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MINUTES OF THE UNIVERSITY SENATE, NOVEMBER 12, 1990

The University Senate met in regular session at 3:00 p.m., Monday, November 12, 1990, in Room 115 of the Nursing Health Sciences Building.

Carolyn S. Bratt, Chair of the Senate Council, presided.

Members absent were: Barry Applegate, Jim Arnett*, Carl Baker, Harry V. Barnard, Raymond Betts, Thomas O. Blues*, Peter P. Bosomworth, T. Earle Bowen, Kelly Breitenstein, Joan C. Callahan, Rutheford B Campbell, Jr., Bradley C. Canon, Ben W. Carr, Edward Carter, W. Harry Clarke*, Jordan Cohen, Audrey L. Companion, Raymond H. Cox, John A. Deacon*, Richard C. Domek, Jr.*, Bruce S. Eastwood*, Raymond E. Forgue, William H. Fortune*, Richard W. Furst, Brian Gullette, Lynne Hall*, J. John Harris, Zafar Hasan*, Laurie Hatch, Robert E. Hemenway*, Micki King Hogue, Tony Holloway, James G. Hougland, Jr.*, Kim Kells, Kenneth Kubota, James Kuder*, Thomas W. Lester, C. Oran Little, Sean Lohman, Kill Lowry, William E. Lyons, Martin J. McMahon*, Peggy Meszaros*, Robert C. Noble*, Greg O'Connell*, Elaine Parker*, Clayton Paul, Leonard Peter*, Ronald Polly, Thomas R. Pope, Deborah E. Powell*, Daniel Reedy, Robert Rhoads, Thomas Robinson, JoAnn Rogers, Arturo Sandoval, Mike Sparkman, John Thompson*, Jesse Weil*, Charles T. Wethington, Ery Whitaker, Carolyn William, Eugene Williams, Paul Willis, Emery Wilson, Mary Witt, and Ernest Yanarella*,

The Minutes of the meeting of September 10, 1990, were approved as submitted.

The Chair made the following announcements:

"There is going to be an open Forum on the Library and Computational Services sponsored by the Senate Library Committee and the Self-Study Office. For those of you who are interested in knowing about the plans that are afoot for the library and also plans that involve Computational Services, I would suggest that you plan on attending. The meeting is Thursday, November 15 in Room 206 of the Student Center, and it is from 3:30 until 5:30 p.m.

The second announcement is one that you will receive in the mail in the form of an invitation that looks like a Christmas tree, but it is to remind you now that our informal holiday social is on Tuesday, December 11 from 4:30 until 6:30 p.m. in the Alumni House. I am asking you to please come this year because it is the only time we have a formal gathering with the Board of Trustees in attendance. It would help if they learn who their faculty are. If you can clear some time on your schedule that day and come over to the Alumni House, introduce yourself to the Trustees, talk to them about what faculty members do, maybe we can begin to make some inroads in terms of their willingness to listen to our ideas and thoughts about what this University is all about. It is December 11 from 4:30 until 6:30 p.m. at the Alumni House."

*Absence explained

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The Chair stated that there was an information report for the Senate. Since she chaired the committee that was reporting, she switched "hats" and talked as Chair of that Committee and explained how the report would be given. She stated that the report is quite lengthy and comprehensive. The Senate Council will take up both the Women's Committee Report and the Minority Report. She stated the Senate Council would recommend at some future time Senate action where appropriate to implement the recommendations the Senate has the capacity to implement.

As Chair of the Ad Hoc Committee on the Status of Women, Professor Bratt recognized all the committee members who worked on the report: Professors Lorraine Garkovich (Sociology) who chaired the Subcommittee dealing with hourly staff; Gretchen LaGodna (Nursing), Ombuds for the University this year; Celinda Todd, Administrative Assistant for the Senate Council Office; Janet Hurley, Associate Dean of University Extension, who chaired the Subcommittee dealing with Administrative/Professional staff women; Susan Scollay, Assistant Vice President for Research and Graduate Studies; Jayne Middleton, who was the Associate Dean in the College of Medicine but is now enrolled in Law School in Louisiana; Mary Sue Coleman, former member of the Board of Trustees and Professor of Biochemistry, is now at North Carolina; Jeannine Blackwell (German Department); Patricia Murphy, Lead Scientific Programmer Academic Computing Services is no longer with the University; Jean Pival, retired Associate Professor in English who chaired the subcommittee dealing with faculty; John Paul Jones (Geography); Bonnie Cox, Director, Women's Studies and Humanities Librarian; and Billy Nikitovitch-Winer, Professor and Chair of Anatomy and Neurobiology.

The Chair feels it is important that the University and the Senate in particular congratulate itself for its willingness to undertake this in-depth and very truthful look at itself. Very few institutions of higher education have ever been willing to commission this kind of assessment of its own behavior. The Chair feels it took real courage for the University to cooperate and look at itself in that way. She feels now that the problems are clearly defined as to the impediments that women face in the workplace at UK, it will be easier for the University to find solutions. The Committee spent twenty-two months in an attempt to fulfill the charge that was given to the committee and that charge was to do two things: first of all, define the problem by investigating the economic, social and political status of women at the University and the second part of the charge, which was equally as difficult, was to identify methods for eliminating the impediments that the report uncovered.

The Chair stated that the committee took its charge very seriously, and it resulted in a 319 page, two pound, one and three fourths inch thick report. It is available at the Senate Council office. The Executive Summary was circulated to the Senate. Copies of the whole report can be made available on a limited basis. She added that when the committee first met it had a number of options available to determine how to go about the investigation of the status of women employed at UK. The committee could have determined what the ideal workplace would be and measure the University's performance against the ideal. The committee decided to pursue a slightly different tack. The methodology the committee adopted was to take the reality experienced in the workplace at UK and measure it against UK's own rhetoric in which UK describes itself as an equal opportunity employer, a community based on merit and an

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institution that has a special role and responsibility in promoting diversity. The Chair feels the findings are very disturbing. Regardless of the type of work women perform at UK, there is a tremendous gap between the University's rhetoric of equal opportunity and the reality of women's lives. The Chair stated that each of the subcommittee chairs would give a presentation about some of the findings which relate to their particular employee group.

The Chair stated that Lorraine Garkovich, who headed the subcommittee dealing with hourly staff, would begin the presentations. She added that Janet Hurley would talk about the administrative and professional staff women; Jean Pival would talk about faculty women; Susan Scollay would provide an over-view, because the committee was able to compare employees across employee pools and Gretchen LaGodna would talk about the recommendations.

The Chair recognized Professor Lorraine Garkovich (Sociology). A summary of her remarks follows:

Professor Garkovich stated that her report was on the hourly staff and that is the world of almost three thousand hourly women staff employees characterized, as is the world of administrative, professional and faculty women, by low pay, inadequate benefits, and limited opportunities for advancement. She added that it is a world in which stereotyped notions of "appropriate" women's work remains strong. As a result, it is a world marked by an extremely high degree of gender segregation. She feels this gender segregation is indeed consequential.

Professor Garkovich feels that most importantly for the Senate, it is a world hidden from most and one they have not felt. She pointed out some of the facts of the world in which the hourly women live. She feels it is important to hear about that world in their own words. She interspersed her presentation with comments taken from the interviews and the surveys which were presented.

Professor Garkovich stated that the world of those hourly women is one of extreme job segregation. Occupational segregation of women hourly staff has persisted with only minor changes throughout the 1980's. Secondly, it is a world, if one is a black woman, that will face the double-edged sword of gender and racial segregation. Black women have even fewer opportunities than white women concentrated in that work world.

Thirdly, it is a world in which, as the result of the gender and racial segregation, there are limited opportunities for advancement. Men and women tend to enter the hourly staff pool in equal number, but men rise faster. She stated that given the personnel system of the University, which has approximately twenty-eight grades for hourly staff, women are concentrated at the lower end of the scale and men are concentrated at the upper end. Women work on a shorter career ladder than a man does.

