

them a channel so they can participate. This is already happening in the Army and in the Navy and people thought it would never happen. It is happening in colleges and universities and this is now saying that students have a right to have a participation in some of the academic affairs of a university. So, Mr. Chairman, I turn it back to you and the members of our committee are open, I think, to discuss it.

As background for the discussion Dr. Plucknett reminded the Senate of the statement in the new Governing Regulations which states ". . . Rules of procedure in educational units of the University shall provide for participation of students in the development of educational policies." Dr. Weaver reminded the Senators of one other pertinent rule in the Governing Regulations, that which states exactly what faculty the colleges and departments shall consist of; and that any action taken by the Senate would have to be a recommendation to the colleges and departments.

Out of the discussion which followed sets of opinions which emerged were that the proposal is modest and flexible, and that it states what the students want, of which the faculty is already aware, hence the Senate should not be afraid to accept it; and that it would not accomplish what the students want to accomplish.

Motion was made and approved at 5:00 p.m. to adjourn.

Kathryne W. Shelburne
Recording Secretary

MINUTES OF THE UNIVERSITY SENATE, DECEMBER 14, 1970

The University Senate met in regular session at 3:00 p.m., Monday, December 14, 1970, in Room 139 of the Chemistry-Physics Building. Chairman Plucknett presided. Members absent: James R. Barclay*, Charles E. Barnhart, Robert A. Beargie*, Harmon C. Bickley*, Norman H. Binger*, Harold R. Binkley*, Harry M. Bohannon, Betty Jean Brannan*, Bob Brecht, Gordon Brocklehurst*, Marion A. Carnes*, Clyde R. Carpenter*, David B. Clark*, Maurice A. Clay*, Alfred L. Crabb, Jr., Glenwood L. Creech, Marcia A. Dake, Doane Fischer, Eugene B. Gallagher*, Charles P. Graves, Jack B. Hall, Joseph Hamburg, Dorothy Hollingsworth, Charles F. Haywood*, Robert D. Jacobs, Mary Frances James*, Raymon D. Johnson*, William S. Jordan, Jr.*, Fred E. Justus, Jr.*, Irving F. Kanner, Donald E. Knapp*, James A. Knoblett*, Harold R. Laswell*, Sara H. Leech, Richard S. Levine*, Donald L. Madden*, William L. Matthews, Jr., Leslie L. Martin*, William G. Moody*, Theodore H. Mueller*, Paul Oberst*, Harold F. Parks*, Curtis Phipps*, Leonard A. Ravitz*, Lloyd F. Redick*, Donald S. Shannon*, Robert Straus*, John P. Strickland, Thomas B. Stroup, Willis A. Sutton, Jr.*, M. Stanley Wall, Daniel L. Weiss*, Raymond P. White*, Cornelia B. Wilbur*, Miroslava B. Winer*, A. Wayne Wonderley*.

The Chairman reported that since the Rules of the University Senate do not provide for students to attend Senate meetings without the express permission of the Senate, the decision was made by the Senate Council to move the meeting to

*Absence explained

this room and to provide for closed circuit TV to be beamed to Rooms 153, 155, and 320 in this building after handbills were distributed and an editorial appeared in last Thursday's Kernel urging students to plan to attend this meeting. He then asked if there was any comment or objection.

Mr. Steve Bright, President of Student Government, and a student Senator, was recognized and made the following remarks followed by a motion:

Mr. Chairman, it is apparent to me that there are a large number of empty seats in the room. It is distressing to me that with the many barriers between students and faculty members now, we have to erect any more of them by having this meeting in this atmosphere of sterility which exists here today, especially when apparent awkwardness seems to be so much a part of the average class room experience. I am convinced that students can be here at this meeting without intimidating the people here. I would hardly think that our faculty would be unable to overcome the looks of disappointment and disdain from the students or occasional applause from the students. Last spring we had a meeting at which there were large numbers of students at a time at which our campus was at a height of hostility and divisiveness, in which tension was at a peak, and yet we were able to have a student meeting with no danger to the lives of members of the Senate. It seems to me that it is important here that we try to eliminate the barriers between the students and faculty rather than to fortify them. We have relegated the students today to a role of watching this, rather than participating, which I think is ironical when the issue before the Senate is participation. Closed circuit television obviously costs something. I would point out that the University seems to be in dire financial straits at this time. I am also convinced that it is impossible to televise the Senate meetings when there are 200 people here and only two cameras. At a major league baseball game there are 18 people and four cameras and this is also a small screen production as I understand it--not like the basketball games. I would point out numerically we could have seated more people in Memorial Hall had the meeting been held there than we can seat in all the classrooms that are being used here, including this one and the three in which the televised production is being shown.

Mr. Chairman, I therefore move that we allow students to attend this meeting until all the chairs which are now empty have been filled.

This motion was seconded.

Dr. Plucknett pointed to the erroneous statement made by Mr. Bright, namely, that the students could observe but not participate. He reported that the Sergeant-at-Arms had been instructed to bring the name of any student watching in any of the other rooms who wished to speak to the Chairman and he would present the request to the Senate for action.

The Senate then defeated the motion on the floor by a hand count of 58 to 57.

Mr. Bright made the following remarks:

Mr. Chairman, it seems to me that what has just taken place shows what I think is the obvious difficulty in this kind of meeting. Different students are interested in what different Senators, depending on their

departments, or majors, or interests, are doing in response to the issues which are before the Senate today. It is impossible for them to tell how the Senate is voting; therefore, it seems to me that any future votes which are not unanimous will have to be a call of the roll of the Senators so that we will be able to tell what Senators are voting for an issue and which ones are voting against it.

Dr. Plucknett answered Mr. Bright that that would be an issue for the Senate to decide if it comes to that.

Professor Robert Sedler of the College of Law presented a motion that all students who had requested to be permitted to enter the meeting for the purpose of addressing the Senate be admitted with the privilege to speak. The Senate approved this motion. The list of some 14 names was then given to the Sergeant-at-Arms who was instructed to let these students enter the meeting.

The minutes of the University Senate meetings of November 16 and November 23, 1970 were approved as circulated.

On behalf of the College of Agriculture Dr. Wesley P. Garrigus, Chairman of the Department of Animal Sciences, presented the following resolution on the death of Mr. William Lester Brown, Assistant Extension Professor of Animal Sciences, with the recommendation that the resolution be spread upon the minutes of this meeting and that copies be sent to Mrs. Brown and to Mr. Brown's parents. The Senate stood for a moment of silence in acceptance of the resolution and in respect to Mr. Brown.

William Lester Brown

Born December 23, 1943
Died November 25, 1970

William Lester Brown was born in McKenzie, Alabama on December 23, 1943. He attended Vanderbilt University for one year in 1961-62 and completed his B.S. degree with honors at Auburn University in 1965. While an undergraduate at Auburn, Dr. Brown was active in the Block and Bridle Club, serving as Vice President during his senior year. He was a member of the 1965 Livestock Judging Team. He was an active member of the American Society of Animal Science and also a member of Alpha Zeta, Gamma Sigma Delta, Phi Kappa Phi and Sigma Xi.

Continuing at Auburn he was awarded the M.S. degree in 1968. His research at Auburn was on "The Relationship of Blood Glutathione and Hemoglobin Levels to Preweaning Performance of Young Beef Animals". For his presentation of a paper based on this study he was awarded first place in the awards section of the annual meeting of the Southern Section of the American Society of Animal Science in 1969. He earned his Ph.D. degree with a major in animal breeding at the University of Tennessee in 1969.

Dr. Brown married Elaine Raulston of Knoxville, Tennessee on March 15, 1969. A daughter, Erica, was born on April 23, 1970.

He was appointed Assistant Extension Professor of Animal Sciences

at the University of Kentucky on November 15, 1969. His Extension responsibilities were for beef testing, evaluation and selective breeding. He supervised the Kentucky Beef Herd Performance Testing and Beef Bull Performance Testing programs. In the year that Dr. Brown had worked in these programs, he had won the friendship and respect of both his fellow workers and beef cattlemen throughout the Southeast. To quote one of his peers at the time he was being considered for employment he had, "a perfect personality, combining in an exactly optimum manner, aggressiveness, confidence, modesty and humility." These words describe Dr. Brown very well.

While carrying out his University assignments, Dr. Brown was involved in an automobile accident near Madisonville, Kentucky on the morning of November 24 and passed away at 3:00 a.m. on November 25 in the University of Kentucky Hospital. Dr. Brown is survived by his wife, Elaine, his daughter, Erica, and his parents, Mr. and Mrs. J. L. Brown of McKenzie, Alabama.

The Animal Sciences Department and the University of Kentucky have lost a faculty member of the highest intelligence, capability, character and performance.

I move that a copy of this resolution be spread on the minutes of this Senate and that copies be forwarded to Mrs. Brown as well as to Dr. Brown's parents.

The Chairman reminded the Senators of the End-of-Semester Social to be held from 5:30 to 9:00 p.m. Monday, evening, December 21st, at the Alumni house.

On behalf of the Senate Council, Dr. Stephen Diachun, its Secretary, presented the following motion:

Mr. Chairman, the Senate Council has instructed me to make the following motion, and I so move. I move to substitute for the report of the University Senate Advisory Committee on Student Affairs, which was circulated under date of November 3, 1970, a revised report prepared by the Senate Council bearing the date of December 11, 1970, and made available today as a handout with the recommendation that it be approved and forwarded to the President for submission to the Board of Trustees for appropriate changes in the Governing Regulations, and with the further recommendation that the provisions of the report be implemented as soon as possible.

