

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

September 24, 1982

TO: Members, University Senate

The University Senate will meet in regular session on Monday, October 11, 1982 at 3:00 pm in the Classroom Building, 106.

AGENDA:

1. University Senate Minutes.
2. Chairman's Remarks.
3. Action Items:
 - a) Proposed change in University Senate Rules, Section V., 2.4.1 concerning Absences. (Circulated under date of September 22, 1982.)
 - b) Proposed change in University Senate Rules, Section V., 3.2.1, Academic Requirements and Exclusion for Poor Scholarship, College of Law. (Circulated under date of September 23, 1982.)
 - c) Proposed grading system, Landscape Architecture program, College of Agriculture. (Circulated under date of September 24, 1982.)
 - d) FOR DISCUSSION ONLY: Recommendations: Selective Admissions Policy for First-time Freshmen at the University of Kentucky. Presented by the Senate Committee on Admissions and Academic Standards. (Circulated under date of September 23, 1982.)

Elbert W. Ockerman
Secretary

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MINUTES OF THE UNIVERSITY SENATE, OCTOBER 11, 1982

The University Senate met in regular session at 3:00 p.m., Monday, October 11, 1982, in Room 106 of the Classroom Building.

Donald W. Ivey, presided

Members absent: Robert B. Anderson, James Bader*, Charles Barnhart, Jacques Benniga*, William H. Blackburn, Jack C. Blanton, Peter P. Bosomworth, Thomas D. Brower, James Buckholtz, Joseph T. Burch, Lowell Bush*, David Chalk, Allen Chumbler, Donald B. Clapp, D. Kay Clawson, Gary L. Cromwell*, David E. Denton*, James Dinkle, Joseph M. Dougherty, Herbert N. Drennon, Jeff Dwellen, William Ecton, Donald G. Ely*, Ray Forgue*, Donald T. Frazier*, Michael Freeman, Wilbur W. Frye*, Richard W. Furst, James L. Gibson, Michael Goldberg, Charles P. Graves, Andrew J. Grimes, Merlin Hackbart, Anne T. Hahn*, Joseph Hamburg, Robert Hemenway*, Wesley Holbrook, Raymond R. Hornback, Joseph Howard, La Vonne Jaeger*, Keith H. Johnson*, Peri Jean Kennedy*, Richard I. Kermodé, Theodore A. Kotchen, Robert G. Lawson*, Donald C. Leigh*, Bruce A. Lucas, Peggy Lyon, William E. Lyons*, Paul Mandelstam*, James R. Marsden*, Marcus T. McEllistrem*, Marion E. McKenna, John M. Mitchell, Robert C. Nobel*, Merrill W. Packer, Peter Purdue, Ira Ross, Thomas A. Rush, Ed Sagan, Jon M. Shepard, Timothy W. Sineath, Otis A. Singletary*, Harry A. Smith, Teresa Stathas, Marjorie Stewart*, Glenn Terndrup, John Thompson, John Thrailkill*, Manuel Tipgos*, Allison Wells, Charles Wethington, Paul A. Willis, Constance Wilson, Thomas Zentall

Approval of the Minutes for the September 13 meeting was postponed until the November meeting.

The Chairman thanked the people who were at the meeting and were not members of the Senate. He told the Senate there was an updated version of the Senate Rules which was being processed and the Senators should be getting their copy within a week or two. The Chairman asked them to make their copy available to other faculty members and to the students.

Chairman Ivey recognized Professor Robert Rudd who presented the following Memorial Resolution on the death of Professor Ernest D. Gooch, Jr.

MEMORIAL RESOLUTION

Ernest D. Gooch, Jr., 1922-1982

Ernest D. Gooch, Jr., Assistant Professor of Agricultural Economics at the University of Kentucky, died at the Albert B. Chandler Medical Center on September 12, 1982.

Ernest had experienced poor health for many years and from 1977 to his death was on disability leave from the University. His struggle against great physical odds was an inspiration to his many friends.

Gooch received two degrees from the University of Kentucky; his baccalaureate degree in Agriculture in 1947, and his Master's Degree in Agricultural Economics in 1949. In 1962, he was awarded a Ph.D. in Agricultural Economics from the University of Illinois.

His entire professional career as an agricultural economist was spent at the University of Kentucky. Undergraduate teaching and advising were his main interests and many students in the College of Agriculture were the recipients of his kind and sympathetic instruction and advice.

Studies of the grading and pricing of burley tobacco constituted the major part of his research effort. Additional research on the market movement of Kentucky livestock and the marketing of woody ornaments in the South received his attention.

Gooch served as an officer in a combat infantry unit in Italy in World War II. He was a member of Crestwood Christian Church.

Survivors include his wife, Dallas, a daughter, Mrs. Don (Judy) Pearce, and two grandchildren.

Ernest was a friendly, capable, and enthusiastic professor and he will be greatly missed by both students and colleagues.

I move that this resolution be spread upon the minutes of the University Senate and that copies be sent to Dr. Gooch's family.