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Fourth, it is a world in which the hourly wages for the work done is extremely limited. She stated that if you talked to hourly workers, you realize that the pay they receive tends to be lower than what they would receive for doing a similar job in industries or in the community. Wages for the hourly workers at UK are low, but the consequences of inadequate pay are most serious for women. She indicated there is a gender gap in wages and salaries. The Committee compared the category of workers called "Technical Professional Workers." It is the one category of hourly staff workers where there are nearly equal numbers of men and women. Yet, even in this category of workers, there are significant differences in the earnings of men and women, technical and professional workers.

One of the respondents wrote: "After ten years I think my salary is low. I think by now I should be making at least \$6.00 an hour. Over the years, they have given me more to do, and I have learned the computer, and I do quite a bit of data entry. I do more typing than ever and with these jobs and the job I was hired to do, my work load has increased." Another hourly woman pointed out that "My job does not pay very well, nor are its benefits in line with others in similar jobs. I'm a single parent with two small children whose day care costs are \$100 a week."

Professor Garkovich stated that not only is there the wage gap and limited opportunities for advancement to the system, but there is a tendency to segregate men and women into separate jobs. She added there are almost 300 hourly workers classified as skilled craftspersons. From 1980 to 1989 there have only been four women out of that 300 of skilled craftspersons at UK. Clearly, that is a skilled craftsman's job.

Professor Garkovich asked why the problems persist and exist. The answer was very clearly stated by the hourly workers themselves. They know why they are stuck where they are. The answer begins with the fact that the personnel system fails to fulfill its rhetoric. It functions in a capricious and arbitrary manner despite its rhetoric of advancement opportunities, procedures for acknowledging substantial changes in job duties and supposedly equity in job assignments. One of the respondents gave a perfect example: "I have 20 years plus experience, yet I received no credit for that experience when I applied for a job at UK. I have worked for three universities, and I know that this job is where my skills are. I was making \$19,000 before we moved to Lexington, and with my raise in July I will barely make \$12,000. I have been told I can make more money by going up the ladder and applying for a better position every six months or so. I will not do that. I love my job. When faculty and professional staff are hired they are given credit for their experience, why aren't classified staff? Now that is discrimination."

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Professor Garkovich feels a second reason these problems persist is that there is a pervasive institutional climate of sexism, racism, and classism. She stated that the University represents the community in which it is embedded. The University functions to depreciate women's intellectual abilities, devalue a woman's work, and to disparage women's productive role in our community. On the issue of sexism this is a typical comment: "There is a general attitude that staff assistants must not mind being called honey or doll or dear. I personally find this offensive." Another example is from an hourly staff woman who said what disturbs her are persons who say: "Oh, you mean I can ask you? I didn't think someone who answered the phone would know anything about [X]. These people, usually male assume I am dumb because part of my job is answering the phone." Another woman noted this: "I have been working as a staff assistant VI for over two years. I have a master's degree. I have actively engaged in seeking new positions for over a year, and I have been told that I am over-qualified. I can't understand how I can possibly be denied an interview on that basis where I have been working for two years in a job that requires only a high school degree. I know 20 different software programs and I have experienced publishing my own work, but I can't even figure out how to move within the University to a job which pays more than \$5.69 an hour."

Professor Garkovich stated that the final factor that leads to the persistence of the problem is there is no perceived route of redress. Women see no mechanism or opportunity to remedy the conditions under which they labor. Retaliation, not relief is the perceived outcome of attempts to make the institutional system function according to its own rhetoric. Many people know they would never file a grievance, because they have seen people black-balled and labelled as trouble makers for doing so. Professor Garkovich stated there is much more she could say about the world she described. The gap between the rhetoric and the reality of career advancement opportunities creates an overwhelming sense of frustration and anger among staff women. She added that perhaps the nature and challenge of the report with respect to staff women is best summarized by one of the respondents, and it is important to remember her words. She said, "The fact that minorities and women constitute the housekeeping staff on this campus is highly visible and insulting. Surely, blacks and women are more skilled. It seems that the skilled jobs are the domain of the white male. I love UK. I grew up and dreamed of UK as a child. Surely we can find a way to be a leader in approving ancient ruins. Just giving someone a job isn't all there is to dignity and integrity."

Janet Hurley, Associate Dean of University Extension, gave the following remarks. She was chair of the group that studied the administrative and professional staff.

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Associate Dean Hurley stated that their first challenge was to define who administrative and professional (AP) staff were. Basically they are the salaried employees of the University who manage and support offices that assist with the academic mission of the institution. They work until the job gets done. One of the reasons it was hard to define who belongs in that group was because the University has so many different ways of defining them. The Committee found there are at least six ways the University defines AP staff. One way is the official personnel system which many think of in terms of professional staff. That is only one of the six systems, and it is the only one that is predominantly female. It is 56 percent female. The other five systems are all systems where professional and administrative staff are employed at the University of Kentucky by exception. These are systems that are predominantly male. There are bilateral systems that the institution uses, there is a presidential pool (usually people who report to the members of the Presidential Cabinet), there are academic administrators (faculty who spend more than 50% of their time in administration) and there is agriculture extension.

Associate Dean Hurley reported that one of the interesting things is that two out of three women work in the official personnel system, the lowest paying one. Two out of three men work in the various "exception" schemes. About one-half of all professional and administrative staff work in the official system. The other half of the administrative or professional staff are in one of the five exceptional schemes.

Associate Dean Hurley pointed out that in the personnel system the lowest ranking category, a level 1, is 100% female. The bottom ten ranks are predominantly female; the top ten ranks are predominantly male. Nine out of every ten women at UK work below the midpoint (level 11 or lower). One out of every two men works above the midpoint -- at a level of 11 or above.

It was pointed out by Associate Dean Hurley there is another way the institution defines administrative and professional staff. Every year UK must send a report to the Federal Government and every professional and administrative staff must be defined by function. They are defined as either executive/managerial, or professional. It is the executive/managerial jobs that are high level decision-making positions, with budgets to control and people to supervise. Seventy-five percent of the executive/managerial staff as defined by the institution by function are men and sixty-six percent of the professional staff are women. She pointed out there is a very telling story on the salary data. There are 365 executives or managerial staff at the institution and about half make more than \$40,000, but four out of every five are men. At the other end of the scale with people making less than \$25,000 four out of every five are women. In fact, sixty-one percent of all women professionals make less than \$25,000.

In looking at the personnel system she pointed out there

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was some interesting trouble actually making comparisons because there were not enough men at the bottom of the scale or enough women at the top of the scale to compare category by category so the committee clustered them. The levels one through six, seven through eleven, and then twelve through twenty-one were clustered. The higher one goes on the scale the more men there are in the category, and the bigger the differential in the salary becomes. The first thing the committee looked at was education and experience and found there was not much difference. Merit may have something to do with the salary differences, but there is no way this issue could be documented.

In looking at the presidential pool and other exceptions (unranked bilaterals and Agricultural Extension), Associate Dean Hurley pointed out that these are the exception schemes and there are no guidelines in the rules of the personnel system. The differences appear to climb and are actually greater.

Another thing the Committee did was study the recruitment and hiring process for high level administrative positions. She stated there is an absence of women in the high level administrative positions. The committee studied the search process for the last twenty-four positions that were filled at the institution in the past two years. The search process itself, in fact, was dominated by male presence. Twenty-three of the twenty-four search committees were chaired by men. The composition of the committees was seventy-seven percent male and twenty-three percent female. The results of the survey indicate that the University makes no systematic or meaningful effort to insure that there is gender representation in the various candidate pools. She stated that of the ninety-five percent of the committees who received a specific charge, only half received a statement saying, "Please recruit and identify female candidates in your efforts." It was not surprising to learn that no women were hired in those twenty-four positions.

Associate Dean Hurley stated that if the University is going to make a serious commitment to the equality of women, it must begin with the recruitment process. Search committee chairs must be given guidelines, encouragement and support. The University's commitment to equity for women must be communicated to those chairs of the search committees by the highest levels of the organization.

