

The University Senate met in regular session at 3:00 p.m., Monday, February 11, 1974 in the Court Room of the Law Building. Chairman Stanford L. Smith presided. Members absent: Lawrence A. Allen, John G. Banwell, Charles E. Barnhart, Robert P. Belin, Robert S. Benton\*, Garnett L. Bradford\*, Charles L. Brindel, Sam Brown\*, Herbert Bruce\*, John M. Bryant, Jamie Chase, James E. Criswell\*, Thaddeus B. Curtz\*, Vincent Davis\*, Wayne H. Davis\*, John L. Duhring\*, Roger Eichhorn\*, Claude Farley\*, Irving Fisher\*, James Flegle\*, Juanita Fleming\*, Paul G. Forand\*, Lawrence E. Forgy\*, James E. Funk, Milton E. Gellin\*, Richard E. Gift\*, Ward O. Griffen\*, Jack B. Hall, Joseph Hamburg, George W. Hardy, Virgil W. Hays\*, Charles F. Haywood\*, Ron Hill\*, Raymond R. Hornback, Eugene Huff\*, Charles W. Hultman\*, Raymon D. Johnson\*, L. Clark Keating, John E. Keller\*, William F. Kenkel\*, James B. Kincheloe\*, Don Kirkendall, Walter Langlois\*, David L. Larimore, Mark Lee, Cynthia Link, Marion E. McKenna\*, Michael P. McQuillen\*, Alvin L. Morris\*, Arthur E. Nicholson, Jacqueline A. Noonan, James R. Ogletree, Thomas M. Olshewsky\*, Paul F. Parker\*, David Peck\*, Donald A. Ringe, Robert W. Rudd\*, William Shanks, D. Milton Shuffett\*, Otis A. Singletary\*, David Smith, Herbert W. Sorenson\*, Earl L. Steele\*, William J. Stober\*, Andy Strickland\*, Frank Traficante\*, Jacinto J. Vazquez\*, Harwin L. Voss\*, Thomas J. Waldhart\*, M. Stanley Wall, Wayne Waller\*, M. O'Neal Weeks, Daniel L. Weiss, Rebecca Whitis, Leslie K. Williamson, Paul A. Willis, Ernest F. Witte\*, Kenneth R. Wright.

The Chairman stated that the Senate would consider confidential information in this meeting and asked that all Senators and guests present not release the information. He also asked that those present respect the "No Smoking" regulation posted in the room and refrain from smoking during the meeting.

The minutes of the regular meeting of December 10, 1973 were approved as circulated.

On behalf of the College of Engineering Professor Orville W. Stewart, Department of Mechanical Engineering, read the following Resolution on the death of Professor Estel Burdell Penrod and asked that it be spread on the minutes of this meeting and that a copy be sent to Professor Penrod's widow. Following the reading of the Resolution the Chairman asked the Senators to stand for a moment of silence in tribute and respect to Professor Penrod.

#### ESTEL BURDELL PENROD 1890-1973

The University community has been greatly saddened by the recent death of Professor Estel B. Penrod, retired Chairman of the Mechanical Engineering Department. "E.B.", as he was known to his close friends, came to the University in 1946 from the Armour Research Foundation, to become Professor of Mechanical Engineering and Head of the Department. Previously he had been a Professor and Head of the Physics Department at Hillsdale College, Hillsdale, Michigan and was a native of Indiana and a graduate of Purdue University in Mechanical Engineering. He also was awarded a Master of Science degree in Physics from Purdue and a Master of Mechanical Engineering degree from Cornell University. At the time he came to the University the Second World War had just concluded, and he faced a department with only one employee and a handful of students. Under his leadership the department grew in a few short years to an enrollment of over 550 students and a well qualified faculty.

\*Absence explained

Professor Penrod was quite active in academic affairs and was very close to the students. He was instrumental in bringing to the campus the Lambda Chapter of Pi Tau Sigma, the Honorary Mechanical Engineering Fraternity, and further participated in many other student activities, including the Student Branch of the American Society of Mechanical Engineers. He was an active member of the Society of Sigma Xi, the Kentucky Academy of Sciences, the University of Kentucky Research Club and the University Faculty, forerunner of the present University Senate. Professor Penrod was awarded the Doctor of Science degree from Hillsdale College in 1956. He was chief of party of the University participation in the A.I.D. program to Indonesia in 1957. After his retirement in 1960 he taught for four years at the University of Illinois and for two years at the University of Evansville at Evansville, Indiana.

Professor Penrod instilled a sense of honor and dignity to both students and faculty and will always be remembered for his fair dealing and his efforts to challenge his students and associates to the larger goals in life. His influence over the lives of his students is impossible to measure. As a sign of their affection for him they once gave him a gold watch as a surprise gift. Also, in his honor a student-faculty show was named "The Heat Pump Follies", in recognition of his basic research on heat pumps.

He was noted for his work in the thermal sciences, having contributed greatly to the literature in the fields of solar energy and refrigeration. He presented papers at International Congress of Refrigeration meetings in Paris, France, Copenhagen, Denmark; and Munich, Germany. Requests for his publications have come from nearly every part of the world.

And so it is with great regret that we mark the passing of this fine gentleman and scholar. The faculty of the College of Engineering, therefore, wishes to express to Mrs. Penrod its deep sympathy and sorrow in the passing of this beloved teacher and friend.

Be it therefore resolved that this resolution be spread on the minutes of the Engineering Faculty and the University Senate and that a copy of our tribute be sent to his widow.

Chairman Smith announced that letters had been received from Mrs. Agnes K. Pickett, widow of Dr. Ralph Pickett, and from Mr. Robert E. Weaver, son of Dr. Ralph Weaver, thanking the Senate for the Resolutions on the deaths of Dr. Pickett and Dr. Weaver.

The Chairman then introduced the members of the Senate Council and asked that they stand as their names were called. They are: Mrs. Constance P. Wilson; Dr. Joseph Krislov; Dr. J. Robert Ogletree; Dr. William Wagner; Dr. Stephen Diachun; Dr. Fred Zechman; Dr. Malcolm Jewell; Dr. Robert W. Rudd; Dr. Paul G. Sears; Professor Paul Oberst; student body President James Flegle; Mr. Damon Harrison; and Margaret Mason.

The Chairman announced that the third annual faculty Recognition Dinner to honor retiring faculty members will be held on April 8, 1974; that 46 faculty members from the Medical Center and the Division of Colleges will be retiring; and that further written information concerning the hour, place, cost, etc. will be forthcoming.

The Chairman gave the following summary of activities of the Senate Council since the last report which was given at the December 10, 1973 meeting.

The Council has had perhaps a half dozen meetings with the President or other administrators since the last Senate meeting. These have dealt with a number of items, frequently in some detail. One specific item was the appointment of a search committee for the Dean of the College of Medicine. In addition, there have been at least two meetings with the President, one of them including the Senate Council and one of them with only part of the Senate Council present in which the President met with the chairmen of the standing committees of the Senate. It was the Council's feeling that as we go into the new organization of this Senate, as established under the Jewell Report passed last year, the standing committees will be playing an increasingly important role and it will become increasingly necessary that these people have liaison with the appropriate administrative officers and vice versa. Therefore, there has been some active effort to implement that contact. Several of these meetings have dealt with the status of the budget in its various stages of development; others have dealt with various legislative actions and activities that are of interest to the faculty. A considerable length of time was spent dealing with the question of the status of graduate programs which are pending before the Senate or will soon come to it. Two items of significance were reported to us and a request was received from the President and I am pleased to report to you that the President has informed the Senate Council that he is accepting and taking action to implement the majority of those recommendations made to him as a result of this body's actions on the Lowitt Report dealing with the status of graduate students. There are a few of them which are outside our legal ability to act, a few of them which require legal considerations, and these have been referred to the appropriate bodies. But all of those recommendations which could be implemented by administrative action either have been or will be shortly. The details precisely of those can be obtained from the Senate Council Office.

Secondly we have received a request from the President, in one of these meetings, upon which we have initiated action. That request was both an indication of the action the Administration will take and the request for action on the part of the Senate. It dealt specifically with the question of admissions. The President's Planning Commission, under the direction of Dr. Paul Sears, will be engaged in a massive program to collect data and to provide the reference bases that are needed to make decisions in the area of admissions. The Senate has been requested to deal with fundamental questions as to criteria, policies, and appropriate matters of judgmental sorts. This has already been referred to the standing Committee on Admissions and Academic Standards and is well under way.

One of the major areas of discussion at a number of the meetings with the President, and which is germane to the discussions today, deals with the question of tenure, promotion, appointment and related matters. Both the Senate Council and the Committee chairmen have discussed these matters at length with the President, not only the Krislov Report area but all other areas, and I think, perhaps, it is germane, given the level of rumors on this campus, to repeat or reiterate two statements that we have received from the President. One is a flat categorical statement. There have been no statements issued by the administration of this University instituting quotas. There have been no statements issued by this University suggesting quotas. There have been no actions whatsoever of any kind. Secondly,

there have been no specific directions given to the Area Committees that are any different from the directions that they have received every year. We have guidelines specifying criteria for appointment, promotion and tenure. They are encouraged to interpret those and act upon them as appropriate. There seems to be general assumption, extant, which the Council and the Committee Chairmen have explored with the President, that strange things are happening. To the best of our knowledge and flat statements from the President and other administrative officials indicate that these rumors are not true. And I think it is noteworthy that we should indicate so at this point.

The Council has engaged in other activities besides spending a lot of time talking with the President. We, of course, have received and reviewed the schedule for today's business which you have. We have also received and scheduled a variety of items for action at the March meeting. In addition to the Krislov Report there will be a recommendation from the College of Arts and Sciences to change the Governing Regulations. This recommendation is designed to allow them to establish an Assembly in which students or other non-faculty members may participate. We will also receive at the March meeting, tentatively, the remaining items from the Lowitt Report. As you may remember there were several items in the Lowitt Report which were referred to the Graduate Council for their advice and recommendations prior to coming to the floor of the Senate. We have received recommendations from the Graduate Council on these issues and we will bring them to you on the Senate floor in March, unless there is some change. There were two items in the Lowitt Report which were passed on the floor of this Senate and were sent to the Graduate Council for their response, action, and recommendations. They have received them and informed us of their opinions on the subject.

Finally, there will be a recommendation, we hope, for a change in academic structure. The change will be to convert the Division of Ophthalmology in the Department of Surgery into a department. This requires an action by this body recommending to the President and we will hope to bring that to you in March.

The Senate Council has also met fairly extensively with Dean Daniel Reedy, attempting to clarify a number of procedural problems dealing with the Senate's General Studies Committee which has various charges, and the charges to the Undergraduate Council, and these are well in hand.

We have had occasion to appoint a new Committee Chairman. Dr. Richard Gift has asked to be relieved of his duties as Chairman of the Student Affairs Committee for personal reasons and the Senate Council has accepted his resignation and has appointed Betty Rudnick as Chairman of that Committee.

That about summarizes the activities of the Council. There is an additional announcement to be made that I note I left out under announcements. It has been in the press and has been circulated but we should make it official. The results of the election conducted during the Fall Semester and into the first part of the Spring Semester to elect a faculty member to the Board of Trustees to replace Professor Paul Oberst beginning July 1, 1974 resulted in the election of Professor Michael Adelstein.

It has also been traditional over the last two or three years that when the new Senate Council Chairman assumes the office, he delivers some remarks from the Chair. I have thought about this for the last six weeks or so and one of the thoughts that crossed my mind was that after six years in this body I have said an awful lot of things at one time or another and there is some question as to whether saying them one more time would be useful. But after looking at the agenda it became obvious that there simply was not time for it so, if you will, I will defer that obligation, duty, or privilege to some later date and we will get on with the substantive matters before us.

Following a request from the floor that the Senate be informed concerning the implementation of the Lowitt Report by including in these minutes an appropriate summary of the actions that have been taken relating to that Report, Dr. Smith agreed to include the information in these minutes, and that information is attached as an Addendum. He stated that most of the recommendations dealt with administrative matters that will be issued as Administrative Regulations or other appropriate directives from the President.

