

## MINUTES OF THE UNIVERSITY SENATE, MARCH 21, 1977

The University Senate met in regular session at 3:00 p.m., Monday, March 21, 1977, in the Court Room of the Law Building.

Constance P. Wilson, Chairman, presiding

Members absent: Michael E. Adelstein\*, Roger B. Anderson, Gerald G. Ashdown\*, C. Dwight Auvenshine\*, Lyle N. Back\*, Michael A. Baer\*, Lisa K. Barclay, Charles E. Barnhart, R. Paul Baumgartner\*, Joanne Bell, Robert P. Belin\*, Juris Berzins, Norman F. Billups\*, Cary Blankenship\*, Jack C. Blanton\*, Wilbur C. Blount\*, Peter P. Bosomworth\*, Russell H. Brannon\*, C. Frank Buck, Joseph T. Burch, Donald B. Clapp, Richard R. Clayton, Lewis W. Cockran\*, Kenneth M. Coleman\*, Glenn B. Collins, Ronda S. Connoway, Samuel F. Conti\*, Marjorie A. Crandall, Bill Crosby, Donald P. Cross, Nancy Daly, Robert J. DeAngelis\*, George W. Denemark\*, William H. Dennen, Ronald C. Dillehay, Herbert N. Drennon, Roland Duell\*, Anthony Eardley, Mike Easley, Fred Edmonds\*, Calvin B. Ernst, Kathryn Fair, Mark Fenzel, Bill Fowler, James E. Funk\*, Paul Fritts, R. Fletcher Gabbard\*, James L. Gibson, Abner Golden\*, Joseph J. Gruber\*, Joseph Hamburg, Bobby O. Hardin\*, Jon A. Hendricks, Beth Hicks\*, Jeffery Hoeck, Raymond R. Hornback, Alfred S. L. Hu, Eugene Huff, Steve Ibershaff, Dean Jaros, Raymon D. Johnson\*, James A. Knoblett, Theodore A. Kotchen, Joseph Krislov\*, Thomas P. Lewis, Austin S. Litvak\*, William E. Lyons\*, Abby L. Marlatt\*, Levis D. McCullers\*, Susan A. McEvoy\*, Mamie McIndoe, Marion E. McKenna\*, Gwen E. Mead\*, Bill Miracle, James T. Moore, Terry Norris, James R. Ogletree\*, Alan R. Perreiah\*, Paul M. Pinney, William K. Plucknett, Thurlow R. Robe\*, Robert W. Rudd\*, Stanley R. Saxe\*, Rudolph Schriels, John Scierele, D. Milton Shuffelt, Otis A. Singletary\*, John T. Smith\*, Stanford L. Smith, Don M. Soule, Emilie Steinhauer, John B. Stephenson, John P. Strickland, Lee T. Todd, Harold H. Traurig\*, William F. Wagner\*, Lester Wahner, Thomas J. Waldhart, John N. Walker, M. Stanley Wall, Marc J. Wallace, Matthew Welch, Kennard W. Wellons, Frederick W. Whiteside, Jr., Ralph F. Wiseman\*, Debi Young\*

The minutes of the meeting of February 14, 1977, were accepted as circulated with the addition of "vote defeated" after the sentence at bottom of page 10 "Professor Ogletree moved the previous question on the original motion."

SUMMARY:

I. Action item:

Motion to amend Senate Rules, V, 1.8, Grades for Students Who Withdraw or are Dropped (circulated under date of March 10, 1977)  
Motion passed as amended

II. Memorial Resolutions:

Harold Karr Charlesworth  
Robert Lein Cosgriff  
George P. Faust  
Gertrude M. Skerski

\*Absence explained

III. Senate Council Activities and Informational Items

- A. Michael Adelstein Reelected Faculty Trustee
- B. Research Professors Recognized
- C. Distinguished Professor Lecture - Professor Sidney Ulmer
- D. Focus on Teaching Dates
- E. Retirement Dinner - April 4
- F. Two ad hoc Committees Appointed
- G. Masters in Planning Program
- H. Ombudsman Search Committee
- I. Senate Elections in Process
- J. Computerization of Senate Rules

IV. Report on Experiment in Advising, Career Counseling and Developmental Studies:  
Dr. Raymond Cox, Associate Dean, College of Arts and Sciences

V. College of Dentistry Revised Calendar 1977-78

Chairman Wilson presented the following four Memorial Resolutions on the deaths of Harold Karr Charlesworth, Robert Lein Cosgriff, George P. Faust, and Gertrude M. Skerski. Professor Wilson directed that the Resolutions be made a part of these minutes and that copies be provided to the members of the immediate families. Following Professor Wilson's presentation of the Resolutions, the Senators were asked to stand for a moment of silence in tribute and respect to Professor Charlesworth, Professor Cosgriff, Professor Faust, and Professor Skerski.

SENATE RESOLUTION

HAROLD KARR CHARLESWORTH

Dr. Harold Karr Charlesworth, Extension Professor of Economics, died February 25, 1977. Dr. Charlesworth joined the faculty of the College of Business and Economics in January 1967 as Associate Dean for Extension and served in that capacity until 1976. He was on research assignment in the Philippines when stricken with the illness that resulted in his death shortly after returning to Lexington.