(Prepared by Professor James Criswell, Department of Agricultural Economics)

Chairman Ivey directed that the Resolution be made a part of these minutes and that copies be sent to the family. The Senators were asked to stand for a moment of silence in tribute and respect to Professor Ernest D. Gooch, Jr.

The Chairman recognized Professor William Wagner, faculty trustee, for a report.

Professor Wagner spoke to the Senate as follows:

"Two weeks before the Council on Higher Education meets, the staff of the Council meets with the faculty trustees to go over the agenda which will be taken up by the Council. We met on September 22 and the Council meeting will be October 14. One of the items brought up was the allocation of the major maintenance fund which is to be used for maintenance on the various campuses of the State. They allocated the entire amount to Kentucky State. I am not sure of the exact amount, but it was approximately one million dollars. They allocated all to Kentucky State because their campus is in a bad state of repairs. They are also to take up the policies on undergraduate admissions. Also, there is to be a report on general education and man power. As you know, there is some consideration whether or not one of the dental schools should be abandoned but apparently they are going to cut back on the admissions at both schools. You may recall that last summer some of the Council

members went around to the various campuses to talk about the formula funding plan. The study committee is now making a progress report to the Council. Presumably, they are going to make another round to visit campuses since the first happened during the summer when a lot of people were not available.

There were only two non-routine matters that came up at the Board of Trustees meeting. One was the Robinson Forest which you read about in the papers. The Board voted that the University of Kentucky should not under present circumstances execute mineral leases or mine the holdings in the Robinson Forest. The amendment to remove 'under present circumstances' was voted down. The Dean of the College of Agriculture is to make an annual report to the Board of Trustees evaluating the agricultural experimental work and teaching done at the Forest.

The other item of interest to us is the excess optional life insurance premiums in which there is a kickback from the company and all those on the life insurance program who have the supplemental program above the minimum amount from July 1, 1974, through December 31, 1981, will receive a refund. They expect about 5,000 or more employees or former employees who have paid into that plan to get a refund which will amount to about 18 percent of the cost during that period. However, should the amount be less than \$20 there probably will not be a refund. You may be getting a check someday. Thank you."

The Chairman withdrew the first action item concerning absences because he got too much negative feedback. Some people thought the language was much too loose.

Chairman Ivey recognized Professor Douglas Rees for the presentation of the proposed change in the University Senate Rules, Section V., 3.2.1. Professor Rees, on behalf of the University Senate Council, recommended approval of the change in the academic requirements and exclusion for poor scholarship in the College of Law. This proposal was circulated to members of the Senate under date of September 23, 1982.

The floor was opened for discussion. There were no questions or objections and the proposed change, which passed unanimously, reads as follows:

Background:

On the recommendation of the Senate Committee on Admissions and Academic Standards, the Senate Council proposes the following amendment to University Senate Rules, Section V., 3.2.1.

Section V., 3.2.1 Underlined portion is new; delete bracketed portion.

All students in the College of Law must maintain a satisfactory cumulative grade-point average, and failure to do so will result in the student being dropped from the College for poor scholarship.

Any student who receives a grade-point average below 1.50 [1.0] for his or her first semester of law study may be dropped by the Dean on recommendation of the Law Faculty Academic Status Committee for poor scholarship. Any student who fails to achieve a 2.0 cumulative grade-point average at the end of the first two semesters will automatically be dropped for poor scholarship. In addition, any student whose cumulative average falls below 2.0 at the end of any subsequent semester will also be dropped by the College.

Rationale:

The current rule calls for a 1.00 grade point average to allow the review of the record and possible dismissal. The Faculty and Dean of the College of Law believe the 1.00 standard is too low. In fact, no student in the six (6) years that we have had this rule has fallen below a 1.00 in the first semester. Approximately two or three students each year fall below a 1.50 average, and we strongly feel that these students need to be reviewed and perhaps have some conditions placed on readmission if they are allowed to continue into the second semester of law study.

Implementation Date: Spring Semester, 1983.

Note: The proposed change will be forwarded to the Rules Committee for codification.

The Chairman recognized Professor Douglas Rees for the presentation of the proposed grading system, Landscape Architecture program, College of Agriculture. Professor Rees, on behalf of the University Senate Council, recommended approval of the change. This proposal was circulated to members of the Senate under date of September 24, 1982.

The floor was opened for questions and discussion. A Senator wanted to know if the Landscape Architecture program was a regular undergraduate program and felt it might be weird to have one program out-of-line with the rest. Dean Ockerman said that it did make it consistent with the College of Architecture. Professor Rea asked if the pluses and minuses would be on the official transcript, because for years he had been told it was not possible for the computer to handle a plus or minus. Chairman Ivey said the machinery was getting better and could handle a plus or minus. Dean Ockerman responded there was a little problem when the system keyed in on colleges, and that Landscape Architecture is a major in the College of Agriculture. Some programming would have to be done in order to accommodate the change. Professor Rea wanted to know if there were any thoughts of using the system in all colleges and Dean Ockerman expressed his hope there would be no thoughts along that line.

The proposal passed unanimously and reads as follows:

Background:

On the recommendation of the Senate Committee for Admissions and Academic Standards, the Senate Council proposes the adoption of the following grading system for the Landscape Architecture program.