The committee also looked at some qualitative data that they gathered through about twenty-five formal interviews and many informal talks. Through this Associate Dean Hurley learned of the sense of frustration, isolation, anger, and there is a tendency for women to blame themselves when there is no reason for that. The committee found there are women who are high level administrators who volunteered to be interviewed as part of the survey process and when it came time to conduct the interview, they were afraid to be seen talking with the committee. They were assured that no one would know that the

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interview took place. There were women afraid to come to the informal lunches for fear their supervisors would find out. Associate Dean Hurley learned it did not make a difference if you were a high-ranking administrator or an entry level, what made a difference was the fact that you were a woman.

The more Associate Dean Hurley worked with the data and the committee she learned the report was necessary because a problem cannot be fixed until there is knowledge that one exists. Now that it is known there is a problem, she feels there is an opportunity to work actively for change at UK and to question the values, reexamine the policies and procedures, to recognize the needs of women and to reshape the institution for the future.

Emeritus Professor Jean Pival (English) was the chair for the Faculty Subcommittee. A summary of her remarks follow:

Professor Pival stated that the Faculty Subcommittee found that faculty women are not exempt from the same problems which other female employees share. As with the other employee pools, faculty women at UK experience substantive and significant differential treatment in every aspect of their professional lives.

Professor Pival pointed out the differences in employment patterns. She stated that for more than sixty years the percentage of female faculty at UK has varied only slightly. This fact is made dramatically clear in a graph she presented that was developed from data from the Kentucky Commission on Human Rights for 1975 - 1985. The percentage of women who are tenured is lower than the total number of women and is reversed for men. In the total population the percentage of women faculty has hovered around nineteen percent. The percentage of tenured women is lower and runs around ten to fifteen percent. Professor Pival stated that using the UK database for the year 1988-89, which is the year the study was started, the committee found the following things to be true. First of all, faculty women are concentrated in a few disciplines and faculty lines are virtually absent in others. Included in the head count in all faculty lines except the temporary ones, the committee found that forty-five percent of all faculty women are clustered in Nursing, Education, Home Economics and Library and Information Science. Twenty-six more are in Arts and Sciences and Medicine. The remaining twenty-nine percent are scattered across the other eleven colleges. She added that some of the departments have few or no women faculty. Twenty percent of the academic departments at UK have no women. The committee compared the women population of UK with eighty-eight public institutions and found that almost three-fourths of UK's departments fall below the national averages for female faculty.

Professor Pival stated that sixty-six percent in the library title series are women, fifty-five percent of the 489 part-time faculty are women, women are three times more likely

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to be in the special title series, and conversely only one in ten of the extension faculty is a woman. Secondly, the committee found that women are concentrated at lower faculty ranks. More than eighty percent of all women faculty are at the assistant or associate professor level. Men predominate at the professor level, women predominate at the associate professor level. Less than eight percent of full professors are women. Professor Pival stated there may be a number of reasons for this problem, and one is the possibility of not having women on search committees in administrative decision making positions. There is a lack of aggressive, competitive recruiting, and lack of interaction with the Affirmative Action Office. Professor Pival feels the most disturbing reason is that there is widespread complacency and disinterest among department chairs about the problem. She stated that one department chair cited that he could not hire women because there was too small a pool of candidates in his field. However, when the committee counted the number of part-time faculty in his department, they found almost fifty percent of them were women.

The third point Professor Pival made is that female faculty earn less than comparable males. The committee's findings about the salary inequities resulted from a three-prong study. Those are gender comparison of institutional salary data, a multi-regression analyses, and an analysis of the perceptions of female faculty about salary discrimination as indicated in survey responses and interviews. No matter how faculty compensation was analyzed, the conclusion is the same. Women faculty earn less than men on average by rank, by college, and by sector. Even when such factors as year hired, time in rank, terminal degree, and national market values of disciplines are taken into account, gender stands out as a significant negative force on the salaries of faculty women at UK, because initial hiring salaries are generally lower. Secondly, the capricious and arbitrary merit system encourages discrimination. Third, the associate professor lag, and fourth, a value system in which women's work is not as highly regarded as men's work. This is especially a problem for women who are involved in family studies or women's studies, but it is also a problem for women who are doing "main-line research." If a woman is doing it, it's not as good as the research the man does. Professor Pival stated that this attitude is reflected in merit evaluations and their subsequent pay increases.

Assistant Vice President for Research and Graduate Studies, Susan Scollay, was the next committee member to give a report which was an overview. A summary of her remarks follows:

Professor Scollay stated that there are several common threads in the presentations given, and in the report from which the presentations came. Commonalities in the status and experience of women span unit, sector, level, and employee group. She noted these themes are so strong and consistent that

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they cannot be ignored nor can they be denied.

Professor Scollay provided an overview of two common themes which the committee feels are particularly important and basic. One concerns organizational values, the values that UK as an institution projects and teaches to employees, to our constituencies, and to most important, our students. The other has to do with the implications of these organizational values for the status and experience of women, particularly in terms of the organizational climate in which they must work.

First, Professor Scollay commented on organizational values. UK is a very large complex organization with 8,000 plus employees in Lexington alone. Like any community, UK has its own culture, social norms, and accepted ways of doing things. As the presentations suggest, as the report documents, UK, as an organization, has very conservative and traditional values; they are also gender-specific. As an organization, UK's collective behavior is based on a set of beliefs that defines appropriate and acceptable behavior, roles, responsibilities, expectations, and opportunities on the basis of gender. Professor Scollay added that who we are and what we are, what we can and cannot do at UK, is determined to a very great extent by whether we are a woman or a man.

Professor Scollay stated such organizational values are reflected in a variety of ways. For example, organizational values are reflected in who is hired and for what tasks. At the University of Kentucky, the majority of full-time, permanent employees are women, but nine out of every ten women are employed as either hourly or professional non-faculty staff, whereas one out of every two men is either an administrator or faculty member.

Professor Scollay noted that organizational values are also manifested in who an organization chooses to honor and recognize as outstanding. The University gives many awards and the pattern is absolutely consistent. For example, the Sturgill Award is given for outstanding contributions to graduate education. It has been given twenty-two times but never to a woman. She added that out of eighty-six Great Teacher Awards only eleven have gone to women.

Professor Scollay stated that organizations indicate their values through their official language. Eight or ten years ago the Board of Trustees was asked to remove sexist references such as "chairman" in the Governing and Administrative Regulations because not all academic leaders are men. It chose not to do so.

Professor Scollay suggested that institutional values are also articulated in the allocation of resources and authority. One task of the committee was to look at UK's benchmark

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institutions, their affirmative action programs in particular. What the committee discovered is UK has the most minimal of affirmative action programs. It is the one with the smallest staff and smallest budget. The University has the fewest number of initiatives to attract, recruit, and retain women. The Affirmative Action Office has the least amount of authority because it has none in recruitment and hiring processes.

Professor Scollay stated that an organization communicates its values very clearly if implicitly through its own self-image as projected in its publications and other products. To her the most enlightening and also most disheartening aspect of the committee's work was to analyze UK's self-image. The committee looked at PR materials, the UK Strategic Plan, the Communi-K, recruiting materials, and ads in newspapers. In the analysis, the committee had two questions: "How often are women represented and when they are represented, how are they portrayed?" She stated that the pattern found was consistent. [Professor Scollay showed pictures taken from two official UK publications to illustrate the point.] Concerning the issue of relative representation, Professor Scollay showed a picture of a meeting from the "Employee Training and Professional Development" section of the official UK Staff Handbook. All those portrayed in the drawing as participants in the meeting are men; the only woman is passing out papers or pouring coffee. To illustrate how women are portrayed when included, Professor Scollay cited the PR version of the UK Strategic Plan. In all its photographs, seventy-one individuals are identifiable by gender and of these, thirty (42%) are women. Of the thirty women, twenty-nine are portrayed in clearly student roles. The only woman in the entire document in a nonstudent role is portrayed in the context of the most traditional of all female roles; motherhood. Professor Scollay noted that the work of the vast majority of women employees has absolutely nothing to do with motherhood, and she questioned the appropriateness of it as the single portrayal of nonstudent women at UK.

Professor Scollay explained the committee's report documents many other examples of how UK as a university articulates its values. The message throughout is absolutely consistent: at UK, there are women's roles and there are men's roles. The women's roles do not include leadership, scholarship, authority, responsibility, honor, or excellence.

