

Alinda

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

10 March 1989

TO: Members, University Senate

The University Senate will meet in regular session on Monday, March 20, 1989, at 3:00 p.m. in ROOM 115 of the Nursing Building (CON/HSLC).

AGENDA:

1. Announcements.
2. Resolutions.
3. Report from Ray Betts and Mary Sue Coleman, Faculty Trustees.
4. **Action Items**
 - a. Proposal to amend Section I - 2.0 University Senate Rules to include a representative from the Emeriti Faculty as a voting member of the Senate. If approved the proposal will be forwarded to the President for appropriate administrative action. (Circulated under date of 10 March 1989.)
 - b. Proposal to amend Section IV - 2.2.13 University Senate Rules, relative to application dates for admissions, College of Communications. (Circulated under date of 9 March 1989.)
 - c. Proposal to amend Section VI - 3.0 ff. to add the academic offense Falsification of Academic Records. (Circulated under date of 10 March 1989).
5. For Discussion Only: Proposed change in University grades and marking system. (Circulated under date of 10 March 1989).

*Joe Elias
Resolution*

Randall Dahl
Secretary

Note: If you are unable to attend this meeting, please contact Ms. Martha Sutton (7-7155) in advance. Thank you.

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MINUTES OF THE UNIVERSITY SENATE, MARCH 20, 1989

The University Senate met in regular session at 3:00 p.m., Monday, March 20, 1989, in Room 115 of the College of Nursing/Health Sciences Building.

Loys L. Mather, Chairman of the Senate Council, presided.

Members absent were: David Allen*, Richard Angelo*, Michael Baer, Frank C. Bickel, Wilford A. Bladen, Glenn C. Blomquist, James Boling*, Peter P. Bosomworth, Darla Botkin*, Earl Bowen, Ray M. Bowen, Stanley D. Brunn*, Glen Buckner*, Roger Calantone*, Joan C. Callahan, Rutheford B Campbell, Bradley Canon, Ben Carr, Edward A. Carter, W. Harry Clarke, Jordan L. Cohen*, Joe T. Davis, Leo S. Demski*, Marcus Dillon, Richard C. Domek, Jr.*, Paul M. Eakin, Charles W. Ellinger, Walter C. Foreman, James Freeman*, Richard W. Furst, Art Gallaher, Jr.*, Thomas C. Gray, Zafar Hasan*, Ronald Hoover, Mehran Jahed, David C. Johnson*, John J. Just, Richard I. Kermod, Doug Kramer, Kenneth K. Kubota, James M. Kuder*, Gerald Lemons, C. Oran Little, Paul Mandelstam*, James R. Marsden*, Geraldine Maschio, George Mitchell, Arthur J. Nonneman, Dennis T. Officer*, Alan Perreiah*, John J. Piecoro, Jr.*, Deborah E. Powell*, Thomas C. Robinson, James Rose, David P. Roselle*, Edgar L. Sagan, Al Slusher, Louis J. Swift, Manuel Tipgos, Glen R. Van Loon*, James H. Wells, Charles T. Wethington, Eugene Williams, Constance P. Wilson*, Emery A. Wilson, and H. David Wilson*.

The Chair made the following announcements:

First of all, I have an information item. The Senate Council has asked me to assemble a group of Deans and Associate Deans known as a Discussion Group. The primary purpose is to bring the various deans and their assistants together to discuss academic policy, particularly procedures in carrying out academic policies. We have met a couple of times, and I would say have had some rather fruitful discussions. Based on the agenda items they have suggested, it is probably a group that will continue for some period of time. The main objective is simply to provide coordination across the colleges of implementation of academic policy.

I assume all of you are aware that we are in the process of a search for a Chancellor for the Lexington Campus. I thought you would be interested in knowing that the Senate Council has been invited to participate in the interview process of the candidates when they are going through their formal interviews. We were involved in an interview last week with Professor Hemenway and will be involved again over the next two weeks.