The revised report, as handed out, reads as follows:

STUDENT ADVISORY COUNCILS

1. Because students have a vital concern in academic programs, each College of the University offering a baccalaureate degree shall have an Undergraduate Student Advisory Council, each College having a graduate program shall have a Graduate Student Advisory Council and each College offering the professional degree shall have a Professional Student Advisory Council. Each such Council shall serve in an advisory role to the Dean of the College on academic matters.

2. Each Council shall designate one of its members to attend the general faculty meetings of its College with the right to vote in these meetings. (Each College faculty may permit additional SAC members to attend its general faculty meetings with voting privileges.)

3. Each College faculty shall determine its own method of establishing its Student Advisory Council(s); however, the following guidelines shall be observed:

A. Nomination and selection of members to serve on the SAC shall be done through a democratic process by which students choose their representatives.

B. Council members shall be selected during March to serve the following year. (Students selected during the 1970-71 school year would serve through April, 1972.)

C. Each graduate or professional SAC shall be composed of from three (3) to seven (7) members and each undergraduate SAC shall consist of from five (5) to nine (9) members.

4. When the framework and selection procedures are developed for any College SAC, the details regarding its organization and function shall be reported by the Dean of the College to the Vice President for the Medical Center or the Academic Vice President, as appropriate, with a copy to the University Senate Council.

5. It is recommended that Departments within the various Colleges consider establishing similar Student Advisory Councils.

Following discussion and a point by point explanation of the revised report by Dr. Vernon Musselman, a member of the Senate Council, Dr. Thomas Olszewsky recommended that the Senate substitute the Committee report dated November 3, 1970, of which the second page constitutes the substantive parts and the third page constitutes an interpretation and recommendation, for the Council report on the floor.

Following further discussion the Senate disapproved the substitute motion by Dr. Olszewsky by a hand count of 67 to 65.

Dr. Stanford Smith moved to amend the document dated December 11, 1970 and handed out in this meeting, to insert at the end of the sixth line of paragraph 1 the words "and faculty", and to modify subparagraph B of paragraph 3 to add to the end of the first sentence the words "unless alternate dates are approved by the Senate Council." The Senate approved this amendment.

Following further discussion on the original motion, as amended, Mr. John Nelson, student Senator, made a motion to table the motion, which was seconded and approved by the Senate.

Dr. Frank Buck then made a motion to place the original proposal of the committee on the floor for the Senate's consideration. Dr. Hans Conrad moved to table this motion also.

By a hand count of 76 to 59 the Senate voted to table the motion to consider the original proposal of the committee.

Dr. Michael Adelstein raised a point of order concerning the agenda. Following an explanation of the order of agenda by the Chairman Dr. Adelstein moved to change the order of business so that the next matter to be considered would be the report of the Tripartite Committee. The Senate approved this motion.

Dr. Diachun than made the following motion:

Mr. Chairman, on behalf of the Senate Council I move that the Report of the Senate ad hoc Tripartite Committee to Investigate the Role of Students, Faculty and Administrators in the University Senate, circulated under date of November 5, 1970, be rejected.

Mr. Bright presented a substitute motion that the Senate place the original Report of the Tripartite Committee on the Senate floor for consideration. By a hand count of 66 to 62 the Senate approved the motion to substitute the original report rather than the motion to reject the report as presented by Dr. Diachun.

Following extensive discussion in which a number of Senators gave their reasons for support of the committee proposal, motion was made to amend the committee report to make student members non-voting members.

By the required two-thirds majority the Senate approved a recommendation to halt debate on the amendment.

Mr. Bright then called for a roll call vote on this amendment.

At this point motion was made by a Senator to adjourn.

Mr. Nelson called for a roll call vote on the motion to adjourn. The Senators rejected the motion to adjourn by a roll call vote of 133 to 30. The roll call vote follows:

Staley F. Adams	Y	Charles Auvenshine	
Michael Adelstein	N	Albert S. Bacdayan	
Melvin Albaum	N	Lyle N. Back	Y
M.I.H. Aleem	N	Robert A. Baker	
Clifford Amyx	Y	James R. Barclay	
Richard L. Anderson	Y	Henry H. Bauer	N
Daniel S. Arnold	N	Robert A. Beargie	
Charles L. Atcher	Y	Wendell E. Berry	N
Ronald Atwood	N	Harmon C. Bickley	
Robert Aug		Robert Biggerstaff	N

Harold R. Binkley		Jess L. Gardner	N
Wesley J. Birge	N	Wesley P. Garrigus	Y
Richard C. Birkebak	N	Hans Gesund	N
O. E. Bissmeyer, Jr.	N	James L. Gibson	N
Thomas O. Blues	N	Harry C. Gilbert	N
Gifford Blyton	N	James W. Gladden	N
Frederick Bollum		Ward O. Griffen	
Garnett L. Bradford	Y	Joseph J. Gruber	N
Russell H. Brannon	N	Kenneth J. Guido, Jr.	N
Bob Brecht		John V. Haley	N
Steve Bright	N	Holman Hamilton	Y
Gordon Brocklehurst		Ellwood M. Hammaker	N
Thomas D. Brower		Richard Hanau	N
Mary R. Brown	Y	Mary W. Hargreaves	N
Herbert Bruce	N	Rebekah Harleston	N
Michael Bruer	N	Denny O. Harris	N
C. Frank Buck	N	Maurice A. Hatch	N
Collins W. Burnett	Y	Robert D. Haun	Y
Lowell P. Bush	N	Virgil W. Hays	N
Marion A. Carnes		James W. Herron	N
Clyde R. Carpenter		Jean M. Hayter	N
Ralph S. Carpenter	N	A.J. Hiatt	N
W. Merle Carter	Y	Dorothy Hollingsworth	
Robert E. Cazden	N	Howell Hopson	N
Richard A. Chapman	N	John Howieson	
David B. Clark		John W. Hutchinson	N
Maurice A. Clay		Mary N. Ireland	N
Glenn B. Collins	N	Kate T. Irvine	N
Jose M. Concon	Y	Robert D. Jacobs	
Carl B. Cone	N	Mary Frances James	
William B. Cotter	N	Joseph R. Jones	N
Raymond H. Cox	N	Fred E. Justus, Jr.	
Alfred L. Crabb, Jr.		Irving F. Kanner	
Eugene C. Crawford, Jr.	N	L. Clark Keating	N
Clifford J. Cremers	N	William F. Kenkel	N
James E. Criswell	N	Don Kirkendall	N
M. Ward Crowe	N	Robert W. Kiser	N
Jesse DeBoer		Aimo J. Kiviniemi	N
Loretta Denman	N	Donald E. Knapp	
Stephen Diachun	N	James A. Knoblett	
Ronald C. Dillehay		James F. Lafferty	N
Distler, Raymond J.	N	Roger O. Lambson	N
R. Lewis Donohew	N	Walter G. Langlois	Y
Richard M. Doughty	N	Harold R. Laswell	
John P. Drysdale	N	Robert Lauderdale, Jr.	
Ray H. Dutt	Y	Sara H. Leech	
William D. Ehmman	N	Donald C. Leigh	Y
Roger Eichhorn	N	Thomas J. Leonard	N
Doane Fischer		Charles T. Lesshafft	Y
W. Garrett Flickinger	N	Richard S. Levine	
Paul G. Forand	N	Albert S. Levy	N
Joseph R. Fordham	N	Arthur Lieber	
Donald Frazier	N	John H. Lienhard	N
Joesph B. Fugate	N	Rey M. Longyear	Y
Eugene B. Gallagher		Richard Lowitt	N
Art Gallaher, Jr.	N	Mark M. Luckens	N

Donald L. Madden		Rudolph Schriels	N
John L. Madden	N	George W. Schwert	Y
Paul Mandelstam		Paul G. Sears	N
Maurice K. Marshall	N	Robert A. Sedler	N
Leslie L. Martin		Donald S. Shannon	
Gene L. Mason	N	Ian Shine	
William C. McCrary	Y	D. Milton Shuffett	Y
Ernest P. McCutcheon	N	Malcolm R. Siegel	N
Marcus McEllistrem	N	Joe F. Sills	N
L. Randolph McGee	N	Raymond A. Smith	N
William R. Merritt	N	Walter Smith	N
George E. Mitchell	Y	Stanford L. Smith	N
William G. Moody		Armond E. Spencer	N
Theodore H. Mueller		Leonard P. Stoltz	Y
Thomas P. Mullaney		Robert Straus	
Vernon A. Musselman	N	John P. Strickland	
John Nelson	N	Robert H. Stroup	N
Louis A. Norton	N	William G. Survant	Y
Paul Oberst		Willis A. Sutton, Jr.	
James R. Ogletree	N	Roy E. Swift	N
Thomas M. Olshewsky	N	Betty A. Taylor	N
Leonard V. Packett	Y	Norman L. Taylor	Y
Blaine F. Parker	Y	Timothy H. Taylor	N
Harold F. Parks		John Thrailkill	N
Bobby C. Pass	N	Richard Thurston	N
Albert W. Patrick	Y	Sidney Ulmer	
J. W. Patterson	N	John A. Via	N
Robert W. Penman	N	Harwin L. Voss	N
Curtis Phipps		William F. Wagner	N
William K. Plucknett	N	John N. Walker	
Leonard A. Ravitz		Charles A. Walton	N
John A. Rea	N	Ralph H. Weaver	N
Lloyd F. Redick		Jesse L. Weil	N
Daniel R. Reedy	Y	Daniel L. Weiss	
John T. Reeves		James H. Wells	N
Herbert G. Reid	N	Harry E. Wheeler	Y
Donald A. Ringe	N	Raymond P. White	
Rona Roberts	N	Cornelia B. Wilbur	
John W. Roddick		Constance P. Wilson	N
Virginia Rogers	N	Joseph W. Wilson	N
Alex Romanowitz		Alfred Winer	N
Gerald I. Roth	N	Miroslava Winer	
Sheldon Rovin	N	A. Wayne Wonderley	
Robert W. Rudd	N	Kenneth R. Wright	N
Betty R. Rudnick	N	Fred Zechman	N
John S. Scarborough	N	Leon Zolondek	N

Mr. Bright withdrew his call for a roll call vote on the amendment on the floor.