The second basic theme of the work lives of UK employees highlighted in the committee's report concerns organizational climate. At UK the climate fostered and maintained by our gender-specific institutional values. It is a climate in which it is common practice to treat people differently on the basis of gender. Professor Scollay added that as the presentations have suggested and the report documents, this has tremendously negative consequences for women employees.

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Professor Scollay explained that differential treatment comes in a variety of different forms. The Carnegie Commission has identified at least twelve: condescension, role stereotyping, tokenism, exclusion, denial of authority, harassment, invisibility, double standards, prejudicial comments, hostility, backlash, and discrimination in awards. The committee used these in the surveys of employees to learn about the UK climate and to get a sense of the felt experience of women and men. The committee discovered that men and women have very different experiences. Less than one in ten of all the men surveyed said that they had experienced any of the twelve forms of differential and discriminating treatment, whereas at least one in ten of all women surveyed said that they had experienced each of those behaviors. One in five women surveyed said that they had experienced tokenism, double standards, exclusion and hostility. More than one in five said that they had experienced denial of authority and prejudicial comments. One in three had experienced role stereotyping and condescension. The vast majority of women who said they had experienced these forms of differential treatment said that it was for one reason - because they are women.

Even more telling about UK's institutional values and organizational climate is the commonality in responses from both women and men surveyed when they were asked about witnessing differential treatment at UK. One in three women and one in three men surveyed have witnessed prejudicial comments in the workplace at UK, and the vast majority said those comments have to do with gender. One in four women and one in five men surveyed, have witnessed hostility in the UK workplace, and the vast majority said it has to do with gender. More than one in three women and one in five men surveyed have witnessed role stereotyping and the vast majority attributed it to gender. Professor Scollay stated that many women experience it and many women and men see it. In essence, women are treated differently at the University of Kentucky, simply because they are women. There is a name for that she said, "It is called sexism."

Professor Scollay concluded by noting that the basic reality of the two themes and the variations these themes take on as they play themselves out in the different employee groups is really very clear. Women are systematically and systemically excluded from full participation in the political, social and economic life of the UK community because our organizational values say, "That is as it should be." Women are routinely subjected to various forms of differential and discriminatory treatment because our organizational climate says, "That's o.k." She stated that change needs to be made, but it never comes easy. Committee members spent a tremendous amount of time setting forth a detailed set of recommendations and action steps which they hope will facilitate the change process.

Professor Gretchen E. LaGodna (Nursing) and Ombud for the University shared the committee's recommendations. Dr. LaGodna's remarks follow:

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Professor LaGodna stated that the committee's work, which obviously has been extensive, culminated in about eight pages and over 125 recommendations. The Committee thinks the recommendations are not exhaustive and they are hopeful that the report will generate actions and solutions from people who read it including solutions that never came to the minds of the committee. She stated that many of the recommendations came directly from the suggestions of people they talked with and interviewed. Some of the suggestions were made on survey instruments, and the people who identified the problems very frequently identified solutions. Secondly, some of the recommendations also came from the data generated and the solutions became self-evident in that sense. Thirdly, the committee studied quite extensively reports and studies that have been done at other universities.

To make the recommendations more understandable, the committee grouped them under five major headings which correspond to the major findings in the report. Professor LaGodna stated that the category of eliminating barriers to women's entry and advancement really corresponds to the findings of extensive barriers that exist both in terms of entry and once hired, in terms of advancement.

The remaining categories likewise reflect major problem areas. The committee found that women clearly are not rewarded or compensated equitably in the University and that goes for all three employee groups. The committee also found that women's talents are not developed or utilized very well. The committee found that rather than a hospitable climate for all employees that women in the university really work in a very inhospitable climate.

Professor LaGodna stated that the last section of recommendations and perhaps the most important one is that the committee found that the institution really lacks knowledge and self-awareness about the status of its women employees and in many ways does not have a mechanism in place to be able to quickly and adequately reflect that. The last section of recommendations is quite specific in terms of increasing that self-knowledge. In eliminating barriers the committee focused on kinds of recommendations that were aimed at implementing an aggressive affirmative action effort both in terms of total university, the highest administration levels, and also in each department. Professor LaGodna stated that one of the recommendations is asking for the development of a Presidential Commission on the Status of Women to advise the President on an ongoing basis.

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Professor LaGodna stated that other recommendations have to do with the remedy to the problems of the personnel system. She feels these recommendations are of fundamental importance because the committee found that the personnel system so deeply affects both the entry and the advancement of women employees. Professor LaGodna stated that looking at the second category, which is the equitable compensation and rewards, the recommendations seem to be quite straight forward. The committee is asking the university to establish competitive pay scales with the larger community and asking that equitable starting salaries be offered to both men and women. The committee feels the salary scales should be analyzed by gender in the University Hospital and Community College System as well. The committee is asking for some mechanisms by which funds are made available to really eliminate gender based discrepancies in women salaries. She feels that suggestions about employee benefits are another important piece of the recommendations. One of the recommendations is that the university extend benefits on a pro-rata basis to part-time employees, who are currently severely disadvantaged in the benefits. The committee is recommending that a sliding scale basis be established for the employer contribution to family health insurance.

Professor LaGodna stated that in terms of development and utilization of employees the committee is talking about building in the kind of educational and training and development opportunities that open up work areas for women that have been previously closed, and perhaps equally important, is to provide the kind of skills training and leadership training that will prepare women for the kinds of positions in which they are now not well represented. The committee has made some recommendations that have to do with remedying the present lack of women in decision-making positions in the university. The committee found there was such a lack of representation of women on decision-making boards and search committees, and several of the recommendations refer to things which will remedy that. The committee is also asking that there be an elected University-wide Staff Council developed.

Professor LaGodna stated that there are many kinds of recommendations related to creating a hospitable climate. All of them work toward the elimination of sexism in the workplace and many of them reflect a way to address some of the problems. One of the things that will lead to a more hospitable climate, the committee believes, is to do the kinds of things it takes to give greater respect and greater recognition for women's scholarship and scholarship on women in the University. She stated that many of the recommendations refer specifically to that area.

Professor LaGodna feels that perhaps the most critical area is increasing the self-knowledge of the institution. One of the major things the committee is asking that there be developed a centralized comprehensive open employee database. Professor

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LaGodna stated that there are many more specific recommendations that refer to the need for data gathering and reporting and disseminating data. All of them feed into the need for the university to be able to have an accessible database by which to look at progress in the areas identified. The committee is quite concerned with the inadequate kind of support, particularly in relation to other universities, for the Affirmative Action Office. The committee is making recommendations that would strengthen the Affirmative Action Office and that would reorganize it into two specific kinds of functions - one, being an education, monitoring and reporting function and one being an enforcement function.

Professor LaGodna stated that her report was a rapid-fire overview of more than 125 recommendations. The committee hopes that in each of the areas that the Senate would spend some time thinking about how they can be implemented and thinking of recommendations that perhaps the committee did not think of.

The Chair stated that the committee had one caveat they wanted her to share with the Senate and that is the committee recognizes there is increased financial commitments in reorganizing, restructuring, collecting, analyzing, and reporting data which are all absolutely essential to the task of removing the impediments that women confront in the UK workplace. In the final analysis more is required than merely implementing the 125 plus recommendations that the committee put into the report. What the committee is talking about is trying to change people's hearts and minds. She added that the committee is not naive and it understands that morals and values cannot be legislated. As an institution of higher education, the Senate is dedicated to the proposition that morals and values can be taught. The committee feels that a mandate is needed from the very highest level of leadership in the institution stating sexism will not be tolerated at the University of Kentucky. That mandate will then have to be enforced at every level. It is going to take clear, consistent and conspicuous leadership if women are going to achieve their rightful place within the university community.

The Chair stated that Ernest Middleton (Education), Associate Dean of the Graduate School, is also a member of the committee. He functioned as the liaison between the women's committee and the minority committee. The Chair thanked the committee for their thousands of hours of work. The Chair asked the committee to stand and the Senate gave them a round of applause.

