

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

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University
Senate
9/12/77*

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

August 31, 1977

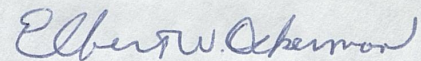
TO THE UNIVERSITY SENATE:

The University Senate will meet in regular session at 3:00 p.m. Monday, September 12, 1976, in the Court Room of the Law Building.

AGENDA:

- 1) Approval of the minutes of meeting of May 2, 1977.
- 2) Introductions: Senate Council, Committee Chairmen and New Senators
- 3) Dr. Otis A. Singletary, President
- 4) Memorial Resolutions
- 5) Action Items:
 - a) Proposed changes in the Senate Rules, Section V, 1.2.2 (p. 51, University Senate Rules revised, March 1977) Marking Systems for the College of Medicine. (Circulated under date of August 31, 1977)
 - b) Recommendation to the Administration: Establishment of an Appalachian Center. (Circulated under date of August 31, 1977)
- 6) General Announcements: Chairman, Senate Council

/cet



Elbert W. Ockerman
Secretary, University Senate

Note: If you are unable to attend this meeting, please call Ms. Martha Ferguson, Registrar's Office, 7-2958.

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UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

August 31, 1977

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, September 12, 1977. Proposed recommendation to the Administration: Establishment of an Appalachian Center.

The University Senate Council and the Senate Committee on Academic Organization and Structure, Dr. Jesse Harris, Chairman, recommend to the University Senate the following proposal to establish an Appalachian Center. If the recommendation is approved by the University Senate, the proposal will be forwarded to the Administration for approval and implementation.

Background:

There has been a long interest in the Appalachian region, especially the eastern parts of Kentucky, by many members of the University of Kentucky faculty. The result of this strong interest in Appalachia, in making major contributions to teaching, research, and service in Eastern Kentucky and the Central Appalachian region, was a grant by the Rockefeller Foundation to systematically plan such a program. is proposed to begin such a program

Objectives

- 1) Accepting the premise that "the primary responsibility of an institution of higher learning is the betterment of human welfare," the Appalachian Center will seek to coordinate and focus available resources within the University in behalf of Appalachia and its people.
- 2) The Appalachian Center will pursue its mission by means of four functions: research, coordination of instruction, extended services, and archives.

- 3) The Appalachian Center will assist in seeking extramural funds to conduct research in important areas--cultural, economical, historical, and demographical.
- 4) The staff of the Appalachian Center will coordinate courses and assist in the development of new courses in history, anthropology, English, geography, sociology, social work, human development, political science, and economics.
- 5) The staff of the Appalachian Center will assist in the special collection for the University Library of valuable materials on folklore and history of the region, and will take part in the coal miner's oral history project with other universities.

Justification

No lengthy argument seems necessary to justify Appalachia as a logical area for regional study at the University of Kentucky. Geographic proximity, a history of University involvement in service to Eastern Kentucky, and persistent regional problems are the most obvious justifications. Expertise and interest in the region are present in a significant number of the present faculty and staff of the University. In 1973 the Center for Developmental Change compiled a bibliography of publications deriving from Appalachian research conducted by University faculty, staff, and students; it contained nearly 400 items. If coordinated, such activity could be even more fruitful.

During the fall of 1975, several faculty and administrators at the University of Kentucky discussed the potential for an Appalachian Center. This group agreed the University should make a major contribution in teaching, research and service in eastern Kentucky and the Central Appalachian region through a concerted program. The need for such an Appalachian Center at the University was neither new nor unrecognized. It was simply unmet, despite student requests for a program of Appalachian Studies and the presence of a number of Appalachian scholars among the faculty. Previous attempts to develop and coordinate Appalachian programs at the University had been unsuccessful. Volunteer efforts by individual faculty had left no lasting organizational structures.

As a result of the strong interest identified in the discussions, a proposal for a planning grant was submitted to the Rockefeller Foundation in the spring of 1976. In September 1976 the University of Kentucky received a \$35,000 nine-month grant from the Rockefeller Foundation to plan a comprehensive Appalachian Center primarily to administer research programs and also to coordinate instructional, community development, and archival programs based in other units. Subsequently the Rockefeller Foundation awarded the University a two-year grant of \$125,000 for further development of the Center. Additional proposals developed by faculty with interest in the Center are

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University Senate Agenda Item: Appalachian Center
August 31, 1977

units. Subsequently the Rockefeller Foundation awarded the University a two-year grant of \$125,000 for further development of the Center. Additional proposals developed by faculty with interest in the Center are receiving favorable attention from foundations and government agencies.

The creation of this Center will enhance the University's undergraduate and graduate programs. There is currently strong interest among many undergraduates in the instructional aspects of an Appalachian Studies program. A core of new courses with an Appalachian focus in various departments of the University will broaden the range of electives and permit the development of undergraduate and graduate minors and undergraduate topical majors in Appalachian Studies. It is anticipated that some graduate students will focus their interest in this area and thereby be much better prepared to make contributions to the betterment of human welfare in the region.

/cet

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UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

August 31, 1977

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting
Monday, September 12, 1977. Proposal to change
the Rules of the University Senate, V, 1, 2.2, Grading
System, College of Medicine

The University Senate Council and the Senate Committee on Admissions and Academic Standards recommend that the grading system for medical students be changed as follows, and that the new system be effective for the class entering the fall semester, 1977.

Present Rule:

V 1.2.2 Colleges of Medicine and Dentistry--Honors, Pass and Un-satisfactory are the designations for the College of Medicine and College of Dentistry students. The H, P, U designations are utilized only for medical and dental students. The few graduate and/or undergraduate students in essentially medical and dental classes are graded as is the rest of the University.

Proposed Grading System: *Note that the proposed change will affect the grading system in the College of Medicine only.

<u>Grade</u>	<u>Achievement Level</u>	<u>Suggested Numerical Scale</u> <u>Where Appropriate</u>
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A	Represents exceptionally high achievement	90-100
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B	Represents a high achievement	80-89
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C	Represents satisfactory achievement	70-79
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U	Represents unsatisfactory performance	60-69
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*Note that the proposed change will affect the grading system in the College of Medicine only.

<u>Grade</u>	<u>Achievement Level</u>	<u>Suggested Numerical Scale Where Appropriate</u>
U	Represents unsatisfactory performance	60-69
E	Represents failure in a course	Below 60
I	Incomplete: means that part of the work of the course remains undone at the time that grades are due. It is given only when there is reasonable possibility that a passing grade will result from completion of the work. The instructor will not give an "I" when the reason given for incompleteness is unsatisfactory or when it is not possible to complete the work. An "I" grade must be completed within one calendar year.	

