

UNIVERSITY OF KENTUCKY
SENATE

Regular Session

**April 8, 2002
3:00 p.m.**

**W.T. Young Library
First Floor Auditorium
Lexington, Kentucky**

Professor William Fortune, Chair

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WILLIAM FORTUNE, CHAIR
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CELINDA TODD, SECRETARY TO SENATE COUNCIL
JACKIE PERKINS, RECORDING SECRETARY
STEPHANIE K. SCHLOEMER, COURT REPORTER

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MR. FORTUNE: Thank you for coming.

The minutes of the March 4th meeting have been distributed. Are there any corrections or additions? (No response.)

If not, they will stand **APPROVED** as distributed.

By way of Chair's Announcements, there are a number of things to announce, most important being that we will meet on April 22nd at 3:00. We have one very significant agenda item coming out of Arts & Science that is important for you to be here. And we have, as well, the Year End Committee Reports.

Also, we reinstated a student who had been twice dismissed.

We wrote a letter supporting the Employee Benefits Recommendations. We wrote the Provost and President supporting the Employee Benefits Recommendations on starting phased retirement, the ability to enter into phased retirement at 62 rather than 65; a little bit of a change in the way in which tenure, if you will, is calculated for health benefits after you retire, and also to raise the life insurance

from \$7,500 to \$10,000. Those were their priority recommendations and the Senate Council endorsed those. I wrote a letter to Provost Nietzel embodying the language which was the subject of the motion at the last Senate meeting.

And, what else ... I got an e-mail from Davy Jones asking what, if any, conversations we had had with President -- "we" being the Senate Council -- had had with President Todd concerning whether or not folks who are now in acting positions are eligible for appointment to those permanent positions. And specifically this e-mail was speaking about the Provost position. And we did meet with President Todd I guess more than a month ago. Prior to that meeting we discussed -- "we" as a Council, discussed what we were going to talk to him about. And among the things we brought up was whether or not Provost Nietzel should be considered for appointment to the permanent position. And it was the unanimous position of the Senate Council that he should be, that he's done a good job and that he should be considered for appointment to the permanent position of Provost. And then at the City Council meeting, we communicated

that to him. He, of course, did not respond to that. He just said it was very interesting and went on. So that's where that stands and that's in response to that e-mail.

We also recommended to President Todd that he recommend to the Board of Trustees that the Senate, not the Senate Council now but that the Senate have appointments on the Athletics Association Board and on the UK Hospital Board. And I believe that the Board of Trustees is considering that recommendation.

SACS will be here on the 15th and 16th. I don't know whether they will be going around campus asking folks, you know, how they feel about UK or what. But they will be here on the 15th and 16th. And the only other thing that I wanted to mention is that Mike Adelstein died.

Yeah. John Piecoro?

MR. PIECORO: Bill, actually, it's the 16th and 17th.

MR. CHAIRMAN: I'm sorry. 16th and 17th. John corrects me. That's a Tuesday and Wednesday, isn't it?

MR. PIECORO: Right.

MR. CHAIRMAN: Okay.

MR. PIECORO: And they'll have an exit interview on the morning of the 18th.

MR. CHAIRMAN: John, is there anything that you'd like to tell the troops about what they're supposed to do if a SACS person comes up to them? I don't know what...

(LAUGHTER)

MR. PIECORO: Thanks.

Actually, they're going to arrive on the 15th. They're going to be doing the interviews on the 16th and the 17th, and the exit interview on the 18th. We still need to hear from four of them and arrange their interviews. Those of you who they've requested an interview with, we've probably already made contact or are in the process of doing it.

When they go to colleges or individuals, they're going to want to know about programs. They're going to want to know how the strategic plan of the college dovetails with the universities, that sort of thing. They're going to know -- They'll want to know how you go about evaluating courses and what you do about it. So you

need to close the loop, certainly. They're going to look for different kinds of documentation. They're going to look at faculty credentials. I just got a request for -- how many was it on there -- 53 plus another 30 actual credentials they want to look at. So it's going to be a rather fun time while they're here.

MR. CHAIRMAN: Okay. Thank you, John.

The only other thing I wanted to say by way of announcement, I think you all read this in the paper, but Mike Adelstein died recently. It was the subject of an editorial in the paper, which was really quite extraordinary. And, like Paul Oberst, he was a person who gave a great deal both to the University and to the community over a long, long period of time. And I think we will have a resolution on Mike Adelstein on the 22nd.

And there is a resolution today and it is for Paul Oberst. And Dean Vestal is here, also Biff Campbell. Biff Campbell was the Dean of the law school and a long-time professor and colleague of Professor Oberst and I think, more than anyone else,

can speak to the human qualities that Professor Oberst had. So Biff?

MR. CAMPBELL: I also was Paul's student, as well, both figuratively and literally. Paul Oberst first came to the College of Law at the University of Kentucky in 1936 as a first year law student. Except for a seven-year period, during which he completed his advanced degree at the University of Michigan, practiced law and served as a naval officer, he remained a distinguished and integral part of the law school until his death in 2002.

In the fall of 1936, when Paul arrived at the law school, the University was a quite different place from the University of today. Paul remembered that during his time as a law student here, the University was so small and so intimate that on Fridays the President's wife invited the entire student body to tea at Maxwell Place.

Like so many of his generation, Paul did what was expected of him. He was graduated from college, received his legal education at the University of Kentucky and the University of Michigan.

He entered the practice of law and then left the practice to be a naval officer during World War II. He returned from the War, he married his sweetheart, he put down roots, started a family and began a new job. And in Paul's case, the new job was as a law professor at the University of Kentucky.

He was hired in 1946 by Dean Alvin Evans to help teach the increase in students, in law students, that inevitably would follow the end of the War. Paul recalled that he had his naval officer's uniform re-tailored for civilian use. Clothes, he said, were in short supply at the time.

During the next 56 years, Paul was teacher, scholar, civil rights advocate and activist, trustee at the University of Kentucky, Acting Dean of the College of Law, and the list goes on. He taught generations of law students in various subjects but he was always best remembered for his work in the constitutional law area.

He was a moral compass and a tireless worker for civil rights. He served for 22 years as a member of the Kentucky Human Rights Commission and as its Chairman for seven years. He was Chairman of the

Kentucky Advisory Committee to the United States Commission on Civil Rights. He helped draft Kentucky's 1966 Civil Rights Law and is praised for his role in the passage of that legislation.

But as was so often the case with Paul Oberst, he seemed most pleased by contributions that never made the newspaper, contributions that were on a more humanistic and individual level.

One of his favorite stories involved the integration of the law school. Paul thought it was one of the great moments of the law school and it showed what decent people working together for a decent purpose can accomplish.

In 1948, John Hatch was denied admission to the law school because of his race. Initially, the law school responded by taking the law school to him and teaching him one on one in Frankfort. Later, Mr. Hatch was admitted to the law school and, apparently, was given rather strict instructions about how he should act. He should assume a modest, un-intrusive demeanor. He should keep to himself and not try to mix with the white students.

As Paul told the story, the first day Mr. Hatch attended Paul's class in old Lafferty Hall, Mr. Hatch took a seat in the back corner of the large lecture hall. The rest of the students had claimed the middle of the room in the front rows and had missed entirely the fact that Mr. Hatch had joined the class. During the course of the hour, however, the students discovered that Mr. Hatch was in the class with them, and they also apparently understood the rules that had dictated his seat alone in the back corner of the room. The next day when Paul came into class, he found that the entire student body -- He found that all the white students had joined Mr. Hatch in the back corner of the room, leaving the center of the room entirely vacant. One can only imagine the pride that Paul Oberst took when he ordered the entire students, including Mr. Hatch, down to the front center rows and continued with his class.

Paul's most enduring and endearing qualities were the simplicity, decency and elegance of his beliefs. He believed in integration and that no one should have to ride in the back of the bus. He believed that in the best of worlds, rules should be

colorblind. He believed in equal access and equal opportunity. He believed in sharing and helping the less fortunate in our society and that the government should strive to protect the weak and the underprivileged. He believed that all of us working together through our religious, private and governmental organizations could make this a better world.

