

MINUTES OF THE UNIVERSITY SENATE, APRIL 8, 2002

The University Senate met in regular session at 3:00 pm, April 8, 2002 in the Young Library auditorium.

Members who were absent or did not sign in are: Charles Ambrose, Ali Amoli, Susan Arnold, Vince Austin*, Ruth Baer, Robert Baldwin, Jack Blanton, James Boling*, Ben Carr, Kathleen Chard, Craig Chasen, Elizabeth Debski, Patrick DeLuca*, Greg Feeney*, Walter Ferrier, Joseph Fink*, Matt Foltz, Raymond Fogue, Daniel Frank, Richard Furst, Vincent Gallichio*, John Garen, Tejas Ghadiali, Lori Gonzalez, Louise Graham, Donna Grigsby*, Howard Grotch*, Victor Hazard*, Patrick Herring, Kay Hoffman, James Holsinger, Patricia Howard, Ling Hwey Jeng*, Kyle Jewell, J. David Johnson, Doug Kalika, Scott Kelley*, Jim Kerley, Richard King*, Deborah Kwolek, Thomas Lester, Pat Litzelfelner, Josh Long, Loys Mather*, Joan Mazur, Patrick McGrath, Molly McGurk, William McKinney*, Ralph Miller, David Mohny, Katherine Montague, Angel Moore, Tony Neihoff, Michael Nietzel*, Sue Nokes*, William O'Connor, Amanda Perkett, John Rawls, Kenneth Roberts, Tim Robinson, D.B. Rowland, Cynthia Ruder*, Edgar Sagan, Robert Schwemm, Robert Shay, David Sloan, Eric Stoner, Lee Todd*, Brian Wade*, Retia Walker, Christopher Waller, Zach Webb, Jane Wells*, Shirley Whitescarver*, Carolyn Williams, Eugene Williams, Paul Willis, Emery Wilson, Don Witt*, Laura Zembrodt, Sadia Zoubir-Shaw.

* Excused Absences.

Chairperson Bill Fortune called the meeting to order.

The minutes of the March 4 meeting were approved as distributed.

Chair announcements:

1. The Senate will meet on April 22
2. A letter was written to President Todd on behalf of the Senate Council supporting the priority recommendations of the Employee Benefits committee
3. A letter was written to the Provost embodying the language in the Senate's action instructing the Provost to create an unmoderated bulletin board for faculty, staff and students
4. In response to Davy Jones' request, that the Senate Council had met with President Todd and asked him to consider Mike Nietzel for the Provost position
5. The Council reinstated a student who had been twice suspended.

Resolution

Rutheford Campbell read a resolution in memory of Paul Oberst, which was followed by a moment of silence.

Committee reports

"Self-study" John Picoro reminded the senators that the SACS representatives will be on campus April 16 and 17.

Top 20: Phyllis Nash noted that the Top Twenty draft report will be posted on the web by April 15.

Action Items:

Item A: To create the department of community and leadership development in the College of Agriculture, before the Senate on the recommendation of the Senate Committee on Academic Organization and Structure with a positive recommendation from the Senate Council.

Dean David Johnson moved that the proposal be postponed; that the College of Agriculture should consult with the faculty of the Department of Communication and the School of Journalism and Telecommunications. The motion was seconded by Nancy Harrington. After discussion Dean Johnson asked that the motion be to postpone the matter to the April 22 Senate meeting. Nancy Harrington accepted this change. The motion to postpone carried 39 to 20 on a show of hands.

Item B: Renaming the College of Allied Health as the "College of Health Sciences," before the Senate on the recommendation of the Senate Committee on Academic Organization and Structure with a positive recommendation from the Senate Council. Passed on a voice vote.

Item C: To alter the suspension rule (5.3.1.3) to allow suspension of a part-time student who receives less than a 0.6 after the first semester, before the Senate on the recommendation of the Senate Committee on Admissions and Academic Standards with a positive recommendation from the Senate Council.

Kaveh Tagavi moved to amend the proposal to substitute the following for A.3: "Their GPA is below 0.6 after their first term, if the semester's GPA is based on at least 9 hours of grades A,B, C , D or E." Hans Gesund seconded the motion. The motion passed on a voice vote, the effect being to substitute Professor Tagavi's language for existing A.3 in the rule.