The marking system will include the use of plus-minus symbols, similar to those used by the Colleges of Architecture and Law. The numerical equivalents would be:

	B+	3.3	C+	2.3	D+	1.3	E	0
A	4.0	B	3.0	C	2.0	D	1.0	
A-	3.7	B-	2.7	c-	1.7	D-	0.7	

Rationale:

The Landscape Architecture program plans to continue the policy that a student must achieve a "C" grade or better in major design studios in order to advance to the next level. Presently over 90% of the students meet this requirement during the last two years of their curriculum.

Under the 10 point system faculty members are left with a 30 point spread to award A, B, and C's. This brings about a great deal of frustration on the part of the students when those with an 89 average receive the same grade as those with an 80 average. The problem becomes more intense when the course involves studios ranging from 4-6 credit hours. The plus-minus system will allow a more equitable reflection of work performance and a student's grade point average.

In addition, graduate school is becoming an ever increasing requirement for professional advancement for Landscape Architects. The more precise grading system would enable this faculty to better reflect potential and possibility for admission to graduate school of University of Kentucky graduates.

This proposal does not seek to affect the interpretation of other grades awarded such as F, I, P, W, and S.

Implementation Date: Spring Semester, 1983

Note: The proposed change will be forwarded to the Rules Committee for codification.

Professor Weil wanted to know if new business could be introduced. He wanted to propose a resolution to the Senate or to an appropriate committee that the change in the grading system be seriously considered for its academic merit. Chairman Ivey said that was the responsibility of the Committee on Academic Standards and Admissions, and he would see they got the proposal to study.

The final item, which was for discussion only concerned the selective admissions policy.

The Chairman introduced the members of the committee that have been working on selective admissions. They are: Robert Altenkirch, Chairman; Lee Todd, Joseph Fugate, Michael Brooks, James Marsden, Lois Campbell, Jane Peters, William Moody, Louis Swift, Michael Adelstein; ex officio, Bert Ockerman; and students, Mike Goldberg and Wesley Holbrook.

The Chairman made the following remarks before opening the floor for discussion:

"There are some things which we are not going to decide today, and therefore, are not going to discuss. I am trying to approach the discussion of selective admissions in an orderly fashion, limiting the discussion to certain items that we have enough information on and that the committee has proposed. There are some things the committee has not attacked yet, and I will point those out. We are not here to decide whether or not to have a selective admissions policy. We are going to have a selective admissions policy. That has been adopted by the Board of Trustees and in principle has been approved by the Council on Higher Education, and that is not an item for debate. We are not going to discuss whether or not students under the proposal will be better qualified. We assume they will be. If you have statistics to the contrary, we would welcome those. There are a whole barrel of things which we must decide in order to have a good and stable selective admissions policy that we don't have proposals on yet from the committee. Let me list them, because they are going to come up. We are not going to take up the time-frame for applications and acceptance or rejection at this time. We are not going to discuss priorities for the rank-ordering of the pool of students who reside between the upper limit (automatic acceptance) and the lower automatic rejection. How are we going to handle non-traditional students? The Council on Higher Education has suggested that each institution should institute a conditional admissions policy to take care of people who do not meet whatever pre-college curriculum requirements they are going to mandate. We do not have a conditional admissions policy. Those are the things we cannot discuss today because we don't have proposals on them.

We are going to discuss the following items: 1) Do you feel the cut-off figures are appropriate? 2) Are there enough statistics to support them? 3) Do they seem convincing? 4) Do you have other suggestions with statistics to support those suggestions? 5) The committee suggests that 20% of the entering freshman class should be drawn from a pool of applicants between the upper automatic acceptance figures and the lower automatic rejection figures. Is 20% appropriate? Should it be more? Or less? 6) Can the student body stabilize with these guidelines? If these guidelines had applied in 1981 to those people who actually enrolled in the Fall of that year, we would have lost around 450 freshmen who entered. In the Fall of 1982, we would have lost 414. One of the questions we need to ask is: 'Is that a tolerable loss?' Those are the items we are going to address first."

The floor was opened for discussion.

Professor Rea said that he assumed the date 1983 for implementation was no longer in question. Chairman Ivey said that depended somewhat on the discussion. Professor Hochstrasser said he couldn't be sure if the policy was to increase the general overall academic standing of the incoming freshman group as well as to reduce the size of that class. If a reduction in the size of the class is a result, is that meant to lead to a reassignment of resources to upper division and graduate levels? The Chairman responded that a reduction in the size of the freshman class will undoubtedly be a result, but the intent was to upgrade the quality. Presumably, if the entering freshman

class is better quality-wise, the retention level would be higher. Professor Hochstrasser said there was apparently a double intention to reduce the size of the class as well as to set the standards higher. The Chairman said there was a need for a good recruitment policy which would possibly result in a larger freshman class of better quality. Professor Hochstrasser assumed that if the University could find the students of better quality to replace the 450 students who would have been rejected, the better qualified students would be admitted. The Chairman said that the administration was at least partially committed to supporting a strong recruitment policy.