MR. CHAIRMAN: A moment of silence.

(PAUSE)

MR. CHAIRMAN: Thank you. And a copy of this will be sent to Mrs. Oberst.

Senate Committee Reports. And I know that Phyllis Nash has a brief report.

MS. NASH: I'd just like to let the senators know that on Monday, April 15th -- remember, that's tax day -- we will place a draft report on our web site from the Top 20 Task Force. You will have a week to respond to it, give us feedback. We will be sending an e-mail to the entire University community on Monday just to remind you of that. But I would ask that you, in the midst of this

busy time with the SACS visit, that you set aside some time to review the report during that week and give us feedback. Our goal is to have the report in the President's hands by April 30th. Thank you.

MR. CHAIRMAN: Now, on the 22nd, we'll have Final Committee Reports. But are there any other Committee Reports at this time? (No response.)

Okay. If not, we'll then go on to action items. There are a number of them on the docket and I hope that we can move through them with sufficient time for a debate, to be sure, but fairly expeditiously, because Don Witt has a presentation on the admissions process which I think you're going to find to be most interesting.

The first action item is item a. And it's to establish a new Department of Community and Leadership Development in the College of Agriculture. This proposal comes to you with the unanimous support of the Senate Committee on Academic Organization and Structure and with the Senate Council. The Senate Council recommends approval. And I believe Gary Hansen is here -- right -- to speak briefly for the

proposal, just to tell the senators briefly why it is that this proposal is before them.

MR. HANSEN: Okay. Once again, I'm Gary Hansen from Rural Sociology in the College of Agriculture. And this proposal for a new department would bring together faculties from Rural Sociology, who are currently in the Department of Sociology, and faculty who are involved in the interdisciplinary agricultural education, leadership and communication degree program. And those are tenured-type faculty in the College of Agriculture, agricultural communications and agricultural education and the Cooperative Extension programs.

This proposal came about from a long series of meetings with the faculty involved, multiple meetings in which we discussed what would be the common intellectual _____ Department, whether or not it made sense. And we unanimously decided that we wanted to pursue this as a group of faculty.

The new department would operate the existing interdisciplinary major in agriculture, education, communication and leadership, which would address some of the issues coming out in the 2000

program review of that program, which suggested an affiliation with an academic department. Also, I think an important thing to remember is that the rural sociology faculty will maintain their current instructional commitments to the sociology program. So it should not _____ to both undergraduate and graduate degrees.

Also, the proposal will require no new resources at the University. And there will be a reallocation of the resources from the College of Agriculture. And as a group of faculty, we felt that by coming together as a department, it would increase our potential to develop a real -- a well-integrated research instruction and extension program that would address community and leadership development issues throughout the State and nationally.

And, finally, I want to emphasize that, once again, that this has been a faculty-initiated and faculty-driven proposal and that, throughout the process, we have involved and informed staff -- we have considered staffing issues -- as well as informed students and got their input. I think across the board we have received unanimous support from those

groups.

MR. CHAIRMAN: Thank you.

Is there anyone that would like to speak in opposition to the proposal? Dean David Johnson.

MR. JOHNSON: I'd like to make a motion that this proposal be postponed until the faculty of the Department of Communication and the School of Journalism and Telecommunication have a chance to be consulted.

MR. CHAIRMAN: Okay. This would be -- I have to consult my parliamentarian, I'm not unused to parliamentary matters but ... It's a motion to...?

MR. BLYTON: To postpone for an indefinite time. Yeah. That's all. And it takes a second.

MR. CHAIRMAN: Is it debatable?

MR. BLYTON: No.

MR. CHAIRMAN: It's non-debatable?

MR. BLYTON: Well, it's

limited debate. It don't...

MR. CHAIRMAN: Okay. Sorry, you guys. Okay. Motion has been made to postpone this proposal until the College of Communication has had an opportunity to consider it.

MR. JOHNSON: The Department of Communication and Journalism and Telecommunications. They're the undergraduate degree programs in the college.

MR. CHAIRMAN: Is there a second?

MS. HERRINGTON: Second.

MR. CHAIRMAN: Okay. Let me have who seconded it, please?

MS. HERRINGTON: Seconded by Nancy--

MR. CHAIRMAN: Nancy Herrington seconded. Okay.

A limited debate on the motion to postpone. First, someone who would speak in favor of the motion. Dean Johnson.

MR. JOHNSON: This is really a simple and fundamental issue. This is a relatively

unique program, one of the programs that's proposed a new unit, in that 60 percent of the courses in the major are taught by the units in my college that I specified in the motion. And we weren't consulted. So I think it's a rather simple and fundamental principal, that this motion should be postponed until we are.

MR. CHAIRMAN: Anyone want to speak in opposition to the motion to postpone? Dean Smith. Dean Scott Smith.

MR. SMITH: Scott Smith, Senator and Dean of Agriculture. The proposal on the floor does not address any change proposed in the undergraduate major. They've proposed communications, education and leadership. In our view, it has no direct relevance to the growth or non-growth of that major. However, I would point out that of the current 125 majors in ACEL, a program which was approved by the Senate as post-secondary education several years ago, approximately 25 percent are in Ag Communications Option. And I'm sure that Dean Johnson meant to say that 60 percent of the courses in journalism and communications or the Ag Communications Option, that

25 percent of the 125 students are taught by Agricultural Communications.

I would also point out that the growth in the program, which has been 53 to 109 from the period of '96 to 2000, is approximately -- Only ten of those were due to an increase in Ag Communications Option, a period of time when JAT enrollment has increased from 497 to 749, indicating that this might not be a substantial portion of Dean Johnson's well-recognized problem in _____ journalism teaching.

Finally, I'd like to point out that this proposal will transfer 75 percent of two tenured faculty from a service position in Agricultural Communication Services to an Instruction and Research appointment in the new department, if anything, alleviating the purported burden on journalism in teaching. But we do contend that it is largely irrelevant to the teaching in journalism communications. The undergraduate major is not really going to be changed by this proposal.

MR. CHAIRMAN: The motion is not on the merits of the proposal, itself, so much as on the issue of postponing until the College of

Communications has -- excuse me -- the Department of Communications and Journalism and Telecommunications has an opportunity to look at it.

So is there anyone else who would like to speak to that motion, the motion to postpone?

MR. JOHNSON: (Raises hand.)

MR. CHAIRMAN: Well, let's see if there's anyone else, Dean Johnson. Okay? (No response.)

There being no other persons who would like to speak to the motion, Dean Johnson.

MR. JOHNSON: I'm not speaking the merits of this particular proposal. I'm speaking to the fundamental principal that units have a right to be consulted when they might be affected. If you look at page six of this particular package, one of the justifications that's given, based on the Futures Committee Reporting, is that under potential contributing to high-quality undergraduate or graduate professional education, the second sentence, rapidly growing interdisciplinary undergraduate major, we're affected by this, as Dean Smith pointed out, in that 60 percent of the courses taught in this particular

part of this major, 25 percent of the students are from our college.

As Dean Smith also pointed out, we've had substantial enrollment growth. But I'm not talking about that issue or other issues. What I'm talking about is the fundamental principal here that units have a right to be consulted very much as sociology was consulted in the preparation of this particular proposal.

I spoke to this issue a year ago in front of this body in talking about a streamlined approval process for courses. And at that time I mentioned that I thought this whole process with growth at the University, that units didn't take a proactive consideration of the concerns of other units in approving courses. This has to deal with the program. I think that it's fundamental to this body, especially in light of the Futures Report, that we assert the right for a full and adequate consultation.

MR. CHAIRMAN: Anyone else like to speak to the motion? Yes, sir?

MR. COUCH: Randall Couch, Medicine. Would there be any irreparable harm to

postponing? It seems reasonable to allow people to consult that are involved unless there's some irreparable harm.

MR. CHAIRMAN: I'll let the College of Agriculture, either the Dean or someone else from the College of Agriculture respond to that question.

MR. SMITH: Irreparable is perhaps a strong word. But I would say that we are waiting to recruit and hire reallocated faculty lines, that the faculty involved in the proposal have expended a great deal of effort and generated a considerable level of enthusiasm. I would hope the Senate would see itself as a body that encourages innovation and forward thinking by faculty rather than discourages it.