The Senate then defeated the amendment on the floor to make student members non-voting members of the Senate.

The Senate voted to shut off debate on the original motion.

Mr. Nelson called for a roll call vote on the original motion to adopt the

Report of the Tripartite Committee. The Senators approved the Report of the Tripartite Committee by a roll call vote of 100 to 59. The Chairman reminded the Senators that this would be transmitted to the President for presentation to the Board of Trustees. The roll call vote on this motion follows:

Staley F. Adams	N	Raymond H. Cox	N
Michael Adelstein	Y	Alfred L. Crabb, Jr.	
Melvin Albaum	Y	Eugene C. Crawford, Jr.	Y
M.I.H. Aleem	Y	Clifford J. Cremers	Y
Clifford Amyx	N	James E. Criswell	N
Richard L. Anderson	N	M. Ward Crowe	N
Daniel S. Arnold	Y	Jesse DeBoer	
Charles L. Atcher	Y	Loretta Denman	Y
Ronald Atwood	Y	Stephen Diachun	N
Robert Aug		Ronald C. Dillehay	
Charles Auvenshine		Raymond J. Distler	N
Albert S. Bacdayan		R. Lewis Donohew	Y
Lyle N. Back	N	Richard M. Doughty	Y
Robert A. Baker		John P. Drysdale	Y
James R. Barclay		Ray H. Dutt	N
Henry H. Bauer	N	William D. Ehmann	Y
Robert A. Beargie		Roger Eichhorn	N
Wendell E. Berry	N	Doane Fischer	
Harmon C. Bickley		W. Garrett Flickinger	Y
Robert Biggerstaff	Y	Paul G. Forand	Y
Harold R. Binkley		Joseph R. Fordham	Y
Wesley J. Birge	Y	Donald Frazier	Y
Richard C. Birkebak	Y	Joseph B. Fugate	N
O. E. Bissmeyer, Jr.	Y	Eugene B. Gallagher	
Thomas O. Blues	Y	Art Gallaher, Jr.	Y
Gifford Blyton	Y	Jess L. Gardner	Y
Frederick Bollum		Wesley P. Garrigus	N
Garnett L. Bradford	N	Hans Gesund	N
Russell H. Brannon	N	James L. Gibson	Y
Bob Brecht		Harry C. Gilbert	Y
Steve Bright	Y	James W. Gladden	Y
Gordon Brocklehurst		Ward O. Griffen	
Thomas D. Brower		Joseph J. Gruber	N
Mary R. Brown	N	Kenneth J. Guido, Jr.	Y
Herbert Bruce	N	John V. Haley	Y
Michael Bruer	Y	Holman Hamilton	Y
C. Frank Buck		Ellwood M. Hammaker	Y
Collins W. Burnett	N	Richard Hanau	Y
Lowell P. Bush	N	Mary W. Hargreaves	N
Marion A. Carnes		Rebekah Harleston	Y
Clyde R. Carpenter		Denny O. Harris	N
Ralph S. Carpenter	Y	Maurice A. Hatch	Y
W. Merle Carter	N	Robert D. Haun	N
Robert E. Cazden	Y	Virgil W. Hays	N
Richard A. Chapman	N	James W. Herron	N
David B. Clark		Joan M. Hayter	Y
Maurice A. Clay		A. J. Hiatt	N
Glenn B. Collins	N	Dorothy Hollingsworth	
Jose M. Concon	Abstain	Howell Hopson	Y
Carl Cone	Y	John Howieson	
William B. Cotter	Y	John W. Hutchinson	N

Mary N. Ireland	Y	Bobby C. Pass	N
Kate T. Irvine	Y	Albert W. Patrick	
Robert D. Jacobs		J. W. Patterson	Y
Mary Frances James		Robert W. Penman	Y
Joseph R. Jones	Y	Curtis Phipps	
Fred E. Justus, Jr.		William K. Plucknett	N
Irving F. Kanner		Leonard A. Ravitz	
L. Clark Keating	Y	John A. Rea	Y
William F. Kenkel	N	Lloyd F. Redick	
Don Kirkendall	Y	Daniel R. Reedy	Y
Robert W. Kiser	Y	John T. Reeves	
Aimo J. Kiviniemi	Y	Herbert G. Reid	Y
Donald E. Knapp		Donald A. Ringe	N
James A. Knoblett		Rona Roberts	Y
James F. Lafferty	Y	John W. Roddick	
Roger O. Lambson	Y	Virginia Rogers	Y
Walter G. Langlois	Y	Alex Romanowitz	
Harold R. Laswell		Gerald I. Roth	Y
Robert Lauderdale, Jr.		Sheldon Rovin	Y
Sara H. Leech		Robert W. Rudd	N
Donald C. Leigh	N	Betty R. Rudnick	Y
Thomas J. Leonard	Y	John S. Scarborough	Y
Charles T. Lesshafft	N	Rudolph Schriels	Y
Richard S. Levine		George W. Schwert	
Albert S. Levy	Y	Paul G. Sears	Y
Arthur Lieber		Robert A. Sedler	Y
John H. Lienhard	Abstain	Donald S. Shannon	
Rey M. Longyear	N	Ian Shine	
Richard Lowitt	Y	D. Milton Shuffett	N
Mark M. Luckens	Y	Malcolm R. Siegel	N
Donald L. Madden		Joe F. Sills	Y
John L. Madden	Y	Raymond A. Smith	Y
Paul Mandelstam		Walter Smith	Y
Maurice K. Marshall	N	Stanford L. Smith	Y
Leslie L. Martin		Armond E. Spencer	N
Gene L. Mason	Y	Leonard P. Stoltz	N
William C. McCrary	Y	Robert Straus	
Ernest P. McCutcheon	Y	John P. Strickland	
Marcus McEllistrem	Y	Robert H. Stroup	Y
L. Randolph McGee	Y	William G. Survant	N
William R. Merritt	Y	Willis A. Sutton, Jr.	
George E. Mitchell	N	Roy E. Swift	N
William G. Moody		Betty A. Taylor	Y
Theodore H. Mueller		Norman L. Taylor	N
Thomas P. Mullaney		Timothy H. Taylor	Y
Vernon A. Musselman	Y	John Thrailkill	Y
John Nelson	Y	Richard Thurston	Y
Louis A. Norton	Y	Sidney Ulmer	Y
Paul Oberst		John A. Via	Y
James R. Ogletree	N	Harwin L. Voss	N
Thomas M. Olszewsky	Y	William F. Wagner	Y
Leonard V. Packett	N	John N. Walker	
Blaine F. Parker	N	Charles A. Walton	N
Harold F. Parks		Ralph H. Weaver	N

Jesse L. Weil	Y	Joseph W. Wilson	Y
Daniel L. Weiss		Alfred Winer	N
James H. Wells	N	Miroslava Winer	
Harry E. Wheeler	N	A. Wayne Wonderley	
Raymond P. White		Kenneth R. Wright	Y
Cornelia B. Wilbur		Fred Zechman	Y
Constance P. Wilson	Y	Leon Zolondek	Y

The Tripartite Committee Report, as approved, follows:

SYNOPSIS

A MAJORITY REPORT

Because specific responses to the many charges to the University Senate Ad Hoc Tripartite Committee to Investigate the Role of Students, Faculty and Administrators in the University Senate constitute quite a long report, this committee is relegating those responses to the appendices (especially Appendix B, dealing with a rationale for our major proposal). In this synopsis of our investigations, the committee wishes to stress not detailed analyses, but rather our estimation of the essential need for and impact of our recommendations.

The Tripartite Committee recommends that the University Senate be reconstituted to a composition of 160 faculty and 40 students, with the Senate Council composed of 12 faculty and 3 students. As reconstituted, this University Senate would be empowered as currently set forth in the Governing Regulations of the University.

The essential need for the proposal recommended herein is suggested by a distinction between advisory input and participatory input. Input which is merely advisory tends to lack two significant dimensions promoted through participatory input. Participation offers access to understanding all the important difficulties of formulating and applying policies. Thus it can overcome the many overdrawn perceptions and expectations that sometimes characterize advisory input due to its basically parochial perspective. But perhaps more importantly, participation solidifies a basic sense of obligation toward the system of governance. This results because such obligation is intrinsically connected with decision-making powers. Advisory input falls far short of providing for a given group the stake in the governance system which is promoted by participatory input. The present system of governance of the University of Kentucky essentially confines student input to the advisory type. The Tripartite Committee therefore sees a need to adopt a governance system characterized by viable and appropriate forms of participatory input for all major University groups: students, faculty, and administrators. To this end, we recommend the proposal detailed in Appendix A.

