions do not include routine announcements and approval of the minutes.

It is clear from a study of the minutes that a very great majority of Faculty actions are completely administrative in nature, probably not authorized by the Governing Regulations, and generally of such a routine nature as to be considered by most Faculty members as trivia. It should be noted that there has been little significant change in activity by the Faculty through the years, although there were more policy declarations during the last of these periods, owing largely to the reports of recommendation of the Rules Committee. Next to the routine administrative actions of the Faculty, most time has been given to the making of rules. From a review of the minutes, it can only be concluded that the Faculty, either as a body or through its committees, has seldom come to grips with the major problems facing the University.

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In addition to the formal study of the minutes, it was considered desirable to conduct interviews with selected administrative and teaching staff members with regard to:

- (a) The evolution of the University Faculty, and especially its present mode and area of operations.
- (b) The perceived major problems of the Faculty and their probable causes.
- (c) Suggestions for changing the functions of the Faculty.

In these interviews a great many facts and opinions were collected which, it is believed, represent a fair cross-section of the thinking of informed staff members of the University. These facts and opinions have been studied by the Committee and a summary of information abstracted from the interviews is presented below:

Summary

General Findings:

(a) The desirability of a representative body of the University Faculty to have a strong voice in the determination of educational policy is clearly evident. Further, there is general agreement that the present University Faculty is an organization which should be retained and strengthened.

(b) The Administration is anxious that the Faculty become a strong and dynamic influence in the formulation of academic policy. This favorable attitude is recognized by many of the teaching staff, a number of whom expressed the view that this is a favorable time for the Faculty to study its role and method of operation with a view to better fulfilling its responsibilities.

(c) The Faculty, as presently constituted and operating, is not effectively serving the functions for which it was constituted.

(d) Some of the reasons for this condition appear to be remediable by reorganization, delegation of authority, and other devices. Others, however, are more deeply rooted, having their origins in past experiences, or in the basic "culture" of the Faculty. These are issues which cannot be easily solved by procedural and structural changes in the Faculty.

Fundamental Problems:

Although there were frequent suggestions for improving various operating procedures of the Faculty, most of the staff members recognized that there were some basic issues which underlay many of the more manifest problems. The persons interviewed varied widely in their attitudes toward the resolution of these fundamental issues. Some were fatalistic in their acceptance; some felt that a radical reorganization would be required before they could be solved; still others were optimistic in the view

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that they would eventually be worked out. None had sanguine expectations that they would be solved either quickly or easily. Among the basic issues revealed were the following:

(a) The lack of a clear determination of what constitutes policy making functions (which the University Faculty has) and what is an administrative function (which the University Faculty does not have).

(1) In the absence of explicit policy, administrative action in itself tends to determine policy, at least implicitly. This may result in conflicts between the Faculty and the Administration.

(2) Some persons interviewed suggest that separation of policy-making and administration is not only impracticable but impossible. Radical reorganization would be required to properly coordinate policy-making and policy administration.

(b) The failure of the University Faculty as a whole or through its committees to accept the responsibility for formulating broad policy.

It cannot be said that Administration is now opposed to policy formulation, or that opportunities to discharge this responsibility have not existed. But rather than concern itself with basic policy issues, there has been a tendency on the part of the Faculty to resort to the prescription of regulations. Whether this is due to inertia, lack of concern, shortage of time, lack of understanding on the part of the individual member of the Faculty as to the responsibilities of membership or to other causes is not clear.

(c) The assumption of educational policy formulation by non-Faculty bodies.

As the University grows in size and scope, it is obvious that educational policy must be, and must have been, formulated. It has been observed that more educational policy has been determined outside the University Faculty than within, and that much of this policy has been made by direct actions of the University Administration and by actions of administrative committees.

(1) The work of the Committee of Fifteen was cited by a number of persons interviewed as an example of the determination of educational policy outside of the University Faculty. This committee was appointed as a long-range study and planning committee to determine what the University should be at the time of its centennial in 1965. The planning of a centennial celebration and the impact of the expected heavy increase in enrollment were matters of particular concern. Possibly because of the broad nature of the charge to this committee, or possibly because of the absence of effective action on the part of the Faculty, it has, through its subcommittees, studied many matters of educational policy such as research, libraries, programs for gifted students, and curricular matters. This committee reports to the President and through the President to the Board of Trustees. While it now appears that all future reports will be

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presented to the Faculty, this has not been true in the past. In any event, it either supplants, duplicates, or supplements the work of regular or special committees of the University Faculty on matters for which the responsibility is clearly assigned to the Faculty.