But the issue of consultation, it is my assumption that this body, in itself, is a consultative body of, where does one begin and stop in consulting with other units. As I indicated previously, we did not interpret this or intend this in any way to be a proposal which addressed the nature or the plans for the undergraduate major, which is the

sole issue of concern to communications.

MR. CHAIRMAN: Anyone else like to -- Yes, Gary Hansen.

MR. HANSEN: Just one point about the analogy between consulting Communications and Sociology. I'm Associate Chair in the Sociology Department. We're really talking about this proposal taking 11 tenured _____ faculty members out of the Department of Sociology and into this new department. And I see a vast difference between those two circumstances or those two groups.

MR. CHAIRMAN: Anyone like to speak to motion? This is the motion now to postpone. Enid Waldhart?

MS. WALDHART: The motion to postpone does not include a specific date. Is it--

MR. CHAIRMAN: No, it does not.

MS. WALDHART: Is it possible that this can be done in time for the April 22nd meeting?

MR. CHAIRMAN: Well, as the motion now stands -- and my parliamentarian let the

motion stand as it was given -- it includes no specific date. So you would have to amend the motion in some fashion that you wanted to have that done. Dean Johnson?

MR. JOHNSON: Usually it's understood in Robert's Rules of Order that it means the next meeting. But this also assumes that the College of Agriculture would be willing to meet with the faculty and fully explain the proposal.

MR. CHAIRMAN: Any further discussion? (No response.)

The motion to postpone -- Brad Canon?

MR. CANON: Don't our rules require a motion to postpone to have a specific date?

MR. CHAIRMAN: I thought so. To be honest, I thought so. But I must admit I did not reread my Robert's Rules of Order prior to this meeting.

(LAUGHTER)

MR. CHAIRMAN: I think I really have gotten lazy on that and -- I was very up on it my first year but I've gotten lazy.

MR. BLYTON: Bill, I don't

think this is Robert's. I think this is the Senate.

MR. CHAIRMAN: Oh.

MR. BLYTON: This is tantamount to a definite postponement. It's not a motion really to kill the motion, which would be the case if it were an indefinite postponement. But why was no -- been no date set? It still is not the equivalent of indefinite postponement. Isn't that right? Don't you have a set time and--

MR. JOHNSON: I've alerted the unit heads of the units involved that there might need to be a special faculty meeting in the interim period. And they're perfectly willing to call such a faculty meeting if the representatives from the College of Agriculture are willing to come and talk with them. And I take that as a friendly motion, that it would be the next meeting.

MR. CHAIRMAN: All right. Now, there was a second. Nancy Herrington seconded the original motion. So the motion has now -- Do you accept that as a second--

MS. HERRINGTON: Yes.

MR. CHAIRMAN: --that it be

to the April 22nd meeting. Okay.

All right. The motion now is to postpone consideration of this until the April 22nd meeting, which assumes ability of the College of -- of the departments there to communicate with the College of Agriculture in the meantime.

MR. JOHNSON: No. The College of Agriculture to come--

MR. CHAIRMAN: The College -- All right. Okay. Assumes that the College of Agriculture will discuss this issue with the folks in Dean Johnson's college. Okay. Further discussion of this motion? Yes?

MS. GARKOVICH: My name is Lori Garkovich. I'm a sociologist. I'm asking a question. Is there a presumption that if the new department is not approved, that the existing undergraduate degree program that was approved in 1996 would somehow disappear?

MR. CHAIRMAN: I don't think so. I mean, you're asking me that question. But I--

MS. GARKOVICH: All I'm asking is, is what's the relationship between the

action on the department and the question that's being raised?

MR. BLYTON: That's not on the motion.

MR. CHAIRMAN: I don't -- I really don't think that -- I'm not in a position to answer that question. But my -- I'm just not in a position to answer that question.

MR. JOHNSON: All we're asking for is adequate consultation. Once that occurs, then we'll know whether to speak for or against the motion or introduce any other measure.

MS. GARKOVICH: Okay. But there's an assumption that the undergraduate degree program is somehow dependent upon the existence of the department?

MR. JOHNSON: Well--

MS. GARKOVICH: Is that the--

MR. JOHNSON: --I'm not sure what the relevance of that is.

MR. GARKOVICH: Is that the linkage that's being drawn?

MR. BLYTON: No. That's--

MR. CHAIRMAN: Let me -- I'm going to rule that--

MR. BLYTON: That's not on the motion.

MR. CHAIRMAN: --this debate out of order on this.

MR. BLYTON: Yeah. That's--

MR. CHAIRMAN: This is a motion to postpone--

MR. BLYTON: To postpone.

MR. CHAIRMAN: -- consideration of this until April 22nd. So I think to get into a debate about how it would impact the programs is not relevant.

MR. BLYTON: Yeah, that's right. That's not on the motion.

MR. CHAIRMAN: Okay. Any further discussion of this issue, which is a motion to postpone? (No response.)

All in favor, signify by saying aye.

("AYE" VOICE COUNT: SEVERAL)

MR. CHAIRMAN: Opposed, say nay.

("NAY" VOICE COUNT: SEVERAL)

MR. CHAIRMAN: Okay. Show of hands. All in favor of postponing, please raise your right hand.

(HAND COUNT TAKEN)

COUNTERS: 25 and 15.

MR. CHAIRMAN: All against postponing, please raise your right hand.

(HAND COUNT TAKEN)

COUNTER: I have 12 and 8.
20.

MR. CHAIRMAN: Okay. Motion carries. It will be on the agenda for the 22nd.

Okay. The next matter, and this also comes from the Senate Committee on Academic Organization Structure and also comes with a positive recommendation from the Senate Council, is a motion -- or a proposal, rather, to rename the Allied Health College. And it's to rename that the Health Sciences College or College of Health Sciences.

And is there someone from Allied Health who would like to speak to this matter briefly and just -- Dean Robinson, Tom Robinson.

MR. ROBINSON: _____

with respect to admission. And this name was from federal legislative called Allied Health _____ 1966 which was dreamed up when they came up with funding to expand Medicine, _____ Dentistry and other colleges within the health profession, to expand the numbers of people who get medicare and medicaid. So a lot of colleges _____ throughout the schools kept that legislation.

There's about 115 four-year institutions in association schools of Allied Health and about a third of them now use the term, Allied Health, a series of kinds of names used. One of the names that has started to evolve in a number of schools, particularly Health Science _____ groups, are the College of Health Sciences. That's because they also, like ours, have moved to doctoral level training for faculty and researchers and, you know, not just entry level professionals of _____. So we feel that this is timely and something that's occurring in our discipline and we'd like to make the same type of adjustment in our title.

MR. CHAIRMAN: Is there

anyone that would like to speak in opposition to the proposal? (No response.)

Okay. All in favor, signify by saying aye.

("AYE" VOICE COUNT: ALL)

MR. CHAIRMAN: Opposed, say nay.

("NAY" VOICE COUNT: NONE)

MR. CHAIRMAN: Now, we have four proposals which come from the Senate Committee on Admissions & Academic Standards. Now, items C, D, E and F, we're going to consider them individually.

Kaveh Tagavi was kind enough to send out an advance e-mail of the amendments that he was going to offer on these matters. And I hope that -- We made copies of them. I hope you all picked them up in the hall. On one of them, it's agreed that the suggestion is non-substantive. And I've spoken to the LCC Senators and they agree with Professor Tagavi's comment on Item E. So we are going to -- With the consent of the LCC Senators, we're going to strike the sentence that Professor Tagavi identified as being redundant in that proposal.

So you have before you four proposals and Professor Tagavi's suggestions as to how to deal with this. Or, I guess, on the first one, really, is a -- Well, what's before you now is the proposal, itself, which is item c., which is a very -- I'd describe it as a very minor change. But let me point out to you exactly what the change is.

The only substantive change that came out of the Committee on Admissions & Academic Standards is where there's a strikeout of the words, "full time" about in the fifth line -- fourth -- fifth or sixth line there of the proposal. That's the only substantive change. The strikeout in the line before is because there was a redundancy in the way in which the rule was written.