Dr. Charlesworth was born in Clear Lake, Iowa, in 1917. He graduated from Carleton College in 1939 and received the Master of Business Administration degree from the University of Michigan in 1942. Enlisting in the United States Air Force in 1943, he saw service in Australia, New Guinea, and the Philippines and held the rank of Captain when separated from the service in 1946. His Doctor of Philosophy degree in Economics was awarded by the University of Wisconsin in 1950. His dissertation year was spent as a fellowship student at the London School of Economics and Political Science; his doctoral dissertation, The Economics of Repressed Inflation, was a notable study of postwar monetary problems and was published by the MacMillan Company.

From 1950 to 1967 Dr. Charlesworth's career included teaching, research, and administrative posts in the United States and abroad. He held such positions with George Washington University, University of Texas, U. S. Department of State, Central Intelligence Agency, and Agency for International Development. His overseas assignments were mainly in Indonesia, the Philippines, and the Mid-East. At the time of his appointment as Associate Dean of the College of Business and Economics, in 1967, he was Director of the Kuwait Institute of Economic and Social Planning.

During Dr. Charlesworth's tenure as Associate Dean for Extension the externally funded programs of the College of Business and Economics enjoyed substantial expansion. Technical assistant programs for small businesses and local governments were established, largely funded from Federal sources. State support was obtained for the formation of the Kentucky Council of Economic Advisers, the Center for Labor Education and Research, and the Center for Real Estate and Land Use Analysis. Dr. Charlesworth's efforts contributed to the establishment of the state's Office of Minority Business Enterprise. His last major assignment as Associate Dean of the College of Business and Economics was the creation and activation of a joint program with the Mara Institute of Technology in Malaysia for the training of small business entrepreneurs and small business consultants.

Throughout his career as an innovator and administrator of extension and technical assistant programs, Dr. Charlesworth maintained a strong interest in research. He was not only active as an author of articles and monographs in his fields of special interest but also sought to expand organized research programs with which he was associated. During his period as Associate Dean, the College of Business and Economics provided significant research assistance to various agencies of state government. A further accomplishment of note was the initiation in 1970 of Growth and Change, A Journal of Regional Development, which, as a quarterly subscription publication of the College of Business and Economics, has gained wide recognition in the field of regional analysis.

Dr. Charlesworth was active in a number of professional, business, and service organizations, including the American Economic Association, Association of University Bureaus of Business and Economic Research, National Council for Small Business Management Development, Society for International Development, Rotary International, Masonic Order, Reserve Officers Association, and American Federation of Teachers. He was president of the National Council for Small Business Management Development in 1970-71 and 1971-72 and was president of Local 189 of the American Federation of Teachers in 1973-74.

The accomplishments of Dr. Charlesworth during his ten years with the University of Kentucky contributed significantly to the development of the College of Business and Economics and to its greater recognition within the state, nationally, and internationally. The external programs of the College reflect today and will reflect for years to come his enterprise, his originality, and his unstinting commitment to the College and the University.

SENATE RESOLUTION

ROBERT LEIN COSGRIFF

Dr. Robert Lein Cosgriff, Professor and former chairman of the Department of Electrical Engineering, died on February 17, 1977, after a short illness.

He was a native of Montana and attended Montana State College early in his career. He received a Bachelor of Electrical Engineering degree from Ohio State University in 1947. He subsequently received the Master of Science degree in 1949 and the Ph.D. in 1953, both in Electrical Engineering from Ohio State University. Dr. Cosgriff had a distinguished professional career.

He initially worked in industry as a Research Engineer, after which he served on the faculty at Ohio State University from 1952 through 1967, achieving the rank of Full Professor. During his tenure there he was Associate Supervisor in the Antenna Laboratory, Director of the Communication and Control Laboratory, and made notable contributions in remote and automatic control of modern vehicles.

He came to the University of Kentucky in 1967 as Professor of Electrical Engineering and served as Department Chairman through 1971. During that period he was instrumental in organizing and implementing the Ph.D. program in Electrical Engineering. He eagerly sought the association of students and was continually incorporating new developments into the curriculum. He had a constructive and positive perspective on the development of the present, modern program in Electrical Engineering.

Dr. Cosgriff was honored by membership in Tau Beta Pi, Engineering Honorary, and Eta Kappa Nu, Electrical Engineering Honorary Societies, as well as in several other technical and professional societies. He was especially active in his professional society, the Institute of Electronic and Electrical Engineers, IEEE, and served on administrative and conference planning committees.

His wise counsel, contributions, and dedicated service will be missed by the Department and the University.

The faculty of the Department of Electrical Engineering, as well as his friends and co-workers, through the Department Chairman move that the University Senate adopt this resolution in honor of Dr. Robert L. Cosgriff, that it be spread upon the minutes, and that a copy be sent, with our deep personal regard and respect, to Mrs. Jane Cosgriff.