Professor Krislov wanted to know if any estimate had been given to the administrative cost of processing and evaluating the six or seven hundred students each year who would be in the rank-ordered pool. It seemed to him an enormous task filled with great opportunity for scandal and corruption, and he was concerned that the University might be creating another administrative quagmire. The Chairman said the policy the Board of Trustees adopted was that there would be a committee to make decisions on exceptions. A committee would be appointed by Dr. Gallaher, Chancellor of the Lexington Campus, and administered by the Dean of Admissions. That committee would be principally faculty. Professor Krislov said that did not answer his question. He wanted to know how much material the committee would have on each student, and how many hours this committee would spend in making decisions. It seemed to him it was an enormous task and wondered whether or not it was a desirable task. The Chairman said it was a system utilized by all the universities he had contacted that have a selective admissions policy. Professor Krislov wanted to know how much time the universities spent in that endeavor. The Chairman said he did not know, but that it would not cost any additional money. That assessment was hotly denounced by Professor Krislov. He added that it seemed that the emphasis of the committee was not on rejecting students but on creating a giant pool from which to pick and choose certain students. He expressed great fear and anxiety toward the system. He felt the report should create automatic cut-offs for the bulk of the students and then have a small pool.

Professor Altenkirch said the policy adopted by the Board of Trustees called for a rank-ordering of every single student who applied. The committee cut this down by having automatic acceptance or rejection and admitting only a small number of people for the pool.

Senator Newburg felt one obvious solution was to increase the size of the automatic cut-offs in which case the pool of exceptions would be much smaller. He said it bothered him that less than one percent of those who actually enrolled in 1982 would have been automatically cut off. Accepting applicants who are in the lower 10% of the pool is bound to result in a group who cannot compete successfully and might even require special courses. Why choose less than 2.0 HSGPA and 11 ACT score? Why not less than 2.5 and an ACT of 16--that would cut 10% of the population. He suggested other alternatives that would result in cutting 5% and repeated the question as to why the committee chose 2.0 HSGPA as a cut-off. Professor Altenkirch replied that largely it was to accommodate NCAA entrance standards; otherwise some athletes would be automatically eliminated.

Extensive reference was made to the table on page 5 of the proposal which deals with predicted college GPA based on a composite of the high school GPA and ACT scores. Some universities (e.g., North Carolina) allow entrances that would predict as low as 1.6 college GPA during the freshman year. Professor Altenkirch also indicated that the predictions were "not tremendously accurate." The committee did "track" students who would have been automatically rejected on these criteria and found that very few did actually survive more than one semester.

Associate Vice Chancellor Sands read a resolution from the Undergraduate Council:

"The Undergraduate Council unanimously endorses the concept of selective admissions and the academic standards of automatic acceptance and rejection based upon ACT scores and high school grade point average. Before a selective admissions policy is adopted by the University, the Undergraduate Council would appreciate an opportunity to review the specific mechanism of rank-orders."

Professor Purdue asked for the rationale or method behind the predicted college GPAs given on page 5. Professor Altenkirch said that the predictions were based on a composite of the ACT and the HSGPA. Data furnished by ACT personnel are based only on individual test scores, but the committee felt that a composite score would give better predictions. Professor Purdue replied that it was really a guesstimate coming up with a number from another number and still did not understand the rationale. Professor Altenkirch responded that by looking at composite scores it was possible to determine that most people would have gotten a certain grade higher or lower on individual exams. This is explained in the paragraph under the table on page 5. Professor Purdue suggested that the data given were not sufficient to justify the predictions, although the committee itself might have more on which to base a judgment. The issue remained unresolved. Professor Purdue asked why the committee had not taken the 1979, 1980, and 1981 classes for which the University has composite ACT scores and high school grades and simply done an analysis of that data to develop profiles. Professor Altenkirch responded that such data were being manipulated for such a purpose but were not available at this time.

Professor Weil said he would find it very helpful to have some sort of comparable table of ACT and SAT scores since much of the information from other universities' standards was given in reference to the ACT. Professor Altenkirch said that ACT personnel did not give out that information because it was different for each institution. Dean Ockerman said there were two scores to deal with in SAT and four or five scores in the ACT. There could not be a table of conversion from the two scores on the SAT to the five scores on the Act.

Professor Smith said a number of institutions used rank in the high school class rather than high school grade point average. He wanted to know if there was some reason why the University of Kentucky decided to use high school grade point average rather than some rank information which gives a better view of a student's performance. Secondly, he had no feel for what 16 or 19 on the ACT meant in the percentile of performance. He wanted to know if a larger percentile score could be set for the pool and if there was any data based retrospectively on whether people who fell into those categories in the past did, in fact, survive. Professor Altenkirch responded that ACT personnel say that high school grade point average and ACT scores are the best predictors. High school rank is also more difficult to get. High school average is self-reported on the ACT, and this results in about a 6% error which is not always due to dishonest reporting. Professor Smith wanted to know what the break lines were on the ACT score for the 50th percentile. Professor Altenkirch said that it was 18. Professor Smith asked where 16 fell and was told that it was close to the 40th percentile. The Chairman said that they would not be rejected but rather put into the pool. Professor Smith wanted to know why the cut-offs were at the 20th percentile (11 ACT) as opposed to higher. Professor Altenkirch said that initially there was a larger pool projected. The committee felt it was easier to reduce the size of the exceptions pool. Professor Smith observed that not all of them would be exceptions; a certain number, because of their scores, would be automatically admitted from the pool. He wanted to know if the committee had any data on the performance of people who fell below the 1.7 or 1.8 grade point average for the