So that's what you've got before you. And Professor Tagavi has offered an amendment here. And we will need a second.

MR. GESUND: Second.

MR. CHAIRMAN: Okay. And the amendment -- And I want to make sure I have this right. The amendment would be: Their GPA is below 0.6 after their first term if the semester's GPA is

based on at least nine hours of grades "A," "B," "C," "D," or "E." And that's the -- That was the amendment which he proposed and it has now been seconded by Hans Gesund. And that would substitute, I think, for what is now 3. there under A on the first page. Am I correct, Kaveh?

MR. TAGAVI: Yes.

MR. CHAIRMAN: Okay. Kaveh, I think you've explained why it is that you think this would be a good idea. Do you want to add to what you've written in the e-mail?

MR. TAGAVI: A very short comment. The change is significant as an interpretation of the Rules Committee. As of now, you must be enrolled and get grades for at least 12 hours and get 0.6 or below before you are suspended. With the change, you could be in one hour, your first course ever, and immediately you would be suspended if your GPA is below 0.6. I just think it's wrong.

MR. CHAIRMAN: Is there anyone that would like to speak in opposition to Kaveh's amendment? Everyone understands what the amendment is? Is there anyone that would like to

Speak in opposition to the amendment? Yes?

MS. STATEN: Ruth Staten. We had some debate on this in the committee and felt that there -- that students had some responsibility for meeting their academic requirements, whether it was one credit or 12 credits, and that there were avenues for students to appeal if they felt they had reasonable cause to do that, even with a suspension.

MR. CHAIRMAN: Anyone else that would like to speak either for or against this motion? Yes?

MR. GREASLEY: Phil Greasley, University Extension. I'd like to speak in support of Mr. Tagavi's amendment. I think that, first, the proposal as listed in the Agenda is unfair to full-time students. The first time full semester -- full-time first semester student enrolled for five three-credit-hour courses can earn four "E"s and one "A" and not be subject to suspension. Or a student enrolling for four three-credit-hour courses can fail three courses and not be suspended if he or she earns a "B" in one course. Or a student enrolling for 12 hours who earns one "C," one "D," and two "E"s is also not

subject to suspension. However, the proposed rule calls for a suspension of a part-time student who enrolls for and fails only one course in his or her first semester.

Secondly, I support Mr. Tagavi's approach in that the proposal, as listed in the agenda, undercuts stating UK efforts to increase retention and enrollment. Beyond the benefits of state economic development associated with an educated populace, enrollment and retention increases make UK eligible for state funding increases. The proposed change or the proposal as listed in the Agenda flies in the face of those.

Number three, the original proposal discriminates against part-time students. Most UK students who pursue academic goals on a part-time basis do so while balancing employment and family responsibilities. A disproportionately large percentage of these part-time students attend UK at times when tutoring and other student support services are less available. As such, they don't have equal opportunities to benefit from University student support services that would assist them in improving

their academic performance.

If this proposal is adopted as is, without Mr. Tagavi's amendment, and applied to part-time students, the University will be demanding achievement of a higher academic standard from part-time students at the same time that it affords them significantly fewer resources for achieving that standard. I'd much prefer the approach in which a University suspension policy is applied to part-time students on a per credit hour or a credit hour accrual basis, not by semester.

MR. CHAIRMAN: Is there anyone else who would like to speak for or against Kaveh Tagavi's amendment? (No response.)

Okay. If not, all in favor, signify by saying aye.

("AYE" VOICE COUNT: ALL EXCEPT MS. STATEN)

MR. CHAIRMAN: Opposed, say nay.

("NAY" VOICE COUNT: ONE - MS. STATEN)

MR. CHAIRMAN: Okay. The amendment passes.

Now, is there debate on the -- Well,

actually, the amendment serves as a substitute for the original motion that was in effect. But we're now going to vote on the rule with the amendment in it. And, even though proposed as an amendment, it really is a substitution for the change that was in there.

So all in favor of the proposed rule with the amendment, please signify by saying aye.

("AYE" VOICE COUNT: ALL)

MR. CHAIRMAN: Opposed, say nay.

("NAY" VOICE COUNT: NONE)

MR. CHAIRMAN: Okay. Now, as far as the next one is concerned, Kaveh's e-mail doesn't, I don't think, offer an amendment here. It's really an objection, I think, to the amendment itself. The origin -- I'll give you a little bit by way of background of where this came from. It came, actually, from a Senate debate on probation from last year, whereby a student can be placed on probation with a GPA of less than 2.0.

And so a senator e-mailed me to ask whether or not, in light of that, whether "D" should be termed a satisfactory grade, since obviously you go

on probation with that. And I referred that issue to the Academic Programs Committee -- not Programs -- Admissions & Academic Standards Committee, George Blandford's committee, the one that Ruth Staten spoke about the other day. And what finally came out of that is what you have before you as Item D, which was to get away from the word "satisfactory" as attached to a "D".

And so that is the motion which is before you and it goes to both C and D. I think that given Kaveh's -- the nature of Kaveh's objections, that I'm going to ask for votes on these two grade changes separately. In other words, that we would vote first on the grade change on "C" and then secondly on the grade change on "D" on the proposals for the change in language.

So what's before you right now under item D is C. That's what's before you. Okay? Have we got that on page two of the report? Okay. Are there discussion of this? Kaveh, would you like to -- We have your e-mail. But would you like to speak to your objections as to the proposed changes in the "C" grade?

MR. TAGAVI: Yeah. Let me make a brief comment. First of all, I was mistaken on 4.8. So I'm dropping that. I just misunderstood. My fundamental objection is, other than the fact that -- We don't have a problem as of ____ in my opinion. But, above and beyond that, if we count grade "D" unsatisfactory and yet give credit to the students -- and I know you've changed that -- I wish you--

MR. CHAIRMAN: We could vote. I just thought that since your objection is kind of an attack to the seriatim, they ought to be voted on in seriatim.

MR. TAGAVI: But if you asked what preference, I would like to vote on D first because D is the problematic one. If D doesn't pass, I think C will not pass. That's just my opinion. But the problem is with D. I think fundamentally to say a performance is unsatisfactory and yet give credit, is just very contradictory in nature. And I don't think we need that.

MR. CHAIRMAN: Well, I'm inclined to -- C is on the floor and I'm inclined to go ahead and vote on C.

MR. BLYTON: Yes.

MR. CHAIRMAN: So is there any other discussion of a proposed change in the language of the "C" grade? (No response.)

Okay. If not, all in favor, signify by saying aye.

("AYE" VOICE COUNT: SEVERAL)

MR. CHAIRMAN: Opposed, say nay.

("NAY" VOICE COUNT: FEW)

MR. CHAIRMAN: Okay. Ayes have it.

Okay. What is now before you is the change in the "D" grade which is to -- And, Kaveh, you've already spoken to that.

MR. TAGAVI: I want to talk.

MR. CHAIRMAN: Okay. Go ahead.

MR. TAGAVI: Other than the point that I just made, it also creates contradiction to the rest of the Senate rule. And I just think it's not reasonable to pass D at this point. The objection -- The contradiction is, as of now, before we pass

this new proposal, a grade "P," pass/fail, is defined as a passing grade. Right now, we know what is a passing grade, is a "D." But if we remove the word "passing," then there is no guidance in what grade becomes a "P." When we send a "D" to the Registrar, the Registrar would not know, would not have any mandate from us to convert that "P" -- that "D" to a "P."

It also tarnishes every "P" if we correct that language. And I think that would be by just putting the word "passing" back, back into the proposal. That could correct that aspect of the objection. Even if we fixed it, every "P" would be tarnished by a potentially unsatisfactory performance. And I don't think that's fair to the students who perform at an "A" level and end up with a "P" to tarnish their grade by potentially people thinking that perhaps he got a "D," which is unsatisfactory, and then became a "P."

MR. CHAIRMAN: Would anyone like to speak in favor of this proposal? (No response.)

Is there anymore discussion of the

proposal?

MR. BERGER: May I ask a question?