(2) The persons interviewed cited as an example of the determination of educational policy by direct action of the University Administration the establishment and operation of the Extension Centers. The decision to extend the offerings of the University throughout the state by means of these Centers is one of the most significant educational policy decisions made by the University in many years. The nearly unique operation of these Centers, whereby the selection of staff and the approval of course offerings become responsibilities of the particular college and department concerned, makes this a matter of concern to practically every college and department of the University. Yet this important policy formulation was accomplished completely outside the University Faculty.

(d) The failure of the Faculty to serve as an effective communications link between the Administration and the total staff of the University.

The first information which the University Faculty member has on some important education policy matters is frequently a newspaper story.

(e) The dilemma of continuity versus control in length of Faculty tenure.

Two separate problems of length of tenure frequently reported in the interviews suggest a dilemma in any attempted solution. On the one hand, many observed that the operations of the Faculty proceeded so slowly that a three-year term of office was insufficient for a new member to do more than gain a superficial grasp of his responsibilities. This is particularly true when there is no systematic indoctrination procedure for newly-elected Faculty. It is felt in some quarters that the brevity of term contributes to the failure of the Faculty to engage in long-range policy planning which, in turn, lowers the prestige of Faculty membership. As a consequence, participation in Faculty meetings tends to be viewed as a chore rather than a significant duty and Faculty elections may deteriorate into mere popularity contests. On the other hand, it is recognized that excessive length of tenure, while providing greater opportunity for long-range planning and programming, may lead to the control of the Faculty operations by a relatively small group of senior Faculty members. Furthermore, the longer the term of office, the less opportunity each Faculty member has to be elected to the University Faculty. There is general agreement that the number of terms served by an individual without interruption should be restricted.

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(f) Excessive burdens of some Faculty representatives.

It is generally recognized that at least one reason that the Faculty has not been more effective is that many of its most able members are charged with numerous other University responsibilities in addition to their regular teaching, research or administrative duties. The strengthening of the Faculty through its assumption of greater responsibilities will of necessity impose even greater demands on the time and energies of its members. Unless some means is devised to secure time that can be devoted to Faculty affairs without imposing intolerable burdens on Faculty representatives, it seems unlikely that these added responsibilities will be accepted.

A great variety of suggestions about specific problems was received by the Committee from these interviews. These are on file with the Committee but are not enumerated here.

Conclusion:

We conclude that there is widespread dissatisfaction with the present functioning of the Faculty, but this does not constitute a lack of confidence in the Faculty as the major educational policy-formulating body of the University. On the contrary, there appears to be a strong body of sentiment that the Faculty should assume a more dynamic role in the determination of the University's future. In part, the failure of the Faculty to function in accordance with the desires of administrative and teaching personnel is attributable to remediable defects in its organization and operating procedures. But it is also recognized that before a representative body of the Faculty can effectively assume its delegated responsibilities, its constituent members must have a clear knowledge of what these responsibilities are and, above all, they must be willing to make the sacrifices of time and energy which are required for the successful discharge of these duties.

Part II of this Report states the Committee's views on the responsibilities of the University Faculty.

II

Recommended Role of the University Faculty

It is our belief that a thoroughly informed, responsible Faculty is necessary in the wise guidance of the present and future programs of the University. We believe that separation or dichotomy of administration and faculty is artificial and impossible of application and that the common objectives of faculty and administration should be stressed in conceiving the role and organization of the University Faculty, since most persons holding major administrative responsibilities are also members of the Faculty while all faculty members have certain functions of an administrative nature. Thus the University Faculty is visualized as a body serving to support and enhance the executive powers invested in the administrative officers of the University. Our recommendations are, therefore, based on these fundamental tenets.

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In order that the University may realize the most efficient and fullest utilization of its human resources, secure the fullest cooperation among teaching and research faculty and administrative officials, and develop a full sense of responsibility among its staff, we believe that the following aims should govern the function, organization and personnel of the University Faculty: (a) We recommend that the University Faculty be considered as the body through which the educational policy of the institution is determined in the broadest sense of the term. (b) We believe that this broad and basic responsibility can be fulfilled most effectively if the University Faculty is organized and functions as a forum where important matters of policy are discussed and where considerations relating to final policy decisions can be reported, justified and approved.

If the University Faculty's basic role is to perform these vital functions, the practical question may be asked: Can the Faculty achieve its aims unless its efforts are concentrated on educational policy matters of first importance? We believe it cannot, thus we recommend that three things must be done to develop and specify those matters to which the University Faculty will give primary attention.