The Chairman then called on Dr. Joe Logan Massie to present the honorary candidates for degrees at the May 1974 Commencement and again stressed the importance of confidentiality of the names of these persons. Dr. Massie presented five candidates for honorary degrees. Following his presentation, the Senate approved a motion to accept the five proposed candidates for recommendation to the President and Board of Trustees with the request that the names be withheld until the Board has taken action and the nominees have accepted.

On behalf of the Senate Council and the Committee on Admissions and Academic Standards Professor Constance Wilson, Secretary of the Senate Council, presented a motion that Section IV-4, subparagraph 2.24 College of Dentistry, Rules of the University Senate, be changed to read as follows and be effective immediately. This proposed change in the admission requirements to the College of Dentistry was circulated to the faculty under date of January 21, 1974.

2.24 College of Dentistry: The requirements for admission to the College of Dentistry of the University of Kentucky reflect the adoption of the standards set forth by the Council on Dental Education. These appear in the "Procedures for Evaluation, Requirements and Guidelines for Dental Education Programs" (May 1971). Because of the academic requirements of the dental curriculum, it is usually necessary for the applicant to have completed at least two years of preprofessional education. The majority of students accepted will have three or four or more years of preparation. In general, the less academic preparation an applicant presents, the stronger his performance and/or experience must be. Students should demonstrate their competence to undertake the biological and physical science courses of the dental curriculum. However, specific courses in the basic sciences during the undergraduate curriculum are not required of applicants. Applicants for admission must furnish information regarding their character, the quality of their preprofessional education, health status and aptitude for and interest in a career in dentistry.

The Senate voted to approve the change in admissions requirements to the College of Dentistry as circulated.

On behalf of the Senate Council Professor Wilson presented a recommendation that the University Senate approve the Selective Admissions Proposal for the College of Architecture (circulated to the faculty under date of January 23, 1974) to be effective with the 1975 Fall Semester. A number of questions was raised on the floor of the Senate to which Dean Eardley responded. A Senator asked if there was anything in the report of the University Task Force on Admissions that would have any particular bearing on changing the attitudes and opinions of the Senate in their consideration of this particular document. Chairman Smith responded that the essence of that report was that it would be both unwise and undesirable for the University to have a single University-wide admission standard and that it would be better off dealing on an individual programmatic basis. He stated that it contained suggestions of areas that ought to be explored and data that ought to be gathered and that this is what Dr. Sears' Committee, together with the Senate's appropriate committees, are now engaged in doing. He then called on Dr. Ockerman, a member of the Task Force on Admissions, to state his opinion. Dr. Ockerman's remarks follow:

I think there are some things we have to keep in mind when we look at such matters as this proposal or any other proposals. When this effort was begun some two years ago we were in an entirely different ballgame than we are right now. When the President suggested that a task force be put together to look at matters concerning controlling enrollment, this institution had absorbed for two years running a nine to 10 per cent increase in enrollment, so obviously there was some need to look at the over-all picture. When it was looked at by college, we found that in the Colleges of Allied Health Professions and Nursing the enrollment was increasing even more rapidly so some kinds of decisions had to be made. Concerning the task force and its basic recommendations and trying to look at some kind of pattern that would serve this institution well over a long period of time I would say that there were some good recommendations. In the report we did recommend that before we attempted to establish any means of controlling enrollment certain steps should be taken. One of the recommendations was that we look very carefully at what kind of decision or what kind of admissions policy we are considering. This institution has maintained open enrollment of undergraduate colleges for a long period of time. If we, unit by unit, were to become engaged in the process of controlling enrollment, then perhaps the decision was being made by this process, but that maybe it would be better to look at it on an over-all basis of what we were really talking about in terms of keeping the institution open to the residents of this Commonwealth and to a limited number of people outside the Commonwealth. Another recommendation was that we get involved in a more significant way perhaps than we have in the past by asking the academic units to assess as carefully and objectively and as completely as they could where they stood regarding enrollment in their units. While we have not been engaged in depth in that study up to this point, the Senate Council has been charged with the responsibility of looking again at some of these recommendations and trying to get this matter on track.

I think I would point out, not speaking as such against the Architecture proposal, two additional things that perhaps ought to be kept in mind. In addition to the fact that the Senate Council has now been asked to become involved in this process in some depth, I think we ought to consider that we are, by steps we have taken or by steps we are in the process of taking, going counter to what is occurring pretty much across the country.

As you know, our enrollment at the University has, for all intents and purposes, stabilized or leveled off. In some areas it has decreased. Many institutions are now looking and restudying very carefully the enrollment picture and how they can expand the enrollment and access to the institution rather than contracting it. I believe you are familiar with the steps that have been taken within the Registrar's Office to simplify the admissions process--particularly for Kentucky residents--eliminating a great deal of the paper work but keeping in mind that there are certain levels of quality and standards that have to be preserved. When we look at the statistics--and the College of Architecture has a great many--from an over-all standpoint it seems that we are getting a pretty good quality of student into the institution at the present time; therefore, if we are talking about improving quality, perhaps as the recommendations of the Undergraduate Council suggested, some of their negative pieces, these means ought to be explored before we expand the control pieces within the University.

On question from the floor of whether the Senate would have any other selective admissions proposals coming to it this year, Chairman Smith replied that while he could not speak for the whole University he knew of nothing else in the way of selective admissions that would be forthcoming; that there was nothing in the Senate Council Office, nothing had been assigned to Admissions and Academic Standards, and that he knew of nothing that had been passed by a College faculty.

Dean Eardley gave the Senators the following additional information to that contained in the proposal:

Since the time of the proposal submitted by the College of Architecture there has been one significant new survey of Colleges of Architecture throughout the North American continent including the schools in Canada. And it might be useful to you to tell you some of the essential things that have come out of that.

Kentucky is now the 13th largest School of Architecture on the North American continent and there are some 90 schools in the Association of Collegiate Schools of Architecture in the United States and Canada. We also have the sixth worst student-faculty ratio in the entire North American continent. In addition, the growth rate in the Colleges of Architecture has been a constant 15 per cent for the last three years and every indication is that it will go on at that rate or some similar rate for an indefinite future unless something is done about it. So we face a real crisis unless we have this kind of regulation.

One last thing is that there are substantially more schools and substantially more state schools involved in one form or another of selective admission, than we had indicated in our proposal document of the fall. The later figures show a considerable increase and if you would care to have it, I can document it for you.

Finally, when we had completed our proposal, we sent it to all the relevant people in the profession in the state: to the President of the Kentucky Society of Architects, all of the local chapter presidents, liaison officers with the school, and finally to the State Board of Examiners and Registration of Architects. Without exception, the response we had from them was approval and support. And again, these letters can be made available to anyone who is interested.

On question of how we rank with these schools in the number of graduates each year Dean Eardley responded that he did not think the figures have changed substantially in this last report from the ones that were used in the previous report and that were indicated in their proposal. He stated that the average annual graduating percentage of the total enrollment was something like 8.8 per cent nationally and they had recently been holding a nine per cent graduating class; that is nine per cent of the total enrollment graduates each year. He stated that in the schools that do regulate enrollment the average graduating class is 16.1 per cent of the total enrollment, and the best school in this respect, the Rhode Island School of Design, is graduating 23.4 per cent of its total enrollment per year, and has a five-year full-time program.

On question of an explanation of the statement in the proposal which states ". . . The Admissions Committee would be composed of 50% faculty and 50% students." Dean Eardley replied that they have five elected student members who sit in their faculty meetings and who also vote; these five would form the nucleus of their Admissions Committee; that the Admissions Committee will be the entire faculty and will be the entire elected student group. He stated further that when the actual processing begins they would have many more students involved than simply those five; and that it would effectively be 50-50 because for every member of the faculty employed in the procedure the elected student representatives would be invited to co-opt a corresponding student.

Question was asked that of the theoretical 75 who start, how many are likely to end up in the program five years later. Dean Eardley responded that it would be at least double the number who do presently; that at this moment in time they could reasonably well accommodate 75 students and he would be disappointed if they did not graduate 50 of that initial 75; and that the College is not accomplishing anything like such a figure at this moment in time.

In answer to other questions directed to Dean Eardley he made the following additional remarks.

If this body passes the proposal, the University of Kentucky will have the most elaborate testing system of any school in the nation. The student-faculty ratio will be something close to 12 to one. At the present moment the worst student-faculty ratio is in Texas at Arlington with 34.6 students per member of faculty, second is New Mexico with 32, third is Oklahoma State with 30, fourth is Nebraska with 26.5, fifth is Iowa with 25, and finally sixth is Kentucky with 23.2 students per member of faculty. When Kentucky gets to a reasonable enrollment we will be much closer to 12 students which will put us close to Pratt Institute in New York, Cooper Union, Cincinnati, and Rhode Island School of Design. I expect all kinds of nice things to come out of this proposal. In terms of quality we could be one of the top schools in the country.

Question was asked of whether or not cutoff scores will be used in the instruments to be employed in determining admission. Dean Eardley replied that there would be no cutoff scores in any one of those individual instruments; that a judgment would be made based on the total information they have at hand rather than on cutoffs at any point.



On question of what Dean Eardley would consider as a reasonable time limit for the College to have use of the proposed testing instruments and report back to the Senate on the results of the proposal, he replied that he would think they should have some fairly reliable statistics in about three years; further, that they would be making their own assessment of the effectiveness of the tests and would be glad to report the results to the Senate.

Motion was then made to amend the motion on the floor to require the College of Architecture to submit to the Senate, after it has administered the program for three years, evidence to substantiate the viability, justification, and legitimacy of the tests being used in the screening process. The Senate defeated this amendment.

Mr. Keller Dunn, Associate Dean of Admissions, was recognized by the Chair. Mr. Dunn stated that he thought it very important to point out to the Senate that the motion on the floor contained in it provisions which permitted the College of Architecture to do two things:

1. It would give the College authority to admit out-of-state freshmen with grade point averages or ACT scores lower than those required for admission to the University.
2. It contained a provision which would permit the College of Architecture to admit transfer students with below a C grade point average in college work, and this is below the level contained in the University Senate Rules for admission of transfer students.

He stated further that he thought it important that this be made clear at the time the proposal was passed, if it was passed, so that the College of Architecture and the Admissions Office would know and it would be a matter of record that the Senate had indeed authorized the College of Architecture to make these exceptions.

Dean Eardley responded that he wished to thank Mr. Dunn for bringing this to the attention of the Senate and the College of Architecture; and that while he supposed this was the most unorthodox aspect of the proposal, it was essential for the College to be able to waive the University's normal admission requirements provided they saw evidence in the other pertinent material that gave every indication that a specific student would be a good risk despite his high school average or his University grade point average in some other area or in some other University; that there were young people who found themselves on the wrong track initially and did not do well in their chosen subject field; that unless the College had the privilege of waiving the admission requirements, they would possibly be denying a student who has real talent the opportunity to study Architecture.

The question was asked of whether the College of Architecture contemplated informing prospective students that the Architectural School Aptitude Test and the Omnibus Personality Inventory will be used in considering their admission. Dean Eardley and the Chairman of the Senate Council assured the Senate that the student would be so informed.

Question was asked of how catastrophic it would be to the College of Architecture if the restricted admissions proposal were not approved. Dean Eardley responded that the College program would become inoperable unless they found a great deal more space and faculty. He stated that at the present time they have close

to 200 people enrolled in the basic studio; that they are so crowded they can only have small cut-down doors as drawing tables instead of the normal size drafting tables and then they put two students to each of those; that the growth will be at least 15 per cent more this year and that this is the last year they and the students can stand that kind of pressure. He stated further that a study made two or three years ago at Cincinnati made the proposition that attrition rates are higher for larger classes and the two are strongly related; that attrition rates are higher for classes with low levels of available studio space and the two are strongly related; that academic performance is lower for larger classes and the two are strongly related; that academic performance is lower with low levels of available studio space and the two are strongly related. He said that all of these hypotheses were tested over a six-year period with the same studio group at Cincinnati and they were found to be correct.