Student Evaluation: General Policy

- 1) In those courses or clerkships where objective data (written examinations, papers, etc) are used to evaluate student performance, the instructor in charge shall submit to the appropriate Curriculum and Student Progress Committee, a performance roster and distribution curve identifying the student's composite score and the class average score.
- 2) A student will not be promoted or graduated with grades of "U", "E", or "I" recorded for any required course or clerkship. In those instances where grades of "U" or "E" are indicated or recorded for more than one course or clerkship, the student may be dropped from enrollment or required to repeat an entire year.
- 3) In those instances where the student's performance is less than "C" but sufficient evidence exists that with additional work the student could be expected to meet the minimal course requirements, a "U" grade will temporarily be recorded. However, the recording of such grade neither implies nor guarantees that the student would be permitted to perform makeup work. Upon reviewing the student's overall academic record, the appropriate Curriculum and Student Progress Committee will consult with appropriate course or clerkship director(s), and shall make specific recommendations to the appropriate academic unit as to whether or not the student may correct the deficiencies and, if appropriate, how. If the student does not achieve a grade of "C" on recommended makeup work, the temporary grade of "I" or "U" will be "E".

- 4) Normally, an "E" grade may be removed only when the student repeats the entire course or clerkship. The Curriculum and Student Progress Committee may, after analyzing the student's composite scores, recommend to the appropriate academic unit, an alternative method of removal. Such recommendations are made only after consultation of the academic unit responsible for the course or clerkship.

Course/Clerkship Management Policies

- 1) All students shall be informed in reasonable detail at the first or second class meeting about the nature of the course, its content and method of presentation.
- 2) All students shall be informed at the first or second class meeting of the methods to be used in evaluating performance and achievements, including such factors as attendance, punctuality, and conduct.
- 3) All students shall receive grades and evaluations based on previously announced criteria and only by individuals who have had reasonable opportunity to observe the student's academic performance and make a just and fair evaluation. Evaluations about the student's character and ability shall indicate when the information was provided, by whom, and the position of this individual.
- 4) Prior to the beginning or within two weeks of the beginning of a basic science course, a student may petition the department responsible to be permitted without prejudice, by a method approved by the department, to demonstrate sufficient specific knowledge and application of the course content to receive credit for the course in question. The student shall not be required to add or substitute another course to his or her curricular schedule should credit for a course or courses be granted under these conditions. The grade of "Exempt" will be recorded in such instances.
- 5) At a reasonable time in advance of the conclusion of a course or clerkship, normally no later than at the half-way point in the course or clerkship, all students should be informed by the course instructor or clerkship director of their academic standing. Sufficient and specific detail should be provided by the clerkship director to enable the marginal or unsatisfactory students the opportunity to identify and correct deficiencies within the normal time frame of the course or clerkship.
- 6) As soon as practicable after the end of each course or clerkship, each student should be provided the opportunity by the course or clerkship director to discuss his or her final performance evaluation.

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Agenda Item: University Senate Meeting, Grading System, College of Medicine
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Note: If the proposal for a new grading system is approved by the Senate, the

Note: If approved by the University Senate, the proposal for a new grading system in the College of Medicine will be forwarded to the Rules Committee for codification.

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MINUTES OF THE UNIVERSITY SENATE, SEPTEMBER 12, 1977

The University Senate met in regular session at 3:00 p.m., Monday, September 12, 1977, in the Court Room of the Law Building.

Constance P. Wilson, Chairman, presiding

Members absent: Michael A. Baer*, Charles E. Barnhart, Robert P. Belin*, A. Edward Blackhurst, Jack C. Blanton*, Thomas O. Blues*, Joseph T. Burch, W. Merle Carter*, Richard R. Clayton, Glenn B. Collins, Ronda S. Connaway*, Samuel F. Conti*, Marjorie A. Crandall*, Guy M. Davenport, George W. Denemark*, William H. Dennen*, Anthony Eardley, Roger Eichhorn*, Calvin Ernst, R. Fletcher Gabbard*, Abner Golden*, Andrew J. Grimes*, Joseph Hamburg, Charles W. Hultman*, Keith H. Johnson, Dave Kaelin, David T. Kao, Joe Kelley, Edward J. Kifer, Theodore A. Kotchen*, William B. Lacy*, Stephen Langston, John H. Lienhard*, Kenneth M. Martin, Richard Murray, Jacqueline A. Noonan, Edward O'Hara, Doyle E. Peaslee,*, Bobbie G. Pedigo, Leann Ring*, Robert W. Rudd, Ramona Rush, Pritam S. Sabharwal*, Patrick J. Sammon*, Rudolph Schriels*, D. Milton Shuffett, Timothy W. Sineath, A. H. Peter Skelland, Ralph E. Steuer*, John P. Strickland*, Paula Totten*, John B. Wadsworth, William F. Wagner*, M. Stanley Wall, Richard L. Warren*, Bruce H. Westley*, William G. Winter*, Ralph F. Wiseman*

The minutes of the regular meeting of May 2, 1977, were accepted as circulated.

SUMMARY:

I. Action Items:

- A. Proposal to change the Rules of the University Senate, V, 1,2.2, Grading System, College of Medicine. (Circulated under date of August 31, 1977.)
Motion passed.
- B. Proposed recommendation to the Administration: Establishment of an Appalachian Center. (Circulated under date of August 31, 1977.)
Motion passed.

II. Memorial Resolutions:

Daniel S. Arnold, 1937-1977, Education, Associate Dean for Teacher Education
Leon D. Howell, 1920-1977, Business and Economics, Associate Professor of Accounting
John Kuiper, 1898-1976, Arts & Sciences, Professor of Philosophy

III. President's Report: Dr. Otis A. Singletary

IV. Report on Fall 1977 Registration: Dr. Elbert W. Ockerman

V. Introductions

*Absence explained

VI. Informational Items

- A. Meeting of Senate Council with the Assistant and Associate Deans, Tuesday, September 13, 1977, at 4:00 p.m.
- B. New Faculty Academic Orientation, Tuesday, September 21, 1977, at 3:00 p.m., King Alumni House.
- C. Meeting of University Senate, second Monday of each month, 3:00 p.m.

