

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

31 March 1989

TO: Members, University Senate

The University Senate will meet in regular session on Monday, April 10, 1989, at 3:00 p.m. in ROOM 115 of the Nursing Building (CON/HSLC).

AGENDA:

1. Minutes, December 7, 1988 and February 13, 1989
2. Announcements
3. Resolutions
4. Report from Professor Marcus McEllistrem, Chairman of Planning and Priorities Committee and member of Strategic Planning Task Force.
5. **Action Items**
  - a. Proposal to amend Section I - 4.1.7 University Senate Rules to add to the charge of the Senate Committee on Academic Planning and Priorities. (Circulated under date of 30 March 1989.)
  - b. Proposal to revise Section I - 3.0 & ff. University Senate Rules, relative to Graduate and Undergraduate Council vacancies. (Circulated under date of 29 March 1989.)
  - c. Proposal to amend University Senate Rules, Section V - 1.0 ff. to implement a plus/minus marking system for the College of Fine Arts. (Circulated under date of 29 March 1989).
  - d. Proposal to revise University Senate Rules, Section V - 4.1.3 and ff. on Concurrent Degree Programs and Second Bachelor's Degrees. (Circulated under date of 28 March 1989).

Randall Dahl  
Secretary

Note: If you are unable to attend this meeting, please contact Ms. Martha Sutton (7-7155) in advance. Thank you.

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MINUTES OF THE UNIVERSITY SENATE, APRIL 10, 1989

The University Senate met in regular session at 3:00 p.m., Monday, April 10, 1989, in room 115 of the Health Sciences Building.

Loys Mather, Chairman of the Senate Council, presided.

Members absent were: Richard Angelo\*, James L. Applegate, Michael Baer, Frank C. Bickel\*, David Bingham, Wilford A. Bladen\*, Glenn C. Blomquist\*, James Boling\*, Peter P. Bosomworth, Darla Botkin, Ray M. Bowen, Stanley D. Brunn\*, Glen Buckner, Roger Calantone\*, Joan C. Callahan, Rutheford B Campbell, Jr., Edward A. Carter, Jordan L. Cohen\*, Mary Sue Coleman\*, Clifford J. Cremers\*, Leo S. Demski, Marcus Dillon, Richard C. Domek, Jr., Walter C. Foreman, Michael Fraley, James Freeman\*, Daniel L. Fulks, Richard W. Furst, Art Gallaher, Jr., Jonathan Glixon\*, Thomas C. Gray, Pat Hart, Zafar Hasan\*, Eric Headley, Ronald Hoover, Alfred S. L. Hu\*, Craig L. Infanger\*, John Just\*, Edward J. Kasarskis\*, Lisa King, Doug Kramer, Kenneth Kubota\*, Gerald Lemons, Linda Levstik, Thomas Lindlof, C. Oran Little\*, William E. Lyons, Paul Mandelstam\*, James R. Marsden\*, Geraldine Maschio, Ernest Middleton\*, George Mitchell, Roy Moore\*, Arthur J. Nonneman, Dennis T. Officer\*, Jose Oubrierie\*, Alan Perreiah, Deborah E. Powell\*, Mary Ann Quarles, Thomas C. Robinson, David P. Roselle\*, Wimberly C. Royster, Edgar L. Sagan, Michael C. Shannon\*, Manuel Tipgos, Glen R. Van Loon\*, Marie Vittetoe, Charles T. Wethington, Carolyn A. Williams, Eugene Williams, Constance P. Wilson\*, Emery A. Wilson, and Alfred D. Winer\*.

The Chair recognized Professor Herbert Bruce for a memorial resolution:

MEMORIAL RESOLUTION

1914 - 1988

Dr. Harold R. Binkley was born in Fulton County Kentucky in 1914 and passed away on October 3, 1988 at the age of 74 years. After graduating from the University of Kentucky he served as an Extension Agent in Agriculture, a teacher of agriculture, and in 1950 he joined the faculty of Agricultural Education at the University of Kentucky.

Dr. Binkley received his Doctor of Education degree from the University of Kentucky in 1955. He served as Chairman of the Department of Vocational Education for 14 years, from 1965 until his retirement in 1979.

During his 29 years at the University of Kentucky he provided leadership in agricultural education and vocational education. He was known as an excellent teacher and administrator and received the University of Kentucky Alumni Association's Great Teacher award. He also received the American Association of Teacher Educators in Agriculture Distinguished Service award and the American Vocational Education Outstanding Service Award.

\*Absence explained.

Dr. Binkley authored numerous articles in Agricultural Education Journal, the American Vocational Journal, and other outstanding journals in the field of education. He co-authored three books in the field of agricultural education that are being used extensively in Kentucky and nationally. In addition to his writings, he was considered a leader in agricultural education in Kentucky and nationally. This leadership ability was shown by the number of committees he chaired and offices he held in the professional organizations in his field.

During World War II, Harold was in the 90th Infantry Division and participated in the crossing of the Rhine. He served a second tour of active duty during the Berlin Crisis in the early 1960's. He retired as a Colonel in Kentucky's 100th Training Division of the Army Reserves in 1969 and received the Legion of Merit, the nation's second-highest non-combat military award at his retirement.

During his retirement he came to the office regularly when he wasn't too busy doing something else. He was active in the Retired Vocational Agriculture Teachers Association and many civic organizations where he worked for improving conditions in the Lexington area. Dr. Binkley was a leader in his church and, in his later years gave many hours of time and effort to supporting youth through Young Life organization. He was an enthusiastic participant in University and community activities, serving in numerous capacities, including the Mayor's Senior Citizen Advisory Committee.

One of his major projects in retirement was writing a book for his grandchildren entitled Boyhood Memories. His last book, Effective Leadership, was in the final stage of completion at the time of his death.

Dr. Binkley is survived by his wife, Ellen Bruce Binkley, four daughters, 14 grandchildren and two great-grandchildren.

(Prepared by Professor Herbert Bruce, Department of Vocational Education)

Professor Bruce moved that the resolution be made a part of the Minutes and that copies be sent to Professor Binkley's family. The Chair so ordered and asked the Senate to rise for a moment of silent tribute.

Chairman Loys Mather made the following announcements:

First of all, the Council on Higher Education is in the process of revising a policy concerning extended campus programs, particularly extended campus course offerings. This is not the place to discuss this matter much in detail but I point it out in case you happen to represent units or colleges which have extended off-campus programs. You might want to find out more about that. Paul Sears is the person that will have the information for you. The second piece of news from the Council on Higher Education is that they are requesting performance data on some recently approved new degree programs. These are programs which have been approved since about

1980 and there are 17 programs at the University of Kentucky for which they have requested information, such as has your program performed along the lines you suggested it would in your original program proposal. The questions I have seen on this list are not that difficult I don't think, but the interesting piece of news is that from now on whatever we propose in new degree programs will be the criteria by which that program will be evaluated in years down the road.

I would like to remind all of you about the University Honors Day on April 28 at 3:00 p.m. Dan Rather of CBS News will be the guest speaker. Tickets, as I understand it, are gone. The Senate Council is asking you, however, to grant some leniency to your students who are asking to be excused from classes that afternoon. If you are questioning whether or not they are going to Honors Day or not, you can rightfully ask if they have a ticket, but we are asking that you grant that as an excused absence. In particular, I want to encourage each one of you to attend. You will have your free admission through being part of the faculty procession.