A Senator raised the question that the College will be lowering its standards in admitting students who have not done well in previous work and do not have at least a 2.0 standing. Dean Eardley replied that they were not lowering their standards but rather that they were raising them; that the fact a student had lower than a 2.0 standing did not mean that the student had a lower standard fundamentally; that he would be happy to report back to the Senate, even though it was not required, of how the students admitted to the program with low academic records have performed.

Question was called and the Senate voted to stop debate. The Senate then approved the Selective Admission Proposal of the College of Architecture to become effective with the 1975 Fall Semester and to be added to the Rules of the University Senate, Section IV-5, as follows:

2.26 College of Architecture: Admission to the University does not guarantee admission to the College of Architecture. All applicants seeking admission to the College must make application to the College of Architecture Admissions Committee. Admission is dependent upon the availability of resources for the implementation of adequate instruction; the number of applicants admitted will be limited by this consideration. Applicants will be examined on a comparative and competitive basis.

A. BEGINNING FRESHMEN

Freshmen candidates will be admitted in order of priority on the basis of the following criteria, employed together in combination:

1. Their potential for general academic achievement indicated by their high school grade point average and freshman entrance examination scores. (ACT's/SAT's) As a rule, the minimum academic standards acceptable to the College of Architecture Admissions Committee will be the same as those determined by the Senate Council to apply to the admission to the University of Non-Resident Freshmen Students. In the event, however, that the College Admissions Committee finds clear indications of probable success in the College from its review of the other evidence pertaining to a candidate who would generally be denied admission through failure to meet these minimum criteria, an exception may be made to this rule.

2. The probability of their success in a professional program in architecture as predicted by:

- (a) "The Architectural School Aptitude Test" and
- (b) "The Omnibus Personality Inventory."

3. Comparative measures of their aptitude and motivation derived by the College Admissions Committee from supplementary tests (e.g. a home project assignment and/or a controlled test taken by the candidate on the same day and at the same place as tests (a) and (b) in 2 above) and, in certain cases of indecision and circumstances permitting, personal interviews.

Freshman candidates must submit a formal application to the College of Architecture Admissions Committee not later than January 1 for admission to the College in the following Fall Semester.

B. STUDENTS SEEKING TO TRANSFER FROM EDUCATIONAL PROGRAMS OTHER THAN THOSE IN ARCHITECTURE

Applicants seeking to transfer to the College of Architecture from another University College, from a University Community College or from another institution will be considered in order of priority on the basis of the following criteria employed together in combination:

1. The indications of their general academic performance as reflected by their cumulative collegiate grade point average, and the indications of specific interests and aptitudes as reflected by their grades in certain critical disciplines (e.g. biology, foreign languages, freehand drawing, mathematics, philosophy, physics, etc.) As a rule, the minimum academic standard acceptable to the College of Architecture Admissions Committee will be a cumulative grade point average of 2.0 on a 4.0 scale, or an average of C, in all previous college work. In the event, however, that the College Admissions Committee finds clear indications of probable success in the College from its review of the other evidence pertaining to a candidate who would generally be denied admission through failure to meet these minimum criteria, an exception may be made to this rule.
2. The probability of their success in a professional program in Architecture as predicted by:
  - (a) "The Architectural School Aptitude Test" and
  - (b) "The Omnibus Personality Inventory."
3. Other indications of their aptitude and motivation as may be available (e.g. a portfolio of work, references, experience in building construction or related fields, etc.)
4. Comparative measures of their aptitude and motivation derived by the College Admissions Committee from supplementary tests (e.g. a home project assignment and/or a controlled test taken by the candidate on the same day and at the same place as tests (a) and (b) in 2 above) and, in certain cases of indecision, and circumstances permitting, personal interviews.

Transfer students in this category must submit a formal application to the College of Architecture Admissions Committee not later than January 1 for admission to the College in the following Fall Semester.

C. STUDENTS SEEKING TO TRANSFER FROM PROGRAMS IN ARCHITECTURE AT OTHER INSTITUTIONS

Students in this category will be considered in order of priority on the basis of the following criteria employed together in combination:

1. The indications of their general academic success and their success in a professional program in architecture as reflected by their cumulative collegiate grade point average. As a rule, the minimum academic standard acceptable to the College of Architecture Admissions Committee will be a cumulative grade point average of 2.0 on a 4.0 scale. In the event, however, that the College Admissions Committee finds clear indications of probable success in the College from its review of the other evidence pertaining to a candidate who would generally be denied admission through failure to meet these minimum criteria, an exception may be made to this rule.
2. A review of their portfolio of work in architecture.
3. Letters of reference from four previous instructors in architecture, and others from teachers, practitioners or related professionals for whom they may have worked.
4. In certain cases of indecision, and circumstances permitting, personal interviews.

The College of Architecture Admissions Committee reserves the right to place accepted students in this category in the component or components of the College program best suited to the background and previous development of the student.

Transfer students in this category must make formal application to the College of Architecture Admissions Committee not later than April 15 for admission to the College in the following Fall Semester, and not later than September 15 for admission in the following Spring Semester.

Chairman Smith announced that the final order of business on the agenda, the Report of the ad hoc Committee to Evaluate Tenure and Promotion, would be conducted under the Senate rule which provides for discussion only. This Report was circulated to the faculty under date of January 18, 1974. He reminded the Senators that they could suggest amendments and changes but no formal actions of any kind could be taken under the "discussion only" rule. The Chairman stated further that following discussion at this meeting the Senate Council will prepare and present back to the Senate at its next meeting specific motions, recommendations, changes in the Administrative Regulations, changes in the Governing Regulations, recommendations to the President, as appropriate after the Senate has had the benefit of this discussion. He then called on Dr. Joseph Krislov, Chairman of that Committee, to preside and to answer questions from the floor. Dr. Krislov made the following opening statements:

I thought I would try to present to you the three fundamental directions that I see in this Report. The first I would summarize under a heading that might be labeled "Tenure is here to stay and it is basically a good thing." I don't think that is too startling a conclusion. After all we live in a world of tenure. What we call "tenure" other people call Civil Service or a union contract with a just-cause discharge provision. It would be strange, indeed, if in the United States in 1974 a University did not have some form of job security, particularly in light of the very close connection between academic freedom and some sort of job security. In addition, 97 per cent of all American universities have some form of tenure and it would again be strange if we were in the miniscule minority. Moreover, in all the comments we received from the faculty, administrators, and students, we did not find anyone who recommended the elimination of tenure. Lastly, there is a legal base to our tenure. Consequently, any effort to remove it would involve us in a hassle somewhere else in another forum. So I think it is quite appropriate that one of the main directions of this Report is simply that we must work within the tenure system.

If one works within the tenure system, the next question is "What is to be done?" I would see two broad directions in the Report. The first is what I would call "broadened participation," that is, Recommendation 4--asking the tenured faculty members to express views regarding the performance of the non-tenured faculty early in the non-tenured faculty's longevity; Recommendation 6--broadening the names for Area Committees, a practice which I am happy to say that the Senate Council has already adopted; however, I don't think it would hurt to legislate it since this adoption was the particular Council's decision; Recommendation 7-- the establishment of an Advisory Committee within the College, which is another aspect of broadened participation; and Recommendation 10--the proposal to bring in as a mandatory feature student evaluations, both on the undergraduate and graduate levels.

The other broad feature that I see in this Report can be labeled "more information". Under this I would put Recommendation 2,--the requirements for the faculty files; Recommendation 3,--the information which will be transmitted to new faculty members; and several aspects of Recommendation 4,--requiring a discussion of prospects for tenure and a linkage between the performance review and the progress toward tenure; Recommendation 5--an attempt by the College's departments to describe in as much detail as possible specific standards; and Recommendation 8-- providing for the reasons for non-renewal or awarding of tenure if the individual asks it. So those are the major directions. This leaves Recommendations 1 and 9. I will devote a moment or two on these two Recommendations and then I will throw the floor open for your questions and discussions.

Recommendation 1--the Prior Service Rule, is an old problem at the University. It apparently goes back to the mid-sixties and has surfaced many times in the Medical School and in other departments. Apparently there are people who have had full-time faculty experience, perhaps in a Community College, or a small liberal arts college, or before they received a professional degree or an M.D. degree, who now come to the University

for potential full-time employment. Under the general AAUP suggested guidelines, and one which this University would like to adhere to, those years would have to count toward the seven-year requirement. Hence, there would be a maximum of four years in which the University would have to make a decision on tenure. Our proposal would enable the individual and the University to enter into an arrangement in which previous years could be waived and the individual could have the full seven years. The Executive Board of the local AAUP has indicated that it would not oppose such a proposal. No one can waive an individual's rights, and it is possible that such a complaint could be taken to the national AAUP and there could be some investigation of the University. It seems doubtful, however, under the procedure, that the University would ever be censured.

Recommendation 9 proposes that the administrative units and, in a sense, the University, develop a system for evaluating and incorporating advising into the merit review and tenure process. It seems to be a recognition that of all the activities around here, this is the least adequate. It seemed to the Committee that this call might result in an improvement in advising.

Discussion which followed was restricted almost exclusively to Recommendation #1, paragraphs (1) and (3).

Question was raised of whether Recommendation #1 was depriving the faculty member of review as soon as he had a right to be reviewed.

A member of the Committee responded that the thinking of the Committee was in terms of trying to protect the potential young faculty member, who, through circumstances, might have served in a university with different expectations, or have changed careers, or have served as a full-time faculty member while a graduate assistant, and give him an opportunity to prove his worth; that the intent was not to restrict the progress of the individual to attain tenure when he had reached the point of deserving it but rather to make it possible for him to stay around long enough to earn tenure.

The point was raised that there was a discrepancy in the chain of command in paragraphs (1) and (3). Dr. Krislov responded that the Committee would be glad to correct this and asked the Senator to let him have a note of reminder.

Question was raised of who constituted the Committee on Appointment, Promotion and Tenure and Dr. Krislov responded that that Committee was made up of the Chairmen of the Area Academic Committees.

Point was raised that paragraph (3) does not specify that the review would be agreed to in some form of writing by either the committee or the Vice President and that this was quite important both for the protection of the faculty member and the department chairman. Dr. Krislov responded that the Committee would be happy to receive the proposed wording the Senator would recommend for inclusion in paragraph (3).

Question was also raised of how much the Report is a document that will protect the department chairman.

Upon determining that it was 5:00 p.m. and a number of Senators were leaving the meeting, Chairman Smith asked whether the Senators felt they would like to have further opportunity for discussion of the Report. By voice vote the Senators indicated they would like to have the document brought back to the regular Senate meeting of March 11, 1974 for additional discussion only.

A Senator asked that the Senate Council circulate prior to the March meeting, excerpts from the Administrative and Governing Regulations, that are pertinent to the proposal under discussion.

The Senate adjourned at 5:15 p.m.

Elbert W. Ockerman  
Secretary, University Senate

## ADDENDUM I

This is a detailed discription of President Singletary's actions concerning Senate recommendations originating in the Report of the ad hoc Committee to Study the Status of Graduate Students (Lowitt Report).

Category I - Recommendations approved: Notification will be mailed out as a memorandum or incorporated in the Administrative Regulations.