Third, I want to announce to you the results of the election of a faculty member on the Board of Trustees which was just concluded last week, and I am pleased to announce that Professor Ray Betts has been reelected for a second term on the Trustees. Congratulations Ray. [Professor Betts was given a round of applause.]

*Absence explained.

The Chair recognized Professor Wesley Thomas for the purpose of a Memorial Resolution.

MEMORIAL RESOLUTION

Norman Binger 1914-1988

Norman Binger, professor emeritus of German, died August 17, 1988. He retired in 1979 after having taught for thirty years at the University of Kentucky. Norman was born and attended public schools in Milwaukee, Wisconsin. He received a B.S. from the University of Wisconsin, a M.A. from the University of Miami, and, in 1942, a Ph.D. from Ohio State University. He then taught a year at the Virginia Military Institute before entering the army in 1943. After his discharge he taught at the University of Michigan and at the Virginia Military Institute before coming to the University of Kentucky in 1949. The same year he married the former Jane Fuller, who subsequently taught for some years in our College of Library Science.

While at Kentucky Norman was active in various professional organizations and enterprises. He was business manager, later editor of the Kentucky Foreign Language Quarterly; editor of the Kentucky Modern Foreign Language Newsletter; business manager, later director of the Kentucky Foreign Language Conference; president of the Foreign Language Section of the Kentucky Education Association; vice-president, then president of the South Atlantic Section of the American Association of Teachers of German; co-founder of the International Arthur Schnitzler Research Association; chairman of the Foreign Language Section of the Kentucky Association of Colleges, Secondary, and Elementary Schools; a member of the committee set up by the Modern Language Association of America to establish state foreign language bulletins; and curriculum consultant for Midwest Airborne Educational TV, in Lafayette, Indiana. While a Fulbright Research Fellow at the Austrian National Library, he gave many lectures throughout Austria under the sponsorship of the U.S. Embassy and the U.S. Information Service.

Norman's teaching record shows a broad area of interest and competence, ranging from fourth century Gothic to twentieth-century Impressionism. He had a great deal of intellectual curiosity and was a firm believer in the value of knowledge for its own sake, which no doubt contributed to his achieving a reputation as an inspiring and stimulating teacher. His other contributions to the university include direction of M.A. theses and a Ph.D. dissertation, a considerable amount of student advising, and service on a large number of departmental and college committees as well as on over fifty M.A. and Ph.D. committees of the Graduate School. He is the author of three books, the co-editor of a fourth book, and the author of eighteen articles and reports in scholarly and professional journals. He was an able and most congenial colleague.

Norman is survived by his wife Jane, who continues to reside in Lexington, and a son Charles, of St. Louis.

(Prepared by Wesley Thomas, professor emeritus of German)

The Chair asked the Senate to rise for a moment of silent tribute.

The Chair recognized Professor Marcus McEllistrem for a Memorial Resolution.

MEMORIAL RESOLUTION

Robert E. Knight 1932-1989

Robert Knight, known as Bob to his colleagues, died Saturday morning, February 18, after an illness which had grown progressively worse during the past year. Bob lived two weeks following his hospitalization for treatment of cancer on February 3.

Following Robert's birth in St. Paul, Nebraska on December 17, 1932, his family soon moved to Odessa, Texas where Robert spent most of his childhood and early school days. He was devoted to his father, himself a highly educated man, who with gentle care, introduced Bob to the world of the mind and of books. Robert graduated from the University of Texas in 1954 and continued on there through the PhD degree in physics in 1963. He stayed on at the University of Texas as a Research Associate for the two year period, 1963 - 1965. Robert joined the faculty of the Department of Physics and Astronomy at the University of Kentucky in the Fall of 1965. With the exception of sabbatical leave to the University of Illinois at Carbondale, he spent his academic career here at Kentucky.