Another event that I would like to encourage your attendance is our University Commencement on Sunday afternoon, May 7 at 1:30 p.m. The academic procession will begin at 1:00 p.m. on the Avenue of Champions. For those of you who have not been attending in the past few years, I would like for you to be aware of the fact that students in the last several years have discovered Commencement and they are coming out in increasing numbers along with their parents and relatives. The message doesn't seem to be getting through to the faculty. Our attendance is still back at what it was in the late 70's or early 80's. If you do not have appropriate academic attire, you can still obtain that through the Bookstore. There is a slightly different procedure this year. The University will furnish for you to keep what they call a souvenir cap and gown. That is one you can reuse as many times as you like. If you prefer having something other than the souvenir gown, they will also loan one to you out of the University inventory. That will need to be returned. You can use it both Honors Day and Commencement. I encourage you to attend this year.

Senate elections have been completed and letters will be going out shortly to those who were elected or reelected. In addition, I will be sending out a letter to those who are newly elected and to those reelected regarding your preference on committee assignments. Also, it is that time of year for chairs of senate committees to begin preparing your annual reports. I will be sending you a letter later this week of more details. You may want to begin putting those reports together.

Last weekend I attended the National Symposium on Faculty Governments in Chicago. This was sponsored by the American Association for Higher Education. It was the first time for the event. All indications suggest that this will be repeated in future years. It was a very productive event. It was a time where faculty in particular but with some administrators could discuss issues facing

university senates, both in terms of organizational issues and in terms of issues that will likely be facing us in the future as faculty, senates and so on. I am going to spare you from having to sit through a lengthy report today on what took place that weekend. There are some comparisons I want to give you. It is easy for us to sit here in Kentucky and take our own organization for granted.

First of all, ours is a more established senate and a more mature one than on many campuses. The procedures and set of rules we have to live by and given the role and authority we have in establishing academic policy, there are a number of senates still aspiring for the level we have at Kentucky. Secondly, there are a good number of senates that do not have the same major of staff support and office space that we have here at the University of Kentucky. Ours is a university senate. That is probably not unique, but that is probably close to being unique in terms of the people I talked with at the symposium. By university senate, I mean ours is composed not only of faculty but also of students and administrators. I should point out some of my associates at the symposium were not too surprised that administrators were included because that does occur on some campuses, but they were very surprised that we have given 18 votes out of about 110 votes to students. They found it hard to believe that students had not come in and taken over the academic policies of the university. Finally, many senates, senate councils or executive committees do not enjoy or have the same level of communication from the administration that we presently have. There have been several occasions over the last two years that Bill Lyons pointed out to you last year, and I point out to you this year, where the Senate Council has sat down with representatives of the administration and on many occasions with the president himself to dialogue on what we felt were significant issues and felt that the faculty viewpoint was being heard. We feel those have been productive sessions. Those who will be continuing in the senate next year should perfect and build on that relationship that we now have. We all have a common goal and that is to enhance the mission of the university--teaching, research, and service in making this a better place to work. I think there is much we can gain from continuing to work with the administration in recognizing our respective roles of faculty, administrators, trustees, and governments of this institution, and particularly after having visited with some other institutions it is easy to take for granted our own circumstances. It is good for us to reflect upon that.

This will be the last Senate meeting in which I will preside as chair. On May 16 Donald Leigh will become Council Chair. It has been an honor and a privilege to serve you in this capacity. I want to take the opportunity now to thank you all for your cooperation and for the help you provided in arriving at this place. Particularly I want to thank members of the Senate Council and members of the administration for the help and cooperation I have received this year. There are a few other individuals I want to acknowledge and thank for their service this year, particularly the officers of the Senate: Randall Dahl, who is Secretary of the Senate; Martha Sutton, Recording Secretary; Gifford Blyton, a very capable parliamentarian; Frankie Garrison and Susan Wilson, Sergeants-at-arms. [The Senate gave the officers a round of applause.]

There is one more person who works very tirelessly and very effectively for the Senate who tries to stay in the background. I am going to bring her out of the background for a few moments and that is Celinda Todd, Secretary of the Senate Council. For those who have worked with Cindy, you will recognize her as being an extremely valuable resource, not just for the Senate or Senate Council, but for the University as a whole. She is a resource person, someone you call on if you need help in how to get things done through the University. If you need to try to find out something about the history of academic policy or whatever the issue might be. She has been very helpful to us in thinking through strategy, an analyst, whatever. What particularly struck me last week at the symposium was that at one of the events they were talking about the kind of support network the Senate needed. There were a number of senates there who do not have that support. They described the capabilities and qualities of the person who ought to hold that office. I sat there very smugly and thought those are the exact words I had written about Cindy when I was recommending her for an award last Fall. On that note I think if you are not aware of it at this point you be reminded that Cindy was recognized this last year as one of the top ten employees on campus. We are fortunate that she is part of our group and working for us. Please join me in extending our thanks to Cindy. [Celinda was given a round of applause.]

There is one more group I want to recognize because of the amount of time and effort they are devoting to the operation of our part of University governance which seems to be growing year by year and that is the members of the Senate Council. I would like each of them to stand and remain standing while I recognize them. First of all, Don Leigh who will become chair in a few weeks. Second, I would like to recognize Carolyn Bratt who is chair-elect for 1989-90; Charles Ambrose; James Applegate; Robert Guthrie; Paul Eakin; JoAnn Rogers; Bill Lyons; Marcus McEllistrem and James Boling. The ex officio members are Mary Sue Coleman, Ray Betts, James Rose. The student members are Mehran Jared and Joe Elias. [The Senate gave the members of the Senate Council a round of applause.]

The Senate Council has met most Mondays when the Senate has not been in session this year. I suspect those who are not here today are catching up considering they have not had a day off.

The Chair recognized Professor Robert H. Spedding for an announcement.

Professor Spedding's remarks follow:

The University of Kentucky Chapter of the American Association of University Professors would like to personally invite all of you to a meeting on Wednesday, April 12 at 3:30 p.m., in room 206 of the old Student Center at which time Chief Justice Robert Stephens of the Supreme Court of Kentucky and also a member of the University of Kentucky Board of Trustees will address the chapter about the courts and higher education. We would like to welcome everyone.

The Chairman stated that among the initiatives that were begun this year by the Senate Council and directed by the Senate were three major efforts that everyone can take some pride in. One of those is the appointment of an ad hoc committee to review admissions standards and policies particularly pertaining to selective admission. Professor Brauch Fugate is chairman of that committee, and the Chair recognized Professor Fugate for a review of the progress of that committee. The Chairman pointed out that the Senate Council felt the reports might be in before the Senate recessed for the summer, but that is not the case.

Professor Fugate's remarks follow:

The job of our committee is to try to decide how well the goals of selective admissions are being met. Those goals were set out in the original report. They were: to decrease the number of poorly prepared students admitted, to increase the number who were capable of doing upper division work, to increase the number of outstanding students, and to insure a diverse student body.

On the basis of the data that we have seen, I think there have been substantial improvements in meeting the first three criteria. There certainly are far fewer students in the very low range of ACT scores; there are more students in the very high range of ACT scores. Most of that improvement came about during the first year of selective admissions, which was the fall of 1984. Since then there has continued to be a slow, steady improvement. In the first year of selective admissions, there was a rather sharp drop in the size of the freshman class. That has since rebuilt and the number being admitted now is greater than it was in the era of open admissions. With respect to diversity it is not clear to us how well we are doing. We are still looking at that.

One of the issues we have addressed is that of trying to insure a stable size for the freshman class. From the students' point of view, they get much better advising, much better opportunity to enter classes, much better access to University housing, if we know in March that they are coming instead of knowing in August. From a department or administrative point of view, we can make more efficient use of our resources of people and money if we know how many new freshman students there are going to be. If you are awarding teaching assistantships or hiring part-time instructors, the labor pool is a lot different in March than it is in August. We have been looking at various ways that we might accomplish the stabilizing of freshman class size.