The Tripartite Committee does not urge adoption of its proposal because that proposal would solve all University problems. Rather, giving students a participatory input will induce student recognition of the difficulties inherent in attempts to respond to some of their most pressing concerns. This would also promote more active efforts on the part of the Senate to keep abreast of changing influences in curricula.

It is important to note that this proposal would not allow students to "control" academic programming. There would be four times as many voting faculty representatives as voting student representatives. What this proposal would do is allow more extensive and accurate student input.

The Tripartite Committee recommends this proposal as an important step toward reconstitution of the strong sense of community that has historically characterized universities. We believe it imperative that all groups within the University work together to make this possible.

Mr. Steve Bright	Dr. Elbert Ockerman
Dr. Lewis Cochran	Miss Rona Roberts
Dr. Joseph Engelberg	Dr. Wimberly Royster
Dr. Irving Fisher	Mr. John S. Nelson, Chairman

APPENDIX A

THE UNIVERSITY SENATE

- . MEMBERSHIP: The University Senate shall be composed of both elected and ex officio members.
 - A. Elected Membership: The elected membership shall number 200, of which 160 members shall represent the faculty and 40 members shall represent the student body.
 1. Elected Faculty Membership:
 - a. Eligibility, electorate, and representation: The elected faculty membership in the University Senate shall consist of and represent proportionately the members of the teaching and/or research faculty with the rank of assistant professor or higher in the various colleges and the University libraries. Those at the level of dean or above, however, are excluded from elected faculty membership in the University Senate, and from the electorate thereof. A University-wide ratio of elected members to eligible faculty shall be specified, and membership allotments accordingly apportioned among administrative units, so that the size of the elected faculty membership in the University Senate is held constant at 160. A uniform ratio of elected members to the eligible faculty in each specified administrative unit shall be specified so that the size of the elected faculty membership in the University Senate is held constant at 160.
 - b. Terms of office: Each elected faculty member shall serve for a term of three years and shall be eligible for re-election for a second consecutive term, but ineligible for further re-election until after one year has elapsed. The Secretary of the University Senate shall maintain attendance records and shall notify the administrative head of a unit when a representative of that unit has been absent without explanation from three meetings of the Senate during an academic year and that representative's position shall be declared vacant. If a faculty member of the University Senate should at any time during his term become ineligible to serve (e.g., by reason of assuming an administrative title of dean or above, resignation, by official leave which precludes attendance, or by violating attendance regulations), the administrative head of the group represented shall declare a vacancy and designate that member from the eligible faculty who at the last election received the next highest vote to serve for the duration of the elected member's ineligibility.

- c. Elections: The administrative units represented in the Senate shall determine whether their representatives shall be elected at large or apportioned among their sub-units. The elections shall be conducted during the second semester by the Secretary of the Senate with those elected assuming office at the September meeting of the Senate. The nomination and election of representatives shall be by letter ballot. Twice as many members of the faculty as there are places to be filled, plus ties for the last position shall be nominated and, their willingness to serve having been

ascertained, shall be voted on for membership in the Senate. (It is suggested that, in the larger units, brief biographies of those being voted upon be included with the election ballot.) The individuals receiving the highest number of votes in each category, with the results of a tie being determined by lot, shall be certified by the Secretary of the Senate as elected.

- d. Special provisions for Senate Council members: Faculty members of the Senate Council will remain voting members of the Senate until the end of their terms of the Council. They will not be counted as a part of the quota of the administrative unit that they have represented nor of the maximum membership of the Senate after the expiration of their elected memberships.

2. Elected Student Membership:

- a. Eligibility, electorate, and representation: The elected student membership in the University Senate shall consist of and represent proportionately the members of the full-time student body in the various colleges of the University, Lexington campus. Each college or, where it is the major administrative unit, school shall be allotted at least one student representative to the University Senate. The remaining student membership positions in the University Senate shall be apportioned among the colleges (or schools, when they are not part of a college) on the basis of the relative student populations of those colleges for the school year in which student membership elections are held. Students with no declared major shall be represented through the College of Arts and Sciences. Yearly adjustments shall be made to keep apportionment equitable, with the student membership in the University Senate maintained at the size of 40.

- b. Terms of office: Each elected student member shall serve for a term of one year and shall be eligible for re-election as often as he remains a full-time graduate or undergraduate student at the University. If a member of the University Senate should at any time become ineligible to serve (by relinquishing his position as a full-time University student, being placed on academic probation, or violating the attendance regulations), the administrative head of the group represented shall declare a vacancy and designate that member from the eligible student body who at the last election received the next highest vote to serve for the duration of the elected member's ineligibility. The secretary of the University Senate shall maintain attendance records and shall notify the administrative head of a unit when a representative of that unit has been absent without explanation from three meetings of the Senate during any academic year and that representative's position shall be declared vacant.

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c. Elections: The administrative units represented in the Senate shall determine whether their representatives shall be elected at large or apportioned among their sub-units. The elections shall be conducted during the second semester by the Student Government. Nominations shall be made by application to the Student Government at least one calendar week prior to the election. The individuals receiving the highest number of votes in each category, with the results of a tie being determined by lot, shall be certified by the Secretary of the Senate as elected.

d. Special provisions for Senate Council members: Student members of the Senate Council will become voting members of the University Senate by virtue of their election to the Council. They will not be counted as a part of the quota of the administrative unit that they have represented nor of the maximum membership of the Senate after their election to the Senate Council. When appropriate, the administrative head of the group previously represented by a student Senate Council member shall declare a vacancy for that unit and follow procedures previously outlined for filling that vacancy.

B. Ex Officio Membership:

1. Composition: The ex officio membership shall include the President, all Vice Presidents, all Deans, Director of the Libraries, the Professor of Military Science, the Professor of Air Science, the faculty and student members of the Board of Trustees, and the chairmen of the several standing University Senate committees, including Senate advisory committees, if not already members of the Senate. Other ex officio members may be added by the University Senate Council for the purpose of supplying information and viewpoints on problems considered by the Senate.

2. Privileges: Ex officio members shall enjoy all the privileges of the elected membership except the right to vote.

II. FUNCTIONS: As set forth in the Governing Regulations of the University, the functions of the University Senate shall include the following: (1) to determine the broad academic policies of the University and to make regulations to implement these policies; (2) to approve all new academic programs, curricula, and courses; (3) to adopt policies for the University calendar and approve the annual calendar as prepared by the Dean of Admissions and Registrar; (4) to recommend to the President on the establishment, alteration, and abolition of educational units in the University; (5) to advise the President or his designated officer on the planning of physical facilities and staff when these may affect the attainment of the educational objectives of the University; (6) to advise the President or his designated officer through appropriate committees on criteria for appointments, reappointments, promotions and granting of tenure; (7) subject to approval of the Board, to determine the conditions for admission and for degrees other than honorary degrees; (8) to recommend to the President all candidates for degrees. Beyond those listed in the above, the Senate shall have no management or administrative functions either in itself or through the instrumentality of its committees. The University Senate may address the President, or through him, the Board of Trustees, respecting any University matter.

III. INSTRUMENTALITIES:

A. University Senate Council:

1. Membership:

a. Eligibility, electorate, and representation: The University Senate

Council shall consist of 15 persons elected by the University Senate. Faculty representation on the University Senate Council shall be 12; student representation shall be 3. No college may have more than three members. Any elected member of the Senate (or person appointed to replace an elected member) whose term of office has not expired at the time of election shall be eligible for election to the Council. Persons eligible for the Senate but not currently members may be made eligible for election or re-election to the Council by a nominating petition signed by 15 members of the Senate and filed with the Secretary one week prior to initial balloting.

- b. Terms of office: Faculty Council members shall serve for a term of three years; student council members for a term of one year. Faculty Council members are not eligible to succeed themselves until a lapse of one year from the expiration of their terms. Once elected to the Council, a faculty member shall continue to serve on the Council for the length of his Council term, regardless of whether his term on the Senate may expire meanwhile. If a member of the Senate Council should at any time during his term become ineligible for election to the Senate by reason of assuming an administrative title at the level of Dean or above, his seat shall be declared vacant. In the event of a vacancy, the Chairman of the Senate Council shall appoint as successor that eligible nominee who at the last Council election received the largest vote without being elected to serve, observing other restrictions on Council membership. The replacement shall serve until the next Council election, at which time a person shall be elected to serve for any portion of the term which remains.
 - c. Elections: University Senate Council elections shall be conducted by mail, under the supervision of the Secretary of the Senate. On the first ballot each Senate member shall vote for the number to be elected at that election, from the entire roster of the eligible members as certified by the Secretary of the Senate, with whatever additions have been petitioned. Any member receiving a majority of the votes cast on the first ballot shall be deemed elected. The remaining vacancies shall be filled by a vote on the names receiving the highest plurality of votes with the number of high plurality names remaining on the ballot being twice the number of vacancies yet to be filled. However, not more than twice the number of names from any one college than there are vacancies for that college shall remain on the ballot. Those receiving a majority of the votes cast shall be deemed elected, and successive votes taken as necessary in the manner outlined above. Voting for faculty and student members of the Council shall be conducted in separate divisions on the ballot, with all members of the University Senate voting for the allotted number of both faculty and student representatives to the Council. Elections for the Senate Council shall be held as soon as possible following elections to the Senate for the same year.
2. Purpose and Functions: The purpose of the University Senate Council shall be to enable the Senate more effectively to perform its primary role in formulating and carrying out educational policy for the University, as described in the Governing Regulations of the University. The Council

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shall be specifically charged with continuously reviewing the University's programs and policies and providing leadership for the University Senate in assuming its proper role in the formation and implementation of University policy and plans. In accordance herewith the Council shall serve as an executive committee for the Senate in fulfilling the following functions: (1) study and report or recommend to the Senate on any matters of concern to the Senate; (2) receive, consider, and recommend action on Senate committee reports; (3) advise with the President on appointment and discharge of Senate committees and on personnel of such committees; (4) function as the program committee of the Senate; (5) have power to act for the Senate on course and curriculum changes and on other matters delegated to it by the Senate, subject to the requirements of reporting and the power of the Senate to reverse Council action as stated in the minutes of May 4, 1962 and revised June 3, 1963. In addition, the Council advises with the President on all matters relative to the welfare of the University which he might bring to it and recommends other appropriate Senate committees for the consideration of specific items of study.