freshman year. Could they survive? Professor Altenkirch said that all they had was the small amount of retention data shown in the proposal. He said that there seemed to be a dramatic change at about 17 on the ACT. Professor Smith asked Dean Ockerman what percent of students survived after the freshman year who achieved a GPA of 1.8 for that year. Dean Ockerman said that data were available by semester in his office. Professor Smith felt that the information would be helpful in reaching decisions because if it were known what percentage survived based on actual performance, the University would know whether or not a 1.9 prediction is an acceptable cut-off. Dean Ockerman promised the data.

Senator Woods wanted to know how the cut-off points were generated in the automatic acceptance pool and what role the GPAs actually played. She pointed out that in the table on page 5, some students (those in the upper right portion) would be placed in the exceptions pool although their predicted GPA is higher than some who would be automatically accepted. Professor Altenkirch suggested that those people would float to the top of the pool. Professor Gray said he didn't see that this would necessarily be the case, since there might be a large number of exceptions made for minorities, special athletes, or others. He wanted to know in schools that have had selective admissions for a number of years, if high school grade point averages have remained the same or has there been an increase? Professor Ivey said the University had no information on that. But, in any case, too much reliance on grade point average or rank in class can be a trap. To some extent those figures are intertwined. The problem is that students come from different high schools and one cannot be too arbitrary about cut-offs when the scores do not mean the same from school to school. Dean Ockerman said that this is an ongoing battle all across the country in the admissions field as to what data are most valid. Basically objective criteria are limited to test scores, HSGPA, and class rank. It may be that some referencing of class rank will be used in the non-automatic rank-ordering. He added that the proposal was only a beginning point. It is easier to move from a beginning point and increase the standards than it is to start too high.

Professor Charron suggested that some sort of prescribed high school curriculum would be helpful. Chairman Ivey replied that such requirements may well be developed in the future.

Professor Deacon wanted to go on record as opposing any self-reported high school grade point average. He did not like the idea of recruiting before the senior year because all the information was not yet in. Dean Ockerman said there would not be a class if the University waited until the end of the senior year.

Professor Prior wanted to know in what way the committee planned in the future for the University to establish the fact that we are interested in having better-than-average students in the entering class. It seemed to him that we were addressing the average student in this admissions proposal. Professor Altenkirch said the University needed to start at a realistic point in recruiting better students. He felt that the proposal was a realistic one.

Professor Applegate said that a lot of funding was based on student enrollment and wanted to know if there was anything in writing or a guarantee that if the enrollment were slashed, the funding would not also be slashed. The Chairman said that was one of the things which guided the committee. At first, the standards were much higher but would have eliminated about 1,000 students. The committee predicted a class they thought the University could live with, which was a very pragmatic kind of approach. Numbers are not supposed to play a part in funding, but that could change. Professor Todd insisted that the University must exercise its ability to attract students. If one looked at all the students who took the ACT and listed Kentucky as their first

choice, there were 4,000 who would have met the automatic admissions criteria. Our job is to find and get those students.

Professor Middleton asked what selective admissions would do to minority applicants. The Chairman said that would depend on how the exceptions pool was administered. It would be possible to rank-order so that all blacks and all students from Appalachia, for instance, would be admitted. Professor Cole said the exceptions were tremendously important because the validity of the predictions given in the report did not represent a high percentage of accuracy. Formulas based on automatic cut-offs or predictions can do damage to many good people. Better predictors would be HSGPA, perseverance, and motivation. Professor Lowery wanted to know if there was an estimate for the table on Fall 1981 enrollment concerning the minority students in each of the categories (automatic acceptance, automatic rejection, and the exceptions pool). Professor Altenkirch replied that of the 35 students enrolled in 1981 who would have been automatically rejected, eight were black. Fifty percent of the blacks who enrolled would have been automatically accepted. The rest, from a total of 123, would have been placed in the exceptions pool; that would have been about 50 or 60.

Professor Bell felt that the Senate should take time to study the facts because there were more questions than answers surfacing at the meeting. She hoped something would be developed that was flexible.

Professor Just said there were 4,000 students who indicated U.K. as their first choice and that 4,700 applied who would have been in the automatic acceptance group, and yet only 2,000 of those actually enrolled. He asked why the University did so badly in getting the better students. Chairman Ivey said the committee made that point very strongly. Professor Just wanted to know who was going to recruit those people. The Chairman said that was an administrative responsibility operated from the Admissions and Registrar's Office. Dean Ockerman said there was a commitment to apply more resources to the recruitment effort. "Actually, we have not been in a recruitment mode. Now that we are going to selective admissions, we obviously are going to have to make some hard choices and decisions." He is convinced that the job can be done, but felt the process could not be delayed without having a difficult time.