## SENATE RESOLUTION

## GEORGE P. FAUST

Professor George P. Faust died in Lexington on January 3, 1977, after a brief illness. He had served in the Department of English from 1947 to 1963, and in the Department of Anthropology thereafter until his retirement in 1971.

George Faust was born in Buffalo, New York in 1905, but grew up primarily in Ann Arbor, Michigan, where his father had retired following a career of service in the U. S. Navy. As an undergraduate George attended Princeton University, receiving his A. B. in 1927. After a year of graduate study at Oxford he returned to Princeton and completed his Ph.D. in English in 1932. His dissertation was entitled Sir Degare: A Study of the Text and Narrative Structure; it was later published by Princeton University Press.

The depression years and World War II brought a series of short-term teaching appointments, at Princeton, Duquesne, Knox College, the University of Michigan, and Howard (now Samford) College. George joined the Department of English at the University of Kentucky as Associate Professor in 1947, and was promoted to Full Professor in 1956. In 1955-56 he took a year's leave to serve as Fulbright Lecturer at the American University in Cairo, and from 1959 to 1961 he served in Washington as head of the Language Department Section of the U. S. Office of Education.

Although Professor Faust taught a variety of courses in English Literature, and served for a number of years as Director of Freshman English, in the course of his career he became more and more interested in the study of language for its own sake, and in the wide ramifications of linguistic theory. Most of the basic or core courses in linguistics now cross-listed in English and Anthropology were originated by George. Although his effort to establish a separate department was not successful, he did persuade the College of Arts and Sciences to create an undergraduate, topical major in linguistics -- a program that has resulted in the recently-formed interdisciplinary Linguistics Program. In 1963, he transferred from the Department of English to the Department of Anthropology, because most of his students in linguistics classes were Anthropology majors. He remained in Anthropology until his retirement in 1971.

Although he found a receptive home for his linguistic interests in the Department of Anthropology, George was never entirely comfortable in a discipline for which he had no formal training. Indeed, one of his last requests to the University was that he be allowed to retire with the title of Professor Emeritus of Linguistics rather than Professor of Anthropology. "For eight years now I have been masquerading as Professor of Anthropology, a title I do not merit by any stretch of the imagination," he wrote. "...the false colors under which I have been forced to sail have become a perennial joke among some of my fellow linguists." In spite of this disclaimer George was a shrewd observer of many aspects of the human scene, and his contributions to the Anthropology graduate program were by no means confined to the field of linguistics.

He served on a number of graduate advisory committees, and was active in various aspects of departmental governance as well as in the academic sphere.

The extent of George Faust's scholarly and professional activities is not fully reflected in the list of his published works, for some of his most important work was editorial. He served as Associate Editor of the Journal General Linguistics from 1955-1962, and was Editor-in-Chief from 1962-66. Thereafter he continued to serve as Associate Editor up to the time of his death. George also served on the Executive Committee of the Conference on College Composition and Communication; on the Executive Committee of the Linguistic Society of America; on the Committee on the Place of the Linguistic Institute of the Linguistic Society of America; on the committee on Critical Languages and World Areas of the Southern Regional Education Board; and on the Advisory Committee of the World Book Encyclopedia Dictionary. He was a member of half a dozen professional societies in the field of linguistics. His editorial and professional activities gained him a national reputation as a distinguished linguist. Several of his early articles are still regularly anthologized.

After his retirement George Faust began dividing his time between Lexington in the summer and Arizona in the winter. He remained active in a number of professional activities up to the time of his death, and frequently dropped into the Department of Anthropology and the Department of English to sustain old acquaintances and his professional ties. He was always a welcome visitor, and will be sincerely missed by all those who knew him and who continue to profit professionally from their contact with him.

#### SENATE RESOLUTION

#### GERTRUDE M. SKERSKI

Miss Gertrude M. Skerski, Emeritus Assistant Professor of Nutrition and Food Science in the College of Home Economics, died on January 28, 1977. She had served the University for almost 20 years from 1956 until ill health forced her early retirement in January, 1976.

She was a native of Pennsylvania and received a B.S. degree in 1951 and an M.S. degree in 1953 from the University of California in Los Angeles. She had completed doctoral coursework at the University of Wisconsin where she also served as a research assistant in Nutritional Biochemistry from 1953 to 1956.

During her professional career at the University of Kentucky she was associated with the Agricultural Experiment Station in many nutrition research projects, including Southern Regional studies on the metabolic needs of pre-adolescent girls. From 1968 to 1971, she served as a visiting research associate at Kentucky State University, where she helped in the establishment of that institution's Experiment Station research in basic nutrition.

Miss Skerski was a member of the American Home Economics Association and the American Dietetic Association. She served on the board of the Kentucky

Dietetic Association as constitution committee chairman from 1971 to 1975; she had also served as a member of its Bluegrass District education and public relations committee. Within the University she was active in the Faculty Club, serving as secretary in 1960-61; she served as an Enteract advisor from 1971 to 1974; she was faculty sponsor for the U.K. student section of the American Home Economics Association, and served a total of nine years as secretary to the faculty of Home Economics. She was also a loyal participant in the Newman Club and an enthusiastic worker in the Altrusa Club.