The Chair stated that the first action item was the admissions report given to the Senate in the Spring Semester 1989. The Senate Council has reviewed the report and is ready to present a series of recommendations. The committee was chaired by Brauch Fugate (Mathematics) who would answer any questions.

The Chair recognized Professor Marcus McEllistrem (Physics and Astronomy) to make the motion for consideration of the recommendations. Professor McEllistrem stated that the Senate Council had reviewed the recommended changes in selective admissions. He stated that the report contained eleven recommendations, and he recommended that they be considered one at a time.

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Professor McEllistrem, on behalf of the Senate Council, moved Recommendation 1 to amend University Senate Rules, Section IV - Selective Admissions, to amend the current rules regarding undergraduate admissions at the University of Kentucky. Recommendation 1: Responsibility for Recommending Admissions Policy Should be Vested in an Admissions Advisory Committee. A copy of the recommended changes for admissions was circulated to members of the Senate on 30 October 1990. [A revised copy dated 12 November 1990 was distributed at the meeting.]

The Chair stated that the motion did not need a second because it was a motion from the Senate Council. The floor was opened for discussion. The Chair recognized Professor Hans Gesund (Civil Engineering). Professor Gesund wanted to know why the Dean of Undergraduate Studies was not a member of the Admissions Advisory Committee. He feels the Dean of Undergraduate Studies would be more appropriate to deal with admissions policy than even the Registrar or the Chancellors. He added that the Dean of Undergraduate Studies is in charge of supervising all of undergraduate studies and should be on the committee. Professor Brauch Fugate (Mathematics) stated that at the time he gave his report there was no Dean of Undergraduate Studies. The committee found out, as they gathered the data, that the Registrar and Director of Admissions were the most knowledgeable people within the university about general questions on admissions and they have a lot of data and interest. Professor Fugate's feeling is that it is highly appropriate that the Admissions Advisory Committee have access to their experience. Professor Gesund stated the recommendations are a new revised version of the report and there is now a Dean of Undergraduate Studies. He stated that since the Dean of Undergraduate Studies would have to deal with the consequences of the admissions process, he certainly should be in on the process. He moved an amendment to add the Dean of Undergraduate Studies to the Advisory Committee. Professor Bratt asked if the motion was for the Dean to be a voting or ex officio member. Professor Gesund stated that ex officio would be fine. The motion was seconded. The floor was then opened for discussion of the amendment to the main motion.

Professor Joseph Fink (Director of Admissions) wanted a clarification. He did not think the Dean of Undergraduate Studies has University-wide authority, only Lexington Campus authority for undergraduate programs but no authority over the Medical Center undergraduate programs. The Chair stated that undergraduate studies did not deal with admissions. Professor Gesund stated that the program would deal with the consequences but not with the admission of students.

There was no further discussion. The amendment to include the Dean of Undergraduate Studies as an ex officio member of the committee unanimously passed. In further discussion Professor Fink asked a question about the first sentence in the second paragraph of Recommendation 1. He wanted to know if the recommendations from the Admissions Advisory Committee would go to the Senate Council or to the Admissions and Academic Standards Committee. Professor Fugate stated the recommendations would go to the Senate Council. Professor Lester Goldstein (Biological Sciences) asked if the Senate Council established policies. The Chair stated that within the general guidelines established by the University Senate any recommendations are acted upon by the University Senate after the Council decides how to act. Professor

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Goldstein stated that in that regard why was the Senate not involved in number 3 under Recommendation 1? Professor Fugate stated that the notion in creating the Advisory Committee was that conditions change rather rapidly sometimes from year to year, and the Admissions Office has had to deal with changes by making deviations in their policy. The motion is to describe the admissions policy in general terms, but the details of the policy can be brought back to the Senate. The committee's concern was that the faculty still retain its strong voice in admissions policy, but that a smaller group be created to take care of the details. The Chair stated that the question was asked how many deviations from the initial internal admissions criteria would occur in a year. Professor Fugate stated that he did not know but the committee did find that from year to year there are variations in the admissions criteria.

Professor Craig Infanger (Agriculture Economics) wanted to know why that function did fall under the Committee on Admissions and Academic Standards. Professor Fugate stated the Committee on Admissions and Academic Standards is very large and already has a lot to do, and it would not be appropriate to put an additional work load on them. They wanted the Advisory Committee to be kept small so that action could be taken rather quickly.

The motion in favor of approving Recommendation 1 as amended passed and reads as follows:

Recommendation 1:
RESPONSIBILITY FOR RECOMMENDING ADMISSIONS POLICY
SHOULD BE VESTED IN AN ADMISSIONS ADVISORY COMMITTEE

We recommend the University Senate create an Admissions Advisory Committee (AAC) as a standing committee. The voting members of this committee would be the Director of Admissions, the University Registrar, the Chair of the Senate Committee on Admissions and Academic Standards, and three additional faculty appointed by the Senate Council to staggered three-year terms. Ex officio members of the AAC include the Dean of Undergraduate Studies and the Director of Institutional Research for the Lexington Campus as well as the analogous person from the Medical Center. The AAC would be chaired by one of the three appointed faculty. In case of a tie vote in the committee, the vote of the chair shall prevail.

The AAC would be responsible for recommending admissions policy within the general guidelines established by the University Senate. The AAC's purpose is to allow for flexible and fair admissions which is responsive to changing conditions while insuring University Senate control of admissions policy. The AAC would:

1. Recommend to the Chancellors admissions objectives such as average ACT scores and desired size of each year's entering Freshman class. Recommendations would be in the form of a written report to the Chancellors with a copy to the Senate Council.
2. Establish internal automatic admission criteria for both Early Decision and regular, full consideration admission.

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3. Upon the recommendation of the Director of Admissions, approve any warranted deviations from the initial internal admission criteria.
4. After consultation with the Director of Admissions, the AAC may recommend closing admissions. Such a recommendation may be made because the desired class size has been reached, the class is large enough given existing constraints, or admissions objectives other than class size have been achieved.
5. Establish guidelines for the decisions of the Exceptions Committee.
6. Request the Chancellors provide specific data on admissions, enrollment and student performance in the Chancellors' annual report to the Senate.
7. Request specific other data from the University Registrar or Director of Admissions for use in establishing or evaluating admissions policy.
8. Review and analyze the information provided by the Chancellors and the Registrar or Director of Admissions and disseminate the results of its review and analysis to the academic units.

[The Recommendation will be codified by the Senate Rules Committee.]

The Chair recognized Professor McEllistrem for Recommendation 2 which is to Regularly Collect, Analyze and Report Data on Admission. Professor McEllistrem stated the Recommendation is advisory only. The Chair stated that since the motion was from the Senate Council it did not need a second. She pointed out that if Recommendation 2 is adopted, it will be forwarded to the attention of the appropriate University officials that this is a recommendation from the University Senate.

The floor was opened for discussion. The Chair stated that the University Senate does not have control except in setting standards for admission, but there is nothing in the organizational structure that allows the Senate to collect data or to force anyone else to collect it on the Senate's behalf. Her feeling is that the University has perceived a need for the data now and is trying to put in a mechanism for getting the data on admission.

The motion on Recommendation 2 unanimously passed and reads as follows:

Recommendation 2:
REGULARLY COLLECT, ANALYZE AND REPORT DATA ON ADMISSION

We recommend that intensive efforts be made for the regular collection, analysis and reporting of data on admissions. This should include reports on the characteristics of admitted students as well as grades, retention and graduation rates.

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Reports should also be made on students admitted by the Exceptions Committee, or on grounds of diversity or special talent.

The Chancellors should address the University Senate in the fall each year. During this address, the Chancellors should provide the Senate with information from a series of reports containing data requested by the Admissions Advisory Committee. At a minimum, these reports should include:

1. Specific information about the current (Fall) freshmen class. This should be in the form of a demographic report and include such items as race, age, geographic origin, sex, high school grades, class rank, ACT scores, etc.
2. A second report should contain a tracking of previous Fall classes by entrance category, and should compare performance and retention. This should be done for each semester (or year) that the student continues at the University. It should culminate when a student graduates, terminates enrollment, or at the end of 8 years following entrance.
3. A third report should reflect all students who were accepted under special conditions i.e., those who did not meet the internal automatic-admit criteria. It should include those admitted by the Exceptions Committee or by the Director of Admissions.