MR. CHAIRMAN: Yes.

MR. BERGER: Ron Berger of Medicine. What is the rationale behind all these changes? I mean, what was the problem or the mistake that we're trying to fix?

MR. CHAIRMAN: Oh, I mean I don't think that -- You're asking me personally? First of all, I don't think it's a substantive--

MR. BERGER: I'm asking to the--

MR. CHAIRMAN: I think it was just a philosophical question of how something could be deemed satisfactory and yet clearly not be satisfactory in terms of probation and otherwise.

MR. BERGER: I'll elaborate on my reason for my question. This seems, to me, an extremely confusing thing that to call something unsatisfactory, you get credit for it. It's just intuitively illogical. So I assumed that whoever proposed it had a very good reason why they thought

that should be done. And I just cannot fathom what the reason would be. So I would like to know.

MR. CHAIRMAN: Well, the e-mail to me was because that individual felt that it was "not satisfactory" to get "D"s at the University of Kentucky and that we all, in terms of our grading system, we regard a "D" as not being satisfactory for purposes of probation and graduation and so on. And so it was that person's feeling that, in light of that, that it should no longer be characterized as a satisfactory grade. Now, that's -- I'm...

MR. BERGER: But, still give credit as a passing grade?

MR. CHAIRMAN: Yes, we do.

David Durant?

MR. DURANT: A 2.0 is, you know, a passing grade. So I think "D" is less than that. So "D" is an unsatisfactory grade.

MR. CHAIRMAN: That basically is it.

Yes?

MR. JANOSKI: Tom Janoski. I think what we'd be referring to a "D" as, is

contingently unsatisfactory. Because if you've only got one "D" and the rest of the grades were "A"s, then it counted. So, in a sense, it's contingently unsatisfactory or contingently satisfactory, whichever the case might be.

(LAUGHTER)

MR. CHAIRMAN: Hans Gesund?

MR. GESUND: I believe that there's enough confusion at this time. There's a profusion of confusion for the pros and cons to send this back to committee and I so move, with instructions to come back at some time when they've got the English cleared up.

MR. CHAIRMAN: Okay. The motion is to send this back to the Committee on Admissions & Academic Standards. Is there a second to that?

MR. HANSEN: I'll second it.

MR. CHAIRMAN: Okay. Now --
Yes. George Blandford?

MR. BLANDFORD: Yes. I don't know what language Hans expects my committee to straighten out with sending it back to the committee.

So I would strongly encourage that it not go back to the committee. We didn't have -- The Senate is more than welcome to vote this up or down. It doesn't make any difference. But I don't think we're going to change the language associated with this, unless Hans wants to recommend some different language. And then the committee will be happy to consider that, whether we accept this today or not. You know, most certainly, Hans could make that recommendation.

But I don't think the committee is going to mess around too much with the language. It was fairly happy with the language and we would like to see it go forward. Now, if there's some confusion on the passing, you know, on dropping that word, or occlude it, that's not a big deal. I don't see any reason to send it back to the committee just to change the language.

MR. CHAIRMAN: Okay. The motion is to return this to the committee. You've heard the Chair of the committee address that issue.

Okay. All in favor of that motion, signify by saying aye.

("AYE" VOICE COUNT: SEVERAL)

MR. CHAIRMAN: Opposed, say
nay.

("NAY" VOICE COUNT: MAJORITY)

MR. CHAIRMAN: The nays have
it. Okay.

Now, it is back before you. Is there
any further discussion of the motion? Yes?

MS. SCHMITT: I'm Laura
Schmitt from the Grad School Center. I have a
question on your 4.c. about the students who get a "P"
wondering if they got a "D" or if they had an "A,"
really. I mean I haven't been a student here for --
well, ever actually since I came in as a grad student
and we don't really have pass/fails. But if you're a
student and you're taking a class that you are
receiving a "pass" or a "fail" for, all you're looking
for is -- I mean I'm just sort of guessing the "P" or
the "F." I mean I think when the student gets a "P,"
they're left guessing at the "P." I don't care if it
came from an "A," "B," "D," you know. I mean, is that
-- Is that what you're worrying about or--

MR. TAGAVI: Yes. But a "P"
could have been originally a "D," which is

unsatisfactory. Therefore, we are tarnishing every "P" with the possibility that perhaps that it was an unsatisfactory performance.

MS. SCHMITT: Call the student--

MR. CHAIRMAN: I'll tell you what. I think that point's been made. Let's see if there's any other discussion on this motion. Enid Waldhart, do you have something to--

MS. WALDHART: Well, I was just reiterating what the Graduate Team had said. A "P" is a passing grade, without regard to what the letter grade was. I cannot imagine that somebody is going to feel that their grade was somehow tarnished by saying that -- What we're saying is that "D" is an unsatisfactory achievement but we're allowing it to pass. And as long as the student doesn't have too many of them so that their grade point average goes below 2.0, it really is a moot point, as far as I'm concerned. And it seems to me that this is stated clearly as is.

MR. CHAIRMAN: Any further discussion of this? Yes. Okay.

MR. MURALIDHAR: I'm sorry.
Krish Muralidhar from the College of Business. The
grade is not to be used for graduate students' minors,
you know. Was it there before? Is this a new
requirement?

MR. CHAIRMAN: It's a
rephrasing. It clearly is not to be used for graduate
students.

MR. MURALIDHAR: Right.
Okay.

MR. CHAIRMAN: Okay. Further
discussion? (No response.)

Okay. All in favor of the "D" grade,
signify by saying aye.

("AYE" VOICE COUNT: SEVERAL)

MR. CHAIRMAN: Opposed, say
nay.

("NAY" VOICE COUNT: MINORITY)

MR. CHAIRMAN: The "ayes"
have it.

Okay. Now, E, as I said, we have --
This is a proposal to establish a rule for the
granting of certificates by LCC. And this rule -- or

this proposal, rather, comes with a recommendation of the LCC Academic Council. There's a recommendation of the Senate Committee on Admissions and Academic Programs and the Senate Council. And, as noted, Kaveh pointed out that the sentence which is in the one, two, three, four, fifth line from the bottom that starts "An overall grade ..." that that sentence is redundant. And the LCC folks have agreed to redact that.

All right. This is before you. It needs no second. Okay. Any discussion of this motion? (No response.)

All in favor, signify by saying aye.

("AYE" VOICE COUNT: ALL)

MR. CHAIRMAN: Opposed, say nay.

("NAY" VOICE COUNT: NONE)

MR. CHAIRMAN: And, finally, also from the LCC Academic Council, the Senate Committee on Admissions and Academic Standards and the Senate Council comes a minor change in the admission requirements for the Dental Lab Tech Program. And you see that the only change there is right in the first

line "... and ACT scores." And that's the only change. And maybe someone from LCC would like to speak very briefly to this, or maybe not.

MS. SPENCER: Janelle Spencer. They just get a lot of older students. And so they came in without ACT scores. So it wasn't _____.

MR. CHAIRMAN: Any discussion of this? Yes, Kaveh?

MR. TAGAVI: I have a very slight uneasiness in the fact that you're dropping "ACT" and you're keeping Preference A. But I leave it up to you what you will do with it. Okay. You are dropping the ACT requirement but keeping your Preference A. There is a little bit of uneasiness about that. But I have a bigger uneasiness regarding any preference to ACT, keeping the ACT score but not SAT. Maybe there is some other place that you say they are comparable to each other. If that's so, then...

MR. CHAIRMAN: They do.

MR. TAGAVI: Okay.

MR. CHAIRMAN: Any further

discussion? Charles Colson?

MR. COLSON: I can explain that if you want.

MR. CHAIRMAN: No.

MR. COLSON: Okay.

MR. CHAIRMAN: Any further discussion on this motion?

(LAUGHTER)

MR. CHAIRMAN: Any further discussion? (No response.)

All right. All in favor, signify by saying aye.

("AYE" VOICE COUNT: ALL)

MR. CHAIRMAN: Opposed, say nay.

("NAY" VOICE COUNT: NONE)

MR. CHAIRMAN: Thank you all very much. This was good, really good.