3. Instrumentalities and Rules:

- a. Officers: The Council shall select its officers annually, at its first meeting following the annual election of new members.
- b. Quorum: Five members shall constitute a quorum for the transaction of Council business.
- c. The Program Sub-Committee: The Program Sub-Committee of the Senate Council is charged to: (1) make recommendations to the Senate Council about programs for Senate meetings; (2) identify major educational issues facing the University and make appropriate recommendations to the Council for action on these issues; (3) engage in other appropriate assignments designated by the Senate Council.
- d. Revisions: The structure and functions of the Senate Council may be changed by majority vote of the Senate.

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- B. Senate Committees: Standing, advisory, and ad hoc committees of the University Senate shall remain as presently constituted and charged, except that the general composition ratio of 4-1 faculty-to-student members shall be observed.

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APPENDIX B

RATIONALE

The University Senate Ad Hoc Tripartite Committee to Investigate the Role of Students, Faculty and Administrators in the University Senate was created in response to several requests, principally from students, that the present function and role of the University Senate be modified to include more student participation. The charges to this committee were not limited to investigating possible changes in the University Senate, however, and could not have been, since that body is only a part of a larger pattern of University governance.

The tripartite committee--composed of three students, three faculty, and three administrators--was charged to: (1) define the role(s) of the faculty, students, and administrators in the discharge of responsibilities currently held by the University Senate, the Student Government, and the administration; (2) define the allocation of authority among these groups; (3) define the responsibilities of these groups; (4) define the structural relationships among these roles; (5) investigate the advantages and disadvantages of all options relative to the establishment of tripartite government at the University of Kentucky; (6) examine the function and structure of items such as the above used at other major universities and to assess the potential benefits of their application at the University of Kentucky; (7) prepare a written report of its findings and a specific recommendation, if any is deemed necessary, to the Senate Council by September 30, 1970, for submission to the Senate.

The investigations of the committee focused on four central areas, which will serve to organize this discussion of the committee's findings. Part I will explore presently operating systems of university governance, both at the University of Kentucky and other universities. Part II will examine principles identified by the committee as important for evaluation of any contemporary system, constituting a sort of ad hoc philosophy of university governance. Part III will discuss types of tripartite organization considered but rejected by the committee. Part IV will sketch a rationale for the proposal which this report recommends, indicating both what the committee's suggestion for tripartite governance of the University of Kentucky will do and what it won't do. Our detailed proposal is included as Appendix A.

This report is necessarily brief and certainly should not be read as a transcript of committee discussions or as anything approaching an exhaustive analysis. In reading this report, it is most important to remember that the committee's recommendations deal with the University-wide structure of tripartite governance and in no way is intended to preclude or substitute for lower level modifications designed to extend principles of tripartite governance throughout all levels of the University. This will be discussed more fully in part IV.

I. PRESENT SYSTEMS

A. The University of Kentucky

1. Students: Students are currently involved in University governance through three main mechanisms. They participate and/or are represented through the Student Government, various formal and informal advisory groups at various levels in the University structure, and a five member contingent in the University Senate. Only in rare and limited instances do other types of participation exist.

The Student Government consists of a legislative and an executive branch. The

Student Government Assembly is composed of 32 representatives elected by the students in two elections held each academic year, one election selecting representatives on the basis of residence and the other on a campus-wide vote. The presiding officer is the Speaker, elected by the representatives. The Assembly's committees (Rules, Finance, Committees, Student Services, Student Affairs, and Academic Affairs) review legislation pending before the Assembly and make recommendations thereof. The President is elected in a campus-wide election. He is recognized in the Governing Regulations of the University and by state statutes as the Student Body President and a non-voting member of the Board of Trustees.

The Student Government in the Governing Regulations of the University is named as the official student body authority in University matters. According to the Governing Regulations and its constitution, the Student Government is charged with providing and rendering services to the students, faculty, and administration and with representing student opinion to the faculty, administration, and Board of Trustees. It has a budget of \$10,000 to aid in the former responsibility. In the latter capacity, however, it acts almost completely as an advisory body. One important exception is the selection procedure for the Academic Ombudsman, which empowers a committee of the Assembly to veto any prospective candidate for that post which they choose.

The Graduate and Professional Student Association concerns itself primarily with the specific problems and interests of the University's graduate and professional students. It has no formal ties with Student Government, although an informal working relationship now exists and proposals for more formal cooperation may be forthcoming from those two groups.

A fairly complex system of student dormitory governance now exists, but is not designed for determining important dormitory policy. It operates as a complex advisory body on such issues, making policy in peripheral areas of social and other concern.

Many administrative organs scattered throughout various levels of the University structure are currently advised in their respective areas by small groups of students. For the most part, these advisory groups are peripheral to decision-making processes where they do exist. And they exist in too few instances to be described as an integral part of the current structure of University governance. Such bodies usually advise the head of that administrative unit, but have such severely limited access to information and policy machinery that their input is seldom of great value. Notable exceptions do, of course, exist and provide a model for suggested improvements to be considered later in this report.

In addition to student advisory bodies, students currently have representation on eleven administrative committees. Student membership is appointed by the President of the University, who has in the past selected from Student Government recommendations. Student Government has also been involved in selecting student members of the Judicial and Appeals Boards and the Student Publications Board, though here, too, the involvement of Student Government rests primarily on courtesy recognition. Student Government's President or Vice-President sets on the Athletic Board, the President is a member of the Administrative Council, and the SG Director of Academic Affairs is a member of the Academic Council.

Student membership in the University Senate was recently increased from three to

five in number with the passage of the new Governing Regulations of the University on May 5, 1970, by the Board of Trustees. Four student positions have been opened on the Student Affairs Committee of the Senate for the past several years. Student positions were added to the Senate Rules, Library, Honors Program, International Education, Intercollegiate Athletics, and the Community Colleges Advisory committees this spring.

At its regular meeting of April 22, 1970, the Senate Council recommended against the addition of students to the Academic Area Advisory Committees. The Graduate Council and Academic Council of the Medical Center have recommended against the addition of students to their respective bodies. The Undergraduate Council has added student membership to its body. Last spring the Senate Council also decided not to recommend the addition of the student trustee to the Senate Council as a non-voting member.

2. Faculty: The faculty currently participates in University governance primarily through department level policy meetings, college level bodies, and the University Senate. Below the level of the University Senate, the faculty's involvement is generally directed toward establishing academic policies for particular disciplines. The University Senate, in which the great bulk of representation is situated in the approximately 200 faculty members, supervises University-wide policy considerations, again primarily on academic matters.

Under the Governing Regulations of the University, the University Senate is currently empowered to: (1) determine the broad academic policies of the University and to make recommendations to implement these policies; (2) approve all new academic programs, curricula, and courses; (3) adopt policies for the University calendar and approve the annual calendar as prepared by the Dean of Admissions and Registrar; (4) recommend to the President on the establishment, alteration, and abolition of educational units in the University; (5) advise the President or his designated officer on the planning of physical facilities and staff when these may affect the attainment of the educational objectives of the University; (6) advise the President or his designated officer through appropriate committees on criteria for appointments, reappointments, promotions and granting of tenure; (7) subject to approval of the Board, to determine the conditions for admission and for degrees other than honorary degrees; (8) recommend to the President all candidates for degrees. The University Senate is also empowered to address the President, or through him, the Board of Trustees, respecting any University matter. By custom, any such recommendations are passed to the Board along with the President's approval or disapproval thereof.

The President has delegated to the Senate the power to nominate persons for membership on the Area Committees, which recommend to the President on promotions, hiring and tenure.

The Senate Council presents panels of recommended individuals from which administrators are chosen by the President and Board of Trustees. It has for some time also advised the President on many matters relative to the welfare of the University, this informal consulting relation existing at the discretion of the President.

3. Administrators: The basic roles established throughout the entire administrative structure of the university flow from the full authority and responsibility over the administration of the academic, business, and fiscal operations of the University now assigned to the President. The Governing Regulations

of the University direct that the President make recommendations relating to the general policies of the institution and to the maintenance of coordination among its several functions. He is to supervise and administer all phases of the University's operations, both business and academic, extending to all departments, divisions, and colleges. He is further assigned performance of all other administrative functions necessary or appropriate for the effective operation of the University, whether explicitly enumerated in the Governing Regulations or not.