Chairman Wilson welcomed all the new Senators and introduced the Senate Council and the Chairmen of various committees of the Senate. The Council members are: Paul Oberst, College of Law, Chairman-elect of the Senate and will take office in January, 1978; Stephen Diachun, College of Agriculture; Thomas Ford, College of Arts and Sciences; T. Richard Robe, College of Engineering; Jane Emanuel, College of Allied Health Professions; Joseph Bryant, College of Arts and Sciences; Donald Diedrich, who is replacing Joseph Krislov until Spring, 1978, College of Medicine; Judith Worell, College of Education; Paul G. Sears, Ex officio, Faculty Trustee; Michael E. Adelstein, Ex officio, College of Arts and Sciences; James Newberry, Ex officio, Student Government President; James Elder, Student Government; and Donald Prather, Student Government.

The Chairmen for the Senate Committees for 1977-78 are: Louis Swift, Department of Classics, Library Committee; Stanford L. Smith, Chemistry Department, Rules Committee; James D. Kemp, Animal Sciences, Admissions and Academic Standards; Lee Todd, Electrical Engineering, Student Affairs Committee; Donald Cross, Special Education, Teaching, Learning and Advising; Marcus McEllistrem, Physics Department, Research Committee; Thomas Ford, Center for Developmental Change, Planning and Priorities; Jesse Harris, Psychology Department, Organization and Structure; Robert Kuehne, Biological Sciences, Academic Programs, Stanley Saxe, Periodontics, Extended and Continuing Education Programs; Doyle Peaslee, Agronomy Department, Special Teaching Technologies; John Lienhard, Mechanical Engineering, Special Teaching Programs, Marc Wallace, Business Administration, Academic Facilities; and Don Soule, Economics Department, General Studies Committee.

Chairmen of three ad hoc Committees are: Nicholas J. Pisacano, Academic Ethics and Responsibilities; Stephen Langston, Summer School Committee; and Malcolm Jewell, Numbering Committee.

Chairman Wilson introduced the "Real Chairman of the Senate," Dr. Otis A. Singletary, who addressed the Senate as "our leader" instead of the leader of the National Endowment for the Humanities.

President Singletary spoke to the Senate as follows:

"I want to welcome all of you back to what I hope is going to be a solid and productive year for us all, and to make a few comments at this opening session about what kind of year it is apparently going to be. Crystal ball gazing is always a hazardous occupation, as you know. Even so, there are some generalizations that one can make today about things that we are

going to be dealing with this year that I think might be of general interest.

First of all, I think I can assure you that you are going to be dealing with about the same number of students, slightly more. The enrollment figures are not complete, but the tentative figures--and there will be some changes--show us with something like a four percent increase, if you include the evening sessions. What that means in the gross is that we have changed our way of life from that great flooding of students every year to where we are now having a modest increase every year. Many places in the country are not enjoying that. University of Kentucky's enrollment is not only holding steady but is slightly increasing. This also indicates that the University of Kentucky is still a very attractive place to lots of young people who are making the decision about where they want to go to school. Needless to say, the quality of this faculty has a great deal to do with that.

As I go down these figures I would like to file this demurrer. We do not include the figures on what is happening at our Fort Knox program. We do not include the final figures for the Lexington Technical Institute. We do not have either the off-campus enrollments or the Appalachian Satellite enrollments. I'm not sure I know how we are going to count the Northern Kentucky Graduate Center students--whether they are going to count them, we are going to count them, or both of us going to count them--which I would guess will be a likely resolution. Undergraduate enrollment is up about five percent which is interesting. The Graduate School is holding its own with a slight increase, less than a percent increase. In the Professional Schools there is a slight minus figure. They are pretty steady. There is a small dip in the enrollment in the Law School which I am not prepared to explain today. There is no point in going down the entire list. There are some dramatic shifts though. While we are maintaining a slight incline overall there are some dramatic shifts inside this institution that will cause a considerable amount of heartburn before the season is over. The first figure that jumps out is startling. Arts and Sciences is down fifteen percent plus. The softener in that is that they have gone into the two new colleges that we created. The Arts and Sciences enrollment would be about the same had we kept those two colleges where they were. There are two very significant increases. There is a twenty percent increase in undergraduate enrollment in Engineering. As Dean Funk and others can tell you, Engineering enrollment fluctuates. It comes and goes. This is clearly another banner year. Business and Economics has had another great upsurge of something close to fourteen percent increase.

There are some interesting figures. The fact that we are no longer taking an entering class in Nursing shows a decrease in the nursing area and Social Professions is down. By and large, though, UK's enrollment is doing better than holding its own. It's continuing to increase gradually, which is not bad in today's society, and beyond that we have some internal shifts of one kind or another that we are somewhat hardpressed to respond to. As you all know, unlike so many corporate structures,

institutions like ours do not always have the ability to respond immediately to internal shifts. It is not always possible to take people from one area and move them to teach in another. We find ourselves facing great pressures from several areas where large numbers of students are being added and some places with fairly substantial lowering of enrollment without the immediate capability inside this institution to respond to it. That is not new this year, however.

I would also, if I might, like to say that we will be reviewing in the course of the year those degree programs that have either been acted upon or will be considered by the appropriate Councils in the University. Right now we have five degree programs that have cleared the University. Everything we need to do through Board of Trustee approval has been completed, and they have been sent to the Council on Public Higher Education. The Ph.D. in Health, Physical Education, and Recreation; the Ph.D. in Philosophy; the M.A. in the Teaching of Mathematics; Masters Degree in Forestry; the Masters in Planning. They are all over there but have not yet been cleared. What they are doing is sorting their own priorities for all institutions across the State. I hear that the moratorium has been lifted and what remains to be seen is whether we will now get a total acceptance of all these programs or a total rejection of these programs or some judicious consideration of them one by one.

There are a couple of other degree programs that are being held up in effect by me. The work that has been done up to now on the Ph.D. in Criminal Justice has been sitting with me for sometime, and I really have not come to the conclusion that as far as the administrative or physical feasibility--to put it directly I am not yet convinced that given our present financial plight--that I would be willing to want to advocate before the Council on Public Higher Education the assignment of high enough a priority for that to warrant sending it on. I have not decided, to be honest with you, about what to do about that program. We are either going to put it up or put it down in this academic year. It is either going over there or we are going to kill it inside, and I will be talking with the Senate Council about that.

The other is the Ph.D. in Communications, which I have deliberately held up. I simply did not wish to cloud any further issues until we settled the leadership problems in that area and until we got past the flap we were having over the question of accreditation of the Journalism program, which is closely related to this problem. Those are now behind us. I will be moving on that program, and it will be submitted to the Board of Trustees or whatever the next appropriate step is for ultimate submission to the Council on Public Higher Education.