Her many friends in the academic community will remember Trudy as a warm and giving person as well as a conscientious and meticulous researcher, a sound and thorough teacher and a concerned and generous counselor of students at both the undergraduate and graduate levels.

For her dedicated service the faculties of the Department of Nutrition and Food Science and of the College of Home Economics express their profound appreciation.

The faculty of the College of Home Economics, through its Dean, moves that the University Senate adopt this resolution in honor of Gertrude M. Skerski, that it be spread upon the minutes, and that a copy be sent, with our deep sympathy, to her family through her sister, Mrs. Pearl Kalinski.

Professor Wilson summarized Senate Council activities and informational items as follows:

1. Professor Michael Adelstein was reelected as faculty trustee.
2. The Senate and the Senate Council would like to congratulate the four research professors: Guy Davenport, English; William Ehmann, Chemistry; William Markesbery, Medicine; and Roger Wets, Mathematics. A Senate Committee last year headed by Professor Zakkula Govindarajulu made this proposal and it was implemented promptly by President Singletary.
3. The Arts and Sciences distinguished professor, Dr. Sidney Ulmer, who has served on the Senate Council and is now on leave of absence, will present a lecture on Wednesday, March 30.
4. Professor Wilson called the Senate's attention to the Focus on Teaching dates -- March 22, 23, 24, 28, 29, 30, 31, April 4, 5, 6, and 13. Details are available in the Senate Council Office.
5. The Retirement Dinner - April 4 at the Lafayette Club- Reception 5:30 p.m. - Dinner - 7:00 p.m. If any of the twelve people retiring this year is in your department or college, please make a special effort to honor that person.
6. Advance Registration dates - April 11-22

7. Dr. Leonard Curry, Chairman of the University of Louisville Senate Committee on Allocation of Resources, is coming at the invitation of the AAUP on March 31, to the Chemistry-Physics Building, at 3:15 p.m.
8. Professor Malcolm Jewell will chair the ad hoc Committee on Renumbering -- specifically the 400 and 500 courses. Professor Nicholas Pisacano will chair the ad hoc Committee on Academic Ethics and Responsibilities.
9. The Senate Council has accepted the proposal of Dean Royster and the Graduate Council that the expiration date of the Masters in Planning Program be extended.
10. Professor Ogletree's Ombudsman Search Committee has requested that nominations be submitted to his committee as soon as possible.
11. The Senate elections are now in process. Professor Wilson urged the Senators to vote. Attached to the minutes is a list of the Senators who have not missed a meeting of the Senate this year.
12. The Computer Printouts of the University Senate Rules will be out this week.

Associate Dean Raymond Cox, College of Arts and Sciences, gave the following Report on Experiment in Advising, Career Counseling and Developmental Studies.

"Professor Wilson has asked that I report to you on two services for which I have some administrative responsibility. These are the College of Arts and Sciences Advising Service and the University's Developmental Studies Program. There are recent reports on each available in my office so today I will attempt only a general overview and to those of you who wish more details I will be happy to send the appropriate statement.

As many of you know, for years Ben Black, Herb Drennon and Jack Delap have served as advisors for many Arts and Sciences' students. Due to their great efforts, the college Dean's office gained an excellent reputation for giving good and accurate advice. A result was that the status of being an undecided or undeclared major became very respectable and the business these men generated was simply more than they could handle. Serving well this population of undecided students was one of the problems involved in structuring the new organization plan of the college.



In this reorganization, the division of basic studies was given the responsibility for advising and otherwise looking after this group of students. Now, Dr. Black, Mr. Delap and I do some of it. However, the bulk is done by Assistant Dean Carlton Williams and a staff of five professional advisors: these persons are roughly half time -- actually, they each work 880 hours a year or an average of 20 hours per week for 44 weeks -- and each has an active client list of over 200 students. Two of them have close to 300.

The advisors all have master's degrees -- two in counseling, two in education and one in English -- and all have had some type of relevant experience. In recruiting we looked for complimenting, but differing, backgrounds so that the staff as a whole represents a broad range of advising skills and experiences.

The purpose of the advising service is basically threefold:

First, to help undecided students in Arts and Sciences to explore their interests and goals and to relate these to their planning of personal programs of study within the larger context of life and career planning:

Second, to assist Arts and Sciences students who encounter academic difficulties, specially those who are on probation or have been suspended for academic reasons:

Third, to serve all University Students interested in learning about the variety of opportunities for study, available degree programs and the possible impact of these on personal goals.

It is appropriate to mention here that we do not view our role as advertisers or recruiters for Arts and Sciences, just the opposite. We want students to take advantage of the entire University. Our goal is to get the right student to the right program at the right time and, hopefully, in the right frame of mind. We have sent students to every college and nearly every program that accepts undergraduates. We do not want students to remain undecided. We want them to make a choice, but only after they have sampled, explored and, most important, thought: so that their choice will be logical and right for them. Once the choice is made, the student is referred to the appropriate unit which then assumes the advisory role. However, it is interesting to observe that a large number of such students continually return to their undecided advisor. Not so much for advice, but just to talk and generally to discuss their progress and ideas.