Item D: Redefining the definitions for the C and D grades (5.1.1), before the Senate on the recommendation of the Senate Committee on Admissions and Academic Standards with a positive recommendation from the Senate Council. The proposed changes were voted on separately:

Change in wording of the C grade: passed on a voice vote. The definition now reads as follows:

C Represents satisfactory achievement for undergraduates; represents unsatisfactory achievement for graduate students and is the minimum passing grade for which credit is given. It is valued at two (2) grade points for each credit hour.

Change in wording of the D grade: after discussion, Hans Gesund moved that the proposal be returned to the Committee. The motion was seconded by Mark Hanson. The motion failed on a voice vote. The proposal was then voted on and passed by a voice vote. The definition of the D grade now reads as follows:

D Represents unsatisfactory achievement and is the minimum grade for which credit is given; the grade is not to be used for graduate students,. It is valued at one (1) grade point for each credit hour.

Item E: Establishing a rule (4.2.6.5) for the granting of LCC certificates, before the Senate on the recommendation of the Senate Committee on Admissions and Academic Standards with a positive recommendation from the Senate Council. A redundant sentence pointed out by Professor Tagavi was

redacted from the proposal with the consent of LCC representatives and, as redacted, the proposal passed on a voice vote.

The new rule is as follows:

4.2.6.5 Lexington Community College Academic Certificates

Lexington Community College may offer academic certificates responsive to community need that prepare students to attain competencies needed for identified workplace needs and/or prepare students for regional or national examinations.

All certificate curricula must be approved by the Academic Council for Lexington Community College and the University of Kentucky Senate. The number of credit hours comprising a certificate will be 18-36. Students admitted to certificate curricula are subject to college admission and mandatory placement guidelines. The requirements for certificates shall include: 1) a grade of C or better in each core certificate course; 2) a final cumulative GPA of 2.0 or better on the courses taken to satisfy the certificate requirements; and 3) a cumulative GPA, at the time of awarding of the certificate, of 2.0 or better on all courses taken at LCC and the University of Kentucky. Core courses shall be defined in each certificate curriculum. At least 50% of the course work must be completed through Lexington Community College. Successful completion of certificate curricula will be recorded on students' transcripts.

Item F: A minor change in the admission standards for the LCC Dental Lab Technology program, before the Senate on the recommendation of the Senate Committee on Admissions and Academic Standards with a positive recommendation from the Senate Council. The change strikes the words "and ACT scores" from the first line of Rule 4.2.6.4.3. The proposal passed on a voice vote.

Don Witt and the following members of the admission and registrar's office reported on the admission process and activities of the office: Kelly Holland, Don Byars, Suzanne McGurk, Michelle Nordin, Jacquie Hager, Ruby Watts, and Cleo Price.

The meeting adjourned at 4:27.

David Durant
Secretary, University Senate

USMin 4.8.02

Note: A copy of the memorial resolution honoring Paul Oberst will be reproduced here when available; paper copies are available.

Item A

Proposal to Create the Department of Community and Leadership Development University of Kentucky • College of Agriculture

Executive Summary

The Department of Community and Leadership Development will bring together rural social scientists within the College of Agriculture with a primary focus on interdisciplinary activities in community, organizational and leadership development. By reconfiguring existing College faculty and staff resources into a new Department of Community and Leadership Development, the faculty associated with this new department will be able to address the strategic goals of the College of Agriculture, the University of Kentucky, and the Commonwealth more effectively. This restructuring will position the University to be at the forefront of research, instruction and outreach in community and leadership development.

The **vision** of the Department of Community and Leadership Development is:

- To be recognized as a premier academic location for interdisciplinary rural social science research and undergraduate and graduate education in community, organizational (which includes the institutions of media, education and the Cooperative Extension Service), and leadership development; and,
- To be the source of innovative interdisciplinary rural social science outreach programs that partner with community collaborators to address contemporary issues in community, organizational and leadership development.

The **mission** of the Department of Community and Leadership Development is:

- To develop and apply theories, concepts, methods and tools of rural sociology, communications, education and related social sciences to the analysis and understanding of community and leadership development in the context of a changing society;
- To integrate social science, education and communication theories and methods into effective research, instructional and outreach/Extension programs for community, organizational and leadership development; and
- To empower residents of the Commonwealth to act on their own behalf by enhancing their skills and knowledge of community, organizational and leadership development.