There are a number of other programs that are at one or another stage of development inside the University: the Masters Degree in Operational Research; the Ph.D. in Computer Science; there's talk of a Ph.D. in Genetics; Family Studies; Nutritional Science; Nursing; a

Masters in Clinical and Physical Therapy; a B.S. in Industrial Engineering. The trouble with starting that list is that you almost always leave something out. Those are illustrative of the ones that are in the tank here, and are yet to come to me for any official action. I give you that rundown primarily because I continue to believe that the curriculum of this institution is one of the really fundamental things that the faculty ought to be interested in and is interested in.

I think I might also say something about the fact that I can guarantee you that the campus will continue to be torn up most of this year. I think that may be gratuitous since probably most of you had difficulty in getting here. We have a number of projects under way and some others that are going to get started in the course of this year, so we will not escape the continued problem. I must address first of all the question of the "great walkway" on my right coming down from Funkhouser beyond the Library presumably going all the way over to Euclid Avenue. It is going to be the North-South thoroughfare for this part of the campus. It is long overdue, and it is not just a walkway. It was conceived primarily as a way to combine the need for improving that access with a very practical thing, a utilities tunnel in which you have all kinds of things under the walkway. There is a tunnel in effect under that walkway, a very substantial one that runs steam, chilled water, electric wires, and a bunch of things that you are not particularly interested in. Nonetheless, they are there, and we scheduled it to begin six weeks ago so it would be finished by the time school started. The same thing happened to that that happens to many construction projects the world over--delay in getting it out of Frankfurt, delays in getting the bid, delays by weather, and all the rest of it. What I am going to say to you is that it was not a deliberate plot on our part to have it so that this campus was very nearly impassable for you. I observe further since I come and go over it at least twice a day that it is about as successful as the "Berlin Wall." There are about as many penetrations as I can count coming and going across there. I would hope that by the end of this week or early next week they will have completed that part down beyond the Library so that we can open that main thoroughfare again where a good bit of foot traffic comes across.

In addition to that rather small but annoying project, the work is continuing, as you notice, on the Fine Arts Building on the site of old Stoll Field. It will proceed during this academic year. That project though is well on its way. You have noticed in the area of the Medical Center the Learning Resources Center, and the walkway across to the hospital is well along. The Sanders Brown Biology of Aging Building is underway, a slightly over two million dollar project. Also, you remember that is the one we received a gift of a million dollars and the State matched that with another million for that specific building for that specific purpose. In addition to that we have the primary care facility funded at the State level for the Medical Center. That is a very complicated and large structure. The planning for it has been extraordinarily complicated and involved and has required the use of outside experts, and its planning is continuing to progress.

The Law School addition construction will begin in the Spring, and we will move to alleviate to some degree some of the pressure they have experienced. What that all means is what I said in the beginning. We will continue to have some distractions, turmoil, and inconvenience. I urge you to bear with us as we try to find ways to deal with it.

I think another thing I should say to the Senate-at-large; although we will be talking about it more directly and in much more detail with Medical Center personnel, this year will see us focusing on a number of Medical Center concerns that we are convinced are in most urgent and pressing need of being addressed. I won't attempt to delineate them for you here, but they run all the way from questions of space and questions of funding support. Whether you are talking about State appropriation or whether you are talking about PSP or whether you are talking about the contract and research funds for the Medical Center, the question of patient care and the very troubling problem of indigent patient care in the hospital. There is the question of governance of that hospital, a whole range of problems, a large number of which are administrative in nature, but a large number of which have to do with the governance. The reason I bother to bring this up at this meeting is to alert this Senate that I think, and have thought for sometime, that we have lived in a kind of oversimplified situation assuming that one structure here, meaning a kind of unified University structure, necessarily serve all our interests. There is a very real question in many people's minds as to whether or not we have the necessary flexibility to do that in one structure. We are going to be looking at that. There are very real differences and at least two of the differences have to do with the fact that in the College of Medicine, for example, a substantial amount of the dollars are generated internally through their own practice. The other thing is that in addition to the teaching function they have a substantial and sizable patient care responsibility that is not like anything else in the University's structure. I think what we need to do is think through very seriously and very carefully what ways we might improve our ability to deal with those fairly complicated matters.

Underneath all these concerns: Medical Center, campus, enrollments, facilities, everything else, there is the larger problem of the University which I say to you comes into focus this year also because this is a budget year. This is the year of the biennial submission. We have prepared the biennial budget request. It was approved by the Board of Trustees in the Summer and has gone forward to the Council on Public Higher Education. I am not going to deluge you with numbers, but there are two or three things I want to say about that budget for you, and you will have ample opportunity during the year to follow the course of this process. As you know, it goes to the Council on Public Higher Education, they make a recommendation which then goes to the State Administration and then it goes into the executive budget what they decide, and that budget then goes to the Legislature. It will be that evolution we must now go through. We have in effect asked for roughly a fifty-five million dollar increase in the operating budget of this University in the

next biennium. Of that about forty-five or forty-six million dollars of that is being asked for from State appropriations. There are those who believe that we are unduly cautious in our approach. I will simply say to you that there has never been a biennium, at least in my time here, in which we have not found it possible to ask for more than they have been willing to give us. I would say to you without any element of surprise that they will probably find some things in this one that they will choose not to fund. Our instinct was to do what we have always done, which is to try to set this University's priorities in the best order we knew how, be both reasonable and responsible, and to put forward a request we think we can make a case for and go to it--not try to see what everybody else is doing and not accept as our model those who seem to have less responsible views toward the budget process. I understand that such a decision is my own, and the responsibility for that is mine. I am perfectly willing to take that.

If we are asking for that much money, what are we asking for it for? Without giving you all the details, I will give you the categories very fast. The first thing in that budget is what we call the fixed costs. The things we have no choice about, the bill is going to be delivered to us, and we are going to pay it; such things as increases in social security, that kind of thing about which no decision is necessary, you just have to comply. That dollar is the first dollar we must have. Secondly, we believe the next most urgent priority is the cost of living increase. And from the State's vantage point they tend to look at all the institutions and to do essentially the same kind of thing for all of us. We have put in for a 7.5 percent increase in each year of the biennium. I do not know what the State's response to that is going to be, but in the past they normally do the same percentage for all the institutions whatever it is, whether it is 7.5, 6.5, 8.5, whatever. The Council on Public Higher Education and its Budget Committee has pretty much set that standard. Those figures are in there. We think that the cost of living increase is that important simply because we continue to be in the position of losing relative position, because we live in an inflationary time, and everything we do costs more and everything we buy costs more, but we happen to be in a relatively fixed income position. Nonetheless, we have a very substantial figure in the request.