To fulfill the purpose of the advising service, the advisors work with the students on basically two related, but also separate, fronts -- the academic and the career.

On the academic front the advisors deal with problems familiar to us all. These involve schedule building, course selection, drop-add, etc. However, we have much more in mind than this. There is an attempt to work with students on long range academic planning and to structure for the undecided a rich lower division educational experience. One which really exposes to the student the many academic opportunities here and help him to take full advantage of them. That is the advisors attempt to get the students to view their academic possibilities in

broad perspective and to make co-ordinated and meaningful course selections and to sample various intellectual areas where they may have strength and interest.

Another facet on the academic side is working with students who are on probation or under suspension. Never before has the college been able to offer all of these students advice and counseling. Now we can. A serious attempt is made to contact each and every probated or dropped student, urging them to come in for a session with one of the advisors. So far, the acceptance rate is about 50%.

While we feel that the main thrust of Arts and Sciences is, and should be academic; we cannot afford to ignore the career implications of a college degree. Therefore, our advisors work with students in this area. Our objective is simply to get the student started in thinking about his or her career. And by career we don't mean just "job", but rather all life activities. Our aim is to induce students to begin thinking of career possibilities early and to help them see how their academic work relates. What we want is for students to look at questions of career and life style early enough to have the results influence their academic program. Now, our mission is not in depth career counseling. For this we refer the student to the more qualified professionals in the Counseling and Testing Center. Last term we made 151 such references. But, we do think we can work effectively with students on the beginning phases and we can certainly see that the question is brought to the student's attention. In some cases, this is an effective way to make the student perceive the relevancy of his course work and the result is better classroom performance.

To assist the advisors on the career front we have some new things going:

First, a room on the second floor of Patterson Tower is used to house a small collection of career guidance materials. The major item being the Cronical Guidance Publications Occupational Library which features carefully written and up-to-date four page briefs on over 600 various occupations. Associated with this is a self paced career assessment exercise that helps the student match his interests, attitudes, etc. with possible careers.

Second, we have worked with the Placement Service the last two spring terms in offering career planning workshops. These involve four two-hour sessions during which the students go through various self-awareness exercises and then relates the self-knowledge gained to questions of career. This spring the sessions were held in the Koinonia House and 30 students participated.

Third, we recently invited a consultant to our campus to teach our advisors how to use Howard Figler's path. For those not familiar with this, it is again a series of self-awareness experiments spread over four two-hour sessions but the approach is specifically designed for career exploration for liberal arts students. Our advisors have just finished a trial run with 30 students and the reaction by all was very positive.

Finally, we have been working with the Alumni Association to generate a referral list of U.K. Alumni working in various occupations. We hope that soon we will be able to put students who are seriously contemplating a certain career into direct

contact with a person actually in the area. This idea has worked well at other schools and we are hopeful it will be successful here.

I would like to emphasize again that we view our main mission as academic, but we feel that to be successful we must address the career questions.

Well, the obvious question is "How is it all working?" In my opinion, very well. If there is any truth in the responses we get on the Student Evaluation of Academic Advisors, questionnaire that we have administered the past three pre-registrations, then the students are well satisfied with the arrangements.

Our numbers are surprising to most. We have on our books 1,792 undecided students. Now not all of these are really undecided. Three hundred to four hundred are using the undecided status as a holding pattern while they await admittance to some other program such as Allied Health, or Architecture, or Nursing in LTI. However, this still leaves 14-15 hundred actual undecideds.

Well over 1200 of these have conferred with an advisor at least once and the majority have made multiple visits. Since the expanded service makes it possible to have an advisor on duty from 8:00-5:00 Monday through Friday, we have also generated an increasing amount of walk-on business. Students, not necessarily from Arts and Sciences, who are seeking answers to various questions -- most pertaining to rules and regulations -- but also a good number of other types.

The salient factor is, I believe, that the advisors are concerned people, intelligent people, who have the time and willingness to talk in depth with students. We have gone to great pains to make them fully cognizant of the breadth and scope of the University's lower division offerings, as well as the various rules under which the system operates. They do not know as much about mathematics for example as I do, but they have, I think, a better overall knowledge of the totality of 100 and 200 level courses and how they relate.

This brings me to a pitch for your help. The advising service has never been, or ever will be, error free. But we try and one way we try is by having an ongoing program of sending our advisors out to the various departments to make and maintain close contact with chairmen and the directors of undergraduate studies. We need to do more of this and certainly to get beyond the doors of Arts and Sciences. Therefore, I would appreciate any suggestions you have concerning key people we should contact. We are now arranging a series of spring visits and such information would be timely.

That concludes my report on the advising service. Now I would like to talk briefly about Developmental Studies. I realize that most of you are already familiar with the general nature of this program so today I would like to give you a data update and some other information.