Professor Turner said he wished more black students would come to the University. He felt that a greater effort should be made in locating and working on getting the better black students. He expressed the fear that the number of blacks might even regress under selective admissions. He was also concerned about the black athletes. The Chairman said that one of the arguments for treating athletes separately was that you don't "mess up" the exceptions pool that way. Athletes are competitive with NCAA entrance requirements so they can be recruited on the same basis under those requirements as athletes in other institutions regardless of what our admissions standards might be.

Professor Harris thought that the University needed to articulate more clearly how to deal with special cases; those were addressed only in general terms in the proposal. He said there was wide-spread feeling that a state university is a public institution and, therefore, the wisest policy would be to have open admissions. With the Community Colleges in place, the University is able to move away from that policy. He believed that a statement should be made publicly that the University does go beyond open admissions, but that it also takes certain factors into consideration. Chairman Ivey said the Board of Trustees had made that statement and that was the reason for the existence of a rank-ordered pool. Specifics of that rank-ordering,

however, could not be discussed at the meeting but would have to be addressed later.

Professor Weil wanted to know if there was any information on what other colleges had experienced in going to selective admissions. Professors Ivey and Altenkirch had called other institutions. Most of them had had their policy in place so long that they could not remember the initial effect. In the case of Tennessee, the operation was too new to furnish reliable data.

Professor Smith wanted to hear some discussion on the automatic reject cut-offs. The computer print-outs in the back of the proposal indicated that going up from 11 to 13 or so ACT would have eliminated only a few more students. In selective admissions, the University should keep out those who have no hope of surviving, and for whom a great amount of depression and hard feelings would be produced. The University would not be doing those people a favor by admitting them. "We would be wasting resources and not doing our public image any good," he said.

The point was made that the Council on Higher Education has eliminated the quotas on out-of-state students so that we might now hope to attract more of them.

A student said that if the University was worried about declining enrollment, it should ask if the 4,000 students who would automatically be admitted but did not actually enroll would have registered if acceptance to this University is worthwhile and a little difficult to obtain. Would more of them have come here? The Chairman said although that was purely theoretical, it was a good argument. What it did, however, was to advertise that the University potentially wants only scholarship. We would be saying to a lot of people, "We don't want your application."

Professor Payne asked if any research had been done on various minority groups in terms of their performance on the ACT. Dean Ockerman said that minority groups score lower as a total group, and the test is made as free as it can be made of bias. The point of ACT is that, although it reflects levels of educational development, there are socio-economic factors involved. Professor Payne did not have a good solution for an alternate for the ACT but did not feel comfortable with it. The Chairman said it was already required by the University.

Professor Harry Smith expressed concern about applying weights to the various variables in the pool group. He felt that consideration should be given to applying stronger weights to the high school grade point average and rank as opposed to just the ACT.

Ms. Mabry wanted to know what commitment the University would make to a support system to retain a student scoring between 11 and 17 on the ACT. Chairman Ivey said we have a Developmental Studies Program designed to take care of that type of student. Ms. Mabry felt that the level of support given to that program is inadequate and needs to be increased if it is to be effective.

Professor Cole suggested that in future editions of the selective admissions document, Appendix A on page 4 should contain additional data on variations.

Professor Wagner said that the Community College system would take care of students who needed additional preparation. He felt it was conceivable that the University would go to selective admissions, but to keep in mind that the program was going to cost the state some money.

Professor Rea wondered if the top of the pool versus the bottom of the automatic

acceptance may not be a little frightening to a large number of people. Some people might say, "They won't accept me so therefore I won't apply at all." He wondered if there would be a large attrition from the pool group of applicants--that those from the lower end might not apply at all. Dean Ockerman expressed a similar concern. Professor Rea wondered if the automatic acceptance might start more modestly and therefore result in a smaller pool. Dean Ockerman said he had proposed that to the committee. He did recognize that such a system would complicate communications.

Professor Eardley asked if anyone had thought of a timetable. He saw internal as well as external problems and believed that specified goals should be set and plans made to implement those goals. The Chairman said that would depend on what effect the policy had on enrollment. Another factor was the adoption of a pre-college curriculum by the Council on Higher Education that would require specified units of math, science, English, etc. This would be phased in over a period of four years. Eventually the University would have to adopt those standards plus possibly higher ones.

In conclusion, the Chairman stated that the policy cannot be in place by 1983, but we are aiming for 1984. The issues will be brought back to the Senate for discussion so that action can be taken at either the March or April meeting. This will give the University time to announce its policy to Fall 1984 applicants.

The meeting adjourned at 5:05 p.m.

Elbert W. Ockerman
Secretary of the Senate

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

September 22, 1982

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday,
October 11, 1982. Proposed change in University
Senate Rules, Section V., 2.4.1.

Background:

The Admissions and Academic Standards Committee, together with the now-defunct Student Affairs Committee submitted under date of April 28, 1982, the following proposal for modification in Senate Rules V., 2.4.1:

Current Rule:

V. 2.4.1 Absences

Attendance may or may not be required at the discretion of the instructor, who will announce his/her policy at the beginning of the course.