The President is empowered by the Governing Regulations to delegate any of his assigned authority or responsibility, with the qualification that major delegations of authority or responsibility must be approved by the Board of Trustees. Thus the specific duties of specific administrative personnel follow in part from down-the-line delegation of authority and responsibility. A number of administrative positions are, however, explicitly identified in the Governing Regulations, with the powers and duties of those offices set forth in varying detail therein. Those positions mentioned in the Governing Regulations include: Vice-Presidents, Dean of the Graduate School and Coordinator of Research, Dean of Undergraduate Studies, Deans of the Colleges, Directors of Schools, Department Chairmen, Chairmen of Interdisciplinary Instructional Programs, and Directors of Community Colleges.

At the present time it is the policy of the University that academic officers up to the level of dean of a college shall continue to fulfill some teaching and/or research obligations as a member of the faculty as well as execute their administrative functions.

3. Other Universities

Due to time limitations, the informational base for conclusions to be related in this section was largely confined to the knowledge of committee members and a survey on University Senates compiled in the spring of 1970 by the University of Kentucky Student Government. The Survey of University Senates included information about the compositions and authorities of 44 bodies occupying positions in the governing structures of their institutions roughly similar to that of the University Senate of the University of Kentucky. The universities surveyed included nine of the eleven benchmark institutions often used in University of Kentucky policy-making.

While to relate case by case the studies of other institutional structures would be too lengthy and would merely repeat the Student Government survey (included as Appendix C), some generalizations can be made. Few universities seem to presently possess University Senate-type structures that both include proportionately important student representation and exercise significant policy responsibilities. Most of the universities surveyed either have approximately equal student, faculty (and sometimes administrative) representation in a body with relatively little policy responsibility or largely exclude students from important policy-making bodies composed of faculty and administrative delegations of varying relative proportions. There is thus little ostensible precedent in terms of actually operative structures for the recommendations set forth in this report. On the other hand, the survey does clearly establish the existence of trends toward greater student participation in policy-making bodies at the other universities surveyed. The natures of these bodies vary rather widely, however, allowing no easy extrapolation from the developments at those universities to the University of Kentucky.

On the whole, the committee believes that what other universities are doing in this field should be secondary, though significant, consideration. Many universities seem engaged in the same types of reconsideration of roles and responsibilities that the work of this committee represents for the University of Kentucky. The results of such reconsiderations appear diverse. The only trend fairly clear at this point is that these reconsiderations usually result in increased student involvement of one form or another in university policy-making.

II. BASIC CONSIDERATIONS IN UNIVERSITY GOVERNANCE

In this section some of the important considerations guiding the committee's recommendations will be specified. Though these will of course not include all of the assumptions underlying the committee's evaluations, they include those that seemed crucial to the major controversial areas discussed by the committee and reflected in its findings. Four such considerations may be identified.

Though it should be obvious from the foregoing, it should be noted that the committee's evaluations of and recommendations for University governance do not extend to the fundamental governing agency, the Board of Trustees. It seems particularly important to make this approach explicit in light of the extensive debate at this time over possible proper roles for such bodies in the functioning of universities. For purposes of its considerations, the committee assumed a continuance of the present role discharged by the University's Board of Trustees. The committee's investigations did in varying degrees touch upon all subordinate levels of University governance, however.

The committee was agreed that both students and faculty have a broad interest in academic affairs and related matters. The committee believes that the comparative transcendence of students and their special position educationally (varying in most cases from apprenticeship to a sort of junior-partnership) are significant for deciding upon roles in the implementation of this common interest. However, differences on these counts between students and faculty are many times differences of degree rather than differences of kind. The committee thus believes that considerable degrees of role commonality in academic and related areas of University governance is appropriate.

The third consideration underlying the approach of the tripartite committee refers to interest representation and powers. The committee believes that the powers exercised by a body should be concomitant with the interests represented therein. This is a sort of no-taxation-without-representation approach. Of course, the relative degree of representation may vary with the type of power involved. Nonetheless, the relationship here is considered highly important for evaluating systems of University governance and is applied throughout this document.

The committee would, lastly and perhaps most importantly, emphasize its belief that the University, for all its divergent functions, still constitutes a single social institution at this time. Accordingly, its members are members of a University community. This would mean that at some level and in some way it is important for all major groups to cooperate in the formulation of broad policies fabricated from the standpoint, not of the parochial interests represented, but of the whole University and the community thereof. This need not imply that all groups contribute in the same ways and degrees to such policy formulation, but rather that

that system of governance is desirable which best recognizes and integrates the different perspectives afforded by those different groups. In any case, the committee feels particularly strongly that there is a need for some sort of University policy body comprised of students, faculty, and administration in order to lend much needed coherence to the University community.

III. OTHER PROPOSALS

The tripartite committee considered two other types of proposals from that finally agreed upon. These proposal types might be labeled "uniform-role" tripartite governance and "superboard" tripartite governance. This section will constitute respective description and evaluation of each of these types.

A. "Uniform-Role" Tripartite Governance

A "uniform-role" tripartite system of governance would be one in which the roles of the major participants in University governance would be roughly equivalent in kind and degree. Generally speaking, this might involve fairly equal sharing of all major governing powers and responsibilities among students, faculty, and administration, probably in some sort of legislative body. The defining characteristic of such a tripartite system, its uniform role nature, would seem to constitute its major deficiency.

A "uniform-role" tripartite system of governance would be an unwise system for allowing student representation from both the standpoint of kind of participation and degree of participation. Because of the transience and special educational position of the students, as mentioned previously, it would seem inappropriate to invest students with responsibilities for any sort of detailed policy formulation in fields not directly related to academic matters. Students probably should have some voice in broad policy determination in those other areas, but to go farther than a broad advisory role would be ill-advised. That is a kind of responsibility students should not have. There is here a problem of degree of responsibility and power as well, for the transience and special educational position of students would also argue against putting students on the same level of responsibility for policy fabrication, even where academic policy is concerned, as the faculty. A "uniform-role" system of tripartite governance would entail an inappropriate role for students.

A "uniform-role" tripartite system of governance would also produce a mechanism of involvement inappropriate for faculty. The problems here are somewhat the same as with student involvement. It is inappropriate to have the faculty determining detailed non-academic policy. While it would seem desirable to produce faculty recommendations and advice on the broad policy to be pursued in areas not endemic to academics, the faculty cannot channel the necessary time and effort, and sometimes does not possess the necessary specific expertise, for dealing with such matters in detail.

The administrators, too, would be assigned an inappropriate role under a "uniform-role" tripartite system. In the first place, the direct determination of detailed academic policy by non-academic administrators would not seem particularly desirable. Secondly, such a "uniform-role" system would endow top-level academic administrators

with a double dose of power and responsibility--one dash for their role as administrators of policies established (that power inherent in administering policy) and another dash for their role as one of three main constituencies determining policy (that power accruing from voting representation in the tripartite body). Thirdly, with the exception of the more minor academic administrators (department chairmen, assistants to deans), it is doubtful if administrators are in enough direct contact with their special fields and the faculty-student side of the academic world to fruitfully participate as direct determiners of detailed academic policies. These three reasons argue against the desirability of a "uniform-role" tripartite system of governance from the administrators' standpoint.

A "uniform-role" tripartite system of University governance would be objectionable because it involves basic misapplications of the abilities and interests of the three main groups relative to University governance below the level of the Board of Trustees, the students, faculty, and administrators.

B. "Superboard" Tripartite Governance

A "superboard" tripartite system of University governance typically involves the establishment of a board composed of roughly equal contingents of students, faculty, and administrators which has broad advisory powers but does not determine specific University policy in most areas. Under a "superboard" system, specific policy determinations are made by other structures operating in their own compartmentalized areas. Such a system would appear to constitute an attempt to provide a body institutionalizing a University-wide perspective or balance of perspective that could endeavor to balance tendencies of compartmentalized structures toward promulgation of unduly parochial policies. An excellent example of such a "superboard" tripartite system of University governance would be the tentative proposal formulated by the Senate Council Ad hoc Committee on Senate Committees (Drs. Nicholas J. Pisacano, Paul Sears, and Stephen Diachun, Chairman). This proposal is included as Appendix D.

As usually formulated, a "superboard" proposal would confine the administrators to determination of non-academic policy and administration of almost all policy, the faculty to academic policy-making, and the students to student "life-services" policy-making at the sub-"superboard" levels. All three groups would be equally represented on the "superboard" itself. The "superboard" approach seems to involve two major difficulties: an inappropriate role for students and an inappropriate role for administrators.

As indicated earlier, this committee believes that students should properly possess strong involvement privileges in academic decision-making. While this committee does not believe that students should have a controlling or even a voice nearly equal to that of the faculty in this area, it believes that more than an essentially advisory role for students is mandated. The usual "superboard" approach would not allow this.

An important fact also alluded to earlier is that administrators gain a perfectly equitable amount of power from their very administration of policy--even in the academic realm. Powers of policy determination in the academic realm would seem out of order for those key administrators invested with major administrative responsibilities. This would probably apply from the level of dean on up. Such a "superboard" would seem to unduly endow administrators, at least top level

ones, with power in the academic realm. Indeed, this might apply to non-academic realms as well, for it is unrealistic for a "superboard" to include the President of the University. Thus the President of the University is usually put in a coequal advisory status to that of the "superboard". Yet the administration still typically constitutes about one-third of the "superboard", thus becoming a major determinant of the "superboard's" position as well. One way of the other, however would reasonably expect the administrators on the "superboard" to follow his lead on major policy recommendations, (in which case he would determine a "block vote" by the administrators and make it quite likely that the "superboard" system would not be tripartite in securing effects, but rather "monopartite"), or the administrators on the "superboard" would defy the President's lead on major policy issues, injecting unnecessary and undesirable conflict into the administrative system. Because of the high degree of cohesion needed among the major officials of an administrative system if it is to be effective, the Presidentially determined "block vote" would be desirable--and yet would destroy the whole fundament of the "superboard's" claim to tripartite governance and the advantages thereof. This dilemma seems inherent in any "superboard" approach, as we have defined "superboard" tripartite governance.