Key Points of the Proposal

- The proposed Department offers the University of Kentucky a unique approach to addressing critical community and leadership issues in the Commonwealth and the nation.
- The proposed Department is consistent with the strategic plans of the College of Agriculture and the University as well as six of the seven criteria in setting priorities for strategic University investments identified in President Todd's July 5, 2001 memorandum to the faculty announcing the formation of the Task Force on University of Kentucky Futures: Faculty for the 21st Century.
- The proposal is largely revenue neutral for the College of Agriculture inasmuch as it is essentially reorganizing existing resources to create a new academic unit.
- The development of this proposal has been faculty initiated and faculty driven.
- During the development of this proposal, the following groups directly affected by this proposal have been consulted: academic and service units within the College and the University; undergraduate and graduate students; and professional and administrative staff.
- The establishment of the Department of Community and Leadership Development respects academic freedom, both in form and substance as evidenced by the faculty-initiated process that has generated this proposal.

Proposal to Create the Department of Community and Leadership Development University of Kentucky • College of Agriculture

Overview

The Department of Community and Leadership Development will bring together rural social scientists within the College of Agriculture and provide focus for interdisciplinary activities in community, organizational and leadership development. By reconfiguring existing College faculty and staff resources into a new department of Community and Leadership Development, the faculty associated with this new department will be able to address the strategic goals of the College of Agriculture, the University of Kentucky, and the Commonwealth more effectively. This restructuring will position the University to be at the forefront of research, instruction and outreach in community and leadership development. For example, several new initiatives have been proposed in Congress and by the U.S. Department of Agriculture (ESCOP/ECOP) that are intended to strengthen national commitment to rural revitalization and community development. Furthermore, there is a growing interest among private

foundations in the study and development of leadership skills as well as community and organizational communications.

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- To be recognized as a premier academic location for interdisciplinary rural social science research and undergraduate and graduate education in community, organizational (which includes the institutions of media, education and the Cooperative Extension Service), and leadership development; and,
- To be the source of innovative interdisciplinary rural social science outreach programs that partner with community collaborators to address contemporary issues in community, organizational and leadership development.

The **mission** of the Department of Community and Leadership Development is:

- To develop and apply theories, concepts, methods and tools of rural sociology, communications, education and related social sciences to the analysis and understanding of community and leadership development in the context of a changing society;
- To integrate social science, education and communication theories and methods into effective research, instructional and outreach/Extension programs for community, organizational and leadership development; and
- To empower residents of the Commonwealth to act on their own behalf by enhancing their skills and knowledge of community, organizational and leadership development.

Overview of the Process to Form The Department of Community and Leadership Development

In the spring of 2001, a group of faculty in the College of Agriculture met to begin exploring the possibility of creating a new academic department that would integrate and focus the College's existing resources committed to leadership, organizational and community development. The faculty involved in this discussion were those in the Rural Sociology program of the Sociology Department (Larry Burmeister, Patricia Dyk, Lori Garkovich, Tom Greider, Gary Hansen, Rosalind Harris, Ron Hustedde, Rick Maurer, Keiko Tanaka, Paul Warner, Julie Zimmerman) and those involved in the Agricultural Education, Communications and Leadership undergraduate degree program

(Charles Byers, Lori Garkovich, Martha Nall, Roger Rennekamp, Rod Tulloch, Randy Weckman, Deborah Witham).

The first meeting was to brainstorm what each faculty member felt might be the advantages/benefits of creating a new academic department and to identify faculty concerns related to the formation of a new academic department (see *Attachment A* - minutes of the May 25, 2001 meeting). This meeting also explored what each faculty member saw as essential requirements for launching a new department and supporting it in achieving its goals. At the end of this meeting, the consensus was that the advantages/benefits were significant; the concerns could be addressed; and the start-up requirements could be assembled. Everyone was asked to respond to the following questions: What do you see as shared interests that would underlie a new department? What are your individual areas of research, instruction and extension/service expertise? What (if any) administrative assignments do you have? What is your DOE? A text summary and table were developed from this information and shared among the participating faculty (see *Attachments B and C*). This information underscored the intersecting interests and opportunities for interdisciplinary research, instruction and outreach activities that could emerge from the formation of a new department.