And Don Witt is here. Now, don't leave because Don is here to -- Where are you, Don?

Where's Don? There he is. Lots has been going on in Don's shop this year. And I think you need to know about the way in which things are being done now and

anything Don's got to tell us about admissions for next fall. So, Don Witt, you will all know, I know, is our Registrar--

MR. WITT: Thank you.

MR. CHAIRMAN: --and
erstwhile do everything. Go for it.

MR. WITT: Thanks, Bill. A couple of weeks ago I had a conversation with Bill about what was happening in the Undergraduate Admissions offices. And we have a lot of exciting things happening in the Admissions office, as well as the Registrar's office. And, as many of you know, I've been registrar here on campus for a long time. But as of October 1st, I also assumed the duties of Undergraduate Admissions Director. And so what we've done, this has provided an excellent opportunity for the University to look at things in a new way in regard to how we admit students and also how we register students and all the associated processes that go with being in Undergraduate Admissions, as well as Registrar.

And what we've done, we've tried to integrate the two offices. So we've tried to look at

all the processes and procedures trying to serve the students and the constituents out there in a more efficient manner. And when I talked to Bill about this, I thought, well, I could come and talk to you about what was happening. Very exciting things are happening.

But, instead of spending just a few minutes talking to you about what's been going on, I thought it would be much better for me to do something and give this opportunity, really, to seven individuals who head up seven distinct divisions within the Office of Undergraduate Admission and University Registrars. So ... Some of these people sometimes you don't really get to see a whole lot. But they do a lot of super work and I think you'll be pleased with a lot of the new things, really, that we're doing in Admissions and Registrar.

So everybody has a packet of information. And if you will look, there's a sheet that actually has our seven different divisions inside the right-hand copy. And if you would like, after each person speaks quickly -- Each person is going to talk a little bit about what's happening in their own

area in respect to the area of their responsibility. But if you would like additional information about what's happening in their area or if you have suggestions for improvements -- this is a good time while we're trying to make things better -- then I listed their phone number and I've also listed their e-mail address. And then, of course, you have my information at the very bottom.

So when you think about Admissions and Registrar, one thing that's really great about this, we actually work with students from the time of being a prospective student out in the high school all the way to the point of graduation. So it's kind of nice that we see them from start to finish. And so what I'd like to do first is have Kelly Holland talk to you a little bit about what's happening in our recruitment area. So Kelly?

MS. HOLLAND: Good afternoon. I want to point out a few things that are in your packet that relate to recruitment. One is the Campus Recruitment Connection. We send these to faculty and staff across the University about two to three times a year just depending on the needs and the information

we need to get out to you.

The other thing is a time line that we have that shows you how we overlap our recruitment with seniors as well as underclassmen, sophomores and juniors and even oftentimes freshmen and eighth graders. So this shows you all the activities we're doing throughout the year. In addition, there is a lead piece on part of our publications family of our Junior Piece and Review Book that goes out to our prospective students. So I just wanted to give you a glimpse of what we send to prospective students.

As far as recruitment, our goal is to target, attract and recruit the best and brightest students to the University of Kentucky. It's a mouthful and it's also a big job because there are a lot of prospective students out there, as you might imagine. We have six staff members that travel in 11 states. We covered over this fall about 70,000 miles. In the spring we put some more on those wonderful state vehicles that we have the privilege of driving. We spent 450 days out on the recruitment trail recruiting students out of the office. We had 12 Preview Nights across the state and one out of state.

We did these in the months of September and October and we bring UK to these communities, a very neat experience.

And we also had 11 Counselor Workshops across the State of Kentucky and actually five guidance counselors in. We tell them what we're doing at the University, encourage them to go back and influence their students to take a look at UK. We also did 144 college fairs evenly -- 71 in Kentucky, 73 out of state; 206 high school visits, 96 in Kentucky, 110 out of state. Especially if you can get out in the greater metropolitan areas, there are a lot more high schools out there. We are now in the process of hosting six Admitted Student Receptions. We were in Charleston, West Virginia last week. I leave tomorrow to go to Columbus, Cincinnati and Chicago. And next week we'll be in Atlanta and Nashville.

We hosted three breakfasts and five luncheons for guidance counselors and students. We had five Overnight Programs on campus. We hosted two main campus events, one in the fall and one in, you know, wintertime, Academic Honors Day in the fall and

what we call The Honors Reception, which was held in January.

Our alumni are very involved. And we have a very strong alumni Student Recruitment Program. We have six alumni receptions. Five senior send-offs, these are informal gatherings of students usually in the summertime right before they leave. And so it's a neat feeling for alumni to meet with students that are coming to the University. And alumni helped us with 46 college fairs that we could not travel to.

I think these are some neat statistics. We had over 22,000 face-to-face interactions. Those are documented. I'm sure there were several thousand more. Those are documented. We wrote approximately 6,000 handwritten pieces of just letters or postcards, 6,000 out of six Admissions counselors' hands.

From April 2001 to the present 329,000 pieces of mail left our office for recruitment purposes. That's not admit letters or anything like that. And we follow a formal recruitment calendar and communication time line. So everything's planned out. But right now we're putting the finishing touches on the class of fall 2002 and working very hard on

classes later on down the road.

We also do something that's called "Wildcat Watch." And in the UK news, you'll see a little blurb every once in a while that says "Wildcat Watch." And that's where you all send me and my staff information about the students, relatives, sons and daughters that you would like to have information sent to them about the University. So if you ever think of someone, you think, oh, this student needs some information about UK, feel free to send that to us. As you know, you have my phone number and my e-mail address in your packet. So I encourage you to contact me.

Thank you very much.

(APPLAUSE)

MR. WITT: Another brand new addition, and I'm very excited about this, is dealing with our transfer students. And, of course, we've had a lot of interesting things happening with the community colleges being separated from UK. With LCC being right next door, it gives us unique challenges about how we're going to try to transfer students, whether those are from the community college system or

from other institutions. And Don Byars is the next person talking to you about our transfer initiatives.

MR. BYARS: Thank you.

Hello. Okay. You've got a handout in your packet there. So I'll just kind of briefly run over this. But October 1 we started with this new transfer initiative. So I am an office of one and expanding.

(LAUGHTER)

MR. BYARS: So everybody in the office is groping with that whole issue at this point. That is my role full time. So we have, as of October 1, what we -- The first thing we did was try to put on a full-court press at LCC. And, so we're visiting down quite a bit, _____ down as part of our initiative. We've received tremendous support from Dr. Curlee and he's welcoming us to come over there on many occasions that are available to us.

We conducted nine individual visits to LCC and that's a face-to-face visit that you'll see there on one of your bullets. We've conducted two "UK Transfer Team" visits. That's representatives from all of the colleges, undergraduate and graduate colleges, going over to LCC for a three-hour period

and talking with their students. We've had two of those, one in January and one in February. We don't have it documented because students were moving around. But we've talked to, oh, probably about 150 to 200 students.

We've also visited since October 1 our top four feeder schools, which would be LCC, Jefferson Community College, and Elizabethtown Community College and, believe it or not, Somerset; Somerset is actually the number one after LCC. We've visited all 13 community colleges at least once and, as I said, those top four schools there. We've had face-to-face visits with over 700 community college students since October 1.

Our office participated in a UK/LCC joint connection. We were looking at some issues that were going on between faculty at UK and staff at UK and LCC. Incredible the things that have come out of that. Also, our office has participated in the "Preview Day," which we invite -- or, actually, the Central Advising and Transfer Center of the University invites community college students to the University of Kentucky. This year there were 85 students from

across the state who participated in that particular program.

Currently, I'm serving as the liaison between the Office of Admissions and the University Registrar and Minority Affairs in terms of recruitment initiatives for freshmen and also for transfer students.

And then the last thing we're initiating this year is a program called Emerging Scholars of Kentucky where we're recruiting high school sophomores and juniors to come to the campus. And that program will be April the 20th. So we're looking for about 60 students to participate in that. Our goal is to encourage those students to take the test early and to plan early for college. And we hope that that will work out.

MR. WITT: Thank you.