Another major issue we are looking at is requesting discretionary authority for the Director of Admissions. In order to have the program operate efficiently, he has to be able to adjust his decisions to the constraints he is under from year to year. At the same time, control of admissions policy rests with the faculty, particularly with this group, and ultimately with the Board of Trustees. We are looking at ways to try to balance those two somewhat-conflicting demands.

A third major issue concerns the use of the ACT test. Beginning this Fall, in October, ACT will make a major revision of their format in testing, the way they report scores, and the way they break scores down in subsections. Of course, ACT scores, together with high school grades, are one way we decide on who is automatically admissible to the University. It is not clear whether the new ways of reporting these scores are comparable to the old ways and if we can make use of them in exactly the same way we have in the past.

Let me briefly touch on some of the problems we have encountered. One problem in trying to judge how well we are handling selective admissions is that the rules keep changing every year. For example, the pre-college curriculum came into effect about two years ago. It was not in effect in 1984. This Fall the Admissions Office started requiring applicants to complete an application form and to pay an application fee. In the past, any student who checked the UK first choice box on the ACT test was automatically regarded as an applicant for the University of Kentucky. This change means that there are fewer applicants, but we hope that those who do apply are much more likely to come here. It also means that our old data on the percentage of those accepted who enroll is no longer valid.

Another major problem is the way that admission from the delayed pool has been handled. It was conceived when selective admissions was put into effect that all students in the delayed pool would be held in that category until March, and then one big admission would be taken from that pool. It is not practical to operate that way, because if you wait that long to tell some people that they may come to the University, you will miss out on students that you would like to have. It has actually operated as a rolling admissions pool. We need to look at how it has operated and how it should operate, and we may propose some changes there.

Finally, there have been a lot of personnel changes in the Admissions Office. The current director, Joseph Fink, is the third director in the last two years. Changing rules and personnel have a big effect on their job, which is a lot larger and more difficult now than it was five years ago.

The committee has worked quite hard, and we continue to work hard. Personally, I regard this as one of the most important issues that the University deals with. Speaking for the committee, we regard the selective admissions program so far as being a success. We have heard no sentiment at all to go back to open admissions. We would like reactions from you, or from anyone else in the University, faculty and students. You can call, write, or send me messages in the Mathematics Department. My address is in the University phone book. Thank you.

The Chair thanked Professor Fugate. He stated that the committee which Professor Fugate chaired was appointed by the Senate Council as an ad hoc committee for specific review purposes. The remaining two committees were jointly appointed by the Council and by the President. These are committees reviewing the status of women and the status of minorities at UK. He stated



that the two committees had been working together very closely since they were appointed. Professor Carolyn Bratt was chairman of the Committee on Women and Jaunita Fleming was chairman of the Committee on Minorities.

The Chair recognized Professor Carolyn Bratt for a report from both committees.

Professor Bratt's remarks follow:

As you remember, these two committees were appointed to look at the status of female employees and minority employees at UK. We were directed not to overlap each other and not to duplicate each other's work. In order to comply with those directives, the committee looking at the status of women at UK has worked with representatives from the ad hoc committee on the status of minorities to develop three surveys. We broke the employee population down into three groups. We are looking at faculty, administrators and professional staff in the second group, and we are looking at hourly employees as our third group. Because each group has so many people in it, we are only going to be able to look at a sample of each group rather than sending surveys which we have developed to every member of each one of those groups. Some of you may have already received the faculty survey. That went out in the mail the middle of last week. I have already received information that some of you have filled out the survey and returned it to the Survey Research Center. One of the things I did want to stress is that if you or one of your colleagues or somebody with whom you work received one of these surveys, it is very important that they fill it out and send it back because we are not doing the entire employee population at UK.

We also realized that in addition to the survey instrument, we needed to gather material from personal interviews. The committee will be interviewing respondents to the survey who have indicated that they are willing to talk to us. We also wanted to put our experience here at UK in the context of our benchmark institutions. To accomplish that, we have begun a process by which we are trying to make comparisons between the progress of women and minorities at UK and at our benchmark institutions. Some of that data gathering has taken the form of a survey instrument that has gone to affirmative action officers at all of our benchmark schools to find out how their programs work and how they evaluate the kinds of affirmative action programs they have been using. We are also looking at national studies to help us put the results of our work within the national context of major research institute.

You should also be aware of the fact that there will be an attempt to look at particular portions of the employment situation at UK. For example, we will look at the hiring of upper level people by looking at the appointment and functioning of search committees. Those of you who have served on major search committees may discover in the mail in the next month or so a questionnaire asking you to provide information on the search you chaired.

The major thrust of what Juanita and I would like to ask of you today is to please tell those people with whom you work of the need to fill out these surveys. The faculty survey should have been received by everybody last Friday or today at the latest. The administrator - professional survey should be out beginning next week, and the hourly staff survey should be out by the end of next week. It is critically important that you help us get out the word that we want their responses.

In case you have not received one of the surveys and wondering what it covers, a number of the questions concern climate issues at UK for employees. Another set of questions goes to the effect of the affirmative action programs on our campus on the progress of minorities and women. We are also looking at problems of women and minorities within the three groups of employees we have identified.

The ultimate aim of our report is more than just to describe the problem. We hope to come up with solutions that can be implemented and measured. Thank you.

The Chair expressed his appreciation to the committees for their efforts this year. He stated that he hoped everyone was aware that the University is developing a strategic plan. He said that the representative of the faculty on the overall steering committee for the University planning process is Professor Marcus McEllistrem. He was selected for that by virtue of the fact that he is Chair of Senate Planning and Priorities Committee. The Senate Council was quite delighted that the administration invited Professor McEllistrem to be a part of that planning process. The Chair recognized Professor McEllistrem for a report.

Professor McEllistrem's remarks follow:

First, I want to apologize to the Academic Planning and Priorities Committee for the fact that we have not met yet. Part of the reason is that I wanted to get a little further into the character of the strategic planning process, so I would have some substantial issues to present to the Committee. The nature and character of the planning process is probably the most important thing the Committee needs to look at. The reason I asked to report to you today is because Strategic Planning is a process we all need to examine. It is a new process at the University of Kentucky, unlike anything we have done in the past.

The time of the process and the way it was carried out to date reflected two concerns. One is that the University have something in place to inform the budget process. It has been difficult in the past to develop a budget and then develop planning for what the budget allows. The idea here is to have some strategic planning in place to inform the budget process first. The budget has to go to the Council on Higher Education by July 15. It has to be processed by the University starting as early as June. Those are very sharp deadlines on the first iteration of the planning process.

Some universities have done planning by starting with faculty in individual units and working up through to the central administration. The difficulty of that is that the faculty must first become aware of the process, and coherent in the way it is carried out. That takes a long information-gathering and learning period for all of us as faculty members. The decision was made that this year, through the first iteration, the process would be a top-down one which flows from central planning with a group led by Joan McCauley, director of University planning.

The idea behind forming "Strategic Directions" is to focus the developments of and move toward coherence of the way UK missions are conceived. Strategic Planning does not define the University; it is not that broad. It does coordinate directions for development. It does this in part by addressing priorities for units and the whole institution, and finally also provides definitive measures of progress for evaluation. It is very important to note that strategic planning is an ongoing process, through a sequence of iterations.