Recommendations

1. Teaching assistants shall be carefully supervised and guided in their duties and responsibilities, which shall be thoroughly explained at the outset of each semester. In departments with large numbers of teaching assistants an experienced teacher in the department might provide his or her service or possibly an appropriate specialist in teaching methods might be consulted. If necessary, funds should be designated specifically for the supervision of basic courses to which teaching assistants are assigned.
2. Departments shall be responsible for a systematic evaluation of the performance of teaching and research assistants, according to established departmental criteria and the results of this evaluation shall be presented to them in some formal manner.
3. Teaching and research assistants shall be notified by March 1, either that their appointments will or will not be renewed for the coming year, or why a final decision cannot be made and when they will be notified.
4. Each department shall state in writing its policy concerning the appointment and reappointment of teaching and research assistants, and this statement shall be made available to all prospective assistants at the time the initial offer is made and to all assistants whenever the policy is changed.
5. Teaching assistants shall be represented in department deliberations about courses for which they have any classroom teaching responsibilities.
6. Teaching and research assistants who are also full time graduate students\* should be assigned responsibility requiring no more than fifty percent of their time. Normally for teaching assistants, this would mean service for not more than an average of twenty hours per week including time spent in preparation, in the classroom and laboratory, grading papers, counseling students or in any combination of those activities in which teachers are customarily engaged. The responsibilities of research assistants will vary with the fraction of time for which they are employed, but normally a one-half time appointment should require no more than twenty hours per week of assignable duties.

\*Full time graduate students are graduate students with a course load of nine or more credit hours during the academic year or six hours in the summer session.



7. Each department at the outset of the academic year shall require the attendance of all new teaching assistants at an orientation program designed to inform them of their upcoming duties, rights and responsibilities. This program shall be in addition to any University orientation program.

Category II - Referred to other offices for further consideration or implementation.

A. Recommendation: The Graduate School shall annually collect data on the number of teaching and research assistants in the University and the funds allocated to them.

Action: Referred to Office of Institutional Studies for implementation.

B. Recommendations:

1. The University Legal Counsel should explore the possibility of treating graduate assistant stipends as tax exempt fellowships and his findings should be forwarded to all appropriate department chairmen.

2. Until a uniform Internal Revenue Service policy is formulated departments shall annually furnish graduate students serving as teaching and research assistants with a standard form, authorized or approved by the administration, that might be of help in reporting their annual incomes to the Internal Revenue Service.

Action: Referred to University Legal Counsel for legal assessment and implementation where appropriate and legal.

Category III - No further action. Unable to approve.

Recommendation: The University should consider awarding tuition scholarships for teaching and research assistants.

President's Statement: This recommendation has largely been implemented with the establishment of a \$500,000 scholarship fund for teaching and research assistants under the administrative supervision of the Graduate Dean. Given the many demands upon our limited institutional funds, I am simply unable at this time to increase the size of that fund.

Recommendation: As a fringe benefit to teaching and research assistants, the University, where it does not already do so, should consider charging only in-state tuition to their spouses.

President's Statement: This recommendation is not within the prerogative of the University to implement. Neither the Board of Trustees nor the University administration has the authority to take the recommended action. Resident status is determined by state law and under guidelines established on a statewide basis by the Council on Public Higher Education.

UNIVERSITY SENATE  
February 11, 1974

AGENDA

1. Approval of minutes of meeting of December 11, 1973
2. Resolution on the death of Professor E. B. Penrod - Professor O. W. Stewart,  
of Mechanical Engineering
3. Remarks by Chairman Smith
4. Presentation of Honorary Degree Candidates - Dr. Joseph L. Massie
5. Action on proposal from College of Dentistry to change admissions standards,  
Section IV, item 2.24, Rules of the University Senate (circulated under  
date of January 21, 1974)
6. Action on proposed selective admissions proposal, College of Architecture,  
Section IV, Rules of the University Senate (circulated under date of  
January 23, 1974)
7. Discussion only on Report of ad hoc Committee to Re-evaluate Promotion and  
Tenure (Krislov Report) (circulated under date of January 18, 1974)

## Addendum I.

This is a detailed description of President Singletary's actions concerning Senate recommendations to ~~him~~ organizing in the report of the Ad Hoc Committee to Study the Status of Graduate Students (Lowitt Report)

Category I - Recommendations Approval: Notification will be mailed out as a memorandum or incorporated in the administrative regulations.

Recommendations:

- ① Teaching assistants shall be carefully supervised and guided in their duties and responsibilities, which shall be thoroughly explained at the outset of each semester. In departments with large numbers of teaching assistants an experienced teacher in the department might provide their service or possibly an appropriate specialist in teaching methods might be consulted. If necessary, funds should be designated specifically for the supervision of basic courses to which teaching assistants are assigned.
- 2 Departments shall be responsible for a systematic evaluation of the performance of teaching and research assistants, according to established departmental criteria and the results of this evaluation shall be presented to them in some formal manner.
- 3 Teaching and research assistants shall be notified by March 1, either that their appointments will or will not be renewed for the coming year, or why a final decision cannot be made and when they will be notified.
- 4 Each department shall state in writing its policy concerning the appointment and reappointment of teaching and research assistants, and this statement shall be made available to all prospective assistants at the time the initial offer is made and to all assistants whenever the policy is changed.
- 5 Teaching assistants shall be represented in department deliberations about courses for which they have any classroom teaching responsibilities.
- 6 Teaching and research assistants who are also full time graduate students\* should be assigned responsibility requiring no more than fifty percent of their time. Normally for teaching assistants, this would mean service for not more than an average of twenty hours per week including time spent in preparation, in the classroom and laboratory, grading papers, counseling students or in any combination of those activities in which teachers are customarily engaged. The responsibilities of research assistants will vary with the fraction of time for which they are employed, but normally a one-half time appointment should require no more than twenty hours per week of assignable duties.  
  
\*Full time graduate students are graduate students with a course load of nine or more credit hours during the academic year or six hours in the summer session.
- 7 Each department at the outset of the academic year shall require the attendance of all new teaching assistants at an orientation program designed to inform them of their upcoming duties, rights and responsibilities. This program shall be in addition to any University orientation program.

Category II: Referred to other offices for further consideration or implementation

Recommendation:

# The Graduate School shall annually collect data on the number of teaching and research assistants in the University and the funds allocated to them.

Action: Referred to Office of Institutional Studies for Implementation

Recommendation:

# ① The University legal counsel should explore the possibility of treating graduate assistant stipends as tax exempt fellowships and his findings should be forwarded to all appropriate department chairmen.

② Until a uniform Internal Revenue Service policy is formulated departments shall annually furnish graduate students serving as teaching and research assistants with a standard form, authorized or approved by the administration, that might be of help in reporting their annual incomes to the Internal Revenue Service.

Action: Referred to University Legal Counsel for legal assessment and implementation where appropriate and legal.

Category III: No further action - Unable to approve.

Recommendation:

⑪ The University should consider awarding tuition scholarships for teaching and research assistants.

President's statement:

This # Recommendation has largely been implemented with the establishment of a \$500,000 scholarship fund for teaching and research assistants under the administrative supervision of the Graduate Dean. Given the many demands upon our limited institutional funds, I am simply unable at this time to increase the size of that fund.

Recommendation:

⑫ As a fringe benefit to teaching and research assistants, the University, where it does not already do so, should consider charging only in-state tuition to their spouses.

President's statement:

This # Recommendation is not within the prerogative of the University to implement. Neither the Board of Trustees nor the University administration has the authority to take the recommended action. Resident status is determined by state law and under guidelines established on a statewide basis by the Council on Public Higher Education.

Ketty

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

January 18, 1974

TO: Members, University Senate

FROM: Senate Council Office

RE: AGENDA ITEM: University Senate Meeting,  
February 11, 1974.  
Report of the Ad Hoc Committee to Evaluate  
Tenure and Promotion--"Krislov Report."  
FOR DISCUSSION ONLY.

At the beginning of the Fall Semester, 1972, the Senate Council established an Ad Hoc Committee to Re-evaluate Tenure and Promotion at the University of Kentucky. The Committee reported to the Senate Council at the beginning of the Fall Semester, 1973.

During the Fall Semester, 1973, the Council requested and received comments and recommendations concerning the proposals contained in the 'Krislov Report' from the Privilege and Tenure Committee, the University of Kentucky Chapter of AAUP, and the Administration. A number of suggestions from these groups were incorporated into the report. The Council then met with President Singletary and other administrators for an extended discussion of the 'Krislov Report.' The attached report is the final result of these activities.

The Rules of the University Senate (I., 2.3) specify that "when a document embodying a major policy decision is to be considered . . . the Senate Council may, . . . place the document on the agenda . . . 'for discussion only' and on the agenda of a subsequent meeting . . . 'for action.'" Under the 'discussion only' rules, amendments may be proposed and discussed, but not passed. Also, no formal votes may be taken on the document under consideration.

After receiving the benefit of the Senate's discussion of this document, the Council will propose and present specific motions for action at the March 11, 1974 meeting of the University Senate.

/cet

REPORT

AD HOC COMMITTEE  
TO RE-EVALUATE TENURE AND PROMOTION

MEMBERS:

Sherrill Biggers	Robert Kiser
Peter P. Bosomworth	Joseph Krislov
Lewis W. Cochran	Paul Oberst
Jason Fenwick	Mark Paster
William Gordon	Robert Strauss
Sue Howard	Norman Taylor
Ernest Yanarella	

## BACKGROUND

The committee solicited comments from administrative officials, faculty, and student groups. Over 50 letters were received by the committee and several individuals asked to be heard orally.

The comments received by the committee indicated widespread support and confidence in our present system. Suggestions for improvements and changes were directed toward limited objectives. The committee therefore has concluded that our tenure system functions reasonably well.

Despite the apparent approval of the tenure system, the committee investigated several possible alternatives. One possibility would be to abolish tenure and have no contracts. A second possibility would be a contract system modeled after employment relationships for athletic coaches. A third possibility would be "rolling contracts," with the length of the contract lengthened after each renewal. And a fourth would-be system aimed at retiring substantial numbers of faculty members after reasonable periods of service, i. e., 20 or more years.

None of these alternatives seemed to be particularly attractive, either for the faculty or the University. Some would involve increased costs. Experience with any of these alternatives has been practically nil because almost all American universities (97%) have a tenure system. Moreover, the tenure system at our University has a statutory base, and any recommendations for drastic change would require legislative action. Any significant change could easily involve years. The committee therefore concluded that any intensive analysis of alternatives to tenure would not be particularly fruitful.

After concluding that we would work within the confines of the existing tenure system, individual committee members proposed various changes. These proposals were discussed and analyzed by the committee; and the ones presented in this report constituted those proposals that were adopted. Some of these proposals were adopted by the narrowest of margins.

The national Keast report on tenure was released in February 1973. Many of their recommendations are already embodied within our system. A few specific recommendations of the Keast report that are not embodied in our system were discussed and rejected by the committee.



Although the Keast report did not specifically recommend tenure quotas, there has been considerable discussion of that topic elsewhere. Your committee discussed the topic briefly and only in general terms. No committee member presented any specific proposal for discussion. As a result, the committee is in no position to comment on any tenure quota proposal.

The Senate Council and the central administration reviewed the Ad Hoc Committee's report and a few minor changes were suggested. These changes were reported to the Ad Hoc Committee and none were disapproved.

An additional proposal was received by the Chairman from Student Government and accepted by the Senate Council (#10).

The committee approved several changes. They were as follows:

- (1) Prior service rules
- (2) Faculty files
- (3) Information for new faculty members.
- (4) Performance review and tenure.
- (5) Defining standards for tenure.
- (6) Names for area committees.
- (7) Advisory committees within colleges
- (8) Reasons for non-renewal.
- (9) Advising
- (10) Student evaluations.

The committee recommends that each proposal be discussed and voted upon separately.

Recommendation #1 -- Prior Service Rule

Recommended that the following special considerations be applied to faculty members who have served at other institutions prior to coming to the University of Kentucky.

(1) The applicability of prior work to the tenure criteria at the University of Kentucky shall be carefully reviewed on an individual basis by the faculty member, the department chairman and the dean. The following questions shall be examined:

a) Did the institution of prior service have similar expectations regarding formal criteria for promotion and tenure as those which prevail at the University of Kentucky?

b) Were teaching and service loads at the institution of prior service arranged in order to assure faculty members adequate time for investigation and scholarly or scientific productivity?

c) Were the measurable achievements of the faculty member at the institution of prior service such that they should be counted as part of the achievements to be evaluated by the University of Kentucky in consideration for promotion and tenure?

d) Did the faculty member utilize the same knowledge and skills and have the same career goals at the institution of prior service which he will be applying at the University of Kentucky?

e) Does employment at the University of Kentucky involve a change of career and, therefore, a change in the expectations which should be placed upon measurable achievements within a particular period of time?