You may recall that this program was funded in the Spring 1975 and is now in its second year. The purpose is to provide an environment in which those entering freshmen who have severe academic background deficiencies might have a reasonable chance for success provided they work hard and apply themselves. We have been

inviting those students whose composite ACT score is 14 or less to join. The candidate pool, therefore, is about 450 students per year. We also admit a certain number of provisional students -- ones whose composite ACT is over 14, but who have a serious weakness in some particular area, such as English or Mathematics, and who we think would profit from that part of the program.

Overall, the program is structured about English 101 -- the tutorial sections; Math 108R -- certain dedicated sections; and Speech 181 -- again dedicated sections. However, this will change next Fall.

In Fall 1975 we enrolled 165 students and added 17 more in the Spring. We also served 54 provisionals during that academic year for a total of 236.

This past Fall we took in 174 students and in January added 19. We have 26 provisionals and so the total is 219. Adding to this 90 holdovers -- people who this Fall, were in their second or third term and still protected from academic dismissal, -- then we see that the total program now involves more than 300 students.

One of the features is that students in the dedicated sections of English, Mathematics, or Speech have the opportunity to take an entire year to finish the course and those who, in the opinion of the instructors, are making satisfactory progress after one term are given the grade of "S". This year-long feature is used most often in Mathematics, fairly often in English and seldom in Speech. Last December, for example, 115 grades, not including "W's", were given in Mathematics and 75 were "S's". Of the 161 grades awarded in English, only 20 were "S's" and no "S's" were given in Speech.

Because of these "S" grades we only compute GPA averages and the like after a full academic year. For 1975-76 the average GPA for students in the program was 1.64 while the average for those eligible students who did not join -- the eligible non-participants -- was 1.51, over one-tenth of a point less. This fact is a bit more impressive when you note that the average ACT composite score for the participants was 11.2 and for the eligible non-participants 12.5 -- over one point higher. Now these samples are not random so these figures are not statistically sound but they do, I believe, indicate some success.

We have a breakdown of students in various GPA ranges. The two where the percentage of program students is significantly different from the percentage of non-participants is in the 1-1.5 and 1.5-2 ranges. Thirty-four and .5% of the developmental studies students had GPA's between 1.5 and 2 while only 18% of the eligible non-participants fell in this range. On the other hand, 13.5% of the program students were in the 1-1.5 category compared to 22% of the non-participants. The upshot is that 68% of the program students had GPA's of 1.5 or higher while only 52% of the eligible non-participants were in this group.

If we look at last year's students by course, we see that 54% eventually received

an A, B, or C in English 101. Unfortunately, this does not compare well with the overall University average of 74%, and we don't have data indicating how the 14 or less ACT group have traditionally fared. Mathematics has some data. Of the students who take Math 108R and have an ACT Mathematics score, not composite, but Mathematics of 14 or less, about 40% get A, B, or C. In Developmental Studies, only 31% who took 108R got A, B, or C but remember, these are people with composite scores of 14 or less. Speech is much like English with 53% earning an A, B, or C while the overall course record is 75%.

This does not look too encouraging. However, if we compare grade point averages, then the situation is somewhat brighter. For example, the mean GPA in English 101 for Developmental Studies students was 1.33 while that for the eligible non-participants was 1.20. In Mathematics there is a somewhat greater differential. The mean GPA for participants was 1.55 while only 1.39 for the others.

One very interesting percentage is this. If you look at those students eligible for Developmental Studies and compare success in English 101 the second time -- that is after failing once -- then 57% of the program students pass while only 11% of the eligible non-participants do the same.

Of course, all this is based on the data from the first year of operation, and it is too soon to draw any firm conclusions. However, it appears that the program was successful, and we are hoping that this year is to be even more so.

There is some other information which I think you might find interesting. I believe it is fair to say that the single most successful part of the program is the writing laboratory and techniques of teaching writing that Jackie Betts has developed. This year nine Developmental Studies students have been nominated for one of the Entwhistle Writing Improvement Awards. Also, several other schools have heard of her success and written asking about this and other features of the program. Some I know about are Wilkes Community College in Wilkesboro, North Carolina; the University of Bridgeport in Bridgeport, Connecticut; Western; University of Cincinnati, as well as many of our own Community Colleges. In fact, our own English Department is now experimenting with her techniques in certain sections of 101. Also, Mrs. Betts has run two in-service programs for the Fayette County teachers -- both very successful.

Writing is not the whole game, however. Other aspects of the program have also drawn outside attention. One is the required, non-credit, reading and study skills class developed by Dr. Mary Franke, the Director of the Program. Another, is our attack on Mathematics where Marylynn Blackburn uses a combination of lecture, module and laboratory approaches.

One rather interesting thing is an experiment we are doing involving Art. Mrs. Looper, who is the program secretary, is also an artist and last Summer she proposed using a non-credit Art class to help students who have problems with abstraction -- a good many of them do. This seemed like a good idea, so she worked last Fall with a group of 12 interested students. It seemed successful in the sense that the students liked it, and the teachers thought it

helped so we have continued it this term, and there are now 30 students involved.