The first stage is an institutional overview, which will not be complete at this stage. It will be forwarded to individual units in late Spring. We need faculty members and students to work on the results, develop them, find out what is incomplete or wrong in the overview, and feed corrections back to the University's larger Planning Committee. That Committee will reevaluate the process. This second stage of the iteration could begin as early as next Fall. During the next year there will be a more relaxed pace as there is no budget cycle next Summer.

The second stage will begin as an internal process in which we in the units are directly involved. If the process works, we will each have our own strategic plans for our units, and we will measure ourselves by the progress we make in achieving realistic goals. If the University's overview functions properly, we will have a great deal more coherence in our individual developmental plans than we might otherwise have had.

I want to give you some idea of the first iteration of the process which was led by the Planning and Budget Office leadership, Joan McCauley and Norma Northern. These are really outstanding people, who beautifully coordinated a complex process involving disparate parts of the total University effectively, so that momentum was conserved throughout the working sessions. They prepared 9 a.m. to 4 p.m. workday sessions about twice per week throughout much of February; half of the sessions were 1 p.m. to 4 or 5 p.m. through a large part of March. The people who were on the Working Group are:

Joan and Norma	leading the mechanics of the process
Dan Reedy Susan Scollay	representing Graduate Studies and research
Paul Willis Doug Hurley	Information systems, including libraries

Ben Carr Jack Jordan	Community College System
Don Sands James Chapman	Lexington Campus
Merl Hackbart	Business and Economics
Earle Bowen Tom Samuel	Medical Sector
Marcus McEllistrem	University Senate; at large faculty member

One of the most interesting things about this group of scholar-administrators, as they got together from different sectors was the degree of instant unanimity on the general goals for the University. All of the people felt that as a principal research university, the primary emphasis should be on research, graduate education, and scholarship at the intellectual frontiers. That became a dominant theme which guided much that was done.

I cannot present here even the major themes of the Planning Process outcome. However, I can emphasize certain matters which particularly struck me as important. Some of the points I select for illustration are undoubtedly tinged by personal prejudice or limited experience.

There are three major goals, which provide the main focus:

SCHOLARSHIP AND ACADEMIC EXCELLENCE

ISSUES AND CHALLENGES BASED IN THE COMMONWEALTH AND NATION

STEWARDSHIP OF HUMAN AND FISCAL RESOURCES

These are very general, and do not readily provide direct insight into courses of action.

There are a couple of Strategic Directions which struck me particularly. Two are:

BUILDING COOPERATIVE RELATIONSHIPS WITH OTHER INSTITUTIONS,  
PARTICULARLY KENTUCKY INSTITUTIONS

BUILDING A BRIDGE BETWEEN TO NATIONAL AND INTERNATIONAL  
COMMUNITIES

This is the institution with the strength and mandate to reach out effectively to the state, and beyond the state to connect us to the leading thrusts of the future in the nation, and to the entire international community. We have been consciously pursuing some of these objectives; now we are codifying some of them, and making the whole more coherent. I bring these forward because they happen to have a special appeal for me; there are many others equally or more impor-

tant. It is important to read the entire document as it exists now.

Finally a special perception has been that while we have struggled during the last twenty years to deal with a substantial advance as a research university and a university working at frontiers of scholarship, we may have given less attention and commitment of resources to the development of undergraduate programs than our predecessors had done in earlier times. The plan calls us to read-dress that by providing academically prepared students a quality undergraduate education, comparable to that offered at leading public universities.

One novel (for us) aspect of this Strategic Planning process is that it includes its own measures of progress. These are codified as five-year goals and ten-year goals. Some of the five-year goals are:

Faculty salaries would be at benchmark median

Staff salaries and fringe benefits would be competitive

The ACT composite score for entering freshmen would be above 23

The freshman and sophomore retention rate would be 80% (it is now about 67%)

The graduation rate for undergraduates would improve by 25% (now about 40%)

Full formula funding would be achieved

We would have a successful capital campaign (now launching at \$125 million)

Private donations would increase by 10% per year

Double the University's endowment to \$100 million

Increase competitive grants submissions by 50%

Meet five-year goals of the Affirmative Action Plan

These are milestones by which we would measure what we are actually achieving, and where we are falling short. Milestones would be developed for individual units as well.

The principal purposes of this stage of the plan is to 1) provide some foci for the current budget processes, 2) provide an overview to guide coherence in planning to all University units, 3) put an overview in place to motivate external fund-raising, 4) evaluate the overview so as to improve it through examination in successive iterations of the Strategic Planning process.

The Chair thanked Professor McEllistrem and stated that the committee had several all-day meetings that lasted for a two or three week period. He added that Professor McEllistrem had put in several hours on the effort.

Chairman Mather recognized Professor Donald Leigh, Chair-elect of the Senate Council, for action item (a) on the agenda. Professor Leigh, on behalf of the Senate Council, moved approval of the proposal to amend Section I -4.1.7 University Senate Rules to add to the charge of the Senate Committee on Academic Planning and Priorities. This proposal was circulated to members of the Senate under date of 30 March 1989.

The Chair noted that motions from the Senate Council required no second. There was no discussion, and the motion unanimously carried in a voice vote. The proposal reads as follows:

Proposal: (Add the underlined portion)

4.0 Committees of the Senate

4.1.7 Academic Planning and Priorities

The Senate Committee on Academic Planning and Priorities shall be concerned with major, broad, long-range plans and priorities. It shall:

- a. identify major academic problems likely to be faced by the University in the foreseeable future;
- b. formulate and recommend to the Senate plausible academic goals for the institution;
- c. develop procedures and criteria for recommending academic priorities;
- d. recommend to the Senate institutional policies that recognize academic priorities and goals, assess the progress of the institution toward its goals and report periodically to the Senate; and,
- e. recommend to the Senate a means for increasing the University's effectiveness in establishing and implementing its academic policies.
- f. serve the Senate and the Administration as a source of faculty information and opinion concerning academic planning and priorities.

Rationale:

This committee has had an expanded role over the past year in serving the Administration and the Senate as a source of faculty information and opinion on academic planning. Through its chair, the committee has been directly involved in the University's strategic planning process. Since this role will likely continue in the future, it is appropriate that it be reflected in the Senate's charge to the committee.

Implementation Date: 1989 Fall Semester

The Chair noted that on the remaining items on the agenda the ten-day circulation rule would have to be waived.

The Chair recognized Professor Donald Leigh for item (b). Professor Leigh, on behalf of the Senate Council, moved approval of the proposal to revise Section I-3.0 U ff. University Senate Rules, relative to Graduate and Undergraduate Council vacancies. Professor Leigh stated that the present rules do not provide a method for replacing Council vacancies if the list of eligible nominees from the previous election is exhausted. This proposal was circulated to members of the Senate 29 March 1989.

The Chair stated that the first motion would be to suspend the rules in order to discuss the circulated item. Motion was moved, seconded and passed unanimously to suspend the ten-day circulation rule.

The Chair noted again that recommendations from the Senate Council required no second. There was no discussion. Motion unanimously carried in a voice vote and reads as follows:

Proposal: (delete portions in brackets; add items underlined)

### 3.2 Graduate Council

- 3.2.4 Terms; Vacancies--The term of office of elected members shall be three(3) years, with elections being conducted so that the terms will be staggered. The term of office of appointed members shall be one (1) year. All terms expire on August 31. Members shall serve until the expiration of their terms, until they have become ineligible, or until their successors have been named.

Any member of the Council who has served a term as an elected member or who has served more than one year as a replacement for an elected member shall be ineligible for membership on the Council until three years have elapsed since completion of his/her last term. An appointed member of the Council may serve three successive one year terms. However, the appointed member whose term of service has been for more than a single one year term, shall thereafter be ineligible for membership on the Council until three years have elapsed.