[Recommendation is advisory only.]

Since this information is critically important to the University, adequate computing support must be funded. Because support crosses between the units supervised by the Director of Admissions and the University Registrar, efforts to collect and analyze this information should be supported by the Director of Institutional Research of the Lexington Campus and the analogous position in the Medical Center.

The Chair recognized Professor McEllistrem for Recommendation 3. On behalf of the Senate Council, Professor McEllistrem moved approval of the recommendation to Adopt an Admissions Management System for admissions instead of the present system of explicit admissions criteria and ad hoc deviations from those criteria by the Admissions Office. The Chair stated that motions from the Senate Council required no second.

The floor was opened for discussion. Professor Hans Gesund was a bit unhappy with internal non-published standards. He stated that when he goes to high schools to recruit students, one of the first questions is "Can I get in?" If there are no published standards, he has no answers. He stated that he has some real philosophical problems with secrecy in the University. He feels that everything the University does, especially in a public university, ought to be wide open for public scrutiny and there should be no secret

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standards for admission. Professor Gesund moved an amendment to strike "internal, non-published" and begin with "standards recommended by....." The motion was seconded. Professor Fugate stated that the reason for calling for standards not to be published is that in the past the University's standards, which are a combination of ACT scores and high school grade point average, is published in the catalogue in the form of a step-chart. That has been the only criteria since departing from the pre-college curriculum for admission. He added that it takes eighteen months to change anything in the catalogue. What the committee is trying to do is get published a description of those academic characteristics, test scores, and grades of students who have been admitted in a recent class. None of the Benchmark institutions published rigid rules as UK has about admissions. He stated the notion is not to keep something a secret but to be able to respond rather quickly and to make use of new information. Professor Gesund wanted to know where this system would stand under the privileged information act if someone sued the University. Professor McEllistrem stated that the recommendation was not establishing anything secret, and the committee would show anything they are working on at the time. Professor Fugate stated that one of the things which emerged from the committee's work is that the old system has been very rigid, inflexible and extremely difficult to change. It makes the job of the Director of Admissions and those people in his office very difficult. He added that universities that have had selective admissions for a long time do not publish their admissions criteria.

The question was called. The motion on the amendment to delete "internal, non-published" was defeated in a voice vote.

In further discussion on the main motion Interim Dean of Students David Stockham stated that Recommendation 3 appeared to have the intent of a deadline position except when enrollment goals required otherwise. He stated that it appeared that the University could go back to not having an admissions deadline if the enrollment is hurting. Professor Fink agreed with Dr. Stockham's comments but pointed out that the deadline referred to in item 3 is the February 15 deadline which is for regular, full consideration applications but not the August 1 deadline for the submission of all documents. Dr. Stockham wanted to know if the university could deviate from the February 15 deadline if the enrollment was such that it needed to be done. Professor Fink stated that when the August 1 deadline was put in place, there was understanding there would always be exceptions for people who have unique problems and the Admissions Office would work with those people. The Chair stated that item 3 is referencing the February 15 deadline and not creating an exception based on enrollment goals to the August 1 deadline. Professor McEllistrem stated that would be discussed in Recommendation 7 which deals with firm admission deadlines.

Professor Scott Smith (Agronomy) stated that the internal, non-published standards or any other aspects will not put undue pressure on admissions people. Professor Fugate stated that the committee wants to see standards raised over time at the University. They hope that each freshman class will be better than the one before. He added that if what the committee has done results in lowering standards, then the committee will have failed.

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Professor Fink stated that perhaps the reason the recommendation is referred to as internal, non-published standards is because two years ago a student could be admitted through the delayed pool if they had a grade point average between 2.0 and 2.49 and had 18 on the old ACT. Last year the score was raised to 19. This year his goal is to make it a 20. Each year the admissions office is going up a notch in the ACT required to get admitted. That is one of the things he does as an internal, non-published standard.

The motion on Recommendation 3 passed and reads as follows:

**Recommendation 3:
ADOPT AN ADMISSIONS MANAGEMENT SYSTEM**

We recommend the adoption of an Admissions Management System for admissions instead of the present system of explicit admissions criteria and ad hoc deviations from those criteria by the Admissions Office. An effective Admissions Management System would have the following characteristics:

1. internal, non-published standards recommended by the Admissions Advisory Committee (as is the practice of our Benchmark institutions) in the place of a published "automatic admit" rule (the University will publish, however, the range of scores and grade point averages which secured admission in the previous year's freshman class);
2. admissions criteria other than high school grade point (HSGPA) and ACT composite score such as class rank, degree of difficulty of courses and ACT subsection scores;
3. admission of students who apply after the deadline for regular full consideration only as enrollment goals permit;
4. an exceptions procedure for applicants who have certain diversity characteristics which the pool of students admitted by internal, automatic-admit criteria lacks (internal exception procedure) and for applicants whose applications for admission have been rejected (an external exception procedure).

Internal Exceptions Procedure

The Admissions Advisory Committee identifies characteristics which are not adequately represented in the pool of students admitted under the internal-admit criteria. The Director of Admissions forwards the files of candidates having those characteristics and a reasonable academic record to the Exceptions Committee for consideration before the candidate is notified of any admissions decisions. If the Exceptions Committee determines that the candidate has a reasonable chance of success, admission

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will be granted unless the desired class size or other critical admissions objectives have been met.

The Exceptions Committee continues to function as the appeals board for all candidates whose applications were rejected. A rejected applicant can petition for admissions due to a) significant non-academic personal achievement; b) diversity; or c) unusual situations which influenced academic performance.

5. at least 90% of all freshman admissions are made according to the internal automatic acceptance criteria.

[The Recommendation will be codified by the Senate Rules Committee.]

The Chair recognized Professor McEllistrem for Recommendation 4. On behalf of the Senate Council, Professor McEllistrem recommended the adoption of the recommendation that Students With ACT Score Below 15 (Old ACT) or an 18 (Enhanced ACT) May be Admitted through the Exceptions Committee Only. Professor McEllistrem stated that extraordinary cases may be referred to the Exceptions Committee. The Chair stated the motion did not need a second.

The floor was opened for discussion. The Chair recognized Acting Vice Chancellor for Minority Affairs Laretta Byars who stated that this year 40 students were accepted who had a 14 or lower on the ACT. Thirty of those students were African-American students. She stated that it is no secret that African-American students do not perform well on the ACT. The ACT along with a combination of high school grade point averages predicts the first year success in college. The goal of the Office of Minority Affairs is to retain these students throughout graduation. She stated that office has a program called the Learning Services Center that has been successful in retaining the students throughout their years at the University until graduation. Professor Byars reminded the Senate that the minority community has a history of seeing the University as an intimidating environment. She believes that 20 students or less out of 26,000 is not a large number to consider.

Professor Gesund pointed out the recommended changes did not mention equivalent SAT scores and wanted to know if the University would still be accepting SAT scores. The Chair stated they would continue to accept the SAT. Professor Gesund asked that a statement be added when the Rules were codified. Professor Fink stated that was an example of the "internal, non-published standards". A Senator asked Professor Byars what she wanted the Recommendation 4 to do. Professor Byars would like to keep the selective admissions process as it is. The Chair stated that "students with less than 15 are admitted if they have a 3.5 or better or if they don't, they go to the exceptions committee for admission." Professor Byars stated the students would not go to the Exceptions Committee if they are African-American students. The Chair asked Professor Fink if that was correct. He answered in the affirmative.