The important lesson of the last paragraph would seem to be that while administrators' viewpoints might be very important when less formally expressed in a body where they have only ex-officio non-voting membership, the administrative structure is and must be such that the President is the ultimate spokesman on major issues of policy and major issues of policy are the subjects under the purview of some sort of "superboard". There is a need for the administration to be somewhat more "monolithic" than the student body and the faculty in this regard. This would seem to be very significant for the type of tripartite governance established.

IV. THE UNIVERSITY SENATE AND TRIPARTITE GOVERNANCE

A. The Committee's Recommendations--Major Issues

As previously indicated, the tripartite committee's specific proposal is included herein as Appendix A. In this section we will briefly identify some of the major issues addressed in that proposal, sketching a rationale for the position recommended by the committee.

1. Representation: The committee's proposal recommends substantial voting representation for students in a body charged with detailed academic policy-making and some broadly advisory powers on non-academic matters. The balance of the voting membership should be composed of faculty, with important administrative officers tapped as a key information source through ex-officio non-voting membership. The committee felt that a four-to-one ratio of faculty-to-students would be equitable. Retention of staggered three year terms for faculty and continuance of the limitations and election system thereof is thought desirable. For students, the terms probably should be one year and the system of representation roughly analogous to that used for faculty members. It should hardly be necessary to justify the faculty's role in determining academic affairs. Justification for the rather substantial student role indicated here follows from recognition that an integral part of student education can and should be the experience of critical examination of the institutionalized forms of that educational process. Such justification also

rests on recognition of the large student interest in the academic area of University governance and on the need for consideration of the student perspective in a systematic fashion. It is the committee's belief that present representation in the University Senate is inadequate in these regards.

For the reasons indicated above, the committee does not believe it necessary or particularly desirable to make major administrators voting members of such a revised University Senate. These persons are needed as a source of information, and it currently appears that this can be achieved through ex officio non-voting membership, while at the same time avoiding difficulties involved in some sort of "superboard" approach. The situation is different for minor administrators in academic areas, however. The committee believes that the present system of excluding all administrators above the level of department chairmen disenfranchises unjustly many at levels like Assistant Dean. In the present system the matter is further complicated by allowing simple changes of title but not of duties (from Assistant Dean to Assistant to the Dean) to suddenly make one eligible for participation as a faculty member in the University Senate. Since people at this level continue to discharge teaching or research duties, though admittedly not full time, and because it is often (or at least one would hope it would be) the case that these persons are elevated to their administrative posts because of their high interest and competence in academic programming (and high faculty regard for these qualities), it would seem desirable to define the faculty so as to make those academic administrators below the level of Dean a part of the faculty electorate. This would make them eligible to vote and to be voted for as part of the faculty contingent in the University Senate.

2. Size of the University Senate: The committee sees possible advantage in a smaller body than the current 200 or so membership, but on the whole believes that a body of 200 would be preferable to, say, a body of 100. In terms of discussion possible, it would not appear that a body of 100 could really offer a significant advantage over one of 200. The larger body would offer greater likelihood that smaller units might be represented, lending a broader academic perspective to the body, as well.

3. Powers versus Representation: The current University Senate is delegated a number of powers of advice in non-academic areas. The committee feels that these responsibilities of the Senate are now somewhat out of line with its composition, for the Senate is, power-wise, treated as a University Senate, when in actual fact it is now a Faculty Senate. The committee believes that by broadening the composition of the Senate in the ways described above it then merits fully the powers it presently is delegated. Thus, the recommendation is that the powers remain the same as that presently located in the Senate.

4. The Senate Council: The committee believes that the Council should be proportionately composed in the same way as the Senate itself: on an approximately four-to-one faculty-to-student ratio. Further, the committee could see no particular reason for including as ex officio members the faculty and student representatives on the Board of Trustees. However, should they be included, care should be taken that both faculty and student Trustees are made ex officio members of the Senate Council. Administrative membership was not thought particularly necessary or desirable, for the same reasons about the special nature of policy-making by administrative structure members that were detailed previously.

B. What A University Senate Tripartite System Would Do

A University Senate tripartite system described herein would bring the most fully workable type of tripartite governance to the very broadest level of University governance (below that of the Board of Trustees). It would recognize the fact that the administration is now adequately represented through its hierarchical structure, leading to the President of the University. It establishes a policy-making body in the area of academics (detailed) and non-academics (broad advisory) wherein all three major constituencies of the University--students, faculty, and administrators--participate in the ways and to the degree most appropriate to their characteristics and those of the body itself. A Senate Council is established that will continue to expedite the workings of the Senate, but will also enhance the advisory functions of the Council, particularly to the President, because it represents both faculty and students, in fair proportion, so that their perspectives can interact with those of the administration at the highest levels. Such a proposal, by building on the legitimate interests and special capabilities of each of the three major groups, would serve to enhance the cohesiveness and quality of the University community.

C. What A University Senate Tripartite System Would Not Do

1. Lower-Level Governance: A University Senate tripartite system of governance would extend only to the upper reaches of University policy-making and administration of the tripartite philosophy of governance advocated herein. Other measures are needed to bring this approach to lower levels. For instance, possible restructuring of the department chairman, department faculty relationship might evolve. Adoption of some sort of system of Student Advisory Councils might provide a needed channel of input at lower policy-making levels that students do not now possess (a possible proposal is included as Appendix E). Indeed, should such a Student Advisory Council system be adopted, it might be desirable to make student membership in the University Senate interlocking (a possible proposal is included as Appendix F). The important point is that this proposal would not substitute for such other efforts. There can be no question but that many of the gut issues in the academic arena are addressed and should be addressed not at the level of some sort of University Senate, but rather at the level of the college or department. Even should such a proposal as that suggested here be implemented, much would remain to be done in applying tripartite philosophies of governance throughout the University.

2. Student Government: The second important point to be addressed in this section refers to what happens to Student Government. What would happen to current faculty and administrative compartments of governance is already fairly clear. The committee does not feel that the need for some sort of Student Government will disappear with the adoption of a University Senate tripartite proposal. The sketch of current Student Government responsibilities would indicate a host of relatively minor student "life-services" matters that would merely clog the sort of tripartite University Senate set forth here. Further, a visible focus of student leadership in a Student Government President would remain desirable, both from the "life-services" viewpoint and because of current student representation of the Board of Trustees. An interlocking Student Government proposal that would complement adoption of the University Senate proposal is included as Appendix G.

3. Change: Of course, the tripartite committee would not want to mislead the reader into thinking that proposals advanced in this document are thought to be ones

good for all time. In fact, one of the greatest strengths of the tripartite approach is the spur it would give to enlivened institutional planning and reappraisal. With all major constituencies fairly represented, plans for change to meet new needs would come with a minimum of intra-institution scuffling. The tripartite University Senate promotes an institution-wide viewpoint and approach that is much needed in these times of scarce resources and conflicting parochial interests. This proposal will not end the need for change. Indeed, one of the best reasons for its adoption is the facilitation of needed changes that seems likely to result.

APPENDIX D

The Senate Council Ad hoc Committee on Senate Committees

Diachun, Chairman
Pisacano
Sears

The committee considered the advisability and desirability of student representation on committees of the Senate. It became increasingly clear that a basic question must be resolved: To serve the University of Kentucky best, should the Senate be a Faculty Senate or a University Senate? Faculty involvement in non-academic student affairs, and student participation in university government are two pressure points bearing on the question.

This committee feels that policies of University government can best be established if students, faculty, and administrators meet separately to resolve some problems and jointly to resolve others. Accordingly, the committee proposes that the Senate Council and the Senate recommend to the Board of Trustees that:

- I. The University Senate be reconstituted into a Faculty Senate consisting of about 100 faculty members representing the faculties of the several colleges and schools in the University, without students or administrators.
 - A. The duties and functions of the Faculty Senate shall be essentially those presently delegated to the University Senate, with responsibilities related to courses, academic curricula, academic programs, academic units, grades, degrees, admissions, calendar, and other academic matters.
 - B. The Undergraduate Council and the Graduate Council shall be responsible to the Faculty Senate and shall report to the Faculty Senate through the Senate Council. These councils shall be chaired by faculty members.
 - C. The Faculty Senate Council shall retain the present composition and present functions of the Senate Council.
 - D. The Standing Committees of the Faculty Senate shall be:
 1. Faculty Senate Rules Committee
 2. Faculty Senate Committee on Courses and Curricula
 3. Faculty Senate Committee on Tenure and Grievances
 4. Faculty Senate Committee of Chairmen of the Academic Area Committees on Appointments and Promotions

The Standing Committees shall report to the Faculty Senate through the Faculty Senate Council annually.

- E. Ad hoc committees shall be appointed by the Faculty Senate Council for specific assignments as deemed necessary or desirable.

II. The University Council be created by the Board of Trustees. It shall be an advisory body to make recommendations to the President of the University.