[A vacancy on the elected membership of the Graduate Council shall be filled by appointment by the Chairman of the Council of the eligible nominee who at the last Council election received the highest number of votes without being elected. The term of appointment shall be for the remainder of the unexpired term or for the duration of the ineligibility of the elected members.]

A vacancy in the first year of a term on the elected membership of the Graduate Council shall be filled by appointment by the Council Chair of the eligible nominee who received the highest number of votes without being elected. If that person declines, the next eligible nominee shall be appointed, and so on. If the electoral unit in which the vacancy occurs elects a Council

member annually, this method shall be used to fill all vacancies from that unit, with the immediate preceding election being used as the source of nominees. If the electoral unit does not elect a member annually, a vacancy following the first year of a term (or in the first year if the list of nominees is exhausted) shall be filled by the Chairman appointing an eligible member of the unit's faculty. The term of appointment shall be for the remainder of the unexpired term or for the duration of the ineligibility of the elected member.

### 3.3 Undergraduate Council

- 3.3.4 Terms; Vacancies--Council members will serve three year staggered terms expiring on August 31, and shall be ineligible to succeed themselves until a lapse of one year, except that where they have served one year or less as a replacement, they shall be eligible to be elected.

A vacancy in the first year of a term on the elected membership of the Undergraduate Council shall be filled by appointment by the Council Chair of the eligible nominee who received the highest number of votes without being elected. If that person declines, the next eligible nominee shall be appointed, and so on. If the electoral unit in which the vacancy occurs elects a Council member annually, this method shall be used to fill all vacancies from that unit, with the immediate preceding election being used as the source of nominees. If the electoral unit does not elect a member annually, a vacancy following the first year of a term (or in the first year if the list of nominees is exhausted) shall be filled by the Chairman appointing an eligible member of the unit's faculty. The term of appointment shall be for the remainder of the unexpired term or for the duration of the ineligibility of the elected member.

\*\*\*\*\*

#### Rationale:

Present rules do not provide a method for replacing Council vacancies if the list of eligible nominees from the previous election is exhausted. This has been a problem in recent months, especially for the Undergraduate Council, when the vacancy occurs in the second or third year of the term. This proposal from the Senate Rules Committee and endorsed by the Senate Council is designed to correct this problem. The Academic Council of the Medical Center requested to be excluded from this rules change since their procedure for electing council members plus alternates is serving them well.

Implementation Date: Fall 1989

The Chair stated that action item (c) by request of the College of Fine Arts would be postponed until a later date.



The Chair recognized Professor Donald Leigh for item (d), the last item on the agenda. Professor Leigh, on behalf of the Senate Council, moved approval of the proposal to revise University Senate Rules, Section V - 4.1.3 and ff. on Concurrent Degree Programs and Second Bachelor's Degrees. This proposal was circulated to members of the Senate 28 March 1989. Professor Leigh moved to suspend the ten-day circulation rule. The motion was seconded and carried unanimously. Professor Leigh moved an amendment under 4.1.4 Second Bachelor's Degrees in the last sentence to read: ".....the degrees simultaneously, if college and departmental degree requirements can be met simultaneously." He said that was implied but needed to be explicitly pointed out to students.

The Chair stated that the main motion did not require a second, but the amendment required a second. Professor Weil seconded the motion to amend. There was no discussion on the amendment which carried unanimously. The floor was opened for discussion on the main motion as amended.

Professor Kenneth Yeargan (Entomology) was curious as to how to figure 144 hours in the combined degree programs. Professor David Durant (English) stated that 120 hours was the normal graduation requirement. Therefore, it would take two semesters beyond that for graduation.

The Chair stated he had received a number of inquiries beginning last summer in the Senate Council Office on how to interpret the present rules concerning double degrees and double majors. The problem was everyone interpreted the rules differently and some clarification was needed. The Senate Council referred the rule to David Durant, Past Chairman of the Admissions and Academic Standards Committee. The proposal was the one that committee presented.

Professor Douglas Boyd (Communications) stated that students as well as many of the admissions personnel would find the proposal very helpful.

The motion carried unanimously in a voice vote. The proposal follows:

Proposal: (delete the portion in brackets; add underlined portion)

4.1.3 [Concurrent Degree Programs

A double major occurs when an undergraduate student takes courses in such a manner as to complete the degree requirements simultaneously or near-simultaneously in two programs either in the same college or in different colleges. If there is a generic relationship, work in one major field may be applicable to the other field and vice-versa. The student must indicate his double major to the Registrar and to the student records office in his college(s). He must have an advisor in both major fields and must submit two acceptable fields of concentration plans. The student who completes the requirements for a double major in programs awarding the same degree shall receive that degree and the transcript shall indicate both majors. The student who completes the requirements in programs awarding different degrees shall receive two degrees. (US:3/8/82)]

4.1.3 Double Major

An undergraduate student earns a double major when he or she completes all university, college, and departmental requirements in one department--the Primary Major--and all departmental requirements in a second department--the Secondary Major. If there is a generic relationship, work in the Primary Major may be applicable to the Secondary Major. The student must indicate his or her double major to the Registrar and to the student records office in his or her college(s). He or she must have an advisor in each major. The student who completes the requirements for a double major receives a degree from the college of his or her Primary Major and has the successful completion of his or her Secondary Major entered on his or her transcript. A Secondary Major may be completed after the degree for the Primary Major has been awarded. A double major does not result in an additional degree.

Concurrent enrollment for degree purposes in more than one graduate program is permitted only with the approval of the student's Graduate Advisor(s), Directors of Graduate Studies in the programs, and the Dean of the Graduate School.

Subsequent to the receipt of a doctoral degree, a student is not eligible to receive a master's degree based on the work which led to the doctorate. (US: 9/10/84)

4.1.4 Second Bachelor's Degrees

A student is eligible to qualify for a second bachelor's degree in a different major. [who has already received one bachelor's degree is eligible to qualify for a second bachelor's degree. For a second bachelor's degree in the same college, the college will set the requirements. For a second bachelor's degree in a different college, the student will be eligible whenever he/she has completed the requirements for a second curriculum.] The student must complete all university, college, and departmental requirements for both degrees. Courses taken towards fulfilling one degree may also count towards fulfilling parallel requirements in the other, but the student must complete a minimum of at least 144 hours for both degrees. The student may elect to receive the degrees simultaneously. [See Section V - 4.4.1]  
(US:3/8/82)

Background and Rationale:

This proposal has been recommended by the Committee on Admissions and Academic Standards and endorsed by the Senate Council. In preparing the proposal, the committee was guided by two principles. First, it values double degrees and double majors, and wishes to encourage students to complete them. Second, it feels that the language in the current rule is unduly complicated and, in places, unnecessarily vague.

A primary objective was to clarify the rules and clearly distinguish between double majors and second bachelor's degrees. Under the new

rules, students would get a double major by fulfilling all University requirements, two sets of major requirements, and only the college requirements of the primary major. They would get a double degree by fulfilling the University requirements and all college and departmental requirements for both degrees provided they completed a total of 144 hours in the combined degree programs.

In addition to drawing a clear distinction between double majors and double degrees, the proposal will do the following:

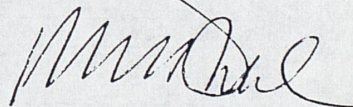
- \*Establish new categories of a Primary Major and a Secondary Major.
- \*Establish that all double majors receive only one degree, but the transcript will report the successful completion of the two majors.
- \*Delete the time limit of "simultaneously or near simultaneously" for the double major.
- \*Require a minimum of 144 hours for the combined degree programs.
- \*Allow the second degree to be obtained simultaneously with the first.