The other two most pressing categories which take a substantial number of dollars are the requests we have in there for salary catch up and for position catch up. There are two kinds of catch up in this institution that we are concerned about. One is the fact that our relative faculty salary position has deteriorated, and we are trying again to get their attention and to seek some remedy for this. We would love to close that gap. And secondly, we have the same proposition, not just in terms of salaries now paid, but in number of positions available to us to perform the mission of the University of Kentucky. Those things, the cost of living and the fixed costs, the catch up in salary and catch up in new positions, we believe to be the priorities of this institution ahead of any program development or anything else. We want to make no secret about

that. While we expect some of you to disagree with it, we believe this is probably the soundest position this institution can pursue. I think you ought to understand where the basic problem of the University of Kentucky rests in its basic financial support. Ten years ago this institution received about sixty-three percent of the State's appropriation for higher education. Today we get forty-one percent of the State's appropriation for higher education. Now something happened. I'll tell you what happened. The State made a decision to bring two new institutions into the system--Northern Kentucky and the University of Louisville. That was an appropriate decision. And there was no question that percentages would be altered somewhat because of that. But the plain fact of the matter is that as they have come in and between the two of them, as of this year I think, have something like twenty plus percent of the total dollars going to higher education. The interesting fact is that no other institution in Kentucky, but the University of Kentucky, has suffered a significant decline in its percentage. The important thing about this is at the time our share of the State's "pie" has been decreasing, at the very time--for example, that they have been pouring money into new institutions on the ground that they are growing and serving a great student population, this institution has taken more new students than any other institution in the State. Obviously, with those two facts you must see the critical nature of this budget. Unless something is done about that central problem of this institution, there is no way we can continue to serve the same clientele we serve today in the same way we have served them in the past without a continuing loss of quality. That is very hard to sell people. Loss of quality does not have great appeal to people who like to count columns. What I am saying is that we are losing our competitive position. As our salary situation deteriorates, our best people are easy targets for others to pick up. As we do not get new positions, classes get larger, and larger, and larger. All these things add up to mounting problems that lead you down the road to a deterioration of quality inside and to an increasing probability, not possibility, but probability of accreditation problems from without. All I can tell you is there is nothing new about that. That message has been told long and hard. We are going to continue to tell it, and we are going to continue to press every way we know how to seek some remedy for this institution. I am hopeful that this budget evolution in front of us will see some relief and some respite. We are going to do everything we can to get that done. I am certain that you will follow that with interest, because both personally and institutionally you do have a stake in it. I think it is probably the most critical budget for this University in the last fifteen years.

In the meantime, let me say again that I am glad to welcome you back and to say that we are off and running and to wish you a very fine year. Thank you."

The President was given an ovation, and Chairman Wilson thanked him for his remarks.

Chairman Wilson introduced Ms. Cindy Todd, who is a "key person" for the Senators to know and is the Administrative Assistant to the Senate Council which office is in the basement of the Administration Building, Room 10. She can answer probably 99 percent of any of the questions the Senators might have. The Senate thanked Cindy for all of the work she has done.

Chairman Wilson introduced the following: Professor Robert Bostrom, Parliamentarian; Dr. David Stockham and Colonel James Alcorn, two Sergeant-at-arms; and Ms. Martha Ferguson, Recording Secretary of the Senate.

Chairman Wilson asked all new Senators to stand and be recognized.

Chairman Wilson introduced the Secretary of the Senate, who is also Dean of Admissions and Registrar, Dr. Elbert W. Ockerman.

Dean Ockerman spoke to the Senate as follows:

"I asked for just a minute to say to you a couple of things-- not to describe to you the operations of the Registrar's office but to talk a bit further about the opening of this school year. As far as I'm concerned, we have hopefully just about passed through the most difficult opening of school that I have experienced in the University. I am sure I probably would not get much argument from a good many of you on that score. I say this in terms of the registration, admissions, and other related kind of operations that have to go on whether we want them to or not at the beginning of the school year to say two things. One, to thank a good many of you for the patience you exhibited and the hard work that a good many of you put into the process to try to get us opened for this particular school year. A good many hundreds of other people around this campus spent a lot of hours, a lot of extra hours this Fall in this difficult experience, and I certainly want to express my appreciation for all who participated. We are not through yet. As Dr. Singletary said, we are not sure of all of our enrollment. We are still counting, we still have people coming, and we are going to try to put it all together soon.

A second thing, is a word perhaps of explanation of what was going on and what contributed to some of this difficulty that we did have this Fall. Some months ago, we made a deliberate decision-- we, meaning several people--to move ahead on a number of significant kinds of activities that impact the admissions and registration process in this institution. It was agreed that we should purchase some new computer software from an outside resource. We thought this was essentially completed and ready for testing and putting into the system, so we started into it in the Summer Session and hopefully would move smoothly on into the Fall. I think essentially

nothing went smoothly, but it will work, and we still made, we believe, the right decision. But that was a new factor this Fall. A second factor was, and this does not mean a great deal to you perhaps, but it is very important to a lot of us, the decision was made to try to reformat the student records data base. It has a lot of implications which I will not go into. That project was scheduled to be completed in pretty good order for the Fall--it was not. A good many people are still working diligently on that part of the project. And in addition, we started in April and then expanded it, of course, significantly in the Fall to the introduction of optical mark reader forms, an op-scanning kind of process. To say that some people had some difficulty with those forms is a great understatement, and you can understand that. However, I think as I view it in terms of the registration process a good many of us, all of us maybe, in fact, were not quite as diligent in our attention to this new part of the process, and a lot of things simply came out very badly and a good many people, particularly in my office have spent many, many hours and will spend a good many additional hours, trying to clean up some of the less than effective work that all of us did.

But, perhaps the most significant thing that caused us difficulty this Fall was the, and again you people know this as well or better than I do, large number of late students who were put into the process. It's exceedingly difficult in this institution to put as large a number of people as we did on the late basis this year. I don't think we need to apologize in one sense of the word for this kind of thing, but it simply happened. As far as our office is concerned, we are going to begin, in fact in about ten days, plans for diligently attacking that kind of problem and getting people into the system earlier where they can be served by the university community in a more effective way. We had the largest number of freshmen applications in the history of the University. We have the largest number of applications for transfer students in the history of the University. The fact of the matter is that a great many of these students never got into the University. They never got registered this Fall. So, we need to accelerate the process of moving people into the front end of the system rather than into the tail end. Again, let me thank you for your patience, and for your assistance, and the opportunity to make these words of explanation. I am sure that with the continued good work of many people we are going to be back in much better shape for registration for the Spring Semester and hopefully in even better shape for Fall 1978."