Bob made important contributions to the application of quantum mechanics to multi-electron atoms and molecules. His PhD dissertation was on the two electron neutral atom, Helium. During his professional life from 1962 to 1989, his work on the structure of atoms and molecules continued with collaborators from the University of Texas, the University of Illinois, and our own Department of Chemistry. He was active in research right up to the time of his hospitalization, with a paper submitted only weeks earlier, and further work in progress. Bob's contributions to his individual research and to collaborative work grew out of a deep understanding of the mathematical methods of quantum mechanics. Research work completed was of the highest quality and stands at the forefront of work in his field.

Bob was a quiet and effective teacher. His students remember him for his gentle and competent style in the presentation of the ideas of physics. His mathematical and computational skills were noteworthy.

Robert Knight was, in many ways, a free spirit. He was a bachelor who, to our knowledge, never owned a car. Bob did things in his own unique way, usually around Chevy Chase where he lived during all of his time in Lexington. He frequented the Saratoga restaurant for meals and companionship when he was not at work in his office. He could be seen in the early morning or late afternoon walking between the Department of Physics and Astronomy and his apartment in Chevy Chase. Robert was well known in the town, especially by those in the Chevy Chase area where he had many friends. He attended Our Redeemer

Lutheran Church where he went to share the faith of his childhood with the people he loved.

Robert was a delightful companion to those interested in his hobby, reading history and studying governments of the world. Current events were of great interest to him and he loved to converse about issues of the day. Robert read history for entertainment and had acquired an encyclopedic knowledge of world events and personalities. Bob had a wonderful memory for things he read. He always had his own unique interpretation of the events old and new; one might disagree, but Bob's facts were always straight and his views thoughtful.

Robert Knight is survived by his mother, Pauline, of Odessa, Texas and by a brother, Walter of Dallas, Texas. His father and two brothers, one older and one younger, have preceded him in death.

Professor McEllistrem asked that the memorial resolution be adopted by the University Senate, spread upon the minutes and that copies be sent to the family of Robert E. Knight.

The Chair asked the Senate to rise for a moment of silent tribute.

The Chair stated there were two resolutions which the Senate acted on at its last meeting concerning Governor Chandler. The first of those two was postponed until the March 20 meeting. The second resolution charged the Senate Council to study the situation and either respond in a resolution itself or call the Senate into a special session if necessary or bring a resolution to this body on March 20. The Chair stated that given the way events unfolded, the Senate Council at its meeting on March 6 felt that was the time the statement needed to be available. The Senate Council passed the following resolution:

Through his public use and his recent alleged use of an epithet repugnant to the university community, Governor A. B. Chandler has associated himself with an attitude which is antithetical to the philosophy of this university.

Because of the damaging controversy generated by these remarks, we, the University of Kentucky Senate Council, therefore believe that the interests of the university would be best served by Governor Chandler's resignation from the Board of Trustees.

The motion that was postponed until the March 20 meeting follows:

Whereas, Governor Chandler has repeatedly insulted race relations at the University of Kentucky, and

Whereas, Governor Chandler sits on the Board of Trustees and has a voting role in representing the views of the University community, and

Whereas, the student body of the University of Kentucky strongly disagrees with Governor Chandler's remarks, and

Whereas, the integrity of the faculty, staff, and students of the University Community needs to be upheld, and

Whereas, we recognize Governor Chandler's past contributions to this state through his governorship and role as Baseball Commissioner,

We hereby respectfully call for Governor Chandler's resignation from the University of Kentucky Board of Trustees.

A motion was moved and seconded to substitute the motion prepared by the Senate Council for the resolution presented at the February 27 meeting. There was no discussion. Motion to substitute the resolution presented by the Senate Council carried unanimously. The floor was opened for discussion on whether to adopt the new resolution. Question was called. The motion in favor of the substitute resolution carried unanimously.

The Chair recognized Professor Ray Betts (Honors Program) for the annual report from the Board of Trustees.

Professor Betts' report follows:

One of my neighbors remarked the other day that she regularly saw the back of my head on the televised reports of the meetings of the Board of Trustees. It is the head that counts, of course, for there is housed the reason--and the reasons--for which each of us is here at the University of Kentucky.