Implementation Date: 1989 Fall Semester

Professor Jesse Weil (Physics and Astronomy) wanted to know the status of the plus/minus grading proposal. The Chairman stated the Senate Council referred the proposal back to committee for additional information in terms of more information from the faculty as well as from students with the recommendation the committee bring a proposal back for action by the Senate next fall. The College of Fine Arts has opted to have theirs considered at a later time.

The Chairman again thanked everyone for their cooperation and understanding during the year and wished for them the best over the summer.

There being no further business, the Chairman adjourned the meeting at 4:05 p.m.



Randall W. Dahl  
Secretary, University Senate





University Registrar

Gillis Building  
Lexington, Kentucky 40506-0033

April 21, 1989

Mrs. Harold R. Binkley  
228 Shady Lane  
Lexington, KY 40503

Dear Mrs. Binkley:

At the meeting of the University Senate on April 10, 1989, Professor Herbert Bruce, Jr. read the enclosed Memorial Resolution on the death of Dr. Harold R. Binkley. Professor Bruce directed that the Resolution be made a part of the minutes of that meeting and that copies be sent to you and each of the children.

We express our sympathy to you and the family in the loss of Dr. Binkley.

Sincerely,

Randall W. Dahl  
University Registrar and  
Secretary, University Senate

RWD:s

Enclosures

cc: Loys L. Mather  
Chairman, Senate Council

## MEMORIAL RESOLUTION

1914 - 1988

Dr. Harold R. Binkley was born in Fulton County Kentucky in 1914 and passed away on October 3, 1988 at the age of 74 years. After graduating from the University of Kentucky he served as an Extension Agent in Agriculture, a teacher of agriculture, and in 1950 he joined the faculty of Agricultural Education at the University of Kentucky.

Dr. Binkley received his Doctor of Education degree from the University of Kentucky in 1955. He served as Chairman of the Department of Vocational Education for 14 years, from 1965 until his retirement in 1979.

During his 29 years at the University of Kentucky he provided leadership in agricultural education and vocational education. He was known as an excellent teacher and administrator and received the University of Kentucky Alumni Association's Great Teacher award. He also received the American Association of Teacher Educators in Agriculture Distinguished Service award and the American Vocational Education Outstanding Service Award.

Dr. Binkley authored numerous articles in Agricultural Education Journal, the American Vocational Journal, and other outstanding journals in the field of education. He co-authored three books in the field of agricultural education that are being used extensively in Kentucky and nationally. In addition to his writings, he was considered a leader in agricultural education in Kentucky and nationally. This leadership ability was shown by the number of

committees he chaired and offices he held in the professional organizations in his field.

During World War II, Harold was in the 90th Infantry Division and participated in the crossing of the Rhine. He served a second tour of active duty during the Berlin Crisis in the early 1960's. He retired as a Colonel in Kentucky's 100th Training Division of the Army Reserves in 1969 and received the Legion of Merit, the nation's second-highest non-combat military award at his retirement.

During his retirement he came to the office regularly when he wasn't too busy doing something else. He was active in the Retired Vocational Agriculture Teachers Association and many civic organizations where he worked for improving conditions in the Lexington area. Dr. Binkley was a leader in his church and, in his later years gave many hours of time and effort to supporting youth through Young Life organization. He was an enthusiastic participant in University and community activities, serving in numerous capacities, including the Mayor's Senior Citizen Advisory Committee.

One of his major projects in retirement was writing a book for his grandchildren entitled Boyhood Memories. His last book, Effective Leadership, was in the final stage of completion at the time of his death.

Dr. Binkley is survived by his wife, Ellen Bruce Binkley, four daughters, 14 grandchildren and two great-grandchildren.

(Prepared by Professor Herbert Bruce, Department of Vocational Education)

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

28 March 1989

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, April 10, 1989.  
Proposal to revise University Senate Rules, Section V - 4.1.3 and  
ff. on Concurrent Degree Programs and the Second Bachelor's Degree

Proposal: (delete the portion in brackets; add underlined portion)

4.1.3 [Concurrent Degree Programs

A double major occurs when an undergraduate student takes courses in such a manner as to complete the degree requirements simultaneously or near-simultaneously in two programs either in the same college or in different colleges. If there is a generic relationship, work in one major field may be applicable to the other field and vice-versa. The student must indicate his double major to the Registrar and to the student records office in his college(s). He must have an advisor in both major fields and must submit two acceptable fields of concentration plans. The student who completes the requirements for a double major in programs awarding the same degree shall receive that degree and the transcript shall indicate both majors. The student who completes the requirements in programs awarding different degrees shall receive two degrees. (US:3/8/82)]

4.1.3 Double Major

An undergraduate student earns a double major when he or she completes all university, college, and departmental requirements in one department--the Primary Major--and all departmental requirements in a second department--the Secondary Major. If there is a generic relationship, work in the Primary Major may be applicable to the Secondary Major. The student must indicate his or her double major to the Registrar and to the student records office in his or her college(s). He or she must have an advisor in each major. The student who completes the requirements for a double major receives a degree from the college of his or her Primary Major and has the successful completion of his or her Secondary Major entered on his or her transcript. A Secondary Major may be completed after the degree for the Primary Major has been awarded. A double major does not result in an additional degree.

Concurrent enrollment for degree purposes in more than one graduate program is permitted only with the approval of the student's Graduate Advisor(s), Directors of Graduate Studies in the programs, and the Dean of the Graduate School.

Subsequent to the receipt of a doctoral degree, a student is not eligible to receive a master's degree based on the work which led to the doctorate. (US: 9/10/84)

4.1.4 Second Bachelor's Degrees

A student is eligible to qualify for a second bachelor's degree in a different major. [who has already received one bachelor's degree is eligible to qualify for a second bachelor's degree. For a second bachelor's degree in the same college, the college will set the requirements. For a second bachelor's degree in a different college, the student will be eligible whenever he/she has completed the requirements for a second curriculum.] The student must complete all university, college, and departmental requirements for both degrees. Courses taken towards fulfilling one degree may also count towards fulfilling parallel requirements in the other, but the student must complete a minimum of at least 144 hours for both degrees. The student may elect to receive the degrees simultaneously. [See Section V - 4.4.1] (US:3/8/82)

Background and Rationale:

This proposal has been recommended by the Committee on Admissions and Academic Standards and endorsed by the Senate Council. In preparing the proposal, the committee was guided by two principles. First, it values double degrees and double majors, and wishes to encourage students to complete them. Second, it feels that the language in the current rule is unduly complicated and, in places, unnecessarily vague.

A primary objective was to clarify the rules and clearly distinguish between double majors and second bachelor's degrees. Under the new rules, students would get a double major by fulfilling all University requirements, two sets of major requirements, and only the college requirements of the primary major. They would get a double degree by fulfilling the University requirements and all college and departmental requirements for both degrees provided they completed a total of 144 hours in the combined degree programs.

In addition to drawing a clear distinction between double majors and double degrees, the proposal will do the following:

- \*Establish new categories of a Primary Major and a Secondary Major.
- \*Establish that all double majors receive only one degree, but the transcript will report the successful completion of the two majors.
- \*Delete the time limit of "simultaneously or near simultaneously" for the double major.
- \*Require a minimum of 144 hours for the combined degree programs.
- \*Allow the second degree to be obtained simultaneously with the first.

Implementation: 1989 Fall Semester

Lee 2964C  
revised this sentence. WEL wanted "total" where I inserted. Also, I felt "minimum of at least" was cumbersome. If my version any better.