(1) The major functions contained within the concept, "Educational Policy," should be studied continuously and carefully delineated in order that the Faculty will in fact fully discharge its authorized role. These functions should include all matters pertaining to long-range University planning and development (such as development of the future physical facilities or planning the composition of the future student body) together with all current matters having University-wide significance or implications (such as those involving academic standards and prestige of the University or the utilization of general University resources).

(2) Areas of potential overlap in responsibility and jurisdiction between the University Faculty and the faculties of the various Colleges should be recognized and isolated in order that the University Faculty may provide clear policy guidance on all matters requiring its approval. These should include all matters pertaining to the University as a whole and all matters requiring review and coordination among the various faculties and divisions of the University.

(3) A realistic modus operandi should be developed for discharging some of the recurring duties of the Faculty in application of existing policy and for making the careful studies preliminary to the recommendation of policies and action to the University Faculty. Many of the recurring duties in harmony with applicable faculty regulations and rules should

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be delegated to appropriate standing committees empowered to act on these matters in behalf of the University Faculty but enjoined to report at stipulated times on actions taken, to bring to the total Faculty doubtful cases, and to make suggestions to the University Faculty for such modifications of policy or regulations as may seem wise to them. To perform its double function of policy-making and of full discussion, the University Faculty will need an increased number of standing committees, supplemented by such special committees as may be needed for matters of a noncontinuing or time-limited nature, and all matters requiring official action on the part of the University Faculty should be studied, refined and clarified in advance by an appropriate standing or special committee. The following are suggestive of the kinds of standing committees which the Faculty may wish to establish in order to create a realistic modus operandi for performance of its enlarged role and function:

Academic Freedom	Calendar
Admissions	Curriculum Review and Coordination
Building and Facility Expansion	Laboratories
Libraries	Publications and Public Relations
Personnel	Rules
Program Development	Student Affairs

To distribute the resources of the Faculty among the committees, a Committee on Committees would be necessary; and to plan economical use of meeting time a Committee on Agenda would be indicated. In appointing committees the principle of balanced representation among the various branches of the University should be adhered to and any branch to be affected directly by action of the committee should be represented on the committee.

In recommending that these three things be done to develop and specify those matters to which the University Faculty should give primary attention, we consciously stop short of providing a full, detailed bill of particulars. We doubt the wisdom of a single special committee attempting to foresee the detailed answers to all of the vital questions concerning Faculty role and relationships which will surely arise if the Faculty undertakes to perform the broad function we conceive for it. In our view, the Faculty needs most at this stage a portrayal of the framework within which its broad functional aims should be pursued. If the Faculty

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agrees as to the framework it can work out the details based on the experience gained in performing its new role.

Insofar as specific responsibilities of the University Faculty should be enumerated, we conceive that these would include all of the areas listed in Article III of the University Governing Regulations (April 1955 edition), on page 9 thereof,¹ and, in addition, those responsibilities essential to the performance of the enlarged role of the Faculty, as illustrated by the suggested list of standing committees above.

1. "It (the University Faculty) is authorized to make regulations to promote the educational interests of the University as a whole with respect to (a) studies, including schedules of classes, numbering and classification of courses, credit for foreign languages and extension work, probation, repeated failures, student load, transfer between curricula of different colleges, unsatisfactory scholarship and attendance, examinations, credits, marks, and student standing; (b) admission and classification of students and requirements for graduation; (c) approval of curricula and courses; (d) the University libraries; (e) commencement and other convocations; (f) student discipline, including penalties for nonattendance; (g) student social and extracurricular activities; (h) the awarding of honors; and (i) other matters, whether or not enumerated herein, concerning the educational program of the institution as a whole."

III

Composition of the University Faculty

In view of the recommendations made in Part II of this Report that the role of the University Faculty should be enlarged to determine important matters of educational policy and to provide a forum for full discussion of issues, the present composition as established in the Governing Regulations has been studied carefully.