This information was then used by a committee of the faculty to draft a white paper for the proposed department that would state the vision and mission of the Department of Community and Leadership Development; three- and five-year goals; the instruction, research and Extension foci; and the strengths of the Department of Community and Leadership Development. A discussion of the draft was the focus of a second group meeting at the end of June. Following this meeting, successive drafts of the white paper (total of eight drafts) were circulated to all faculty so everyone could review and comment on each others' suggestions. The white paper was submitted to Dean M. Scott Smith and a meeting was scheduled with him for a discussion about the proposed department and to determine his support for the faculty to continue pursuing this idea. Dean Smith urged the faculty to move forward with the development of the proposal. A third meeting was scheduled for August 21 in order to take a formal vote of faculty support for establishing the new department. The vote was 16 in favor with one abstention (A faculty member who had been on sabbatical but has been on the E-mail list and participated in the revisions of the white paper felt uncomfortable voting since he had not been present during the meetings.)

During this time, the chair and the Policy Committee of the Sociology Department were informed of the discussions about the new department and the intent/desire to develop procedures for maintaining a jointly administered graduate program in Sociology. Current graduate students in rural sociology have been informed about these discussions

and asked for comments, concerns and suggestions. Moreover, the proposed department was the subject of many informal discussions among faculty and students and peers in other institutions whose advice and counsel were sought during these three months.

Programmatic Considerations

The Department of Community and Leadership Development is consistent with the strategic plans of the College of Agriculture and the University of Kentucky. In a memorandum to the faculty on July 5, 2001, President Todd announced the formation of a Task Force on University of Kentucky Futures: Faculty for the 21st Century. President Todd urged the Task Force to apply seven criteria in setting priorities for strategic investments.

The proposed department reflects six of the seven criteria.

- Major trends and opportunities in extramural research funding

At a national level, several new federal and private foundation initiatives have opened opportunities for research by faculty in this department. For example, the field of leadership studies is a rapidly expanding area of funding for both research and program development. There is a growing recognition that leadership is an important subject for conceptual analysis, research and development. Similarly, there is a renewed commitment to rural revitalization at the national level with proposed new funding for research on community processes (e.g., civic engagement/social capital formation) as well as a strong interest in enhancing our understanding of more effective approaches to adult education and organizational communications. Furthermore, charitable foundations such as Pew and Poynter have funding initiatives in the area of community and organizational communications and others support initiatives in organizational development for nonprofit organizations.

- Special needs of the Commonwealth and the region to include economic development, technological advances, cultural enrichment, physical well-being and social prosperity

The Department of Community and Leadership Development rests on the understanding of the interdependence of individual, organizational and community development and a recognition that sustainable economic development requires a healthy skilled labor force with access to capital in a community with a strong and diverse leadership base that has acted to build the physical and social infrastructure to support economic growth. A critical mass of faculty whose expertise will enhance the research and service programs in support of different facets of community/economic development will reside within the Department of Community and Leadership Development. This will occur by providing an academic structure that supports multi-disciplinary research and outreach activities that enhance the capacities of local communities to build

sustainable economies. Moreover, the instructional program will help develop knowledgeable and skilled leaders for tomorrow.

- Encouragement of new collaborations in research, learning and service

There are untapped opportunities for collaborative research, learning and service in the area of community and leadership development. For example, a goal of the Department of Community and Leadership Development is to initiate an applied emphasis or specialty under the existing Masters of Science in Agriculture that will engage faculty with particular expertise at the regional universities and universities outside of Kentucky in offering courses and directing experiential learning projects. Similarly, the Kentucky Cooperative Extension Service is moving to enhance the training it offers to its professional staff and community leaders, and the faculty in the new department bring interdisciplinary expertise and a broad knowledge base to the design of new educational programs. Thus, by providing a common academic base for the community and leadership development efforts of the College of Agriculture, the proposed department will enhance synergy among faculty and their research, instructional and outreach efforts.

- Linkages to the University's existing and emerging research strengths

The amalgam of communication, education, Extension and rural sociology will broaden the impact of the research in these areas by focusing on multi-disciplinary perspectives that apply to critical community and leadership issues. The restructuring will provide more focus to pre-existing strengths. For example, the Rural Sociology program at the University of Kentucky has a long and distinguished history of substantive contributions to the sociology of agriculture and natural resources, community development, and family studies. The proposed department will broaden the impact of the rural social science research by incorporating a multi-disciplinary perspective on critical organizational, leadership, and community issues.

- Compatibility with the University's land-grant mission

The Department of Community and Leadership Development will provide innovative, interdisciplinary rural social science research, instruction, and outreach programs within the College of Agriculture. A core focus of the Department of Community and Leadership Development is individual, organizational and community development to enhance the quality of life of Kentucky residents through the application of the concepts, insights, and methods of the social sciences. This also reflects community revitalization initiatives at the national level through the U.S. Department of Agriculture.