Dr. Ockerman was given a round of applause.

Chairman Wilson presented the following three Memorial Resolutions on the deaths of Daniel S. Arnold, Leon D. Howell, and John Kuiper. Professor Wilson directed that the Resolutions be made a part of these minutes and that copies be provided to the members of the immediate families. Following Professor Wilson's presentation of the Resolutions,

the Senators were asked to stand for a moment of silence in tribute and respect to Professor Arnold, Professor Howell, and Professor Kuiper.

MEMORIAL RESOLUTION

Daniel S. Arnold

Daniel S. Arnold, Associate Professor, Department of Curriculum and Instruction, and Associate Dean for Teacher Education and Certification, died at St. Joseph's Hospital, April 19, 1977. As a man, his loss has been felt by many; as a professional colleague, his loss has been, and will continue to be, experienced by all.

Dan Arnold was born in Tennessee, on October second, 1937. His undergraduate and doctoral degrees were from the University of Tennessee; his master's in science education, from the Ohio State University.

In the Spring of 1966, he joined the staff of the Kentucky Research Coordinating Unit for vocational and technical education. Soon afterwards, he was named director of the unit. In 1969, additional responsibility was given him in the role of Coordinator of Educational Research and Development in the College of Education. And, in 1972, he became the Associate Dean for Teacher Education and Certification. On each of these he placed his own personal stamp; to each of these, he brought his own special competence.

He never hesitated to reach out to others, not only in seeking the stimulation of new ideas and companionships, but also in seeking new and additional ways of being of service to others. Much of his research and writing was done in collaboration with certain of his colleagues, and his generosity in assisting others in the development of their ideas and their research is well known.

He himself was sought out by community agencies, Kentucky school systems, regional universities, and universities in other states to serve in a variety of consulting roles.

In the roles of author and co-author, his scholarly papers appeared in such publications as Research in Education, the Seventh Mental Measurement Yearbook, School Science and Mathematics, The Journal of Experimental Education, Research in the Teaching of English, and Counselor Education and Supervision. Other papers were presented to the American Education Research Association, the National Association of School Psychologists, the Association of Supervision and Curriculum Development, the American Psychological Association, and the American Association of Colleges of Teacher Education.

But beyond these artifacts of a scholarly and professional life, what can we say in summary about the man, Dan Arnold? He was first of all a man, a man rich in kindness. A man with a scientific work-view, an analytic mind, yet, when he dealt with students and colleagues alike, his was a

world-view tempered with humor and infused with compassion.

Beyond the boundaries of the College of Education, as well as within those boundaries, his work and his life have been well recognized and highly valued.

Daniel S. Arnold, 1937-1977.

MEMORIAL RESOLUTION

Leon D. Howell

Leon D. Howell, Associate Professor of Accounting, died on the evening of June 23, 1977 following a brief period of hospitalization. Although Leon has been on the faculty in the Department of Accounting for only one year, the contributions he made, both to his students in the classroom and to his colleagues in the Department, will long be remembered and appreciated. He joined the faculty in the Fall of 1976 after having spent his entire professional life in the practice of public accounting with Ernst & Ernst. Upon his retirement from the firm, he brought to this campus a wealth of knowledge about accounting accumulated over the years through his personal experiences.

Leon was born February 20, 1920 in Derma, Mississippi. He graduated from the Jackson Mississippi High School and served in the Air Force from 1942-1945 as a Cryptographer. He was awarded a Bachelor of Science degree by the George Washington University in 1947 and a Master of Business Administration degree from the Wharton School of Finance and Commerce, University of Pennsylvania in 1948. Mr. Howell was a licensed Certified Public Accountant in the states of Georgia and Florida. He became a Partner with the firm of Ernst & Ernst in 1968, and served as Partner in Charge of Personnel for the South Central District from 1970 until his retirement.

Leon was extremely active in professional and civic associations. He served as President of two different chapters of the National Association of Accountants--one in 1956 and the other during 1968. He also served as Vice President and Trustee of the Georgia Society of CPAs for the year 1957 and was Treasurer of the Florida Gulf Coast Symphony during 1970. He was extremely active in the Atlanta Arts Alliance. His hobbies included automobile travel, golf, astronomy and reading.

Leon is survived by his wife, Evelynnn, two sons - Leon Davis, Jr. and Charles W., one daughter - Jane, a brother - Dr. Robert Howell, and one granddaughter, Renee Howell.

The Department of Accounting, College of Business and Economics recommends that the University Senate incorporate this resolution in its Official Minutes and forward copies thereof to his family.

MEMORIAL RESOLUTION

John Kuiper

It is not unfitting for me to prepare this memorial for Professor John Kuiper. Whereas no other current member of the Department of Philosophy has been on duty from before 1966, two years before John's retirement, I came to the Department in January 1946 and thus served with him for twenty-two and one-half years. I was well placed to observe and admire his many and diverse activities as Head of the Department and as a participant and leader in a large array of educational functions in this community. John served the University of Kentucky for thirty-nine years, and up to the time of my appointment was the sole member of the Department.

John was born in Grand Rapids, Michigan, on April 18, 1898. He attended one of the Christian day schools maintained by members of a Reformed Church who had migrated from the Netherlands. After earning the A.B. degree from Calvin College in 1921, he went on to graduate work in philosophy at the University of Michigan. He was awarded the M. A. degree by that institution, and in the course of his advanced studies he taught classes in rhetoric and philosophy, both in Ann Arbor and in Detroit. He came to the University of Kentucky in September 1929 as Associate Professor and Acting Head of the Department of Philosophy. In 1932 he attained the rank of Professor and was named Head of the Department, in which position he remained until retirement in 1968. While in Ann Arbor he married Mary Elizabeth Bennett, and from this union two children were born, John Bennett and Elizabeth Mary Kuiper, who saw to his comfort during the last few years of his life.

In this space I cannot list all his achievements. I shall start with a selection of typical modes of service to his profession and to the local community. He was an active member of the American Philosophical Association, of the Southern Society of Philosophy and Psychology, of the Kentucky Philosophical Association, of the Kentucky Academy of Sciences, and of the American Association of University Professors. As to this last organization, I mention his serving as chairman of the local chapter as early as 1934-35, as chairman of an investigating committee from 1936 to 1938, and as member of the National Council from 1943 to 1946. His achievements in his own field can be illustrated by his being elected Distinguished Professor of the College of Arts and Sciences in 1948; his public lecture, entitled "Creativity in Man and Nature," was delivered on April 8, 1949. Later, in September 1954, an important paper by him was published in a special issue of the quarterly journal Philosophy and Phenomenological Research (vol. XV, No. 1, pp. 48-64), this issue being dedicated to Professor Roy Wood Sellars, one of John's mentors at the University of Michigan. This paper examined Sellars' work on the mind-body problem, and it is still useful to the many scholars who work intensely on the same problem today. As for official services in the local community, John served on various occasions on the Board of Directors of the Lexington Public Forum, and as Vice-President of the Central Kentucky Community Concert-Lecture Association, as well as on

various charitable organizations.