Trips for members of organizations (musical, oratorical, dramatic, etc.) and of University classes and the absences resulting from such trips must be authorized by the appropriate college dean if the trips result in the absence of students from regularly scheduled classes in which attendance is required.

Trips for participation in intercollegiate athletic events and the absence resulting from such trips must be authorized by the Vice Chancellor for Student Affairs.

In some appropriate manner, the faculty member in charge of an authorized trip shall notify instructors affected that the absence is authorized. The student shall be responsible for the work missed, and, in advance of the trip, should make arrangements to make up the work. The instructor shall, if feasible, give the student an opportunity to make up the work missed, and shall not, in any case, arbitrarily penalize the student for the absence. (See Section IV., 3.2.)

Proposed Rule: (to replace current rule)

V. 2.4.1 Absences

The student shall be expected to carry out all required work, including laboratories, and studios and to take all examinations at the class period designated by the instructor.

Each instructor shall determine the policy regarding assigned work, class attendance, and announced and unannounced examination attendance for his/her course. Each semester this shall be presented to each class, in writing, at the first or second meeting of that class. Failure to carry out these assignments or to take examinations at the designated times will result in appropriate reduction in grade as determined by each instructor except as provided in the following paragraphs.

Each instructor will be expected to recognize and honor official University excuses issued to a student from either the Vice Chancellor for Student Affairs or the Dean of the College in which the student is enrolled. The division of responsibility for the issuance of excuses shall be as follows:

1. The Dean of the College in which a student is enrolled shall have the discretionary power to authorize and issue excuses for personal academic or non-academic extracurricular reasons as s/he deems appropriate. These will include but not be limited to serious illness of student, life threatening illness or death of immediate family members, student participation in scientific or other academic meetings, and natural calamity.
2. The Vice Chancellor for Student Affairs shall have the discretionary power to authorize and issue excuses for participants in University organizations (such as cheerleaders, team managers, band, orchestra, theater, etc.) provided that office is notified in writing one week in advance of an event and the names of the participants provided.
3. The Vice Chancellor for Student Affairs shall have the discretionary power to authorize and issue excuses for participants in intercollegiate athletic events. The Vice Chancellor for Student Affairs shall be notified by each appropriate coach on a regular basis, of each participant in scheduled events which necessitate that student's absence from a class or classes.

3. [continued]

Students must request an excused absence no longer than one week after returning to campus after a required class is missed.

When a written official excuse is issued, it must be presented by the student to the instructor of the class missed within two (2) weeks of the date missed. The instructor must give the student the opportunity to make up the missed work or the equivalent during that current semester, the only exception being required work missed during the last week of regularly scheduled classes and final examinations, in which case the student will be given the opportunity to make up missed work the next semester in which the student is enrolled.

Rationale:

The question of revision of the present rule was raised by former Academic Ombudsman, Michael Brooks. He had manifold objections to the rule because of its vague language, unenforceability in some cases, unclear chains of responsibility for enforcing, etc. The entire question of absences has apparently caused untold grief to students, faculty, and the Academic Ombudsman. This is an attempt to clarify the vagaries in the present rule.

Effective Date: Spring Semester, 1983.

/cet

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

September 23, 1982

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, October 11, 1982. Proposed change in University Senate Rules, Section V, 3.2.1., Academic Requirements and Exclusion for Poor Scholarship, College of Law.

Background:

On the recommendation of the Senate Committee on Admissions and Academic Standards, the Senate Council proposes the following amendment to University Senate Rules, Section V., 3.2.1.

Section V., 3.2.1 Underlined portion is new; delete bracketed portion.

All students in the College of Law must maintain a satisfactory cumulative grade-point average, and failure to do so will result in the student being dropped from the College for poor scholarship. Any student who receives a grade-point average below 1.50 [1.0] for his or her first semester of law study may be dropped by the Dean on recommendation of the Law Faculty Academic Status Committee for poor scholarship. Any student who fails to achieve a 2.0 cumulative grade-point average at the end of the first two semesters will automatically be dropped for poor scholarship. In addition, any student whose cumulative average falls below 2.0 at the end of any subsequent semester will also be dropped by the College.

Rationale:

The current rule calls for a 1.00 grade point average to allow the review of the record and possible dismissal. The Faculty and Dean of the College of Law believe the 1.00 standard is too low. In fact, no student in the six (6) years that we have had this rule has fallen below a 1.00 in the first semester. Approximately two or three students each year fall below a 1.50 average, and we strongly feel that these students need to be reviewed and perhaps have some conditions placed on readmission if they are allowed to continue into the second semester of law study.