But what the front of the head has witnessed at the Board meetings--is the activity undertaken by a small group of, but not in, the university. The Board looks outward. The metaphorical door through which it exits gives on to the marketplace and the forum, where IBM regularly makes advanced computers and where the governor of the Commonwealth occasionally advances ill-made statements.

The politics of the Board are not so complicated as they are far-reaching and, yes, delicate. Particularly during this last year, eventful because of special problems of governance, on the court in one instance and out of the mouth in another, I have realized the unsettled position of a public university in a state where higher education is such a rich political matter and such a poorly funded one.

The Board of Trustees, like the University, is an agency of state government, responsible to the elected representatives, accountable to the citizenry. Yet both Board and University are, or should be, autonomous, confidently given the authority to cultivate a place of free intellectual inquiry: a state university bearing the state name, but a stateless university with interests and concerns that reach back in time long before someone drew the political boundaries of Kentucky, and that reach far afield to places where the legislated UK-U of L basketball game is of no interest, of no conse-

quence. By definition, a university is dedicated to the examination of the universal. When parochial interests impede or mock that dedication, then the individual minds and the collective mentality of all of us here-and-now, in Kentucky in 1989, suffer. We become something less than we ought to be.

The prefatory statement is sort of like the stage directions for the drama that was enacted on the 18th floor of Patterson Office Tower this last year. It was not Greek drama, of course, because that requires some divinely introduced flaw. The flaws that we encountered were of human contrivance, but they have threatened the structural integrity of the university.

The first flawed situation is the most obvious, the most limelighted, the one partially resolved just a day ago. I have found basketball to be a major Board preoccupation, an unfortunate but necessary preoccupation, because this sport, at best peripheral to the purposes of any university, has, in its mismanagement and publicly alleged misbehavior, badly disturbed, rather than joyfully diverted our University community.

However, what might euphemistically be called the "the basketball situation" has also had an alloying effect on the Board. First, it has created a special sense of public responsibility, a general realization that the Board must vigorously protect the principles of this university against unwarranted, unseemly intrusion from those who assume that higher education is essentially measured as the distance from the floor to the hoop. Secondly, most of us on the Board have deepened our already strong respect for the university president, David P. Roselle, who has skillfully and calmly managed a situation of both dreadful and ridiculous proportions.

Yet, if once again the old adage that adversity has its uses has been given new meaning in the course of discussion of this matter, those uses do not count for much against the deficit of consideration of new academic initiatives. Efforts by your faculty representatives to create a more knowledgeable and interacting community of concerned university citizens--Board members, joined with faculty and students in discussion of current programs, policies, and problems--have been delayed or have been only partially considered. Put otherwise, the Board of Trustees having been informed of NCAA allegations has accordingly been less informed of on-campus activities and achievements.

The second flawed situation that the Board has encountered is of a personal and political nature. It concerns the intolerable use of language by a Board member, not an ordinary citizen, Albert B. Chandler. Governor Wilkinson should be criticized for a lack of intelligent political judgment in his appointment of a gentleman of such advanced age and of such long and honored public service to a position where he could only do harm to his own reputation and, of immensely greater importance, where his intensifying political solipsism risked generating what in fact occurred, the insult and hurt to all of us who know that words are humankind's most powerful

instruments, well used to define and dignify, meanly used to distort and demean.

A board of trustees, as the very title suggests, is responsible for upholding its accepted trust, in this instance a trust to assure human decency, to respect the dignity of the individual and of the group, to treat thought as sacred. Anyone uninterested or incapable of upholding this trust does grave disservice to the university and merits nothing other than dismissal from that responsibility.

* * *

I have ranged far and yet have said all too little. I have not commented on the good people who serve on the Board, busy public figures who, unlike the faculty representatives, do not have such an immediate and direct involvement with the University and yet who have as spirited a concern as any of us. Six of them, five graduates of UK and the sixth with no such connection to the institution, have mentioned to me in private moments how much this school means to the state, how desirous they are to see the University move ahead and upward, to the place it should, to the place it can, occupy. Here are political appointees with but one political purpose: the betterment of this university as Kentucky's premier institution of higher learning.