Let me now pay tribute to John's services to this University as I saw them, or heard about them, from January 1946 on. I learned that early in his career he taught five regular classroom courses per semester; and in addition to this heavy load he supervised and directed a balanced program for majors and for M.A. candidates in philosophy. This additional work, in the form of guidance of undergraduates toward comprehensive exams, and of special reading programs, seminars and individual consultations, and the direction of graduate students in writing research papers, was not listed as part of one's official course load. After I joined the Department, it was a regular practice for each instructor to manage four three-credit classroom courses each semester, and a comparable load during most summer terms. Moreover, the slowly growing number of members of the Department did frequent duty on the thesis committees of candidates for the Master's or Doctoral degrees in a large number of disciplines, including English, History, Education, Psychology, Political Science, Sociology, and even Mathematics and Physics. At present, by reason of official action, the Department's services to the total University program are more restricted than they were ten or twenty years ago. As for committees in the College and the University on which John labored, it would be burdensome to list them all. These committees worked on all levels of responsibility: to the Humanities Division of the Arts and Sciences College, to the College itself, to the Graduate School, and to the Senate and the University as a total organization. On one occasion he was a member of a presidential nominating committee charged to report on and to recommend capable nominees to the Board of Trustees.

Returning now to his more personal work with students, and to his traits of character, I recall with admiration the painstaking and kindly work he did as an adviser, whether to beginning freshmen, or majors in philosophy, or graduate students. In addition, he initiated the topical-major program, and for many years he directed almost single-handedly the progress of students in this program. During the twenty-two years of work with him, I found him to be an exemplary teacher, a splendid source of encouragement and guidance for students at all levels, and a gentleman with the finest traits of patience, courtesy, and consideration. He was a widely and richly educated person, one who appreciated the fine arts, especially music, and who once took time during a summer vacation to translate a Greek tragedy from the original. His career at this University was a paradigm case of exhausting labor directed at the service of the University and of higher education. Owing perhaps to his courtesy, and to his gentle and unpretentious disposition, the value of John's contributions was often not properly appreciated or recognized.

In 1965 John suffered the loss of his wife Elizabeth after a long and painful illness. For some years after retirement he took part in various campus and professional activities. His own death was preceded first by a stroke, and later by a number of heart attacks. After living for a time with his son in Chevy Chase, Maryland, he moved to his daughter's home in Tempe, Arizona, where he died on Wednesday, April 14, 1976, four days before his

seventy-eighth birthday. He was buried in Lexington three days later.

(Prepared by Professor Jesse de Boer, Philosophy Department)

The first action item on the agenda was a proposal to change the Senate Rules on the grading system for the College of Medicine.

Professor Wilson recognized Professor Paul Oberst. On behalf of the Senate Council Professor Oberst presented a motion to adopt the proposal to change the Rules of the University Senate, V, 1, 2.2, Grading System, College of Medicine. This was circulated to members of the University Senate under date of August 31, 1977, and reads as follows:

Present Rule:

V 1.2.2 Colleges of Medicine and Dentistry--Honors, Pass and Unsatisfactory are the designations for the College of Medicine and College of Dentistry students. The H, P, U designations are utilized only for medical and dental students. The few graduate and/or undergraduate students in essentially medical and dental classes are graded as is the rest of the University.

Proposed Grading System: *

<u>Grade</u>	<u>Achievement Level</u>	<u>Suggested Numerical Scale Where Appropriate</u>
A	Represents exceptionally high achievement	90-100
B	Represents a high achievement	80-89
C	Represents satisfactory achievement	70-79
U	Represents unsatisfactory performance	60-69
E	Represents failure in a course	Below 60
I	Incomplete: means that part of the work of the course remains undone at the time that grades are due. It is given only when there is reasonable possibility that a passing grade will result from completion of the work. The instructor will not give an "I" when the reason given for incompleteness is unsatisfactory or when it is not possible to complete the work. An "I" grade must be completed within one calendar year.	

*Note that the proposed change will affect the grading system in the College of Medicine only.

The proposal did not have the required ten-day circulation.

Motion was made to suspend the ten-day circulation rule to take up the proposal, and the motion was defeated.

Motion was made and seconded to postpone action on the proposal in the College of Medicine grading system and to have a special called Senate Meeting on Monday, September 19.

Dr. Jarecky said that he appreciated the Senate wanting to read the proposal so carefully, but he felt that it had received proper study from both the Senate Committee on Admissions and Academic Standards and the Senate Council and that the College was anxious to implement the proposal.

Professor Kemp, Chairman of Admissions and Academic Standards asked the Senate to act on the proposal since his committee had studied and recommended it be passed.

The previous question was moved and passed.

The motion that a special meeting of the Senate be called for Monday, September 19 was defeated.

Professor Kemp made a motion to suspend the ten-day circulation rule.

The motion carried.

Chairman Wilson said that there was no opposition in the Senate Committee of Admissions and Academic Standards or in the Senate Council to the change in grading policy.

Professor Oberst read the proposal.

Student Senator Benson moved the previous question.

The motion was defeated with a hand count of 59 to 58.

The floor was opened for discussion and questions.

Student Senator Lobb asked what the College of Medicine hoped to gain by changing the grading system.

Dean Clawson said that some years ago our College, along with many others, felt that giving medical students a numerical grade was not conducive to the best educational environment. At that time they requested the pass-fail system. This was relatively satisfactory until the students started seeking post graduate work. Many institutions refused to accept students with pass-fail grades. He said that it had been hoped that more institutions would have accepted our way of doing things. They have not. He felt we were penalizing our students.

Dr. Jarecky said that the proposal did not change in anyway the rules. Pass would become A, etc.

Student Senator Prather asked if the problem of other institutions not accepting UK graduates derived directly from our grading system? A Senator responded by saying that a student maintaing consistent honors would have a better chance of competing. There are institutions that state specifically that they want grade point averages.

Professor Gardner said that the experiences of the students the last few years were that institutions wanted grade point averages.

Motion was made and passed to terminate debate.