- A. The University Council shall consist of 21 members appointed by the Board of Trustees. Seven members shall be appointed from a panel of 14 professors submitted by the University Faculty Senate; 7 from a panel of 14 students submitted by the Student Government; and 7 from a panel of 14 administrators submitted by the Administrative Council.

Not more than one faculty member shall be a member of the Faculty Senate Council; not more than 2 student members shall be members of the Student Cabinet; not more than 2 members shall have appointment in one college.

- B. Standing Committees of the University Council shall be:

1. Library Committee
2. Honors Program Committee
3. Academic Affairs Committee
4. Student Affairs Committee
5. Budget Committee
6. New Buildings Committee

APPENDIX F

INTERLOCKING STUDENT ADVISORY COUNCILS WITH THE UNIVERSITY SENATE

Each College Student Advisory Council shall select one regular student representative to the University Senate. The remaining regular student University Senate positions shall be filled in a campus-wide election held concurrent with that of the student body President, who would ex officio be a fully participating member of the University Senate.

If this were done in conjunction with the type of Student Advisory Council proposal described in Appendix D, such an interlocking system would insure that the major proportion of the student contingent in the University Senate would be divided equally between graduate and undergraduate students, since most colleges have both graduate and undergraduate programs--and thus would have Graduate and Undergraduate Student Advisory Councils. Should such interlocking be adopted, it would probably be desirable to have the Student Advisory Council members elected by their respective student bodies. Then they would choose a student representative for the college (graduate and undergraduate, respectively) in the University Senate.

The campus-wide election of remaining student positions in the University Senate would allow a university-wide viewpoint and would also work to give each student a proportionately equal voice in choosing that part of the representation. Thus a balance of academic interest and one-man, one-vote equal representation would be achieved within the student representation.

APPENDIX G

INTERLOCKING STUDENT GOVERNMENT WITH THE UNIVERSITY SENATE

All regular student members of the University Senate shall be members of the Student Senate (or, as it is now called, Assembly). The Student Government President would continue to be elected in a campus-wide election, as at present, and would ex officio be a fully participating member in the University Senate. The functions of the Presidency within Student Government itself would be taken over by a Student Executive Committee. This body would be composed of the President of Student Government, who would be its chairman and its delegate to the Board of Trustees (unless he was not a state resident), the three student members of the University Senate Council, and the Speaker of the Student Senate (to be selected from that body just as the Speaker of the Assembly is currently). Such a body would promote better explanation of the diversity of student opinion and provide the basis for more manpower in discharging the many duties of the Student Government Presidency. The Student Executive Committee would be empowered with creation of a cabinet along the lines of the present system.

It should be noted that this plan could easily be joined with the plan for interlocking student representation in the University Senate with the Student Advisory Councils, if established. The advantages of representation achieved there would carry over into advantages over the current residence system of representation in the Student Government.

The Senate approved a motion to adjourn at 5:30 p.m.

Elbert W. Ockerman
Secretary

MINUTES OF THE UNIVERSITY SENATE, JANUARY 11, 1971

The University Senate met in regular session at 3:00 p.m., Monday, January 11, 1971, in the Court Room of the Law Building. Dr. Plucknett introduced the new Chairman of the University Senate, Dr. Sheldon Rovin, Professor in the Department of Oral Pathology, College of Dentistry. Members absent: Michael E. Adelstein, Melvin Albaum, A.D. Albright, Daniel S. Arnold*, Ronald Atwood*, Albert S. Bacdayan, James R. Barclay*, Charles E. Barnhart, Henry H. Bauer*, Robert A. Beargie*, Wendell E. Berry, Harmon C. Bickley, Jr.*, Harold R. Binkley, Thomas O. Blues*, Harry M. Bohannon, Garnett L. Bradford*, Betty J. Brannan, Russell H. Brannon*, Gordon Brocklehurst, Herbert Bruce*, Michael Bruer, Marion A. Carnes*, Clyde R. Carpenter*, Raymond H. Cox, Alfred L. Crabb, Jr.*, Glenwood L. Creech, Clifford J. Cremers*, Marcia A. Dake*, George W. Denmark*, John P. Drysdale*, William D. Ehmann*, Lawrence E. Forgy, Jr.,

*Absence explained

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

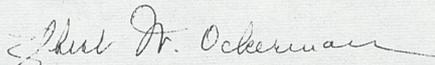
DEAN OF ADMISSIONS AND REGISTRAR

December 2, 1970

To: University Senate

The University Senate will meet in regular session at 3:00 p.m., Monday, December 14, 1970, in the Court Room of the Law Building.

Action items on the agenda will include the Report of the Senate Advisory Committee on Student Affairs Relative to Student Participation in Academic Affairs; the Report of the Senate ad hoc Tripartite Committee to Investigate the Role of Students, Faculty and Administrators in the University Senate; a recommendation regarding the Hunt-Morgan School; and a recommendation for the establishment of a new department of Allied Health Education and Research.


Elbert W. Ockerman, Secretary
University Senate

KWS/cn

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

December 17, 1970

MEMORANDUM

TO: University Faculty

FROM: Senate Program Planning Committee

SUBJECT: Ad Hoc Committees for the Study of Certain Academic Concerns

RECENTLY, THE UNIVERSITY SENATE APPROVED THE STRUCTURING OF AD HOC COMMITTEES TO STUDY THREE AREAS OF ITS ACADEMIC PROGRAM WHICH ARE BRIEFLY DESCRIBED AS FOLLOWS:

I. CLASS SCHEDULING AND CREDIT SYSTEM

1. Re-examine the basis for one fifty-minute meeting per week for each credit hour. Consider alternatives such as seventy-five minute classes twice a week for three hours credit with fifteen minute breaks between classes. Perhaps by starting earlier and running later each day, Wednesday and Saturday could be freed for study, committee and faculty meetings and research.
2. Re-examine the basis for two sixteen-week terms, one eight-week summer term. Should the experimental four-week intersession summer term be retained? Should its offerings be expanded? Should a four-week terms between the two regular semesters be scheduled? This period might emphasize independent work courses or concentrated laboratory courses.
3. Consider the rationale for the number of credit hours currently required for graduation in the various colleges of the University, and the academic validity of the preponderance of courses carrying three hours credit.

II. UNIVERSITY GRADING SYSTEM

Re-examine the grading system of the University. Would percentage grades as used in the College of Law be more desirable? Would a three-letter system -- Pass, Fail, Honors -- as used in the College of Medicine be more desirable? Should the options of the regular Pass-Fail system be expanded?

University Faculty
Re: Ad Hoc Committees of the Senate

2

December 17, 1970

III. ACCELERATED PROGRAM

Educational research has shown a direct relationship between effective teaching and the recognition of individual differences among students. The abilities, incentives and learning styles of students vary widely, but our teaching practices are such that most of them are taught in the same way over the same period of time. Individual students should be able to pursue their educational programs at their own rates according to their ability and interests.

While these concerns are of major interest, there likely are others which warrant attention as well. Thus, we are requesting either an expression of interest in serving on one of the three committees or suggestions of other subjects for which study committees should be formed and on which you would be willing to serve. In the latter instance, a committee will be formed if enough expression is elicited for a problem or issue.

PERSONAL RESPONSE SHEET

Name: _____

Department: _____

Phone: _____

Please indicate your willingness to serve on an Ad Hoc Committee whose activities should result in the submission of a written report to be considered and acted upon by the University Senate.

TOPIC	WILLINGNESS TO SERVE ON COMMITTEE:	
	<u>Yes</u>	<u>No</u>
1. Class Scheduling and Credit System	___	___
2. Grading System	___	___
3. Accelerated Program	___	___

Please indicate below your suggestions for additional committee subjects:

PLEASE RETURN BY JANUARY 29, 1971 TO:

PROGRAM PLANNING COMMITTEE
SENATE COUNCIL OFFICE
ROOM 10, ADMINISTRATION BUILDING

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

December 29, 1970

Memorandum

To: University Senate

From: Secretary, University Senate

Subject: Proposed amendments to the University Calendar for the academic years 1970-71, 1971-72, 1972-73, 1973-74

The Senate Council recommends to the Senate that the Baccalaureate-Vesper Service be eliminated and that Commencement be moved to an earlier date. This action has been recommended by the University Cultural and Ceremonials Committee for two reasons: (1) minimizing the length of time between the end of final examinations and lessening the inconvenience to parents and families, and (2) constantly decreasing attendance at the Baccalaureate Service. After reviewing the committee report, the University President recommends discontinuance of the Baccalaureate event.

In view of the foregoing, an amendment to the University Spring calendar for the years 1971, 1972, 1973, and 1974 will be proposed at the January 11, 1971 Senate meeting. This proposal is to delete the following dates:

1971	May 9	Sunday	Baccalaureate-Vesper Service
	May 10	Monday	104th Annual Commencement
1972	May 14	Sunday	Baccalaureate-Vesper Service
	May 15	Monday	105th Annual Commencement
1973	May 13	Sunday	Baccalaureate-Vesper Service
	May 14	Monday	106th Annual Commencement
1974	May 12	Sunday	Baccalaureate-Vesper Service
	May 13	Monday	107th Annual Commencement

The statement concerning commencement should then be added to the end of Spring semester date as follows:

1971	May 8	Saturday	104th Annual Commencement
1972	May 13	Saturday	105th Annual Commencement
1973	May 12	Saturday	106th Annual Commencement
1974	May 11	Saturday	107th Annual Commencement