- Potential for contributing to high-quality undergraduate, graduate, and professional education

The Department of Community and Leadership Development will be the academic home of the rapidly growing interdisciplinary undergraduate

major in Agricultural Education, Communications, and Leadership (See *Attachment D* for an overview of this undergraduate degree program). The faculty of the proposed department recognize that there is a need for an interdisciplinary social sciences Master's degree within Kentucky and the region to respond to the growing desire of professionals in state and local government, nonprofit organizations, as well as county extension agents for advanced training. The new department provides a springboard to respond to this unmet need through the development of appropriate degree programs and continuing professional education opportunities.

Departmental Strengths and Contributions

Several faculty discussions produced a diverse list of reasons for creating a new academic department. Key among these were the many strengths of the proposed department.

The synergy that comes from developing and applying interdisciplinary perspectives to the analysis of complex, inter-related issues of individual, organizational and community development.

A focus of research and outreach expertise on a significant challenge confronting the Commonwealth: the need to strengthen community and economic development efforts.

Opportunities for enhanced interdisciplinary research and outreach among faculty with expertise in sociology, family studies, social organization, education, communications and community processes.

A commitment among faculty to interdisciplinary collaboration.

A dedication to engaging students and community partners in collaborative learning processes.

A focus on empowering residents to act on their own behalf by enhancing their skills and knowledge of individual, organizational and community development.

Interdisciplinary expertise in the social sciences that will enhance the research and extension programs of other departments and units within the College of Agriculture.

An interdisciplinary faculty well-positioned to compete for extramural funding for research, instruction and outreach programs.

The proposed department is not unprecedented and offers the University of Kentucky a unique approach to addressing critical

community and leadership issues in the Commonwealth and the nation. Several other land grant universities (e.g., Ohio State University, University of California at Davis, University of Illinois at Champaign-Urbana) have departments that are similar – but not identical – to the one proposed here. The strength of this proposal is that it is faculty initiated in response to opportunities to enhance and broaden their impact on Kentucky.

The program review of the Agricultural Education, Communications, and Leadership undergraduate degree completed in the spring of 2000 made several recommendations, including that the program become an academic department or affiliate with one; that a third Agricultural Education faculty member be hired immediately; and, that the Agricultural Communications faculty be given a clear mandate to pursue instructional activities vis-à-vis their production work. The program review concluded that these action recommendations were critical to the continuation of the undergraduate degree program. The establishment of the Department of Community and Leadership Development will address each of these recommendations.

The proposed department will have an impact on the Department of Sociology which is administratively located in both the College of Agriculture and the College of Arts and Sciences. Currently, the Department of Sociology includes faculty with primary appointments in both Colleges. In addition, sociologists in the Department of Behavioral Science in the College of Medicine have graduate faculty appointments in Sociology. The department administers a Bachelor's, Master's and Ph.D. with graduate specializations in crime, law and deviance; medical sociology; rural sociology; social inequalities; and work, organizations and social change. Currently, a portion of the DOE of six faculty in Rural Sociology in the College of Agriculture is paid by the College of Arts and Sciences to teach undergraduate and graduate courses in the Sociology instructional program and almost all Rural Sociology faculty serve on Sociology graduate student committees and departmental committees.

When the proposed department is established, the College of Agriculture sociologists will become members of the Department of Community and Leadership Development and will no longer be members of the Department of Sociology. It is the intent of Rural Sociology faculty and College of Agriculture administrators to maintain the current level of instruction of rural faculty in the graduate and undergraduate programs. However, a firm consensus on undergraduate instruction has not yet been achieved in the current Department of Sociology. We believe that the formation of the new department will enhance the Sociology instructional program by increasing research and outreach opportunities for Sociology students.

Finally, this proposal is largely revenue neutral for the College of Agriculture inasmuch as it essentially reorganizes existing resources to

create a new entity. Furthermore, the new Department will support new grant initiatives that will, within the next few years, increase extramural funding. However, there are some costs which include:

1. The costs (direct and indirect) of buying out a significant component of the production DOE of the two faculty currently in the Agricultural Communications service unit and the cost of finding replacements within that unit.
2. An increase in administrative cost to the College of Agriculture for a department chair (the administrative cost of a Chair of Sociology is currently shared with the College of Arts and Sciences), a Director of Undergraduate Studies, and a Director of Graduate Studies.
3. Start-up costs associated with the establishment of a new department, co-location, and the addition of new faculty if this occurs.