* * *

I now end one term of service and prepare for another. The already accumulated experience might immediately be described in popular idiom as one that was mind-boggling and gut-twisting. But that experience must also be described as having been encouraging and hopeful, sentiments elevated by a dedicated and forward-looking president and by a large number of Board members who value the University for the same reasons that you and I do.

Reduced to essentials, a university is mind, spirit, and space. In this next academic year we should hope, I think we have many reasons to expect, that all three conditions will expand in harmonious relationship at the University of Kentucky. That is good to report because that is good to know.

Professor Betts was given a round of applause.

The Chair recognized Professor Mary Sue Coleman for her Board of Trustees report.

Professor Coleman's report follows:

This past year has brought drastic changes to the Board of Trustees. We have lost Cap Hershey, Albert Clay, and Robert McCowan. The latter two individuals were long-time board members and served in the Presidential Search process. During that time, Wilbur Frye, Bob Guthrie, Tim Cantrill and I had the opportunity to educate them fully about the complexity of the University and about its

financial needs. Now we have to start from scratch. The new members appointed were Foster Ockerman, William Sturgill and Will Burnett. As you know, Foster Ockerman is the new chairman of the board. The President has reported to me that Mr. Ockerman has worked well with him so far. Certainly I hope that a productive relationship continues. The University desperately needs more funding from the state and the board needs to be behind this effort. My reading of the new board is that there are opportunities for education of the members and that we can win their support (it is this role that I believe is the most important one of faculty representatives to the BOT). The dangers are that some members of the board do not fully understand the need to delegate decision making to duly constituted authorities. So the question of opportunity versus meddling is in delicate balance. I believe we need to proceed with caution to educate and to address matters of concern without giving the opportunity for meddling.

An example of problems that can arise is illustrated in the reaction of some board members to ITAs. There is much emotion about TAs with little insight. We have addressed this issue by pulling together a group of diverse faculty to design and evaluate a study of perceptions and performance of ITAs. Funding for the project has come jointly from Don Sands' office and from the President's office. The study includes a survey of department chairs as well as students addressing instruction by DTAs, ITAs and faculty. This is a descriptive/analytical study that addresses not only the nature of the instruction, but also the nature of the evaluator. It will give us data essential for integrating TAs into the instructional programs of the institution.

The academic affairs subcommittee of the board has been active. I chair that committee and we have begun to use it to educate the lay members about UK. We have dealt with the issue of ITAs and we have had a full presentation by the Admissions staff. Plans are underway to bring in various academic and support units - i.e., counseling center, individual colleges, centers, professional schools.

This committee plus the senate council has also suggested a luncheon format for information sessions. We have had two such sessions. In the first, we brought in representatives of four colleges and divided the board into small groups. This was very well received by board members. In the second format, we had a presentation by the Center on Aging to the full board. These are popular sessions that should continue.

What about the NCAA report? I am pleased with the development of yesterday. This will give us a fresh start. The board itself has been briefed two times and has voted to keep the report confidential. The reasons are as follows:

- A) NCAA has requested confidentiality to preserve their ability to carry out investigations.

- B) We believe in due process - i.e., not convicting people in the press; the NCAA Committee on Infractions is a faculty body - judgments of guilt or innocence will be made by a group of faculty from comparable institutions around the nation.
- C) The briefing was thorough; the report was done with extraordinary care. There was no second guessing from those who heard the report.

Finally, I wish to let you know that faculty are welcome to attend board meetings. Many people came last time and I think that is good. It shows faculty interest to the board. We encourage you to attend - simply go to the express elevator in the Patterson Office Tower at about 1 P.M. the day of the meeting. All are welcome who wish to attend.

Professor Coleman was given a round of applause.

The Chairman thanked both Professors Betts and Coleman. There were no questions for the two trustees.