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Professor Fugate stated that the recommendations were based on the committee's study of students with ACT scores in the range of 11 to 14. Students below 11 are not supposed to be admitted under any circumstances. He added that the recommendation is speaking to ACT scores 11 or above. The committee found that by-and-large those students do not succeed. Of all students who enroll, 73 percent make a 2.0 the first semester. Those in the ACT range of 11 to 14, 37 percent make a 2.0. This was for 1984. He stated that if one looked at the five-year graduation rate from the most recent data, 42 percent of those students graduated within five years, the low ACT students, 24 percent. The committee's feeling is that the university is being disingenuous to admit students in that range of ACT scores, because they overwhelmingly will not succeed here. The committee does think it is quite reasonable to admit some of the students who are examined carefully one by one by a committee for those characteristics apart from the standard kind of indicators that will indicate success or a high probability of success. It is not the committee's intent to decrease minority enrollment. A Senator asked if there is data on the first-semester success of minorities and their relationship to ACT scores. A Senator asked how quickly the exceptions process worked. Professor Eakin stated the committee worked very quickly. Professor Fink stated the practice is to accumulate cases to have a sufficient number for the committee. He added that the committee would get together at least twice between January 2 and the beginning of classes on January 9. He stated if the recommendation passed, he perceived convening the committee at least monthly if not every other week.

Professor Fugate stated that the committee's intent is not to keep out minority students, but if anyone falls under the rule should be looked at individually and very carefully. The committee does not want people admitted in a blanket because two-thirds will not make it. Professor Byars stated that in 1985, the first year of the Learning Services Program, 23 students were admitted. In the summer of 1990 ten of those students had graduated from college. This does prove that minority students can be successful at the University.

Professor John Thrailkill (Geology) did not think the recommendation went along with the other recommendations so far as flexibility.

Professor Fugate did not find the information on the data.

In a show of hands Recommendation 4 passed with a vote of 22 to 11 and reads as follows:

Recommendation 4:

STUDENTS WITH ACT SCORE BELOW 15 (Old ACT) or an
18 (Enhanced ACT) MAY BE ADMITTED THROUGH THE EXCEPTIONS COMMITTEE ONLY

We are emphatically not recommending that an ACT of 15 (old) or 18 (enhanced) be sufficient for admission. Currently, students with less than 15 are supposed to have a HSGPA of at least 3.5. Instead, we propose that this minimum ACT be made a requirement for admission.

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As always, extraordinary cases may be referred to the Exceptions Committee. The cases could be referred before or after the applicant is notified in accordance with the guidelines set by the Admissions Advisory Committee.

[The Recommendation will be codified by the Senate Rules Committee.]

The Chair recognized Professor McEllistrem for Recommendation 5: The Chancellors Should Consult With the Admissions Advisory Committee Each Year Concerning Desired Admissions Objectives and Size of the Entering Class. Professor McEllistrem stated that the recommendation would allow the Chancellors to talk to the Admissions Advisory Committee officially. On behalf of the Senate Council, Professor McEllistrem moved approval of the Recommendation. The Chair stated that no second was necessary.

The floor was opened for discussion. There was no discussion and Recommendation 5 passed and reads as follows:

Recommendation 5:
THE CHANCELLORS SHOULD CONSULT
WITH THE ADMISSIONS ADVISORY COMMITTEE EACH YEAR CONCERNING
DESIRED ADMISSIONS OBJECTIVES AND SIZE OF THE ENTERING CLASS.

The Chancellors should consult with the AAC each year prior to determining admissions objectives and entering class size. After considering the Chancellors' objectives in light of both goals (e.g., average ACT score) and constraints (e.g., current budget and number of high school graduates and availability of faculty, classrooms and housing), the AAC would report to the Senate Council whether it agrees or not with the Chancellors' admission objectives and entering class size.

[Recommendation is advisory only.]

The Chair recognized Professor McEllistrem for Recommendation 6: Institute an Early Admission Program for Outstanding Students. Professor McEllistrem stated this was to get information to outstanding students at a very early date. The Recommendation is advisory only. On behalf of the Senate Council, Professor McEllistrem moved the adoption of Recommendation 6. The Chair stated that the motion did not need a second.

The floor was opened for discussion. Professor Fink stated that the Admissions Office started admitting students for next August on September 15 of this year. There was no further discussion and Recommendation 6 carried and reads as follows:

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Recommendation 6:
INSTITUTE AN EARLY ADMISSION PROGRAM FOR OUTSTANDING STUDENTS

The University should institute an Early Admission Program for well-qualified students who know that they wish to attend the University of Kentucky. Participation in such a program should guarantee quick response and connote special consideration. If sufficient incentives can be offered, an Early Admissions decision should require the student to make a firm commitment to attend UK. Perhaps such participation could also assure the student of the earliest possible advising date and a high priority for class registration. Students accepted under this program should not be allowed any exemptions from requirements (except a PCC waiver for World Civilization). Special recognition, perhaps by press release, would offer good publicity for both students and the University.

[Recommendation is advisory only.]

The Chair recognized Professor McEllistrem for Recommendation 7: Establish Firm Admission Deadlines. Professor McEllistrem stated this is a functional recommendation that establishes firm admission deadlines. On behalf of the Senate Council, Professor McEllistrem moved the adoption of Recommendation 7. The Chair stated that no second was necessary.

There was no discussion and Recommendation 7 unanimously passed and reads as follows:

Recommendation 7:
ESTABLISH FIRM ADMISSION DEADLINES

These deadlines should be:
November 1, for Early Decision applications.
February 15, for regular, full consideration applications.
August 1, for the submission of all documents.

These deadlines should apply to both transfers and entering freshman. If two students applying before February 15 have identical credentials, they will receive identical admissions decisions. Those applying after February 15 may be rejected, despite having better qualifications than some who have already been admitted; they must also apply before June 1 to be assured of a Summer Advising Conference.

An exemption from the August 1 deadline should be granted to non-degree students who enroll in no more than 8 credits. These students may enroll through the Evening-Weekend Program, at the registration conducted before the opening of classes. The AAC may change these deadlines, based on future experience.

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Once the desired class size has been met, or the August 1 deadline has passed, the Director of Admissions can admit exceptional applicants, but the number of such admissions should be kept to a minimum.

[The Recommendation will be codified by the Senate Rules Committee.]

The Chair recognized Professor McEllistrem for Recommendation 8: Require a Tuition Deposit of \$100 From Each Student Who Accepts Admission to UK and Raise the Application Fee to \$25. Professor McEllistrem stated this is a significant change for students making application. He added that it is an advisory recommendation only. On behalf of the Senate Council, Professor McEllistrem moved the adoption of Recommendation 8. The Chair stated that a second was not needed.

The floor was opened for discussion. Professor Gesund is against the recommendation because it would make it difficult for prospective students from lower socio-economic groups and very difficult for those who have the money. He feels the \$100 is steep to require in February and would the university be paying interest? Professor Thrailkill wanted to know the practice of other institutions. Professor Fugate stated that other institutions charged higher application fees and higher deposit fees. The University of Virginia charges \$250.

Dean of Undergraduate Studies, Louis Swift, recommended that the Chancellor or someone take care of hardship cases. The Chair asked if there is presently a mechanism for students who cannot afford \$15. Professor Fink stated the application fee could be waived for those students when they have adequate documentation for hardship students. Professor Infanger asked if the student is rejected for admission, would that student have the money refunded. Professor Fink stated that was a processing fee for the application. Professor Goldstein wanted to know about data from other schools concerning the \$100 deposit. Professor Fugate stated the committee has no data from the other institutions about their return rate. Professor Fink stated that now the Admissions Office is beginning to admit students for the Fall. In mid-February they will mail letters to all those students who have been admitted and in that letter will be a blue card asking them if they are coming to their assigned Summer Advising Conference. No money is required. What the Admissions Office is seeing is an increasing tendency for students to send a card holding a spot and yet not come to the University. The \$100 will better assure their intention of enrolling.

There was a call for the question which failed in a voice vote. Professor Robert Spedding (Dentistry) asked for a point of order. He wanted a show of hands to be taken for the call to close debate. The Chair called for a show of hands and ruled that debate was still open. A Senator stated that it seemed to him that the recommendation represented two different proposals. The tuition deposit of \$100 is quite reasonable. That is something the student does not lose after enrolling. He feels that raising the application fee to \$25.00 might inhibit "X" number of students from applying because they usually will apply to a number of schools. He feels that for some qualified

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students the fee may be exceptionally high. He wanted to see the recommendation separated, if possible. He called for a division of the question. The Chair ruled to divide the questions. She stated that the application fee would be considered first.