The present membership is composed of two groups: (1) ex officio members and (2) elected members. The elected members are chosen according to a fixed representation distributed among the enumerated colleges and divisions in the Governing Regulations. This distribution may be restudied and adjusted every six years. The present authorized ex officio membership is as follows:

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President	Vice-President (Business Administration)
Vice President	Registrar and Dean of Admissions
Dean of the Graduate School	Director of Libraries
Dean of each College	Professor of Military Science
Dean of Men	Professor of Air Science
Dean of Women	Associate Dean, College of Agriculture
President, Student Government Association	Provost (Position not filled at present)

The present distribution of elected members is as follows:

Literature, Philosophy and Arts	16	Engineering	8
Social Studies	9	Law	2
Physical Sciences	8	Education	4
Biological Sciences	10	Commerce	5
Agriculture	12	Pharmacy	2
Home Economics	2		

One must be a full-time member of the teaching and research staff of the rank of assistant professor or above to be eligible for election and the persons of such rank within each group are the electorate.

The composition of the College faculties of the University for the year 1958-59 is shown in the following table:

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COLLEGE	Prof.	Assoc.	Asst.	Total	Total (Excl. Instr.)	Elected Univ. Fac.
Arts-Sci.	85 33%	54 21%	66 25%	257 53%	205 51%	43 55%*
Ag.-Home Ec.	31 34%	17 18%	41 45%	92 19%	89 22%	14 18%
Engr.	21 37%	10 18%	10 18%	57 12%	41 10%	8 10%
Law	8 80%	1 10%	1 10%	10 2%	10 2.5%	2 2.5%
Educ.	7 29%	8 33%	5 21%	24 5%	20 5%	4 5%
Commerce	13 45%	7 24%	7 24%	29 6%	27 7%	5 6%
Pharmacy	3 23%	2 15%	2 15%	13 3%	7 2%	2 2.5%
			<u>Total</u>	100%	100%	100%
<u>Totals</u>	168	99	132	482	399	78
<u>Averages</u>	35%	21%	27%			

*For example, 55% of the University Faculty is elected by the College of Arts and Sciences, which represents 51% of the full-time teaching staff of the University.

After considering various methods of selection and criteria for membership, we believe a system of selection by position and by election is the most equitable and feasible. We also recognize the fairness of equal representation for each full-time staff member of assistant professor rank in the groups enumerated above. In lieu of the present fixed distribution among these groups, however, we recommend that the distribution be determined annually by the Elections Committee on the basis of one representative for every five full-time faculty members in each group with the rank of assistant professor and above. An additional representative should be allowed for any fractional result, e.g., a group which includes 4 qualified persons would be allowed 1 representative; 6 would be allowed 2; 11 would be allowed 3, et cetera.

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To the existing groups we recommend that there be added the University Library, the College of Medicine, the College of Nursing and the College of Dentistry. To give each of the off-campus Centers one elected member of the University Faculty we recommend that the professional staff at each Center, regardless of the number in such staff, elect a representative who shall be a full-time faculty member of assistant professor rank or higher. Since the staff of each Center will be represented in this manner, they will not be included in the above listed groups as the basis for the 5-to-1 ratio. We believe that the present group of ex officio members is vital to the functions of the Faculty and recommend no changes in it except to add the position of Vice-President for the Medical Center.

The recommended method for determining the distribution of elected members will result in no fixed absolute size for the University Faculty. The size of the elected group will vary annually and will increase with the size of the full-time teaching and research staff of assistant professor rank or higher. In this manner a growing University will have a means of maintaining a truly representative University Faculty. For the year 1958-59 the recommended method would have provided for approximately 86 elected members instead of the present 78.

Dean Matthews stated that this report accomplished the charge given the Committee; that from the beginning the Committee had anticipated that this would not be a report that would be received, approved, and filed away; that the Committee had two suggestions in connection with the implementation of the report:

1. That it be given to the committee now working on the revision of the Governing Regulations so that if any of the recommendations need to be incorporated into the regulations, the report would serve as the University Faculty's statement of its composition and role.

2. That this report be constantly referred to by the Faculty in working out its new role, and in particular that the suggestion be given to the Committee on Committees that as they go about their regular committee work of recommending various committees to the University Faculty, they too use this report as the statement of the University Faculty with respect to its role and composition.

President Dickey expressed his appreciation of the fine work of the Committee and stated that the report would be transmitted immediately to the Committee on Revision of the Governing Regulations.

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Dr. E. E. Kraehe, Chairman of the Committee on Admission Policy presented the report of his committee. He stated that the committee had confined its study to the admission of freshmen.

Report of the University Committee on Admission Policy

I Background

The Committee originated in a resolution of the University Faculty adopted March 10, 1958, to appoint a committee "to study the whole question of admissions policy and problems of interpreting admissions policy".

II Scope

The Committee confined its efforts to the basic policies as described on page 16 of the General Catalog under the subtitle Resident Students. It did not directly consider such peripheral problems as out-of-state and special students, readmissions and transfers, and admission to particular colleges.