The Chair recognized Professor Donald Leigh, Chair-elect of the Senate Council, for the first action item on the agenda. Professor Leigh, on behalf of the Senate Council, moved approval of the proposal to amend Section I - 2.0 University Senate Rules to include a representative from the Emeriti Faculty as a voting member of the Senate. If approved the proposal will be forwarded to the President for appropriate administrative action. This proposal was circulated to members of the Senate under date of 10 March 1989.

The Chair noted this was a recommendation from the Senate Council and did not require a second. The floor was opened for discussion. There were no questions and the motion in favor of the proposal as circulated passed unanimously and reads as follows:

Proposal:

The Senate Council and the Senate Rules Committee recommend to the Senate and the Administration that the voting membership of the Senate be increased to include one person elected by the University of Kentucky Association of Emeriti Faculty. The Association shall elect one senator and one alternate from their membership through an election process approved by the Senate Council.

Rationale:

With the organization of the Association of Emeriti Faculty and the significant role of emeriti faculty in the life of this institution, it is appropriate that they be accorded representation in the University Senate through vote and voice.

Effective Date: Upon approval by the Board of Trustees.

The Chair recognized Professor Donald Leigh for action item (b) on the agenda. Professor Leigh, on behalf of the Senate Council, moved to approve the proposal to amend Section IV - 2.2.13 University Senate Rules, relative to application dates for admission, College of Communications. He stated that the rationale established firm dates for admission and would allow better evaluation of dossiers and more thorough advising. This proposal was circulated to members of the Senate under date of 9 March 1989.

The Chair again noted this was a Senate Council recommendation and did not require a second. The floor was opened for discussion.

Professor Jesse Weil (Physics and Astronomy) wanted to know if a major or premajor could apply for admission to the College of Communications and he also wanted to know the rationale for the change. Dean Douglas Boyd (College of Communications) stated there were both major and premajor classifications. The reason the college asked to amend the admissions policy was due to deadlines. What the college wants to do is make sure the application for both majors and premajors be received in sufficient time to evaluate and advise students. He added that the college had always had majors and premajors. There was no further discussion. The proposal passed unanimously and reads as follows:

Proposal: (add underlined portion; delete bracketed portion)

2.2.13 Admissions Policy & Process: [Applications must be made to a specific degree program, not the College as a whole. Applications must be made directly to the College Coordinator of Academic Affairs. Normally, such application will be made prior to the satisfactory completion of 60 semester hours of college level studies.] Application for admission to the College of Communications, whether premajor or major, must be received by the College Coordinator of Academic Affairs no later than April 1 for the summer session, June 1 for the fall semester, and October 15 for the spring semester. [Subsequent transfer between programs will be permitted, and may be accomplished by applying to that program and satisfying the admissions requirements.]

[Normally (for advance registration purposes) applications are to be submitted by March 1 for Fall semester and summer sessions, and by October 1 for the Spring semester. Transfer students not wishing to advance register must submit applications by July 1 for the Fall semester, by November 15 for the Spring semester, and by April 1 for the Summer sessions.] [All] Applications should include [a] transcripts showing all grades earned at all colleges and universities attended by the applicant. Normally students apply for admission to a major program prior to the satisfactory completion of 60 semester hours of college-level courses. [The transcripts should offer proof that 45 semester hours have been completed and accepted by the University, and that all other requirements for the program have been completed.] For admission to a degree

program the transcripts should offer proof that 45 semester hours have been completed and accepted by the University and that all other requirements for the program have been completed. Subsequent transfer between College of Communications programs will be permitted.

Rationale:

Establishing firm dates for admission will allow better evaluation of dossiers and more thorough advising. These dates will provide reasonable deadlines and will be consistent with the dates which the Senate approved for the College of Business and Economics.

Effective Date: 1990 Spring Semester Applicants

The Chair recognized Professor Leigh for agenda item (c). Professor Leigh, on behalf of the Senate Council, moved to approve the proposal to amend Section VI - 3.0 ff. to add the academic offense Falsification of Academic Records. This proposal was circulated to members of the Senate under date of 10 March 1989.