Proposed change in University Senate Rules on Double Majors and Double Degrees:

Change V 4.1.3 to read:

Double Major:

An undergraduate student earns a double major when he or she completes all University, College, and Departmental requirements in one Department--the Primary Major--and all Departmental requirements in a second Department--the Secondary major. If there is a generic relationship, work in the Primary Major may be applicable to the Secondary Major. The student must indicate his or her double major to the Registrar and to the student records office in his or her college(s). He or she must have an advisor in each major. The student who completes the requirements for a double major receives a degree from the College of her or his Primary Major and has the successful completion of his or her Secondary Major entered on her or his transcript. ~~While~~ A Secondary major may be completed after the degree for the Primary major has been awarded, A double major does not result in an additional degree.

*(including SA reg. if applicable)*  
*1-2-88*  
*how long after?*

[No change:]

Concurrent enrollment for degree purposes in more than one graduate program is permitted only with the approval of the student's Graduate Advisor(s), Directors of Graduate Studies in the programs, and the Dean of the Graduate School.

[No change:]

Subsequent to the receipt of a doctoral degree, a student is not eligible to receive a master's degree based on the work which led to the doctorate.

V 4.1.4. Second Bachelor's Degrees

A student who ~~has already received or is receiving a bachelor's degree~~ is eligible to qualify for a second bachelor's degree. The student must complete all University, College, and Departmental requirements for both ~~degrees~~. Courses taken towards fulfilling one degree may also count towards fulfilling parallel requirements in the other, but the student must complete a minimum of 144 hours ~~to receive a second degree~~.

*in a different major*  
*received*  
*the second degree*  
*for both degrees.*

[See Section V 4.4.1]

③ ~~Student~~ <sup>at</sup> ~~must~~ ~~receive~~ ~~a~~ ~~second~~ ~~bachelor's~~ ~~degree~~  
The student may elect to receive the degrees ~~separately~~

#332 Blake log and distrib at mtg on 3/13 AM

Major changes:

- The proposal clearly distinguishes between a double major and a double degree, whereas in the old language, a double degree was given to students who completed double majors in "programs awarding double degrees." Under the new program, all double majors receive only one degree. The transcript will report to all outside users the successful completion of the two majors.
- The proposal establishes new categories in the double major of a Primary and Secondary Major.
- The proposal deletes the time limit of "simultaneously or near simultaneously" for the double major.
- The proposal establishes a minimum of 144 hours for a double degree.
- The proposal deletes the language that left the rules for getting a second degree in the same college up to an undefined: "the college will set the requirements."
- The proposal allows the second degree to be obtained simultaneously with the first.

Rationale:

The committee was guided by three principles. First, it values double degrees and double majors, and wishes to encourage students to complete them. Second, it feels that the present language is unduly complicated. Thirdly, it feels that the present language is in places unnecessarily vague.

Objectives:

To clarify the rules, clearly distinguishing between double majors and second bachelor's degrees. Under the new rules, students would get a double major by fulfilling all university requirements, two sets of majors requirements, and only the college requirements of the primary major. They would get a double degree by fulfilling the university requirements and all college and departmental requirements for both degrees.

To cure an anomaly in the present rules, wherein students who get double majors in two colleges receive degrees from both, whereas students who complete double majors in the same college receive only one, and students who complete all the--more substantial--requirement for two degrees also receive two. This seems to make degrees mean different things under different circumstances. Under the new rules, there would be no differences in rules between getting a double major in one or two colleges; in all cases, individuals receive two degrees only after having completed all requirements for both.

The committee has some disagreement on the time limits needed for a double major. The majority found it persuasive that double majors, like double degrees, could be completed over any stretch of time. (Naturally, students who reentered the university after a hiatus of more than two years would have to meet college dean's discretion about whether they had to fulfill whatever new requirements were in place, as all returning students do.) The present language--"simultaneously or near simultaneously"--probably intends to make double majors complete within a year or so. A minority of the committee feels that some such timetable would be useful.

To establish a minimum of 144 hours for a double degree so as to ensure that students--especially those earning a double degree within one college--have completed nearly as substantial requirements in the second as in the first degree. Under the present rules, a college could allow the requirements for a second degree in that college to be only those that normally constitute a double major. This seems, again, to allow two degrees given in one college to represent different amounts of effort than two degrees given in different colleges. The minimum hour requirement makes the double degree harder to get than a double major. It represents something of a compromise from insisting that double degrees involve two complete four year sets of requirements. (For most students, the new minimum will still represent less hours than the two sets of requirements will demand.)

To change the wording on the timing of the second bachelor's degree, so that students can receive both degrees simultaneously. The present wording is sometimes used to make students who have finished all requirements for a second degree wait at least a semester before receiving the second diploma.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

29 March 1989

TO: Members, University Senate Council

FROM: Senate Council Office

RE: AGENDA ITEM: University Senate Meeting, Monday, April 10, 1989.  
Proposal to revise University Senate Rules, Section I concerning  
Council (Graduate, Undergraduate) vacancies.

Proposal: (delete portions in brackets; add items underlined)

3.2 Graduate Council

3.2.4 Terms; Vacancies--The term of office of elected members shall be three(3) years, with elections being conducted so that the terms will be staggered. The term of office of appointed members shall be one (1) year. All terms expire on August 31. Members shall serve until the expiration of their terms, until they have become ineligible, or until their successors have been named.

Any member of the Council who has served a term as an elected member or who has served more than one year as a replacement for an elected member shall be ineligible for membership on the Council until three years have elapsed since completion of his/her last term. An appointed member of the Council may serve three successive one year terms. However, the appointed member whose term of service has been for more than a single one year term, shall thereafter be ineligible for membership on the Council until three years have elapsed.

[A vacancy on the elected membership of the Graduate Council shall be filled by appointment by the Chairman of the Council of the eligible nominee who at the last Council election received the highest number of votes without being elected. The term of appointment shall be for the remainder of the unexpired term or for the duration of the ineligibility of the elected members.]

A vacancy in the first year of a term on the elected membership of the Graduate Council shall be filled by appointment by the Council Chair of the eligible nominee who received the highest number of votes without being elected. If that person declines, the next eligible nominee shall be appointed, and so on. If the electoral unit in which the vacancy occurs elects a Council member annually, this method shall be used to fill all vacancies from that unit, with the immediate preceding election being used as the source of nominees. If the electoral unit does not elect a member annually, a vacancy following the first year of a term (or in the first year

if the list of nominees is exhausted) shall be filled by the Chairman appointing an eligible member of the unit's faculty. The term of appointment shall be for the remainder of the unexpired term or for the duration of the ineligibility of the elected member.

3.3 Undergraduate Council

- 3.3.4 Terms;Vacancies--Council members will serve three year staggered terms expiring on August 31, and shall be ineligible to succeed themselves until a lapse of one year, except that where they have served one year or less as a replacement, they shall be eligible to be elected.

A vacancy in the first year of a term on the elected membership of the Undergraduate Council shall be filled by appointment by the Council Chair of the eligible nominee who received the highest number of votes without being elected. If that person declines, the next eligible nominee shall be appointed, and so on. If the electoral unit in which the vacancy occurs elects a Council member annually, this method shall be used to fill all vacancies from that unit, with the immediate preceding election being used as the source of nominees. If the electoral unit does not elect a member annually, a vacancy following the first year of a term (or in the first year if the list of nominees is exhausted) shall be filled by the Chairman appointing an eligible member of the unit's faculty. The term of appointment shall be for the remainder of the unexpired term or for the duration of the ineligibility of the elected member.