(APPLAUSE)

MR. WITT: The next person in the process or the next step in the process is actually Suzanne McGurk. And after we have been out on the road and we've recruited either the freshman student or the transfer student, then we need to

process their application. And so Suzanne is going to talk to you a little bit about that whole process.

MS. MCGURK: Thank you. I'm Suzanne McGurk and I've been most recently working with the Registrar's office for the past eight years but I six months about to today moved upstairs to the Admissions office. I've assumed some new responsibilities in that area. And, as Don mentioned, the credentials area is something that has fallen to me. This is the actual process with the application as assembled with the credentials, such as the high school transcript, ACT, SAT, letters of recommendation, and compiled into a readable folder so that the people actually making the decision on the process can have it in a uniform manner for each student.

The credentials area also is responsible for the web application at the University of Kentucky. About 50 percent of our applications are coming in via the web right now. That's pretty good. We've only had the web application for about 18 months. And we can already see that we will be able to significantly decrease the number of paper

applications that we print this next year and process next year.

The Advising Conference position is something that I have been working with for my entire 15 years at the University of Kentucky. The Advising Conference function has always been partially done in the Admissions office and partially done in the Registrar's office. So, for me, it's been a very nice transition to have all of this under my control in the same office. The Advising Conferences are the function where the University has the opportunity to provide a comprehensive orientation, advising, and registration for all new students. Most people are familiar with it. In regard to freshmen, we do offer an Advising Conference to transfer students and also to returning students.

The integration between the Registrar's office and the Admissions office has allowed for a much smoother flow of information between the offices and, therefore, to the students. This year I'm very happy to say that we are able to remind students of their Advising Conference dates, and to send out their reply card about a month earlier than has ever been

done. And this has allowed for us, as an office, to plan and know a little bit more about the size of the freshmen class to anticipate this fall. There is a five-part brochure if you want to look at it. That has an attachable reply card so students can let us know what their plans are for fall semester.

Another mailing that we send out to all students as soon as they apply for admission, is a postcard. This comes from the Credentials area. And this lets every student know that yes, indeed, we did receive their application for admission. And this is just a small courtesy. Most universities have been doing this for years and we just started this in October. This allows the students to know yes, we did get their application. And it saves a lot of phone calls on their behalf and on phone calls that we have to answer to let them know we have started the process.

The Merit Weekend Program, some of you may have participated in recently, these are two events held on weekends in March. This is an early Advising Conference opportunity for incoming freshmen who have a 1240 SAT score or a 28 ACT score who have

been admitted for the fall semester. I've provided a copy of the program in your folders.

This year I'm very happy to say we had 588 students attend Merit Weekends. And that was over 100 more than we've ever had in any Merit Weekends in the past. And we were delighted to have this high-caliber student attend Merit Weekend. And this is not something they can just arbitrarily do. They have to pay their Advising Conference fee to come attend it and it is a two-day event. So for many people, they did have to make arrangements to stay in town.

We had students at Merit Weekends from 21 different states. We had 123 Governor's Scholars there, 61 National Merit semi-finalists. And we really felt like we attracted a good group. We let them see their peers who were also considering the University. And that's always a good thing for them to be able to see who else of their caliber is looking at the University.

The Visitor Center is something that I have recently assumed, very recently, in the last ten days. The Visitor Center is located in the Student Center. Many of you may be familiar with it. It's

the opportunity for students and parents to call the University and say, "I want to check you out, take a tour, sit in on a class, meet with an academic advisor." And there is a coordination process at the Visitor Center. It's a year around facility.

Last week was an interesting week for my first week, because it was Spring Break Week in Kentucky. It fell -- got off to a boom down there. Last year 4,700 individual students made appointments through the Visitor Center. So we feel that the opportunity is out there. People are aware of it and we do have a new director hired, Laura Hibbard, from the Dean of Students office, and she'll be joining us at the end of the month. And we think we'll move that right along in a great new direction.

Academic Common Market is a program that was previously coordinated by Dr. Juanita Fleming. Upon her retirement last July, I did assume these responsibilities. And this is a program that some of you may be familiar with, some of you may not. It's a program that allows for students who want to study a major that's not offered in their home state to go to another state and study that program at in-

state rates. There are currently 15 states in this agreement, almost all southern states.

Typically, students from Kentucky will go somewhere and study marine biology or something we simply don't offer in Kentucky. We get a lot of students from West Virginia who want to come here and study architecture or students from Tennessee who want to study agriculture bio-technology. There are 61 students currently involved in the Academic Common Market. And this is something that we hope to be able to promote a little bit more and draw some of these talented students into some of our very unique programs. It also applies to students at the master's and Ph.D. programs, depending on what the program is.

And the last area I want to talk about is the Legacy Tuition Program. This is a brand new element at the University. I have provided you a copy of the application for Legacy Tuition Program. This is one of Dr. Todd's initiatives that allows the children of UK graduates to pay in-state tuition for their Undergraduate Degree at UK. It's a four-year offer starting with their freshman year. And they are required to be a full-time undergraduate.

The parent must be a member of the UK Alumni Association and have earned a degree at the Main Campus University of Kentucky. A very new program. We have 210 students already confirmed for the program for this fall. And that includes current students, transfer students and freshmen. And it has been overwhelmingly received just so warmly by parents. I had one man last week at the Visitor Center who wanted to know, if there are a maximum number of my children that you'll take--

(LAUGHTER)

MS. MCGURK: --I have four. Send them all. So, send them, we'll take them. Thank you very much.

(APPLAUSE)

MR. WITT: We have four more areas and we'll move through those quickly. The next person that I want to have you meet is Michelle Nordin. And she deals with the actual processing of the application, as well as registration, which is one of the areas that we truly have combined the operation functions in Registrar and Admissions. Michelle?

MS. NORDIN: I will try to

keep the comments brief. As Suzanne mentioned, she had been on the Registrar's office for eight years until the integration and she has some new responsibility and move upstairs. And I'm in the exact same situation. I've also been with the Registrar's Office for that length of time and have also assumed new responsibility and I have actually physically moved upstairs in the Funkhouser Building to the Undergraduate Admission office.

Suzanne talked briefly about the process of getting the applications in, whether they be on paper or on the web. And they handle the process through the credentials area. After that initial run has been made, the application is basically turned over to my area and that's Admission Operations and it's the admission officers. And we currently have six admission officers who handles domestic applications and then we have one admission officer who handles the international. And so I'm over that area. The things that they're looking for, specifically for freshmen are, have the students met pre-college curriculum for those test scores, whether it be ACT or SAT scores, and then the high school GPA.

Each of you should have a handout on the right-hand side of your folder. On mine I've written a lot of notes on. So yours won't look like this. But at the top it has the UK logo. And it says "WEEK 32." We are on a 52-week cycle. And right now we're at week 32 of the cycle to admit the freshmen class for Fall 2002.

And so I've just given you some statistics and also for comparison sake, have provided numbers from 2001 and also 2000. Real quickly, total applications received from freshmen for the Fall 2002 class, 8,762 applications. Of those, we've been able to accept or admit 7,144 students. Suzanne talked about confirming them, to come to their Advising Conference at this point.

And we did actually get to send out the Admission Accept letters a little bit earlier this year, probably about a month earlier. So our confirms are way ahead of where we were at this same point in the cycle last year. Currently, we have 3,231 students confirmed to come to their Summer Advisory Conference. And our office has been given the charge by the Provost and the President to bring in a

freshman class of at least 3,100.

We've done some calculations at the bottom in the bold where it says "Expected Freshman Yield." Traditionally, we have yielded in the neighborhood of 44 to 45 percent of the accepts of in-state students and about 22 percent of out-of-state students. So we've built in a little cushion and we're factoring in 50 percent for in-state students and for the non-residents to get a yield of, right now with a current admit, 3,146 students.

One of those things that we think are going to have a very positive impact on our yield are the Governor's Scholars, Tuition Program, Governor's Bill for the Arts and just the fact that Dr. Lee Todd is here as our President, and it seems to be a very positive time on campus. So we really are expecting to be a little bit higher than we have in the past.