(2) In all cases where a period of prior service involves significantly different institutional objectives or significantly different professional activity, all or part of the period of prior service may be eliminated from consideration in determining the period of review for tenure at the University of Kentucky.

(3) In the case of 2 above, a specific period of employment prior to tenure review shall be agreed on and a specific date for review stipulated in writing by the faculty member, the department chairman, and reviewed by the Committee on Appointment, Promotion and Tenure before being reported to the appropriate vice president at the time of the faculty member's initial appointment.

Recommendation #2 -- Faculty Files

Because all considerations of promotion and tenure require thorough documentation of the faculty member's record of pertinent activities in the University as well as all relevant actions involving the individual's faculty status, the following guidelines are suggested for faculty files to be maintained jointly by the Chairman and the individual faculty member.

- (1) A statement specifying whether the chairman has or has not recommended the faculty member for tenure and promotion.
- (2) All correspondence between Chairman and faculty member concerning appointment or faculty status.
- (3) A curriculum vitae which shall be updated at least annually.
- (4) Copies of publications and published reviews or letters concerning publications.
- (5) Copies of faculty performance reviews.

This file shall be available to the faculty member, except for letters of recommendation and written judgments obtained under conditions of confidentiality.

Recommendation #3 -- Information for New Faculty Members

It is recommended that it be the responsibility of the department chairman to arrange (within one month of the beginning of his/her employment) that each new faculty member be provided with, or access to, a copy of (1) the Governing Regulations of the University, (2) the Administrative Regulations of the University, (3) the Rules of the University Senate, in particular the Faculty Code, (4) the rules of his College, (5) the rules and regulations of his department, and (6) the Student Code.

Recommendation #4 -- Performance Review and Tenure

- 1) At the time of appointment, an individual shall be informed regarding tenure standards and prospects by the department chairman.
- 2) An individual who is hired with the prospects of becoming a tenured faculty member shall be assigned duties, within the departments' framework, commensurate with making due progress towards meeting requirements (of the department, college, and area) for tenure.
- 3) The annual performance review of non-tenured faculty shall include some discussion of the individual's progress toward tenure in terms of departmental expectations.
- 4) A departmental chairman shall consult with the tenured members of the faculty regarding the individual's progress toward achievement of tenure. These discussions should occur at the end of the non-tenured faculty member's second and fourth year, but may occur more frequently at the chairman's discretion. The results of that discussion should be communicated to the individual and reduced to writing and maintained in the individual's files.

Recommendation #5 -- Defining Standards for Tenure

Departments or individual educational units are urged by the Senate to set up reasonable standards of performance for their discipline, which are consistent with the Governing Regulations.

- I) Individual departments should seek the answers to such questions as the following:
1. What is the normal balance between teaching, re-  
search and creative productivity, and service in your discipline?
  2. What do you believe should be the minimum research requirements for promotion to Associate Professor, to Professor?
  3. Should research be evaluated qualitatively or in terms of quantity? Assuming the former, how would you test qualitative excellence in your area?
  4. What kinds of research are most acceptable in your fields?
- II) Individual departments should obtain outside evidence that the standards offered by their departments are those of their discipline in equivalent universities and not simply those of the members of the department.
- III) The standards set up by the department should be used for two purposes: First, they should be an internal guide to the department in evaluating its own personnel. Secondly, they should be made available for the information of Deans and appropriate administrative officers in the various academic units.

Recommendation #6 -- Names for Area Committees

The process through which names are selected for submission to the President, who names the area committees, should be broadened. The Senate Council should invite faculty councils or other bodies on the level of schools and colleges to participate by nominating potential members. [Where such bodies do not exist, the colleges or appropriate subdivisions within departments should be encouraged to create them.]



Recommendation #7 -- Advisory Committee to the Dean

Each Dean is strongly encouraged to establish a Committee concerned with faculty appointments, termination, tenure and promotion, with the following suggestions:

A. The Committee is advisory to the Dean and may at his request make recommendations in the above matters. The Committee may be asked by the Dean or a faculty member to hear an inquiry by any faculty member who declares himself dissatisfied with the policies established by his department and/or college concerning appointment, termination, tenure, and promotion.

B. The Committee may examine departmental standards and when possible arrive at agreements between the Dean and the department about realistic standards by which individual faculty members may be judged. In addition, this Committee may be asked to communicate with the Graduate Council, the Area Committees, the appropriate Dean, and other University officials who establish, interpret, or implement university regulations in this area so as to clarify all standards and policies.

C. When any matter that comes up before the Committee involves a department represented on the Committee, the committee member of that department shall disqualify himself.

D. The members shall be appointed by the Dean after consultation with the appropriate faculty body (e. g., College of Education Faculty Council, Arts and Sciences Council) in that college. See Governing Regulations on representative bodies. If such a body does not exist, the Dean should solicit members from a list of nominees chosen by the faculty.

Recommendations #8 -- Reasons for Non-Renewal

Recommended that: in all cases where assistant professors are not reappointed, the individual be notified by his departmental chairman of the reasons for the decision. Where the decision not to reappoint is one on promotion and tenure, then it is recommended that the faculty member, upon his written request, be informed of the basis of that determination in writing and in a reasonable amount of detail. In instances where promotion and tenure are not involved, oral communication will be deemed sufficient. In order to facilitate communication, it shall be the responsibility of the college dean to prepare a summary of the reasons why reappointment was denied and provide the faculty member's chairman with a copy of that summary statement (in the event that a favorable departmental recommendation was overturned at a higher level) for verbal transmittal or written communication to the faculty member.

Recommendation # 9 -- Advising

Colleges, working through appropriate university bodies, should develop some means to evaluate the quality, as well as the quantity, of academic advising done by each faculty member. As this procedure is developed and implemented, the results of this evaluation shall be considered in the annual performance review and in the decisions concerning retention and/or promotion of each faculty member.

Recommendation #10 -- Student Input in Tenure and  
Promotion Decisions

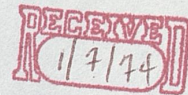
Recommendations for tenure and promotion shall include evidence of consultation with the appropriate Student Advisory Council and graduate student organization. Any written recommendations or related materials submitted by the student bodies shall be included in the candidate's file.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

January 2, 1973

COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM AND INSTRUCTION



AREA CODE: 606

TEL.: 257-1649

#95

MEMORANDUM

TO: Dr. Stan Smith, Chairman  
Senate Council

FROM: Dr. Jane Emanuel, Chairman *JE*  
Senate Committee on Admissions and Academic Standards

SUBJECT: Change in Admission Requirements for the College of Dentistry

The Senate Committee on Admissions and Academic Standards has approved and recommends for approval by the Senate Council the enclosed change in the admission requirements for the College of Dentistry.

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

ALBERT B. CHANDLER  
MEDICAL CENTER  
COLLEGE OF DENTISTRY  
OFFICE OF PLANNING, DEVELOPMENT,  
AND EVALUATION

(606) 233-6168

November 26, 1973

Dr. Peter Bosomworth  
Vice President of the  
Medical Center  
University of Kentucky  
Campus

Dear Dr. Bosomworth:

On behalf of the College of Dentistry I am requesting that the following update be made in the Rules of the University Senate concerning admissions.

The original admission requirements of the College of Dentistry formulated in 1961 were based on "Requirements for the Approval of a Dental School" (revised November 1954) published by the Council on Dental Education of the American Dental Association. This Council, which is the national accreditation body for dental education, officially changed its accreditation requirements in 1970 and published a new set of guidelines in 1971. The Rules of the University Senate need to reflect these changes. Would you please transmit the following rules change to the Academic Council for the Medical Center for approval and transmission to the University Senate.

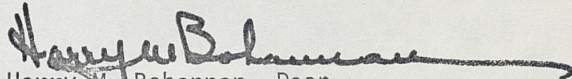
Replace the whole of Section IV 2.24 with the following:

2.24 College of Dentistry: The requirements for admission to the College of Dentistry of the University of Kentucky reflect the adoption of the standards set forth by the Council on Dental Education. These appear in the "Procedures for Evaluation, Requirements and Guidelines for Dental Education Programs" (May 1971). Because of the academic requirements of the dental curriculum, it is usually necessary for the applicant to have completed at least two years of pre-professional education. The majority of students accepted will have three or four or more years of preparation. In general, the less academic preparation an applicant presents, the stronger his performance and/or experience must be. Students should demonstrate their competence to undertake the biological and physical science courses of the dental curriculum. However, specific courses in the basic sciences during the undergraduate curriculum are not required

of applicants. Applicants for admission must furnish information regarding their character, the quality of their preprofessional education, health status and aptitude for and interest in a career in dentistry.

Thank you very much for your consideration of this matter.

Sincerely,

  
Harry M. Bohannon, Dean  
College of Dentistry

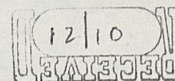
Excerpt from "Rules of the University Senate"

Section IV, 2.24

College of Dentistry: The requirements for admission to the College of Dentistry of the University of Kentucky reflect the adoption of the standards set forth by the Council on Dental Education of the American Dental Association. These appear in the "Requirements for the Approval of a Dental School" (revised November, 1954) published by the American Dental Association. Applicants for the College of Dentistry are expected upon matriculation to have completed a minimum of two full academic years (60 semester hours) in an accredited college of arts and sciences with a cumulative grade point standing of 2.0 (C) or better. Minimal requirements are satisfied with the equivalent of two semesters of study in physics; two semesters in the biological sciences; three semesters in chemistry, including one semester of organic chemistry; and at least one year of English. All science courses must include both class and laboratory instruction. Formal credit in biology and physics, but not in English and chemistry, may be waived in the case of exceptional students who have three years of college credit or in the case of those holding a bachelor's degree from an accredited college.



UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506



ALBERT B. CHANDLER  
MEDICAL CENTER  
OFFICE OF THE VICE PRESIDENT

TELEPHONE  
(606) 233-5126

December 7, 1973

MEMORANDUM

TO: Dr. Michael Adelstein  
Chairman, Senate Council

FROM: Peter P. Bosomworth, M.D., Chairman *P.P.B.*  
Academic Council for the Medical Center

RE: Change in Admission Requirements

The Academic Council for the Medical Center has approved and recommends for approval of the Senate Council the enclosed change in the admission requirements for the College of Dentistry.

PPB/jss

Enclosure

cc: Mrs. Shelburne

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

January 21, 1974

TO: Members, University Senate

FROM: Senate Council Office

RE: AGENDA ITEM: University Senate Meeting,  
February 11, 1974  
Proposed Rules Change: Section IV, 2.24

The Senate Committee on Admissions and Academic Standards (Dr. Jane Emanuel, Chairman) has approved the proposed change in the admissions requirements of the College of Dentistry [IV, 2.24]. The Senate Council has accepted the report of the Admissions and Academic Standards Committee and placed this proposal on the Senate agenda for action February 11, 1974. The motion to approve this proposal carries with it an implementation date effective immediately.

The proposed admissions requirements are in accord with the latest guidelines (1971) of the Council on Dental Education of the American Dental Association. Further information concerning this proposal may be obtained from Dean Bohannon, College of Dentistry, Professor Emanuel, College of Education, or the Senate Council Office.