Individual Considerations

Faculty

Currently, all faculty, including the two untenured rural sociology faculty, have participated fully in all discussions. All faculty members support the proposal for Department of Community and Leadership Development. Neither of the untenured faculty members is concerned that the formation of Department of Community and Leadership Development might negatively affect their tenure process. However, it is unclear how the timing of the initiation of the Department of Community and Leadership Development might affect the promotion process for one faculty member who is within six months of the beginning of the tenure decision-making process.

As evidenced by the faculty-initiated process that has generated this proposal, the establishment of Department of Community and Leadership Development respects academic freedom, both in form and substance.

All the faculty who will become members of Department of Community and Leadership Development have attained doctorates in their specialty areas. As additional faculty positions are approved, the department will seek qualified candidates with doctorates and who will contribute directly to the mission of the Department of Community and Leadership Development.

In evaluating the implications of this proposal for the availability of resources and opportunities for research, teaching and service activities, we have concluded the following:

1. There will be increased opportunities for extramural funding for instructional development as well as research and outreach programs.
2. There will be an increase in resources required to support current and prospective instructional commitments.
3. The Agricultural Communications faculty who currently have substantial DOE commitments to service unit activities will make a significant shift to research, instruction, and extension activities administered in the new department. The Rural Sociology faculty with 100% extension appointments will also likely diversify their DOEs to include research and/or instruction. Thus, there will be an adjustment in the total FTE committed to research, instruction, and extension in the Department of Community and Leadership Development and, as a consequence, in the College of Agriculture.

Students

What will be the implications of the Department of Community and Leadership Development for students? As proposed, there will be no changes for those pursuing graduate degrees in Sociology other than the likelihood of increased learning opportunities. It is hoped that there will be new graduate education opportunities through a proposed applied emphasis or specialty under the existing Masters of Science in Agriculture. The Department of Community and Leadership Development will provide an academic home with an identifiable Chair and Director of Undergraduate Studies for the students in the Agricultural Education, Communications, and Leadership program. In October, current graduate and undergraduate students who would be affected by the formation of the department were informed of this proposal and their comments solicited. Letters of support were submitted by some of these students as well as by graduates of the AECL program are included in the supporting documentation.

Staff

The core organizing group has completed an evaluation of staffing needs for the new department. It appears that with adjustments in assignments and responsibilities, most (all but .5 FTE) of the staffing needs for the new department can be met through existing staff support currently allocated to the various faculty involved in this reorganization. In

October, affected staff were informed of this proposal and its consequences for their work responsibilities and their comments solicited. No staff member provided a negative reaction to the proposal.

Approval:

The proposal has been reviewed and approved by the faculty of the College, the Academic Organization and Structure Committee (Lori Gonzalez, Chair) and is forwarded to the Senate with a positive recommendation from the Senate Council. If approved, the proposal will be sent to the Provost for consideration by the Board of Trustees.

[US Agenda Item A: 4.8.02; motion to postpone to 4.22.02 was made and passed]

US Agenda Item A: 4.22.02

Item B

Proposal to Change the Name
of
The College of Allied Health Professions
to
The College of Health Sciences

Background

In the spring of 2001, a proposal to begin a discussion regarding a name change for the College of Allied Health Professions (CAHP) was submitted by a faculty member to the CAHP Faculty Council.

Rationale

From the perspective of the faculty, the name change seems appropriate and timely given that the words "allied" and "professions" no longer adequately describe the mission of the college. As we move toward an increase in the number of graduate programs, we are broadening the scope of our college to include an increased focus on the scientific base, as well as the traditional "professions" part of our disciplines.

Programmatic Considerations

Advantages

The new name is a better reflection of the mission of the college. The term "allied" has a second-class citizen ring to those inside and outside the college.

Disadvantage

There is possible loss of name recognition to constituents within the state

Accreditation Criteria

Historically, colleges of allied health have had various names. Examples of these names include:

College of Health Professions
College of Health Sciences
College of Health & Human Services
College of Allied Health Sciences
College of Health & Human Sciences

In a review of names of allied health colleges, Collier (2001) reported that from 1994 to 2000 the number of schools using the name "Health Sciences" increased from 3 to 15. Additionally, in 2000, only about one-third used the name "Allied Health" compared to nearly half in 1994.