III Problem

The committee is convinced that the University must inform the public more emphatically about (1) the nature and (2) the importance of sound preparation for college. The problem has become particularly acute in the past year, not only by virtue of heightened public interest in the quality of education, but also locally, because of the large number of probationary students, especially since the adoption of our new probation policy.

To define the nature of sound preparation the Committee has drafted a description of what it believes the University should strongly recommend. (See under Recommendations).

To dramatize the importance of sound preparation the Committee believes the time has come to adopt some modest entrance requirement in addition to the present stipulation of a high school diploma and 15 units of "acceptable high school work". Such a step would also correspond to a national trend among state universities.

To minimize arbitrariness the Committee proposes, instead of a single requirement, a set of alternatives. A student, by this plan, would qualify for admittance either by offering 12 units of work in English, mathematics, social studies (History), foreign languages, and science, or by scoring at or above the 50th percentile on the University classification examination.

The figure of 12 units corresponds to what almost all our students currently present for admittance. The figure, 50th percentile, is based on University expectancy tables of grade point averages as related to entering test scores. Actually, therefore, such requirements would be less a means of keeping people out than a method of admitting them in various ways while still dramatizing the urgency of serious high school preparation.

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IV Recommendations

We move that the following be added to the section entitled Resident Students on page 16 of the General Catalog:

Beginning in September, 1962 this section will be amended as follows: It is the policy of the University to admit, with due regard for the prudent use of the public funds with which it has been entrusted, all who appear likely to benefit from a college education. The University expects only that applicant's will have made a conscientious preparation for and show at least a minimal ability to do college work. Accordingly any applicant who is a graduate of an accredited high school will be admitted on certificate, provided:

1. that he has at least fifteen units of acceptable high school work; and
2. (a) that at least twelve of the units consist of work in the areas of English, Mathematics, Social Studies (or History) Foreign Languages, and Science; or
(b) that he score at or above the 50th percentile on the University classification examination (or such percentile above this as the University may in future find it necessary to set in order to adjust enrollment to its resources).

Although the University does not at present require any particular combination of units within the five disciplines from which the fifteen units should be drawn, it strongly recommends the following program:

English, 3 units
Algebra, Plane and Solid Geometry, and Trigonometry, $3\frac{1}{2}$ -4 units
Social Studies, 3 units
Foreign Languages, 3 units in one foreign language
Science, 2 units

A unit represents the study of any subject for a school year of at least thirty-two weeks, with five recitation periods a week, each of at least forty-five minutes in length or the equivalent thereof. One unit is the minimum accepted in any foreign language and one-half unit the minimum in any other subject. (If the fifteen total units presented include shop, drawing, typewriting, or any other courses which demand no out-of-class preparation, double periods are required).

Unfortunately the word unit, which is useful in suggesting proportions and in keeping records, is too likely to become quantitative rather than qualitative, in significance. Therefore, the stress should consciously and constantly be placed upon the proficiency that the high school student has attained in each subject, rather than merely upon the number of credit hours (or amount of time) that he has spent in the subject. The following paragraphs suggest what is meant by proficiency in the various subjects.

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During three years in high school English, the student should read with clear insight and comprehension some significant English and American prose writers and poets, and should write clear and correct and frequent expository essays of substantial length. (Note: Effective expository writing requires gathering and digesting pertinent materials from books and from observation, organizing those materials so as to bring out their meanings, and presenting the whole essays in conventional grammar, spelling punctuation, sentence structure, and paragraph structure).

During two years in high school algebra, the student should learn the language of algebra, and should master the fundamental operations with algebraic numbers, special products and factoring, algebraic and graphic solutions of simultaneous linear and quadratic equations in one or two unknowns, the use of determinants in solving simultaneous first degree equations in two or three unknowns, ratio and proportion, arithmetic and geometric progressions, and the algebraic and graphic solutions of inequalities.

During one year in plane and solid geometry the high school student should further his concept of a mathematical system and of the necessity of postulates upon which such a system is based. The student should be able to investigate the validity of statements called theorems and should, by the use of a logically compounded indisputable argument brand a statements as true or false. Materials covered should include elementary constructions, properties of the class of geometric figures called polygons, and the concepts of locus and three dimensions.

During three years of social studies, especially history, the student should gain understanding of some of the most significant developments in the history of the western world: ideas, tendencies, events, and persons, in their times and places. This preparation should include some main features of ancient, medieval, modern European, and American history.