/cet

Attachment

Page 2

Agenda Item, University Senate Meeting, February 11, 1974  
January 21, 1974

Replace the whole of Section IV, 2.24 with the following:

2.24 College of Dentistry: The requirements for admission to the College of Dentistry of the University of Kentucky reflect the adoption of the standards set forth by the Council on Dental Education. These appear in the "Procedures for Evaluation, Requirements and Guidelines for Dental Education Programs" (May 1971). Because of the academic requirements of the dental curriculum, it is usually necessary for the applicant to have completed at least two years of pre-professional education. The majority of students accepted will have three or four or more years of preparation. In general, the less academic preparation an applicant presents, the stronger his performance and/or experience must be. Students should demonstrate their competence to undertake the biological and physical science courses of the dental curriculum. However, specific courses in the basic sciences during the undergraduate curriculum are not required of applicants. Applicants for admission must furnish information regarding their character, the quality of their preprofessional education, health status and aptitude for and interest in a career in dentistry.

Kitty

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

January 23, 1974

TO: Members, University Senate

FROM: Senate Council Office

RE: AGENDA ITEM: University Senate Meeting  
February 11, 1974. Re; Rules Change--  
Admissions Proposal from the College of  
Architecture.

The Senate Committee on Admissions and Academic Standards recommends to the University Senate approval of the Selective Admissions Proposal of the College of Architecture. The Senate Council has accepted this recommendation and placed this proposal on the agenda for action at the Senate Meeting of February 11, 1974.

The motion before the Senate will be to place in the Rules of the University Senate (Section IV) the material in document #89B [see attached] beginning on the back of the first page with --"#2-25 Admission to . . ." and ending on page 4. The motion will include an implementation date recommending application for students entering Architecture in the Fall Semester, 1975.

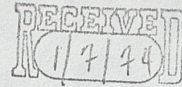
Document #89B includes data and the rationale for the proposal presented by the College of Architecture. Also included are the reports of the Undergraduate Council (#89) and the Admissions and Academic Standards Committee (#89A).

Further information concerning this proposal may be obtained from any of the groups whose reports are attached or from the Senate Council office.

/cet

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506



COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM AND INSTRUCTION

January 2, 1974

AREA CODE: 606  
TEL: 257-1649

#89A

MEMORANDUM

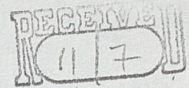
TO: Senate Council  
FROM: Senate Committee on Admissions and Academic Standards  
SUBJECT: A Proposal for Selective Admission to the College of Architecture

1. At its meeting on November 20, 1973, the Senate Committee on Admissions and Academic Standards voted to recommend to the University Senate the approval of the Selective Admission Proposal of the College of Architecture. The vote on this motion was nine for approval (two by proxy) with two members absent.
2. A second motion to recommend to the University Senate that the implementation date for the Selective Admission Proposal of the College of Architecture be set for the Fall Semester of 1975 was passed by unanimous vote of those present (8).
3. In its attempt to gain a perspective on and information about the Architecture Proposal the Committee met with Dr. Mike Adelstein, Vice President Lewis Cochran, Dean Anthony Eardley, Dr. Harriet Rose, and Mr. Keller Dunn representing Dr. Ockerman.
4. During the course of its deliberations the Committee considered many aspects and implications of the proposal. The following represent some of the areas that were considered:
  - a. The possibility of setting up a pre-architecture program would not be feasible with the current staff and facilities. Increased staff and facilities is not seen as a viable alternative.
  - b. Approximatley 75 students would be admitted to the freshman class. Currently there are 113 freshman enrolled in the College. Students not admitted to the freshman class could go to the College of Arts and Sciences, to other Colleges on campus, to other institutions with an Architecture Program, or to a two-year drafting program.
  - c. At the present time 40% of the Architecture students are from out of state. Eventually, the College would like to have an 85% in-state and 15% out-of-state ratio.

*Handwritten notes:*  
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v. 1975. 10. 10 2005 5

- d. The application deadlines were set because of the dates for the administration of the Architectural School Aptitude Test by Educational Testing Service.
  - e. The various criterion identified in the selection procedures would not be weighted. No GPA cut-off points will be established.
  - f. The Admissions Committee would be composed of 50% faculty and 50% students.
  - ✓ g. There was no indication of when the final report by the University Task Force on Admissions could be expected. In the light of this, the Committee did not feel that action on the Architecture Proposal should be delayed.
  - h. There is no legal requirement to admit any and all students to a particular program.
5. In summary, the Committee agreed that the College of Architecture as a professional school should be allowed to establish standards that would limit the number and improve the quality of people entering the profession.

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506



#89

DEAN OF UNDERGRADUATE STUDIES

November 6, 1973

M E M O R A N D U M

TO: Senate Council

FROM: Daniel R. Reedy, *DRR* Chairman of Undergraduate Council

RE: Proposal for Selective Admission to the College of Architecture

At a special meeting on October 25, 1973, the Undergraduate Council voted to recommend to the Senate Council for its consideration the "Proposal for Selective Admission to the College of Architecture". As you are well aware, this is the second request within the period of a year for some type of authority to regulate admission to a particular college. As with the previous request (College of Education), the proposal from the College of Architecture was debated with many of the arguments being similar to those voiced during the prior debate.

You will note that the final vote on this proposal was six affirmative and five negative, indicating, I think, the division of opinion concerning the whole matter of policies which regulate enrollment in a state university. This proposal also points out the need for some formal action to be taken by the University to determine whether or not a general selective admissions policy needs to be formulated. The piecemeal pattern which is beginning will eventually have a profound effect on colleges without an admissions policy.

A Task Force from the President's Educational Commission was appointed and has been at work on this question, but I have no knowledge of their having made a statement which could be interpreted as having established broad policy guidelines.

I am attaching a brief statement of the positive as well as negative features of the Architecture Proposal which I have extracted from opinions expressed by Undergraduate Council members. You will note that they represent some clear differences of opinion on identical points.

Proposal for Selective Admission to the College of Architecture

Positive Reactions:

- (1) Current open admissions in the College of Architecture are apparently contributing to intolerable teaching/learning conditions. The selective admissions proposal suggests a positive move on the part of the College away from a situation which breeds mediocrity and toward a quality program whose graduates will be better prepared to face the challenges of a professional career.
- (2) The College of Architecture has professional training as its main mission leading to certification to practice in the field; therefore, they should be allowed to set entrance requirements as do some professional units within the University.
- (3) The College of Architecture appears to have at hand the evaluative tools necessary to judge potential success in their applicants with a high degree of accuracy. Such a mechanism will help to eliminate the current high percentage of flunkouts and dropouts from the program.
- (4) This proposal should result in a marked improvement in the conditions for learning for the students who are permitted to enroll in the College of Architecture. As explained in the College proposal, peer judgement and criticism as well as close studio supervision by the instructor are vital ingredients for students in this field. The addition of new faculty members or physical facilities would not alleviate significantly the current problems caused by large numbers of students.

Negative Reactions:

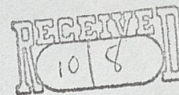
- (1) Selective enrollment policies defeat the purpose of the role of a public university whose goal should be to educate, to the extent possible, all who come with a desire to learn.
- (2) Selective enrollment policies create a potential trauma for students who are denied the basic chance to succeed, i.e. when they are denied admission to a program and thus have no opportunity to demonstrate their ability to be successful.
- (3) The screening mechanism proposed by the College of Architecture is questionable and should be tested for a period of time, experimentally, before it is utilized as a basis for selective admission to that college.
- (4) The College of Architecture does not appear to have exhausted all alternative methods for achieving its aims, before recommending a policy of selective admissions.



Alternative Recommendations by Council Members:

- (1) A screening mechanism (such as the one suggested by the College of Architecture) should be used to counsel students on their potential and probability of success but should not be used to deny them admission to the program.
- (2) Basic architecture courses (101-102) for freshmen should be used as a means of screening out students of questionable potential rather than some other screening mechanism.
- (3) The University needs a clearly articulated policy on the question of selective admissions policies; the result of current requests from individual units will ultimately be a quiltwork of policies that will have a profound effect on other colleges which do not have such restrictions.
- (4) Unlimited enrollments should be allowed during the first year of architecture studio courses to be followed by a selective admission to degree candidacy prior to any further work. This alternative would allow students to enroll initially, but would restrict their continuing if screening mechanisms and performance by the students indicated little potential for success.

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506



COLLEGE OF ARCHITECTURE  
OFFICE OF THE DEAN  
PENCE HALL

October 3, 1973

89 B

Memorandum

To: Deans, Department Chairmen, and Members of the  
University Senate

From: Anthony Eardley, Dean  
College of Architecture

Subject: A Proposal for Selective Admission to the College  
of Architecture

The faculty of the College of Architecture recommend and submit herewith for your approval a proposal to amend the University Senate regulations governing the admission of students by inserting the following provisions for admission to the College of Architecture of (a) beginning freshmen; (b) students transferring from educational programs other than those in architecture, and (c) students transferring from programs in architecture at other institutions.

It appears that these provisions, if approved by the Senate, should be inserted in the Rules of the University Senate, Section IV, "Rules Relating to Admission to the University," as item #2-25.

It is also recommended that these provisions become effective immediately so that they may be implemented for the admission of students in the Fall, 1974, semester.

AE:sc

## RATIONALE

## OBLIGATIONS OF THE COLLEGE OF ARCHITECTURE

While recognizing the obligation of the University to the people of Kentucky to admit and, to the extent that may be possible, to educate all who come to us with a desire to learn, the College of Architecture must also recognize that in offering a professional degree it undertakes an ethical responsibility to a profession in need of informed and competent practitioners, and that it has a broader moral obligation to a society which must increasingly entrust the physical organization of the built environment to the architectural profession.

## THE PROBLEM OF SIZE IN SCHOOLS OF ARCHITECTURE

The greater part and the focus of an architectural education resides in the design studio and in its essential corollary, the architectural project jury. It requires of the student the attempt to acquire widely diverse information and procedures, the patient attempt to synthesize these into a complex body of knowledge and skill, and, ultimately, the attempt to transform these acquisitions into a disciplined language of form and space.

A necessary consequence of this is that the teaching of architecture is to a unique degree, tutorial in its emphasis. Hence, even undergraduate architectural education of adequate quality is not cheap in faculty and student time,<sup>1</sup> nor can it be impersonal in its nature. Moreover, it cannot occur on a massive scale. Not only must the student/faculty ratio be such that the tutorial relationship between teacher and student is ensured<sup>2</sup>, but the student group must not be permitted to become so large and anonymous that the conditions conducive to student debate and peer group learning are themselves jeopardized or negated.<sup>3</sup> While it is possible, and in certain of the larger state institutions, quite common, to turn out quantities of graduates simply by accommodating vast student numbers in a school and assembling large instructional staffs to coach them, to pursue such a policy is neither ethical nor intelligent, whether seen from the point of view of the institutional resources and student energies that are wasted in the process, or from the point of view of our wasted environment, to which the several successive post war generations of graduates from such schools have made their pathetic contribution.

## GROWTH IN COLLEGE ENROLLMENT

By the Fall Semester of 1968, when the College of Architecture was some five years old, its enrollment had steadily risen to 141 students, not an alarming number by public institutional standards, but already a significantly larger enrollment than

exists in any of the privately endowed professional schools that have sound reputations. One year later the enrollment had reached 307, a figure which closely approximates that of the current national average of enrollment in schools of architecture. By last Fall the enrollment in the College had risen to almost 500 students, and by the beginning of the present semester that figure had been exceeded. While we are, as yet, by no means so massive as some schools, this College is now one of the larger schools of architecture in the nation, and we have come to this doubtful distinction without the benefit of a graduate program, and a graduate enrollment.<sup>4</sup>

THE  
WASTE  
ENTAILED  
IN OPEN  
ENROLL-  
MENT

As the College enrollment has expanded the prevailing educational climate has borne a sharply increasing index of futility and waste, as is demonstrated by the most recent figures for student attrition:

Of 102 freshmen who completed the College introductory lecture course (ARC 101-102) in Spring 1973, 51 enrolled in the Basic Year studios in Fall 1973. (50% attrition, attributable only in part to voluntary withdrawal from the program)

Of a class of 167 enrolled in the Basic Year studios in Fall 1972, 72 students found their way to the Third Year studios by Fall 1973. (45% attrition)

Of a class of 90 enrolled in the Third Year studios in Fall 1972, 61 students arrived in the Fourth Year studios in Fall 1973. (34% attrition)

Of a class of 89 enrolled in the Fourth Year studios in Fall 1972, 65 students arrived in the Fifth Year of design in Fall 1973. (23% attrition)

Of a class of 58 enrolled in Fifth Year design in Fall 1972, the faculty graduated 44 students, with little sense of gratification. (26% attrition)

Taken together, these alarming figures indicate that more than 40% of the students throughout our present enrollment are either failing in the professional program and starting again, or getting into academic difficulties, or are about to drop out of the College. This represents an extravagant waste of institutional resources and human energies.