Further, the disciplines represented in these colleges are diverse and numerous. There is no one standard set of disciplines that constitutes such a college. There is no stated criterion related to the name of the college in the accreditation standards for any of the disciplines in the college.

Procedure

Following submission of the proposal to the Faculty Council In the Spring of 2001, the following describes the chronology of the process of discussion that led to a vote regarding the name change.

1. In April of 2001, a discussion regarding the proposal ensued at the CAHP monthly faculty meeting. The names utilized by benchmark institutions with similar programs were discussed. Such names include: The College of Health Professions, The College of Health and Rehabilitation Sciences, the College of Health Sciences, and The College of Health and Human Sciences.

It was agreed at that meeting that the faculty would have an email discussion to determine the rationale and degree of support for a name change, as well as suggestions for appropriate names.

To summarize this email discussion: the majority of people responding felt that a name change was appropriate because the words "allied" and "professions" no longer adequately described the mission of the College. Those who did not were concerned about the loss of name recognition that would accompany a name change, and were concerned there would be no other name that is more suitable.

2. During the summer of 2001, the chair of Faculty Council met with the Staff Council to receive input from the staff representatives regarding the name change. The staff council reported that the staff was in favor of a name change. By this time, the two primary name changes that had emerged were: The College of Health Sciences, and The College of Health and Rehabilitation Sciences. The staff council indicated support for the name The College of Health Sciences.

3. In September of 2001, the Faculty Council determined that support for a name change was indeed strong enough to support a formal proposal by the Faculty Council at the September College faculty meeting. The following proposal was made: The name of the College of Allied Health Professions should be changed to The College of Health Sciences. It was agreed upon through a hand vote that the proposal would be voted upon through a paper ballot to allow those not present to have vote. The results of the paper ballot were: Yes: 31 (87%); No: 2 (5%); Abstain: 5 (13%). (Those voting "Yes" represent 63% of the voting members of the faculty.)

4. In October of 2001, Division Directors were asked to discuss the name change with representative students to gain an understanding of the support of the student body within the College. The overwhelming majority of the students who replied were in favor of the name change.

Individual Considerations

All constituents within the college were consulted about the name change proposal and were invited to provide feedback and comment. The vast majority of all constituents are in favor of the name change. This proposal is timely from a resource standpoint, as the signage for the new Allied Health Building has not yet been ordered. Prior to these discussions, we checked with the Chancellor's Office to determine the financial impact on the new building. We were instructed that no signage had been purchased. Additionally, the name change would require changing stationary and business cards. However, these changes will be necessary in light of the move to the new building.

Reference

Collier, S. (2001, March). What's in a name? Changes in composition and names of schools of allied health. *Trends*, 8-9.

Approval

The proposal has been reviewed and approved by the faculty of the College of Allied Health (CAHP), the Academic Organization and Structure

Committee (Acting Chair, John Rawls) and is forwarded to the Senate with a positive recommendation from the Senate Council. If approved, the proposal will be sent to the Provost for appropriate administrative action.

US Agenda Item B: 4.8.02

Item C

Recommendations - All additions are underlined and all deletions are ~~strikethrough~~

Agenda Item C: Rules committee request on a change in the 0.6 GPA rule (Rule V-3.1.3-B) at it applies to part-time students.

5.3.1.3 Academic Suspension Policies (US: 3/20/95)

A Students are subject to suspension if:

1. They have three consecutive semesters in which their cumulative GPA remains below 2.0, ~~or~~
2. They fail to earn a 2.0 semester GPA for any term while on probation, or
- ~~3. B~~ Students are subject to suspension without a preliminary probationary semester if ~~+~~ Their GPA is below 0.6 after their first term of ~~full time~~ enrollment in the University. (US 4/10/00)

~~E~~B In cases of students eligible for suspension, the Dean of the student's College may continue a student on academic probation if the individual case so justifies.

~~D~~C A student who is under academic suspension from the University may not enroll in any courses offered by the University of Kentucky, nor take any examination for University of Kentucky credit while on academic suspension. (US 4/10/00)

~~E~~D A student who has been academically suspended from the University a second time shall not be readmitted to the University except in unusual circumstances and then only upon recommendation of the dean of the college in which the student plans to enroll and approval of the University Senate Council.

FE Once reported to the University Registrar an academic suspension may be rescinded by the dean only in the event of an error in the determination of the student's eligibility for suspension, an official grade change that alters the student's suspension eligibility, or exceptional circumstances. In such cases a written notice of rescission documenting the basis for the action must be filed with the University Registrar by the dean imposing the original suspension. (US: 10/16/89)

Approval: This proposal has been approved by the Senate Committee on Admissions and Academic Standards and is forwarded with a positive recommendation from the University Senate Council.