I would like to close with some figures that are in response to several inquiries that we have had. The Developmental Studies students are about 50% male and 14% black. Nearly all come from Kentucky, with just a little less than half coming from Fayette and Jefferson Counties. Finally, of those students who started in the Fall 1975, and thus their protection from academic dismissal ended in December, 34% are still at the University of Kentucky. Recall that the traditional statistic is that 93% of the eligible students do not last three terms. Fifteen per cent have transferred to Community or other colleges and 5% have left for family or personal reasons but had a GPA of 2.0 or higher when they left.

My overall evaluation is that the program is successful, but much more can and needs to be done. Thank you for your attention. If there are any questions, I will try and answer."

Professor Wilson recognized Professor Paul Oberst. On behalf of the Senate Council Professor Oberst presented a motion to adopt the proposal to amend the University Senate Rules, V, 1.8, Grades for Students Who Withdraw, or are Dropped. This was circulated to members of the University Senate under date of March 10, 1977, and reads as follows:

V 1.8 Grades for Students Who Withdraw or are Dropped --

Any student may withdraw from any class within the first half of the semester, summer session, or other course unit. In order to withdraw the student must submit a completed withdrawal form to his or her dean by mid-semester. The dean shall report the withdrawal to the Registrar.

The name of any student withdrawing during this period shall be deleted from the class roll, and no grade or record of enrollment shall appear on the student's transcript.

A student may withdraw from a class during the second half of a course only upon petition certifying urgent reasons related to extended illness or equivalent distress. Such petition must be approved by the student's advisor, by the dean of the student's college, and by the instructor in the course. The instructor must assign an appropriate grade (see 1.3 this Section), or a grade of P may be assigned by the University Appeals Board (See Section VI 5.11 (2) ).

Note: Proposed Implementation Date: Fall, 1977. Not to be retroactive.

Professor Eastwood seconded the motion.

*Admissions*

Professor Kemp, Chairman of the ~~Advisory~~ and Academic Standards Committee gave the following rationale for the motion.

This proposal originated in the Arts and Sciences faculty. Several months ago there was a proposal that the withdrawal procedures be changed, and this proposal was brought to the Admissions and Academic Standards Committee. It went through several revisions. There was a lot of discussion and the proposal as you have it before you is a compromise that came out of the Committee. The following points are the consensus and the majority opinion.

1. It simplified withdrawal dates by having one instead of two as at present. Also it gives the same proportionate time for each academic session (summer, interim, etc.). (The present rule allows a student to withdraw without a grade during the first ten class days. However, the student may withdraw up until five weeks before final examinations.)
2. It coincides with the last date a student may obtain a refund upon withdrawing from the University.
3. Since the transcript will not contain the course name or grade for students who withdraw before mid-term, people who evaluate transcripts, such as prospective employers, will not be so likely to misinterpret the transcript.
4. Less faculty time will be spent with this procedure than with the present method of withdrawal.
5. Since teaching is one of the major functions of the University, any plan or program that enhances this function should be encouraged. This proposal could, in many instances, help students who are in temporary difficulty or students where the "W" or "E" grades do not accurately describe the student's status. It also avoids what might become a permanent barrier to the students' future success.

Many faculty disregard the present rule because they are aware of the unnecessary negative effect on the student. Thus the extended time from ten (10) days to mid-term will reduce the pressure for faculty to disregard the rule.

Professor Lienhard asked Dean Ockerman the mortality rate at the University of students beginning courses and not finishing them. Dean Ockerman did not have this information with him.

Dean Ockerman opposed the proposal for three primary reasons:

1. philosophical opposition to expunging student registrations from the academic record;
2. the need to shorten rather than lengthen the time for dropping and adding classes; and
3. conflict with Veterans Administration regulations which state that the withdrawal period at the beginning of the semester shall not exceed 30 days.

Professor Kemp said that there should be a responsibility to advise veterans of the 30 day rule, but that University matters should not be dictated by nonUniversity considerations.

Student Senator Benson said that the original proposal had the students' approval. He urged the Senate to consider it in the students' interest and not to amend it.

A vote on the previous question was defeated with a hand count of 47 to 34.

In further debate Professor Reedy said that one of his concerns was the possibility of encouraging students to enroll for an excessive number of hours.

Professor Wilson said that this proposal actually shortened the time that a student may withdraw.

Professor Thraikill said the present system put on the instructor the decision of assigning a "W" or "E" in a course. The new proposal puts the responsibility in the Deans' offices.

Professor Kao made a motion to amend the proposal to read:

"The drop period without a grade on the record be seven (7) days. A drop with a "W" grade be extended to five (5) weeks before the end of the semester."

Professor Diachun seconded the motion.

Professor Hargreaves asked if professors were to teach up to five weeks before the end of the semester and simply not show that those students were in class. Professor Kao said that a "W" would be recorded on the record with no judgment on the student.

Student Senator Benson said that there is a problem with drop-add but making this change in the proposal was not going to significantly change that. By the time a student drops, then it is too late to readjust the schedule.

Student Senator Wade said that students had to oppose the amendment on the grounds that it does not take care of the withdrawal problem, which was the intent of the original motion.

Professor Liddle said that he opposed the amendment but was in favor of the original motion.

Professor Lienhard moved the previous question on the amendment to terminate debate.