THE EF-  
FECTS OF  
OPEN EN-  
ROLLMENT  
ON THE  
STUDENTS  
AND THE  
PROGRAM

That some of these students are caused genuine distress and psychological disturbance is amply documented in the records of the University Counseling and Testing Center. In a recent letter on this subject, Dr. Harriet Rose, Director of the Center, informed Dean Eardley that she has "seen some of the more devastating effects of exposure to the first year in Design on students who were unsuited to Architecture as it is defined by the College of Architecture. If it is possible, "she added, "to save those students the wasteful and sometimes harmful experience of that year I would think it wise to do so . . ." <sup>5</sup>

What Dr. Rose could not attest to, since by his junior year in architecture the student has inured himself to the rigors of the program and has learned to keep his own counsel, is the scale of the psychological mayhem that continues to afflict the mediocre students, even though they may survive the Basic Year.

Little wonder, therefore, that there is less avid enthusiasm for the acquisition of their chosen discipline among those who remain in the program than there is preoccupation with their chance of survival. The faculty effort to cultivate and foster whatever creative capacities these students may have is paralyzed by the students' furtive obsession with grades, and the conspiracy of mediocrity that this engenders.

CATEGOR-  
IES AND  
EDUCA-  
TIONAL PO-  
TENTIAL  
OF STU-  
DENTS IN  
THE  
PRE-  
SENT EN-  
ROLLMENT

Many of our students are distinctly unfit for the rigors of a professional education. There are significant numbers who have a certain potential as building technicians but no interest in the ambiguities and uncertainties of formal invention in a social context. These students would be better directed to the two year (associate degree) and four year programs in Architectural and Building Technology which have come into being across the nation in recent years. <sup>6</sup> Some others should be directed to different fields entirely.

There is another large group of students who, though they are academically qualified for a professional education, and doggedly persistent in their application to the task, are also unable to cultivate the special kind of perceptual acuity and conceptual agility that is essential to the work of an architect. These students waste their own time as well as ours, and would be much more rewardingly engaged in work in other disciplines.<sup>7</sup>

But despite the counseling that both these groups of students receive many of them are reluctant to relinquish the time and energies they have invested in the program, and the more persistent they are in repeating failed studio courses the more inhuman is the task of the faculty in rejecting additional unavailing efforts.

Owing to the presence in the program of these first two groups the minority who show real promise as architects are handicapped in their work by severely overcrowded space and overutilized facilities, and, above all, by the totally inadequate level of attention that may be devoted to them by an overworked faculty, distracted and disenchanted by the compound of mediocrity that engulfs and overwhelms their efforts.

EFFECT OF  
OPEN EN-  
ROLLMENT  
ON THE  
QUALITY OF  
THE DE-  
GREE

Hence, even these really superior students are effectively denied the attainment of their true potential, and each year the College is forced to graduate another batch of unfulfilled students, academically incomplete and professionally incompetent.

Not infrequently an exceptionally gifted student will recognize the damage that the prevailing condition is doing to him in mid-course, and, will transfer to a school with a more stable climate, or, reaching some greater crisis, will abandon both architecture and any other academic pursuit in justifiable dismay. This is the ultimate waste of the present system of open enrollment.

ENROLL-  
MENT POLI-  
CIES AT  
OTHER  
SCHOOLS OF  
ARCHITECTURE

Of the 84 United States schools that are members of the "Association of Collegiate Schools of Architecture" 61 offer an equivalent degree to that offered here and some 37 employ a selective admissions policy.<sup>8</sup>

COMPARA-  
TIVE RE-  
SULTS OF  
OPEN AND  
SELECTIVE  
ADMISSIONS  
POLICIES

In schools having open enrollment, the average graduating class was 9.4% of the total enrollment for the academic year 1971-1972. The corresponding percentage for this College was 8.8 in 1971-1972 and 9. in 1972-1973. But with the schools employing selective admissions policies the average for 1971-1972, was 16.1%, almost double that of the schools with open enrollment policies. At one such school, the Rhode Island School of Design, the proportion of graduates to total school enrollment was 23%. These figures leave little doubt that the waste is dramatically reduced in schools with selective admissions policies. They demonstrate that with an effective selective admissions policy this College could expect to diminish its enrollment by half or more and still produce its present numbers of graduates.

FORMULA-  
TION OF A  
POLICY FOR  
THIS COL-  
LEGE

An ad hoc committee to determine the need for a College of Architecture Admissions Policy was first established by Dean Charles P. Graves in the Fall of 1969, the time at which the College enrollment first exceeded 300. As the College enrollment has continued to increase and the need for a selective enrollment policy has become increasingly evident, the Committee has turned its attention to the identification of reliable means by which to predict whether those multiple combinations of talent and capability that comprise the "effective intelligence" peculiar to an architect are latent in an applicant or not.

REVIEW OF  
SELEC-  
TIVE ADMIS-  
SIONS POLI-  
CIES

A review of the schools of architecture with selective enrollment policies reveals that admission to some 20 of the 37 is gained by satisfying general university entrance requirements at some level or other above that of a high school graduation certificate. Certain universities admit only those applicants who stand in the upper 50% or upper 30% of their high school graduating class. Others make some equally stringent requirement with regard to ACT or SAT scores, or use these scores in combination with a more elaborate academic testing and screening system. While these procedures certainly eliminate most of the applicants who are academically unfit for a professional education they do not identify those students who might be suited to the pursuit of a degree in architecture, nor do they make allowance for the occasional applicant who, though "academically" weak during the period of time under scrutiny, might have shown extremely promising aptitudes for architecture. (or for that matter, for horticulture or brain surgery)

By and large, the other 17 schools of architecture attempt to identify the academically qualified applicant who also demonstrates an aptitude for architecture. As a rule, aptitude is measured by means of generally approved tests such as the Architectural School Aptitude Test, but a few schools rely solely on examinations of their own devising. Nine schools, 8 publicly supported and 1 privately endowed, use the Architectural School Aptitude Test as a required component of their admissions system.<sup>9</sup>

Another 9 schools request or recommend that their applicants take the ASAT, as an aid to counseling them on the likelihood of success in an architecture program.

Some 10 additional schools encourage their applicants to take this test, for the same purposes.

Two or three other schools test their students at the end of their Freshman Year, essentially by means of the ASAT.

#### RESULT OF THE REVIEW

What has been established in the course of this review is that the more elaborate testing processes employed by certain of the schools allow more accurate predictions of an applicants success in a program than do the less elaborate procedures.

The best model known to members of this faculty is that employed by the Department of Architecture at the Cooper Union for the Advancement of Science and Art in New York. The Cooper Union is a tuition remission scholarship institution, and has been admitting candidates by competitive examination in all its departments for many decades. The Department of Architecture has formulated an examinations system which is quite elaborate, but not cumbersome nor time-consuming, and which is generally between 50% and 60% accurate in its prediction of success for each freshman class admitted to the program.

The examination system proposed by this College is based on a working knowledge of the Cooper Union system, to which it bears a close resemblance.

#### DESCRIP- TION OF THE PRO- POSED TESTING SYSTEM

A description of the components and purposes of the proposed admissions testing system follows.



HIGH  
SCHOOL  
GRADES,  
ACT'S AND  
COLLEGE  
G.P.A.'S

All the available evidence indicates that a freshman candidate's secondary school record is at least as good a predictor as other kinds of test, and most school of architecture admissions committees give it equal weight with other components of their examination. University entrance examinations possess about the same degree of reliability, and, in certain circumstances, college grade point averages are good indicators of future success.

It is also true that a student who may show aptitudes in the architectural curriculum is ultimately denied advancement by virtue of a weak overall ability. Generally, the demands of the professional curriculum, particularly of the studio sequence, are so strenuous in themselves that unless a student is academically strong, his overall grade point average will almost certainly be subject to a marked drop in comparison with any previous performance. Thus academically weak students place themselves in double jeopardy when they enter a professional program in architecture.

As a rule, therefore, this College would propose to attribute to information in this category an equal weight with the other components of our examination. Since no single test, however, can measure all the characteristics that might relate to academic success in architecture, exceptions will be made to this rule whenever the other material relating to a candidate gives reasonable indications of promise.

THE ARCHI-  
TECTURAL  
SCHOOL AP-  
TITUDE  
TEST

The Architectural School Aptitude Test is a two hour test required by at least 9 schools as part of their admissions examination and by more than 20 others in connection with their counseling and testing service to freshman students. It is administered twice a year by Educational Testing Service under the sponsorship and direction of the Association of Collegiate Schools of Architecture, and the American Institute of Architects and may be taken at any one of some 65 centers in the United States and Canada, including the Lexington campus. The fee is \$15.00.

The ASAT is designed to help predict the probability of a candidate's success in schools of architecture. In an initial series of validity studies it was found that the higher a student scores on the test the greater are his chances of succeeding in an architectural program.

Though the correlation between ASAT scores and a students' subsequent grades in architecture are not perfect it has been

demonstrated that the use of the ASAT scores in combination with other information about the candidates increases the probability of selecting those who will succeed in an architectural curriculum. The ASAT scores have two important characteristics: they are a dependable measure of the mental abilities that are pre-requisite to the study of architecture; and, unlike high school grades, which vary in meaning according to the graduating standards of a school, ASAT scores are based on the same standards for all candidates. Another valuable aspect of the test is the fact that Educational Testing Service furnishes all the schools that use it with the results for all candidates, so that any school may measure the quality of its applicants in relation to those applying to other schools.

The test consists of a number of multiple choice and free response exercises judged to be significant in measuring the potential of architectural school candidates, which are formulated by a joint committee of the American Institute of Architects and the Association of Collegiate Schools of Architecture.

The questions are designed to measure:

1. The degree of familiarity with elementary terms and facts from the field of architecture.
2. The ability to reason logically and to apply scientific comprehensions to the solution of scientific problems.
3. The degree of sensitivity to form, space, pattern, texture and color.
4. The capacity to solve problems of spatial relationships.
5. The capacity for visual inventiveness.

There are no established passing or failing scores on the test. The 'average' candidate, however, is expected to answer about two thirds of the questions correctly. Educational Testing Service reports the scores of the applicants tested about two months after the test has been taken.

The use of these test scores in combination with other information means that a candidate's abilities may be more fairly evaluated.

If, for example, the candidate has a moderately good high school record from a school with high grading standards, he is not as likely to be rejected when compared with an applicant who has a strong record from a school with low grading standards.

Thus, the use of the tests scores improves the accuracy with which the College Admissions Committee might compare applicants and select those most likely to succeed.

#### THE OMNIBUS PERSONALITY INVENTORY

The Omnibus Personality Inventory is a one hour questionnaire which has been given to the University freshmen for the past ten years. It contains measures of a candidates intellectual disposition which could aid the College Admissions Committee.

In a study carried out last year by Dr. Harriet Rose, Director of the University Counseling and Testing Center, it was established that consistently excellent students of design in the College are "identifiable by high scores in those variables which are associated with scholarly orientation, ability to deal effectively with and to enjoy ambiguity, aesthetic tastes, independent thinking, and relatively good social relationships . . . As they entered college, they displayed more intellectual curiosity and less need for structure than the mediocre and low achievions in design." Dr. Rose thinks it particularly proper to take account of the personality traits of applicants to the program, and has offered the assistance of the Counseling and Testing Center in such a plan.<sup>10</sup>

It would be the intention of the College Admissions Committee to work in close relationship with the Counseling and Testing Center for the purposes of this and other tests, and to consult with Dr. Rose and her staff on a regular basis, particularly in the early trial period of the admissions procedure.