The floor was opened for discussion. Professor Byars reminded the Senate that minority students would have a hard time paying the fee. A Senator wanted to know if he is correct in understanding that a student could sit out one semester and then would have to reapply. Professor Fink stated that is right because that student may have gone somewhere else in the interim and the Admissions Office needs to know that. Professor Fugate stated that the Admissions Office is underfunded, understaffed and they work very hard and need more help. He stated that the money would help to provide the kind of staffing they need. He added that the University is in an extremely competitive environment trying to attract quality students. The committee did say there should be a mechanism to waive the fee or pay it for hardship cases. A Senator agreed that the Admissions Office should have more funding, but he does not believe this is the proper way to fund it. He added that most students can afford the \$25 but there are students who would not apply for a waiver of the fee, they simply would not apply.

The portion of recommendation 8 raising the application fee from \$15 to \$25 was defeated in a voice vote.

The Chair asked if there was any discussion on the part of Recommendation 8 having to do with requiring a \$100 tuition deposit in lieu of the current \$50 advance payment. Dr. Randall Dahl, University Registrar, pointed out that the \$50 is an advance payment on tuition that confirms an advance registered student's intention to enroll. He stated that in Professor Fink's remarks on Summer Advising Conference show rates, which is a very complex process, were unusually high last year because it was the first year when an application fee was employed. This year the show rate from admitted applicants actually was four points higher, 73% versus 69% than last year. Dr. Dahl suggested that the Recommendation be amended so that the Senate request the newly formed Admissions Advisory Committee to examine the feasibility and desirability of waiving the deposit and make an appropriate recommendation to the Chancellors. He added that this is a very complicated issue involving more things than freshmen. The \$50 advance payment has a totally different function and should not be abandoned without serious study. He stated the recommendation required considerably more study before deciding whether it would be good or bad. The Chair stated that Dr. Dahl's suggestion could not be treated as an amendment because it changed the main motion but if anyone agreed with Dr. Dahl, then vote no on the main motion. Dr. Stockham stated that the recommendation would hurt people coming from a lower socio-economic area and that could be a number of minority people because the housing deposit is \$100, \$100 tuition deposit which is a substantial amount of money upfront to come to UK. One of the people who worked on the committee is sympathetic with the people who find the \$100 to be a hardship even though it will be applied to tuition. He stated there is a massive crunch when people show up at the last minute and the quality of the UK experience is reduced by the chaos. He stated that the committee took this recommendation seriously.

In a voice vote the Recommendation that a \$100 tuition deposit be instituted for incoming freshmen passed and reads as follows:

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Recommendation 8:
REQUIRE A TUITION DEPOSIT OF \$100 FROM EACH
STUDENT WHO ACCEPTS ADMISSION TO UK

The tuition deposit would be refundable until May 1, non refundable thereafter, and would apply toward tuition. For new students it would replace the current \$50 Advance Registration Fee. Benchmark universities have such a deposit, ranging from \$15 to \$250. The practice of collecting an application fee should be continued.

[Recommendation is advisory only.]

The Chair stated that Recommendation 9 did not require action now because the Council on Higher Education acted last Monday. The Senate Council is waiting to see what the Pre-college Curriculum is. The Senate Council will bring that to the Senate at a later date.

The Chair stated that Recommendation 10 is to Increase the Number and Value of Scholarships Awarded to Outstanding High School Seniors. The Chair stated that all students this year who have an ACT over 27 received a scholarship either in the form of a Singletary Scholarship in the amount of \$7,000, Commonwealth Scholarship \$2500 or they received a scholarship covering tuition.

The Chair recognized Professor McEllistrem to present the motion. Professor McEllistrem stated that more needed to be done for students with ACT scores in the range of 27-29. He stated that the recommendation was advisory only. On behalf of the Senate Council, Professor McEllistrem moved adoption of Recommendation 10: Increase the Number and Value of Scholarships Awarded to Outstanding High School Seniors. The Chair stated that no second was needed.

The floor was opened for questions. Professor Goldstein stated that he has problems with the notion of having scholarships based just on exams.

Mrs. Kate Johnson stated there are other things taken into consideration such as high school grade point average, the kind of curriculum studied, the kinds of activities the student has engaged in, work experience, and writing ability. A 500 word essay is required. She added that minimum scholarships are \$1,000 per year.

Question was called. Recommendation 10 unanimously passed and reads as follows:

Recommendation 10
INCREASE THE NUMBER AND VALUE OF SCHOLARSHIPS AWARDED TO
OUTSTANDING HIGH SCHOOL SENIORS.

In order to increase the number of outstanding students, UK needs to offer scholarships which are at least as attractive as those given by other colleges and universities in Kentucky. In particular, more needs to be done for

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students with ACT scores in the range of 27-29 (old ACT). Ideally, we should also be able to offer some scholarships to those students with ACT scores of 24-26 (old ACT) as do the regional universities.

[Recommendation is advisory only.]

The Chair recognized Professor McEllistrem to present Recommendation 11: The AAC Should Consider Several Unresolved Issues. He stated there are questions about admissions which have not been addressed. They can be referred to the Admissions Advisory Committee. On behalf of the Senate Council, Professor McEllistrem moved the adoption of Recommendation 11. The Chair stated that no second was necessary. The recommendation unanimously passed and reads as follows:

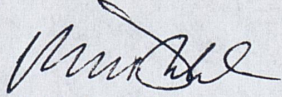
Recommendation 11
THE AAC SHOULD CONSIDER SEVERAL UNRESOLVED ISSUES

There are a number of questions about admissions which have not been addressed.

1. In order to be admitted, transfer students need only be in good academic standing i.e., have a GPA of at least 2.0. Should this policy continue?
2. Currently, a student who graduated from high school at least two years ago, and who has not attended any college, may be admitted as a non degree student without meeting selective admissions requirements. Should this policy continue?
3. What should be the criteria for admission to off-campus programs?
4. Some concern exists over the perception the University may have surrendered its admissions responsibilities for athletes to the NCAA. Are the everchanging NCAA criteria and interpretations consistent with university goals?

[Recommendation is informational only.]

Due to the lateness of the hour, the Chair stated that the proposed change in Audit would be postponed until the December meeting. The Chair adjourned the meeting at 5:15 p.m.


Randall W. Dahl
Secretary, University Senate

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UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

31 October 1990

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, November 12, 1990. Recommendation to amend University Senate Rules, Section V - 1.5, Audit.

Proposal: [add underlined section]

V 1.5 Audit

Any change from audit to credit or credit to audit by a student regularly enrolled in a college must be accomplished by the last date to drop a course without a grade in any given term. No credit can be given for a class audited nor is a student permitted to take an examination for credit. A student who initially enrolls in a class as an auditor must attend at least 80% of the classes in the course (excluding excused absences). If a student changes her or his enrollment from credit to audit, s/he must attend at least 80% of the remaining classes (excluding excused absences). If an auditor fails to attend the requisite number of classes, the instructor may award a grade of W for that course. No instructor is authorized to admit anyone as an auditor to any of his/her classes unless the auditor has registered as such.

Background and Rationale:

In the spring semester, 1990, the Senate's Committee on Admissions and Academic Standards recommended to the Senate Council an amendment to the Audit rule to enable certain students who cannot drop a course (international and other students who must maintain full time student status to retain financial aid; students whose parents carry them on various insurance plans which stipulate a requirement for full-time status) to change from credit to audit on a date later in the semester than is currently permitted. The proposal was sent to the Senate floor on April 23, 1990, without the Senate Council's recommendation.

Discussion on the proposed amendment at the Senate meeting focused on the lack of a clear definition of the expectations of an auditor. The current definition of Auditor only implies participation in class. However, what happens when a student changes her or his status from

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credit to audit is that the student essentially withdraws from class. The proposed amendment was defeated with the stipulation that a review of the definition of Audit be conducted and revisions to clarify the role of the student auditor be brought before the Senate at a later date. The proposal before the Senate is in response to that directive.

The proposal has been reviewed by the Senate Council and is recommended for adoption.

Implementation Date: Spring, 1991

If approved, the proposal will be forwarded to the Rules Committee for codification.

4310C

Celinda Todd
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