Motion carried.

The vote on the amendment as proposed by Professor Kao was defeated.



Professor Weil made a motion to amend the original proposal to read:

Grades for Students Who Withdraw or are Dropped --  
any student may withdraw from any class within the first quarter of the semester, summer session, or other course unit. In order to withdraw the student must submit a completed withdrawal form to his or her dean by the end of the first quarter of the semester. The dean shall report the withdrawal to the Registrar.

The name of any student withdrawing during this period shall be deleted from the class roll, and no grade or record of enrollment shall appear on the student's transcript.

A student may withdraw from a class during the last three-fourths of a course only upon petition certifying urgent reasons related to extended illness or equivalent distress. Such petition must be approved by the student's advisor, by the dean of the student's college, and by the instructor in the course. The instructor must assign an appropriate grade (see 1.3 this Section), or a grade of P may be assigned by the University Appeals Board (See Section VI 5.11 (2)).

Motion was seconded.

Professor Silberstein said that he agreed with Professor Weil. He said that it was intellectually honest for a student to drop out of a course prior to taking a mid-term examination, and it was also an excellent time for the professor.

Professor Janacek said that it seemed appropriate to have the withdrawal date early enough so that a question of a grade would not even come up.

Professor Leinhard said that he strongly supported the amendment and felt the faculty had the students' interest in mind.

Professor Silberstein said that he felt a month's time was plenty of time for a student to shop around. He said this had to do with a question of responsibility and developing a mature attitude in the student body.

Professor Blues made a motion to terminate debate on the amendment.

Motion carried.

The vote on the amendment carried with a hand count of 66 to 14.

The vote to close debate on original motion as amended carried.

The vote on the original motion as amended carried.

The proposal as amended will be sent to the Rules Committee for codification. The implementation date will be Fall, 1977 and will not be retroactive.

The next meeting of the Senate will be April 11, 1977.

The Chairman declared the meeting adjourned at 4:45 p.m.

Elbert W. Ockerman  
Secretary

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

U.S.  
3/21/77

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

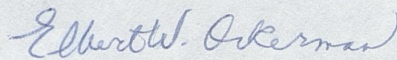
March 16, 1977

TO: Members, University Senate

The University Senate will meet on Monday, March 21, 1977  
at 3:00 p.m. in the Court Room of the Law Building.

AGENDA:

- 1) Approval of the minutes of the February Senate meeting.
- 2) Memorial Resolutions
- 3) Informational Items
- 4) Report on Experiment in Advising, Career Counseling and Developmental Studies: Dr. Raymond Cox, Associate Dean, College of Arts and Sciences.
- 5) Action Item: Proposal to Change the University Senate Rules, V, 1.8, Grades for Students Who Withdraw or are Dropped (circulated under date of March 10, 1977).

  
Elbert W. Ockerman  
Secretary

/cet

SENATORS WITH PERFECT ATTENDANCE

Ellen B. Baxter

Joseph A. Bryant

Bradley C. Canon

W. Merle Carter

Linda Chen

Raymond H. Cox

M. Ward Crowe

John A. Deacon

Stephen Diachun

Phillip A. Duncan

Ray H. Dutt

Jane M. Emanuel

Thomas R. Ford

Kenneth B. Germain

Mary W. Hargreaves

Jesse G. Harris

Gerald J. Janecek

Malcolm E. Jewell

Margaret W. Jones

James D. Kemp

Edward J. Kifer

Arthur Lieber

John H. Lienhard

Rey M. Longyear

Donald R. March

Michael McLaughlin

George E. Mitchell

William G. Moody

Robert C. Nobel

Paul Oberst

Bobby C. Pass

Ronda S. Paul

Bobbie G. Pedigo

Jean Pival

Wimberly C. Royster

Kathryn Sallee

Patrick J. Sammon

George W. Schwert

Paul G. Sears

John Thrailkill

Carl B. Tower

Jesse L. Weil

Cathy Welch

Robert G. Zumwinkle

COLLEGE OF DENTISTRY

Revised Calendar for 1977-1978

1977

- August 24-26                      Wednesday through Friday -  
Registration and Orientation for  
incoming students
- August 25, 26                      Thursday and Friday - Registration  
and Orientation for continuing  
students
- August 29                          Monday - Classes begin for all  
students
- September 5                        Monday - Labor Day Holiday
- October 6, 7                        Thursday and Friday - College of  
Dentistry Conference
- November 24, 25                    Thursday and Friday - Thanksgiving  
Holidays
- December 21                        Wednesday - Winter Vacation begins  
after last class

1978

- January 4                          Wednesday - Class work resumes for  
all students
- February 17-20                      Friday through Monday - Long Weekend
- April 10-15                        Monday through Saturday - Spring  
Vacation
- April 28                            Friday - ASDA Day - No classes
- May 12                              Friday - Oral Evaluations and end of  
academic year for graduating students
- May 13                              Saturday - University Commencement  
and College of Dentistry Graduation  
Program
- May 26                              Friday - End of academic year for  
continuing students

Charles L. Atcher  
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/ King Library

3-22-A

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