#### COMPARATIVE MEASURES OF APTITUDE AND MOTIVATION

It is the belief of several members of the faculty of the College and of many teachers of architecture, elsewhere, that an aptitude for architecture may be detectable in a number of ways and that it can often be so deeply disguised by the past intellectual and aesthetic environment of an applicant (particularly that of underprivileged young people from rural backgrounds or from urban ghettos) that one aptitude test may be less valid for a freshman or certain transfer applicants than another and, moreover, that some measure of motivation might prove to be more effective than any aptitude test.

In order to determine the truth of these hypotheses, the College proposes to formulate two simple tests of its own, designed to elicit the degree of an applicants motivation and aptitude independent of, and quite different from the generally accepted tests described above.

HOME  
PROJECT  
ASSIGN-  
MENT

The home project assignment would test both aptitude and motivation. It would be issued to the candidate at the time of his application to the College.

It would ask him to describe and explain by whatever means or combination of means he might find appropriate, some artificial object or event with which he is familiar, which he understands, and toward which he feels some aesthetic response, some liking, preference or attachment.

The 'object' or 'event' can be any artificial creation of man, whether consciously produced or haphazardly accumulated; it may range in scale from the size of the wristwatch to the size of the city or it can range from a school play, to a football game, to the chance sounds and colours of a day on the Ohio River.

In other words it would deal with whatever excites and stirs the applicant, in the attempt to permit him to present himself as he is, and in his own time, rather than through exercises devised to test him in specific 'areas of expectation', in which he may be unable to perform at the time of examination.

CONTROL-  
LED TEST

A controlled test of short duration would provide a valuable check on the results obtained from the other components of the tests.

In particular, it would allow a direct check on the candidates scores in the ASAT, by inviting him to perform in other ways.

In a 1 to 2 hour test for example it would be possible to ascertain a candidate's visual memory and his capacity for visually constructive logic, two important aspects of architectural aptitude that are not addressed in the ASAT at the present time. Typically, such a test would consist of two exercises such as those that follow:

1. Draw the lettering of the Coca Cola sign from memory. (time recommended 20-30 minutes)

2. Describe a bicycle for the benefit of someone who lives elsewhere in the universe and, though they are familiar with the people who inhabit Earth and understand their anatomy and muscular powers, have no real knowledge of the natural and mechanical laws by which a machine like a bicycle might work, nor of the technology required to construct it. (time recommended 1 1/2 hours)

PERSON-  
AL IN  
TERVIEWS

Circumstances permitting, interviews would be held for the purpose of clarification whenever the test results are inconclusive, or relatively fine comparisons are necessitated before determining a preference for one candidate rather than another.

## FOOTNOTES

1. In addition to the normal research and service loads each design critic presently carries an average teaching load of 12.75 studio contact hours, plus a 3 hour professional lecture course, plus 3 to 6 hours of student project jury duty, special lectures, thesis advising etc. or 18.75 to 21.75 student contact hours per week. The serious student spends many hours on his studio work outside official class time, and so, also, do the studio critics. Pence Hall is kept open throughout the week until 2:00 a.m. each morning; from 1:00 p.m. to 10:00 p.m. on Saturdays, and from 1:00 p.m. to 2:00 a.m. on Sundays. According to our records for the past year, the out of hours occupancy of the studios is rarely less than 100 students (1/5 of the total enrollment) during these periods, and is more often 200 to 250 students.
2. A studio critic can usually deal effectively with some 8 to 12 students. Once the average student group exceeds 15, effective teaching becomes impossible.  
The average student/faculty ratio in the studios at the present time is 22/1, which means that the best attention a student may hope to receive is a total of about thirty minutes of individual criticism per week. The student/faculty ratios in the Basic Studios are often as high as 30 and 35 to 1, and at the present time there are only 2 studio sections in the College in which the ratio is as low as 15/1.
3. As a consequence of overpopulated studio sections, overextended faculty, and inadequate quarters, the project review or jury has become almost defunct in the College in recent years. On the occasions when it does take place the sheer number of students involved stifles any hope of gaining their active participation in the event, and much of its didactic purpose is lost.  
Moreover, students don't even know the names of many others in the same class let alone engage in debate with them. This may, in part, be a result of the hermetic compartmentalization forced upon us by the nature of the buildings the College is housed in, but it is more directly attributable to simple numerical facelessness.
4. A post-graduate program in architecture is vital to the future development of the College. Several possible directions for such a program, and, indeed, for certain other undergraduate programs, are presently being investigated by the College Curriculum Committee, but little can be proposed with any degree of confidence in this regard until the faculty feels assured of its ability to achieve a proper standard of quality in the functioning of the existing program.

FOOTNOTES continued

The College European Workshop Program, approved by the Senate in May 1973, is one of the instruments toward achieving this end. The present proposal represents another such effort. Should it meet with the approval of the Senate, it will be followed by others, the first of which will comprise curriculum changes designed to re-involve the Freshman class in the studio sequence of the program.

5. See Appendix A. Letter to Dean Eardley dated September 6, 1973.
6. The Lexington Technical Institute has offered a two year program since Fall 1970.
7. A four year program in Architecture and Building Technology offered jointly by the College of Architecture and the College of Engineering might conceivably deal with the needs and capacities of some of these students. The need for well qualified technicians of this kind is becoming increasingly evident.
8. The source for these figures and for those that follow is chiefly the "Association of Collegiate Schools of Architecture" annual statistical chart for the academic year 1971-72, supplemented by the personal knowledge of members of the faculty.
9. It is worth observing that the University of Kentucky is virtually ringed by this particular group of institutions, which comprise the schools at Auburn University, Ball State University, Carnegie-Mellon University, Clemson University, Kent State University, Ohio University at Athens, the University of Cincinnati, the University of Hawaii and Virginia Polytechnic Institute. With the exception of Hawaii, all of them lie within a 400 mile radius of Lexington; 7 are within a 300 mile radius, 2 are within a 200 mile radius, and 1 is less than 100 miles away. These bands are reinforced by other schools belonging to institutions with university admissions requirements that are higher than those imposed here. It would therefore seem reasonable to conjecture that this College receives many of its non-resident students precisely because they were unable to qualify for admission to more local schools.
10. See Appendix A. Letter to Dean Eardley dated September 6, 1973.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

UNIVERSITY COUNSELING AND  
TESTING CENTER  
301 OLD AGRICULTURE BUILDING

September 6, 1973

Dean Anthony Eardley  
College of Architecture  
114 Pence Hall  
Campus

Dear Dean Eardley:

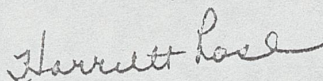
The results of the investigation we conducted on the identification of consistently excellent students of design in Architecture are as follows:

In the separate parts of the ACT, the best students (identified by consistent A's in Design) had significantly higher scores in Math and Natural Science. They had tended to fewer extra-curricular high school achievements in Science and to more in Art and Music.

In personality (that is, on the Omnibus Personality Inventory), they were identifiable by high scores in those variables which are associated with scholarly orientation, ability to deal effectively with and to enjoy ambiguity, esthetic tastes, independent thinking, and relatively good social relationships. In other words, as they entered college, they displayed more intellectual curiosity and less need for structure than the mediocre and low achievers in design.

I have seen some of the more devastating effects of exposure to the first year in Design on students who were unsuited to Architecture as it is defined by the College of Architecture. If it is possible to save those students the wasteful and sometimes harmful experience of that year, I would think it wise to do so and would be glad to offer the help of the Counseling and Testing Center in such a plan. I think it particularly proper to select applicants using more than just academic ability scores, taking into account also the personality traits and special abilities such as space perception, so necessary for success in the study of Architecture.

Sincerely,



Harriett A. Rose, Ph.D.  
Director

HAR:mh



UNIVERSITY OF KENTUCKY

DEAN OF ADMISSIONS AND REGISTRAR

February 20, 1974

Dean Wimberly C. Royster  
Graduate School

Dear Dean Royster:

This is to notify you officially that the University Senate, at its regular meeting of February 11, 1974, approved the five proposed candidates for honorary degrees to be awarded at the May, 1974 Commencement for transmittal to the President for presentation to the Board of Trustees. These candidates were presented to the Senate by Dr. Joe Logan Massie for the Graduate Faculty.

The transmittal of the names of these candidates to the President has always been done by the appropriate official in the Graduate School.

Cardially yours,

Elbert W. Ockerman  
Secretary, University Senate

KWS/bw

cc: Dr. Joe Logan Massie  
Chairman, Senate Council

Feb.  
1974

Chairman's Announcements

— Read Letters from — Mrs. Pichler & Mrs. Moran

I Introduce Senate Council

II Announce B&T Election of Adelstein

III Announce Recognition Dinner — April 8 — 46 Retirees

IV Summary of Council Activities

1. Mlys with President — 5 or 6 times

— Search Committee — Dean of Medicine

— Mlys — Senate Committee Chair — 2

— Budget — status

— Legislative activities of Interest

— Status of Pending Grad. Programs

→ Lowth Rpt items

— Admissions — Major activities on

— Tenure.

— NO QUOTAS !

— NO "SPECIAL INSTRUCTIONS"

2. Read + Sch. Today's business

3. Read + Sch. for March.

— A+S Assembly

— Remainder of Lowth — from G.S.

— Poss. ophthalmology

4. Mly Ruddy — G.S. Problem

5. New Committee Chair

Betty Rednick / Gist — Student Affairs

? John Dennis / Eva Hansen / Acad. Facilities

5 min

V Chairman's Speech — Defer —

Absences from the Senate Meeting - February 11, 1974

Lawrence A. Allen  
John G. Banwell  
Charles E. Barnhart  
Robert P. Belin  
Robert S. Benton\*  
Garnett L. Bradford\*  
Charles L. Brindel  
Sam Brown\*  
Herbert Bruce\*  
John M. Bryant  
Jamie Chase  
James E. Criswell\*  
Thaddeus B. Curtz\*  
Vincent Davis\*  
Wayne H. Davis\*  
John L. Duhring\*  
Roger Eichhorn  
Claude Farley\*  
Irving Fisher\*  
James Flegle\*  
Juanita Fleming\*  
Paul G. Forand\*  
Lawrence E. Forgy\*  
James E. Funk  
Milton E. Gellin\*  
Richard E. Gift\*  
Ward O. Griffen\*  
Jack B. Hall  
Joseph Hamburg  
Walter Langlois\*  
George W. Hardy  
Virgil W. Hays\*  
Charles F. Haywood  
Ron Hill\*  
Raymond R. Hornback  
Eugene Huff\*  
Charles W. Hultman\*  
Raymon D. Johnson\*  
L. Clark Keating  
John E. Keller\*  
William F. Kenkel\*  
James B. Kincheloe\*  
Don Kirdendall

David L. Larimore  
Mark Lee  
Cynthia Link  
Marion E. McKenna\*  
Michael P. McQuillen\*  
Alvin L. Morris\*  
Arthur F. Nicholson  
Jacqueline A. Noonan  
James R. Ogletree  
Thomas M. Olshewsky\*  
Paul F. Parker\*  
David Peck\*  
Donald A. Ringe  
Robert W. Rudd\*  
William Shanks  
D. Milton Shuffett\*  
Otis A. Singletary\*  
David Smith  
Herbert W. Sorenson\*  
Earl L. Steele\*  
William J. Stober\*  
Andy Strickland\*  
Frank Traficante\*  
Jacinto J. Vazquez\*  
Harwin L. Voss\*  
Thomas J. Waldhart\*  
M. Stanley Wall  
Wayne Waller  
M. O'Neal Weeks  
Daniel L. Weiss  
Rebecca Whitis  
Leslie K. Williamson  
Paul A. Willis  
Ernest F. Witte\*  
Kenneth R. Wright