During three years in one foreign language, the high school student should read, with clear comprehension of ideas and with understandable pronunciation of language, several writings of significant authors in the chosen language.

During two years in science, the high school student should become acquainted with some fundamental principles and methodologies and if possible gain laboratory experience in biology, chemistry, or physics.

Students admitted to the University without the above-indicated competencies will probably be unable to complete the requirements for a bachelor's degree in the usual eight semesters.

Enno E. Kraeche

The Committee
 Lewis W. Cochran
 Charles F. Elton
 C.E. Hendrickson
 Samuel C. Hite
 J. L. Massie
 William K. Plucknett
 John C. Redman
 Hill Shine
 M. M. White
 Enno E. Kraeche, Chairman

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During discussion of the report and its recommendations, motions to amend were approved as follows:

1. Second paragraph on page 2: Change " 3 units" to "3 or 4 units".
2. In the last paragraph on page 2, strike out the words following "bring out their meanings" and substitute: "while the presentation of the essays ought to reflect the use of conventional grammar, spelling, punctuation, sentence structure, and paragraph structure, the student must remember that the application of the conventions will be his primary objective in the writing of exposition.
3. That the Registrar arrange for administering annually to high school seniors a general ability test, and that those ranking in the lower 25 per cent be required to come to the campus, accompanied by their parents to discuss the relative changes for academic success.

The University Faculty then approved a motion to refer the entire report back to the Committee, with the suggestion that the Committee hold open hearings before revising its recommendations to the Faculty.

Dr. W. S. Ward, Chairman of the Committee on Student Organizations and Social Activities, presented recommendations from the Committee: these included two new organizations, Chi Epsilon, national honor society for students in Civil Engineering; and Alpha Epsilon Delta, national Pre-Medical honor society. In addition, the Faculty approved a recommendation of the Committee that the Sociology Club of the Department of Sociology, be allowed to affiliate with Alpha Kappa Delta, honor society.

The Faculty was respectfully requested to consider the applications of two new organizations to establish chapters and hold meetings on the University Campus.

The proposed chapter of Chi Epsilon (national honor society for students in Civil Engineering) shall have as its purposes:

1. To contribute to the improvement of the Civil Engineering profession as an instrument for the betterment of society.
2. To recognize the fundamental characteristics of the successful Civil Engineer, and to aide in the development of these characteristics.
3. To encourage wherever possible any movement which will advance the best interest of engineering education; and actively to support, and where necessary, to institute procedures and practices for the improvement of the Civil Engineering Department of the University of Kentucky.
4. To mark in a fitting manner those students of Civil Engineering who, by their scholastic achievements have conferred honor upon themselves and their Department.

The proposed chapter of Alpha Epsilon Delta (national Pre-Medical Honor Society), shall have as its purposes:

1. To encourage excellence in pre-medical scholarship.

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2. To stimulate an appreciation of the importance of pre-medical education in the study of medicine.
3. To promote cooperation and contacts between medical and pre-medical students and educators in developing an adequate program of pre-medical education.
4. To bind together similarly interested students.

The constitution and by-laws of these organizations are consistent with the rules and regulations of the University governing student organizations.

The Committee on Student Organizations and Social Activities has reviewed these requests, and recommends to the University Faculty that these groups be permitted to organize and congregate as formal activity groups at the University of Kentucky.

Respectfully,

Anne M. Clemmons
 Vincent Cowling
 Stephen Diachun
 James Gladden
 Oliver W. Gard
 A. D. Kirwan
 Leslie L. Martin
 Pete Perlman (Student Congress President)
 Doris Seward

William S. Ward, Chairman

The Sociology Club of the Department of Sociology has requested permission to affiliate with Alpha Kappa Delta Honor Society, a national honor society for students interested in sociology. The announced purpose of the national organization is to promote an interest in sociology, research in social problems, and activities leading to human welfare.

The constitution and by-laws of this organization are consistent with the rules and regulations of the University governing student organizations.

The Committee on Student Organizations recommends to the University Faculty that the request of the petitioning group be approved.

Respectfully,

Anne M. Clemmons
 Vincent Cowling
 Stephen Diachun
 James Gladden
 Oliver W. Gard
 A. D. Kirwan
 Leslie L. Martin
 Pete Perlman (Student Congress President)
 Doris Seward
 William S. Ward, Chairman

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The Faculty adjourned at 5:40 P. M.

Charles F. Elton
Charles F. Elton,

Secretary

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