A couple of other areas I want to draw your attention to, we have broken out information for the African-American freshmen. Currently we have accepted 314 students in that area. And I think, in a large part, this can be attributed to the fact that we worked so closely with the Office of Minority Affairs.

We really approach African-American recruitment as a team effort. We don't have any recruiters that are specifically targeting this group. So this is an effort that we take with the group to really look at that and see the efforts that we can do together, whether it be making personal phone calls or following up with letters. So we really work closely with Dr. Loretta Byers and her office on that effort.

Also, another area, the international admission for Undergraduates. Currently we have accepted 52 students as freshmen and we're very pleased about that. We were very concerned after the events of September 11th that we might see a decline in this area. So we are pleased about that.

Very quickly, if students are denied admission, they are given the opportunity to appeal that decision. And there is a Senate-appointed committee chaired by Dr. Durant. Several members of the Committee are here with us today. The members are George Blandford, Enid Waldhart, Dan Rowland, _____. We have two student representatives, Leslye Prosett and Laura Schmitt, who represents graduate students; Don Witt is a member of this committee, Ruby

Watts from our office and also Dr. Phil Kraemer.

One other thing that I wanted to point out and that is that we are currently working on web registration for currently enrolled students. This is something that our office has intended to be able to provide a service to students for a long time. We are getting closer to that. So, hopefully, we'll be able to allow our currently-enrolled students to register via the web either this summer or early fall. Thank you.

(APPLAUSE)

MR. WITT: Thank you. We have some new things happening, too, in the Registrar's Division that Jacquie Hager's responsible for. So, Jacquie, if you'll talk a little bit about your area.

MS. HAGER: Thank you. I think I've worked with a lot of you on the bulletins for the Schedule Book, for Academic Room Scheduling. But what I want to share with you today is about a new initiative.

We were contacted last April by the Council on Postsecondary Education and invited us to

join them in a statewide program intended to serve students who wished to transfer from one school to another. We were very excited about this. It's called CAS, C-A-S, and that stands for Course Applicability System. The reason we wanted to do this, is that it gives us the opportunity to obtain a companion piece of software known as DARS, which is Degree Audit Reporting System. And these are from the University of Miami in Ohio. They are the nation's premiere degree audit reporting system and that's why we wanted to do this.

But we will be working on this throughout the summer. We are just in the phases of implementing the hardware and the software. And I'll be spending a great deal of time with the State this summer working up information and training. This will be available to all the students throughout the Commonwealth who wish to transfer from one school to another. And the University of Kentucky is serving as the host for this, although the other State schools are participating in this. You will be hearing more about it in the fall after we've spent our summer working. Thank you.

MR. WITT: Thank you,

Jacquie.

(APPLAUSE)

MR. WITT: I would like to say a little bit more about that because I think Jacquie kind of didn't talk about how _____ it is.

(LAUGHTER)

MR. WITT: There's a lot of work. And she did a good job of that. But I'm so excited about this because we've wanted it for a long time through my Registrar and have wanted a workable degree audit system for a long, long time. And this will be a web-based degree audit system where students can track their progress for a degree. That will help the advising issues on the campus where we can get away from the advising that we spend time with scheduling and do more of the true advising-type issues. And so I think it will be a great boost for all the students. And this will also be available for LCC students, as well.

Okay? Our next area is Data Management. And Ruby will talk a little bit about that.

MR. WATTS: Just a couple or three areas that's housed in my shop. Some of the initiatives that you've heard from others, I'm getting in on the back-end of this. In that Don Witt is trying to provide more data to the colleges about their applicant pool and so he's asked me to design a mechanism for getting this data to them. And last week or week before last was the first opportunity we had of sending out the application data. And as part of the electronic mail that went out, I put in the e-mail that, you know, if you have suggestions, please contact us. That's not a good thing--

(LAUGHTER)

MR. WATTS: --because they've contacted us.

(LAUGHTER)

MR. WATTS: The other piece of data that we're trying to get ready to go out to colleges is their official enrollment for each term that goes to the Council on Higher Education. I've almost got this program ready and, hopefully, sometime this week I'll be able to distribute to the same contact units that we're sending the application data

to, what their official enrollment was. And these are not only numbers but the names and social security numbers and the majors of those individuals who were officially reported.

The last thing I wanted to mention quickly as part of the thing, the software package that Michelle referred to on the web registration. A staff person in my office, Tonya Prince, has been working with the Computing Center representing the Registrar and Admissions Office. And as of maybe a month or so, maybe, we brought up a replacement web-based RA system. It has some capability to replace an existing web-based system that we had here and it's called UK Web that, if you go out on the UK home pages, you can find it and get to it there.

But the features that we currently have in operation are that you can -- "you" being the student -- can change their addresses; they can change their personal access codes; they can view their stops on their records; they can review and print their final grades; they can review and print their unofficial transcript. And they can review their balance and their last bill out of Student Billings.

And there are several other features to come with that as time marches on.

(APPLAUSE)

MR. WITT: Now that we have recruited the students and they have matriculated to the University and their student record now is -- The last area we want to talk about is the Student Records Division. And that's Cleo Price.

MR. PRICE: My name is Cleo Price. I've been with the Registrar's office since 1999. So I'm the youngster in the group. My area has 11 personnel, including myself, that worked in our shop. We're primarily responsible for a list of things but I'll name a few. We audit admission folders, begin a grade that you all submit. We confirm degrees. In each folder you have should be a document such as this one. This is a folder, a document we send out when the student graduates, the degree has been confirmed. We place that degree -- that diploma inside the document, along with a free copy of their transcript, a nice little feature we thought we would add for the students as they graduate from the University of Kentucky. So that's one of the

new services that has come aboard since I've been there that Don _____.

VA. We've taken over the VA Services. We have 364 students who are currently considered Veteran Affairs students. My office took over those responsibilities as of October of last year. I'm proud to announce that we've created a list where we contact and stay in touch with those VA students on a regular basis updating them on information regarding academic dates and important dates on the calendar. So I'm really excited about that. We're looking at perhaps doing some other things, submitting or creating a newsletter for those students so they can stay in touch with what's going on VA wise.

Also, another new improvement or service in our office, we've started accepting payments with credit cards for certain services, like transcripts, diploma, replacement diploma and bulletin. So we're now accepting credit cards, MasterCard and Visas, for those payments. We have some students come in with American Express. Unfortunately, the system is not set up to accept anything other than MasterCard and Visa. So we're

really excited about that because we have quite a few students, as you know, using credit cards these days. So this is another service that will help them as they make those various requests.

When I first came, also, into the office, there was something called Certificate of Enrollment where students come in or parents call up and you need to verify a student is currently enrolled for insurance purposes. When I first came into the office, it took us about ten minutes to do that manually. Well, thanks to the _____ Office, we can do that online now. It only takes us two minutes to produce the form and provide it to the student and parents. And I think that's an excellent service that we provide within a short period of time.

We also have created FERPA. I'm sure everyone here knows about FERPA, the Federal Educational Right of Privacy Act of 1974. Well, we have a Q and A we send out every two weeks to the various colleges informing them on certain issues regarding FERPA. And if you have questions or issues with FERPA that you want direction on, or you want something answered, please don't hesitate to let me

know. And I can research it and get back with you on that. So those are a few things we're doing. I tell my people we're the nervous system of the University.

(LAUGHTER)

MR. WITT: I think you can see why I wanted the seven individuals to come forth because I'm really proud of what they're doing. They're doing a super job for the University. I can see that -- I think you can see, too, that the integration between Admissions and Registrar is something that's working the right way. We are streamlining things. We have a long way to go but we want to try to keep improving things. I know that with John Piecoro talking about SACS coming, and already have three visits scheduled for next week with a visiting team _____, they'll give us some suggestions.

But, as I said earlier, you have our information here. If you have ideas or suggestions about how we can improve processes in the Admissions office or in the Registrar's office, don't hesitate to contact us, because that's why we're here. And I thank you very much for this opportunity.

(APPLAUSE)

MR. CHAIRMAN: Excellent
report and very good meeting. And we'll see you all
on the 22nd. We stand adjourned.

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(MEETING CONCLUDED AT 4:30 P.M.)

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