Item D

Agenda Item D: Definition of the C and D grades

- C Represents ~~average~~ satisfactory achievement for undergraduates; represents unsatisfactory achievement for graduate students and is the minimum passing grade for which credit is given. It is valued at two (2) grade points for each credit hour.
- D Represents unsatisfactory achievement and is the minimum ~~passing~~ grade for which credit is given; the grade is not to be used for graduate students. It is valued at one (1) grade point for each credit hour.

Rationale: The University Senate Rules (USR) reflect the Senate's belief that students performing below a 2.0 are not performing at a satisfactory level and are eligible for probation. Accordingly, changes in the definitions of the "C" and "D" grades are proposed so that "C" is no longer described as an "average" grade but rather as a "satisfactory" grade, and "D" is defined as "unsatisfactory and the minimum grade for which credit is given."

Approval: This proposal has been approved by the Senate Committee on Admissions and Academic Standards and is forwarded with a positive recommendation from the University Senate Council.

Item E

Agenda Item E: 4.2.6.5 Lexington Community College Academic Certificates

Lexington Community College may offer academic certificates responsive to community need that prepare students to attain competencies needed for identified workplace needs and/or prepare students for regional or national examinations.

All certificate curricula must be approved by the Academic Council for Lexington Community College and the University of Kentucky Senate. The number of credit hours comprising a certificate will be 18-36. Students admitted to certificate curricula are subject to college admission and mandatory placement guidelines. The requirements for certificates shall include: 1) a grade of C or better in each core certificate course; 2) a final cumulative GPA of 2.0 or better on the courses taken to satisfy the certificate requirements; and 3) a cumulative GPA, at the time of awarding of the certificate, of 2.0 or better on all courses taken at LCC and the University of Kentucky. An overall grade point average of at 2.0 and a grade of C or better in each core certificate course are required. Core courses shall be defined in each certificate curriculum. At least 50% of the course work must be completed through Lexington Community College. Successful completion of certificate curricula will be recorded on students' transcripts.

Rationale: The purpose of offering certificate study at Lexington Community College is to offer a college-level unit of study that 1) prepares students to attain competencies needed for identified workplace needs; and/or 2) prepares completers to attain competencies needed to take regional or national certification exams; and 3) is responsive to community needs.

Approval: The proposal has been approved by the LCC Academic Council and the Senate Committee on Admissions and Academic Standards and is forwarded to the Senate with a positive recommendation from the Senate Council.

Item F

RULES CHANGE:

Dental Laboratory Technology Program Technical Program with Selective Admissions

4.2.6.4.3 Dental Laboratory Technology Program

All applicants must submit official high school transcripts or GED results, ~~and ACT scores~~, plus any other documents required for admission to the College, to the Admissions Office by the published application deadline. A pre-admission conference with the program coordinator (or designee) is required.

Preference:

- A For students without prior college work, may be given to applicants with an enhanced ACT composite score of 19 or above.
- B May be given to applicants with a GPA of 2.4 or higher on a 4.0 scale on all college work consisting of at least 12 semester credit hours of courses numbered 100 or above.
- C Will be given to Kentucky residents.

An applicant may be admitted prior to the published application deadline if, in addition to the completing the application process, the student has earned a G.P.A. of 2.5 or better on a 4.0 scale on 12 or more semester hours of college credit in courses numbered 100 or above.

A student who withdraws from or earns lower than a grade of C in a Dental Laboratory Technology course will not be permitted to continue in the program. A student who does not meet the Technical Standards of the program will not be permitted to continue in the program.

Dependent upon available resources, students may be readmitted to the program if they meet current requirements for admission to program, submit a written request to the program coordinator and submit a written recommendation from a faculty member of the program by the published deadline.

Rationale/Justification:

Lexington Community College does not require an ACT score for a student who will reach the age of 21 by the first day of the semester of initial enrollment. The Program faculty feel that the best predictor of a student's success is his or her previous college work. For a student with little or no college, an ACT score is used as a preference category.

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Approval: The proposal has been approved by the LCC Academic Council and the Senate Committee on Admissions and Academic Standards and is forwarded to the Senate with a positive recommendation from the Senate Council.

US Agenda Items C, D, E, and F: A&AS 4.8.02

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