Effective Date: Spring Semester, 1983.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0048

COLLEGE OF LAW
OFFICE OF THE DEAN

May 28, 1982

MEMORANDUM

TO: Mr. Donald Ivey, Chairman, University Senate Council

FROM: Thomas P. Lewis, Dean

RE: Change in Senate Rule Section V 3.2.1

The College of Law Faculty recommends to the Senate Council, the Senate Rules Committee, and the University Senate that Rule Section V 3.2.1 be changed to permit a law student to be dismissed from the University after one semester if he or she receives a grade point average of 1.50. The current rule calls for a 1.00 grade point average to allow the review of the record and possible dismissal. The Faculty and I believe that the 1.00 standard is too low. In fact, no student in the six years that we have had this rule has fallen below a 1.00 in the first semester. Approximately two or three students each year fall below a 1.50 average, and we strongly feel that these students need to be reviewed and perhaps have some conditions placed on readmission if they are allowed to continue into the second semester of law study.

Rule Section V 3.2.1 would be amended to read as follows:

(b) Academic Requirements and Exclusion for Poor Scholarship

All students in the College of Law must maintain a satisfactory cumulative grade-point average, and failure to do so will result in the student being dropped from the College for poor scholarship. Any student who receives a grade-point average below 1.50 for his or her first semester of law study may be dropped by the Dean on recommendation of the Law Faculty Academic Status Committee for poor scholarship. Any student who fails to achieve a 2.0 cumulative grade-point average at the end of the first two semesters will automatically be dropped for poor scholarship. In addition, any student whose cumulative average falls below 2.0 at the end of any subsequent semester will also be dropped by the College.

We recommend that this rule change be effective for students entering in Fall Semester 1982.

TPL:sca

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

September 24, 1982

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, October 11, 1982. Proposed grading system: Landscape Architecture program, College of Agriculture.

Background:

On the recommendation of the Senate Committee for Admissions and Academic Standards, the Senate Council proposes the adoption of the following grading system for the Landscape Architecture program.

The marking system will include the use of plus-minus symbols, similar to those used by the Colleges of Architecture and Law. The numerical equivalents would be:

		B+	3.3	C+	2.3	D+	1.3	E	0
A	4.0	B	3.0	C	2.0	D	1.0		
A-	3.7	B-	2.7	C-	1.7	D-	0.7		

Rationale:

The Landscape Architecture program plans to continue the policy that a student must achieve a "C" grade or better in major design studios in order to advance to the next level. Presently over 90% of the students meet this requirement during the last two years of their curriculum.

Under the 10 point system faculty members are left with a 30 point spread to award A, B, and C's. This brings about a great deal of frustration on the part of the students when those with an 89 average receive the same grade as those with an 80 average. The problem becomes more intense when the course involves studios ranging from 4-6 credit hours. The plus-minus system will allow a more equitable reflections of work performance and a student's grade point average.

In addition, graduate school is becoming an ever increasing requirements for professional advancement for Landscape Architects. The more precise grading system would enable this faculty to better reflect potential and possibility for admission to graduate school of University of Kentucky graduates.

This proposal does not seek to affect the interpretation of other grades awarded such as F, I, P, W, and S.

/cet

7/19/82 ✓

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0046

COLLEGE OF ENGINEERING
DEPARTMENT OF MECHANICAL ENGINEERING
242 ANDERSON HALL

PHONE 606-258-2661

16 July 1982

Don Ivey
Chairman, University Senate Council
10 Administration Building
Campus

Dear Don:

The Admissions and Academic Standards Committee held its first meeting of the 82-83 academic year on 15 July. Members present were Swift, Holbrook, Campbell, Fugate, Todd, Ockerman, Marsden, Brooks, Moody and Altenkirch. Also present were Harry Barnard, Gay Elste, and John Davenport, a student who indicated that he was representing student government. Actions that were taken during the meeting are:

*October 1982
U.S.
U.S.*

- 1) The committee recommends unanimously to the Senate Council that the proposed revision in the grading system for Landscape Architecture as described in your memo to me of 3 June with attachment be adopted.
- 2) The committee recommends unanimously to the Senate Council that the proposed change in Senate Rule V 3.2.1 as described in your letter to me of 11 June with attachment be adopted.

In addition to the above, the committee discussed some general aspects of an admissions policy for the university. Results of the discussion are:

- 1) We will meet 28 July to hear a representative from the ACT organization discuss data that will in the future be made available with ACT reports.
- 2) Altenkirch will request from Ockerman data on UK students that are pertinent to establishing admissions criteria. These data will be distributed to all committee members.
- 3) Todd and Fugate will draft a set of tentative criteria for the committee to study and discuss at a meeting to be held about 3 weeks from now.

I'll keep you informed of our progress.

Sincerely,

Bob

Robert A. Altenkirch
Associate Professor

RAA/1mr

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0033

DEAN OF ADMISSIONS AND REGISTRAR
GILLIS BUILDING

November 3, 1982

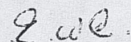
Mrs. Ernest D. Gooch, Jr.
216 Greenbriar Road
Lexington, Kentucky 40503

Dear Mrs. Gooch:

At the meeting of the University Senate on October 11, 1982, Dr. James Criswell read the enclosed Memorial Resolution on the death of Professor Ernest D. Gooch, Jr. He directed that the Resolution be made a part of the minutes of that meeting and copies be sent to the family.

We express our sympathy to you and your daughter in the loss of Dr. Gooch.

Cordially,



Elbert W. Dockerman
Secretary of the Senate

f

Enclosure

cc: Chairman of the Senate Council