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Rationale:

Present rules do not provide a method for replacing Council vacancies if the list of eligible nominees from the previous election is exhausted. This has been a problem in recent months, especially for the Undergraduate Council, when the vacancy occurs in the second or third year of the term. This proposal from the Senate Rules Committee and endorsed by the Senate Council is designed to correct this problem. The Academic Council of the Medical Center requested to be excluded from this rules change since their procedure for electing council members plus alternates is serving them well.

Implementation: Fall 1989

2960C

2/7/89

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0027

COLLEGE OF ARTS AND SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE  
1615 PATTERSON OFFICE TOWER

# 314

February 6, 1989

Dr. Loys Mather, Chair  
Senate Council  
10 Administration Bldg.  
Campus 00320

Dear Loys:

This responds to your letter of October 20, 1988, requesting that the Rules Committee consider the problem of filling a vacancy on the Graduate, Undergraduate and Medical Center councils when the candidate(s) on the last election ballot are not available to fill it. The Rules Committee met on February 1st and recommends the following solution.

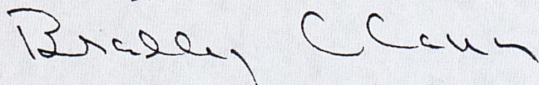
We propose a common rule for filling vacancies on all councils as follows:

A vacancy in the first year of a term on the elected membership of the \_\_\_\_\_ Council shall be filled by appointment by the Council Chair of the eligible nominee who received the highest number of votes without being elected. If that person declines, the next eligible nominee shall be appointed, and so on. If the electoral unit in which the vacancy occurs elects a Council member annually, this method shall be used to fill all vacancies from that unit, with the immediate preceding election being used as the source of nominees. If the electoral unit does not elect a member annually, a vacancy following the first year of a term (or in the first year, if the nominees are exhausted) shall be filled by the Chairman appointing an eligible member of the unit's faculty. The term of appointment shall be for the remainder of the unexpired term or for the duration of the ineligibility of the elected member.

Note that there currently is no provision at all for filling vacancies on the Undergraduate Council.

We suggest that you send this proposal to the chair of each council to insure that we are not interfering with something or overlooking a possible problem.

Sincerely,



Bradley C. Canon  
Chair, Senate Rules Committee

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

30 March 1989

TO: Members, University Senate  
FROM: University Senate Council  
RE: AGENDA ITEM: University Senate Meeting, Monday, April 10, 1989. Proposal to revise University Senate Rules Section I - 4.1.7 adding to the charge to the Senate Committee on Academic Planning and Priorities

Proposal: (Add the underlined portion)

4.0 Committees of the Senate

4.1.7 Academic Planning and Priorities

The Senate Committee on Academic Planning and Priorities shall be concerned with major, broad, long-range plans and priorities. It shall:

- a. identify major academic problems likely to be faced by the University in the foreseeable future;
- b. formulate and recommend to the Senate plausible academic goals for the institution;
- c. develop procedures and criteria for recommending academic priorities;
- d. recommend to the Senate institutional policies that recognize academic priorities and goals, assess the progress of the institution toward its goals and report periodically to the Senate; and,
- e. recommend to the Senate a means for increasing the University's effectiveness in establishing and implementing its academic policies.
- f. serve the Senate and the Administration as a source of faculty information and opinion concerning academic planning and priorities.

Page 2

University Senate Agenda Item: USR I - 4.1.7  
30 March 1989

**Rationale:**

This committee has had an expanded role over the past year in serving the Administration and the Senate as a source of faculty information and opinion on academic planning. Through its chair, the committee has been directly involved in the University's strategic planning process. Since this role will likely continue in the future, it is appropriate that it be reflected in the Senate's charge to the committee.

Implementation: 1989 Fall Semester

2902C



2/7/89

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0027

COLLEGE OF ARTS AND SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE  
1615 PATTERSON OFFICE TOWER

February 6, 1989

Dr. Loys Mather, Chair  
Senate Council  
10 Administration Bldg.  
Campus 00320

Dear Loys:

This responds to your letter of October 25, 1988, requesting that we consider an additional charge to the Senate Academic Planning and Priorities Committee's functions (I - 4.1.7).

The Rules Committee met on February 1st and, after some discussion, unanimously approved the additional charge and recommends that it be adopted by the Senate.

Sincerely,

*Bradley Canon*

Bradley C. Canon  
Chair, Senate Rules Committee

# 312

*Loys & distrib to  
Council along  
with my letters  
to Brad # 2589*

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

October 25, 1988

Professor Bradley C. Canon  
Political Science Department  
1615 Patterson Office Tower  
CAMPUS 0027

Dear Brad:

I have had a series of discussions with Vice President Carter concerning the possible role of the Senate Committee on Academic Planning and Priorities in UK's planning process. The discussions have been especially timely since the University will soon begin developing a strategic plan. Further, we have discussed the need to modify the charge to this committee in the Senate Rules. Basically, the change involves borrowing some wording from the charge to the Academic Facilities committee and adding an additional charge to Senate Rule I 4.1.7 as follows:

Serve the Senate and the administration as a source of faculty information and opinion concerning academic planning and priorities.

I would appreciate your committee's review and recommendation of this proposal.

Sincerely,

Loys L. Mather  
Chair

2589C

#312-A

4.1.7 Academic Planning and Priorities

The Senate Committee on Academic Planning and Priorities shall be concerned with major, broad, long-range plans and priorities. It shall:

- a. identify major academic problems likely to be faced by the University in the foreseeable future;
- b. formulate and recommend to the Senate plausible academic goals for the institution;
- c. develop procedures and criteria for recommending academic priorities;
- d. recommend to the Senate institutional policies that recognize academic priorities and goals, assess the progress of the institution toward its goals and report periodically to the Senate; and,
- e. recommend to the Senate a means for increasing the University's effectiveness in establishing and implementing its academic policies.

4.1.8 Academic Organization and Structure

The Senate Committee on Academic Organization and Structure has responsibility to:

- a. review and recommend to the University Senate priorities on all proposals for new academic units (departments, schools, divisions, institutes, colleges, etc.);
- b. review all proposals for abolishment or merger of existing academic units;
- c. review all proposals for major changes in organization and structure of academic units;
- d. make appropriate recommendations to the University Senate (and through the Senate to the President) regarding creation, abolishment or changes in organization or structure of academic units throughout the University.
- e. Study and report to the Senate on matters pertaining to faculty size and strength, and student enrollment. (US: 3/12/84)

4.1.9 Committee on Institutional Finances and Resources Allocation

The primary function and mission of the Committee on Institutional Finances and Resources Allocation is to inform the Senate Council and the Senate on the present

8/28/89

MEMORANDUM

To: Cindi Todd  
From: Susan Wilson *Susan*  
Date: August 28, 1989  
Re: Correction to Senate Minutes of April 10, 1989

I just read the April Senate Minutes and happened to notice what I believe is an omission that you might want to check out. On page 17 of the minutes, at the very end of the new wording for "Second Bachelor's Degrees," I think the following underlined words should be tacked on: "...simultaneously, if college and departmental requirements can be met simultaneously."

I do not know the name of the gentleman who asked that the phrase be added, but I had noted on my copy of the agenda that the additional wording was voted on and approved. I cannot see that the additional wording is needed, but I do believe that it was officially approved.

At the time of the meeting, the 1989-90 Bulletin was about to go to press, and I included the new wording of the agenda item, plus the extra phrase, in the Bulletin--so I hope I didn't imagine this.

Hope you've had a good summer and that everything is off to a good start this fall.

*I responded electronically. 8/28/89 at  
The ~~change~~ amended phrase shld be added.*