The vote on the original proposal to change the grading system in the College of Medicine passed.

The second action item on the agenda did not have the required ten-day circulation.

Motion was made and seconded to suspend the ten-day circulation rule to take up the proposal, and the motion passed.

Professor Wilson recognized Professor Paul Oberst. On behalf of the Senate Council Professor Oberst presented a motion to recommend to the Administration the Establishment of an Appalachian Center. This was circulated to members of the University Senate under date of August 31, 1977, and reads as follows:

The University Senate Council and the Senate Committee on Academic Organization and Structure, Dr. Jesse Harris, Chairman, recommend to the University Senate the following proposal to establish an Appalachian Center. If the recommendation is approved by the University Senate, the proposal will be forwarded to the Administration for approval and implementation.

Background: There has been a long interest in the Appalachian region, especially the eastern parts of Kentucky, by many members of the University of Kentucky faculty. The result of this strong interest in Appalachia, in making major contributions to teaching, research, and service in Eastern Kentucky and the Central Appalachian region, was a grant by the Rockefeller Foundation to systematically plan such a program.

Objectives

- 1) Accepting the premise that "the primary responsibility of an institution of higher learning is the betterment of human welfare," the Appalachian Center will seek to coordinate and focus available resources within the University in behalf of Appalachia and its people.

- 2) The Appalachian Center will pursue its mission by means of four functions: research, coordination of instruction, extended services, and archives.
- 3) The Appalachian Center will assist in seeking extramural funds to conduct research in important areas--cultural, economical, historical, and demographical.
- 4) The staff of the Appalachian Center will coordinate courses and assist in the development of new courses in history, anthropology, English, geography, sociology, social work, human development, political science, and economics.
- 5) The staff of the Appalachian Center will assist in the special collection for the University Library of valuable materials on folklore and history of the region, and will take part in the coal miner's oral history project with other universities.

Justification: No lengthy argument seems necessary to justify Appalachia as a logical area for regional study at the University of Kentucky. Geographic proximity, a history of University involvement in service to Eastern Kentucky, and persistent regional problems are the most obvious justifications. Expertise and interest in the region are present in a significant number of the present faculty and staff of the University. In 1973 the Center for Developmental Change compiled a bibliography of publications deriving from Appalachian research conducted by University faculty, staff, and students; it contained nearly 400 items. If coordinated, such activity could be even more fruitful.

During the fall of 1975, several faculty and administrators at the University of Kentucky discussed the potential for an Appalachian Center. This group agreed the University should make a major contribution in teaching, research and service in eastern Kentucky and the Central Appalachian region through a concerted program. The need for such an Appalachian Center at the University was neither new nor unrecognized. It was simply unmet, despite student requests for a program of Appalachian Studies and the presence of a number of Appalachian scholars among the faculty. Previous attempts to develop and coordinate Appalachian programs at the University had been unsuccessful. Volunteer efforts by individual faculty had left no lasting organizational structures.

As a result of the strong interest identified in the discussions, a proposal for a planning grant was submitted to the Rockefeller Foundation in the spring of 1976. In September 1976 the University of Kentucky received a \$35,000 nine-month grant from the Rockefeller Foundation to plan a comprehensive Appalachian Center primarily to administer research programs and also to coordinate instructional,

community development, and archival programs based in other units. Subsequently the Rockefeller Foundation awarded the University a two-year grant of \$125,000 for further development of the Center. Additional proposals developed by faculty with interest in the Center are receiving favorable attention from foundations and government agencies.

The creation of this Center will enhance the University's undergraduate and graduate programs. There is currently strong interest among many undergraduates in the instructional aspects of an Appalachian Studies program. A core of new courses with an Appalachian focus in various departments of the University will broaden the range of electives and permit the development of undergraduate and graduate minors and undergraduate topical majors in Appalachian Studies. It is anticipated that some graduate students will focus their interest in this area and thereby be much better prepared to make contributions to the betterment of human welfare in the region.

Professor Harris made the following remarks concerning the proposal:

"The Committee on Academic Organization and Structure received the proposal from the Senate Council in early July and met during the months of July and August to study and conduct interviews regarding the proposal. I would like to tell you the members of this seven-member committee not only so you will know who they were but also to express my appreciation for their making their services available during July and August: Ellen Baxter, Alexander Gilchrist, Patrick Sammon, Harold Traurig, William Wagner, William Winter, and myself. The committee conducted a thorough study of the proposal and had interviews with several members of the planning staff and with members of the Advisory Committee to the project, including two deans.

We went into all of the important aspects--we felt that we did, and we found that the proposal did conform to governing regulations of the University with regard to administrative structure and function. The Center would focus primarily on research and secondarily on coordination of instruction, service and archival programs. With such a primary emphasis the Center would be comparable administratively to an interdisciplinary research institute. Although the instructional program would include both graduate and undergraduate components, the major focus on research renders appropriately the placement of the Center under the Dean of the Graduate School and Coordinator of Research. The Appalachian Center would have an administrative status equivalent of that of other Centers already in existence on campus, both with regard to its comparability to an Institute and to its placement under the Dean of the Graduate School and Coordinator of Research. We recommend approval of the establishment of an Appalachian Center."

The floor was opened for discussion and questions.

Professor Gardner said that he would like the definition of the "services" component.

Professor Ford said the idea was that from time to time the University was called upon to render services to the people of Appalachia. We do have people who are competent and can provide them services.

Professor Denton made a motion to amend the proposal as follows:

"On Page 2, Item 4 by deleting specific names of courses."

The amendment was seconded.

Motion was made, seconded and passed to terminate debate.

The vote in favor of the amendment passed.

Motion and vote in favor of the Appalachian Center proposal carried as amended.

Chairman Wilson made the following announcements:

1. The Senate Council will have a meeting with the Assistant and Associate Deans on Tuesday, September 13 at 4:00 p.m. in the Board Room of the Administration Building.
2. The new Faculty Academic Orientation that the Senate Council is sponsoring in conjunction with the President is on Tuesday, September 21 at 3:00 p.m. at King Alumni House. The Senators were asked to notify all new faculty in their Colleges.
3. The Senate meets the second Monday of each month at 3:00 p.m. The first Monday should be reserved for Senate Committee meetings. All Senators are expected to attend Senate meetings and to participate in Committees. All College Deans, Department Chairmen, and other appropriate Administrators have been advised of this.

The next meeting of the Senate will be Monday, October 10.

Meeting adjourned at 4:45.

Elbert W. Ockerman
Secretary

Charles L. Atcher
Archives
4 King Library

03900

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