The motion did not require a second. In discussion which followed Dean Douglas Wilson (Dean of Students) opposed the adoption of the proposal at this time because it would set up a situation where a University Senate regulation is already addressed in the Code of Student Conduct. He suggested a better way to handle the situation would be to have the University Senate Committee that made the proposal decide whether or not this should be an academic or nonacademic offense. He felt that by adopting the proposal the Senate was setting up a conflict and a duplication that he believed was unnecessary.

Professor William Moody (Academic Ombudsman) agreed with Dean Wilson in some respects. He did not want to debate whether or not the problem is academic or disciplinary. His understanding is not necessarily parallel with what the University has in situations of cheating and plagiarism. His other concern is about checks and balances that are built into the system. Personally he did not see that the proposal had the correct amount of balances and checks in the system simply because in the cases of cheating and plagiarism there is a very basic substantial system in place, and he did not see that in the proposal. He felt that if a system has been working over the past years then his philosophy is "if it is not broken, then let's not fix it." He stated that he would be happy to work with a committee on the proposal strictly from the ombudsman's office. If it is to be declared an academic offense such as cheating and plagiarism, then it would come back to the ombudsman's office to work out considerable detail, particularly if the case went to the Appeals Board. He felt the ombudsman's office had quite a bit of expertise in dealing with cheating and plagiarism. He felt the Dean of Students had expertise in other disciplinary problems. Personally he was not willing to see it pass.

Professor Carolyn Bratt (Law) stated that if a student broke into an office and got an exam that would fall under the jurisdiction of the Dean of

Students and also the Ombudsman. She stated that was not unheard of in any kind of system. She realized that the Ombudsman's Office had expertise in cheating and plagiarism but the student can also go through the Appeals Board.

Dean Wilson pointed out for clarification that in a situation where a student stole an exam that it was true that the Dean of Student's Office and the Dean of the College where the incident occurred prosecutes that student. The Dean of Students prosecutes for the theft so both offices are working on the same action, but on the basis of two different symptoms. Adopting the proposal puts the same offense in two different codes.

Professor William Lyons (Political Science) felt there were two different kinds of questions. He stressed that he felt the Senate Council was convinced unanimously that this is a cheating offense. It is clearly something that involves an attempt to get Academic Deans involved in academic offenses. He stated there were two parts -- one procedural on whether or not there should be specific reference to the Ombudsman being engaged in the process. He added that any student has the right of going through the Appeals Board.

Dr. Randall Dahl (University Registrar) apologized to Professor Moody because he did not know the proposal was going to be on the agenda. He stated that work on the proposal had started about a year ago with Professor Moody's predecessor in an attempt to address the question of an uncovered category of academic offenses. He indicated that the Code of Student Conduct specifies non-academic. The question is whether it is academic or non-academic offenses. One of the considerations in dealing with the academic offenses is that the Dean of the College contacts the Registrar's Office to determine if there has been a prior offense. With the non-academic offenses there is a different set of rules in the Dean of Students office where the files are kept completely separate and they are not a part of the student's record. An academic offense is a matter of the student's academic record. By going through the academic offense process and making it an academic offense, it does establish it as part of the student's record in the event there is a subsequent offense. He pointed out that he had a different disposition that would involve an exact parallel operating within the individual colleges with the deans and that struck people, including the Rules Committee, as quite cumbersome. The proposal perhaps is not completely satisfactory as it exists now but the point was to be able to proceed with academic falsification matters which there is some fear of increasing as the University moves to a much more broadly accessible student records system under the student information system.

The Chair asked if there were other questions on the first issue of whether the proposal should be treated as an academic offense rather than a non-academic offense. Professor Wilson stated that in many of the offenses there is a very difficult line to draw. Over the last three years his office has dealt with issues involving bribery, lifting, taking or acquiring possession of materials that belong to members of the University community. There have also been offenses dealing with a physical violence against a University employee. He stated that the rationale about the student attempting to gain an unwarranted academic advantage or benefit is one that is dealt with all the time. He felt the proposal was worth discussing but his point is if adopted immediately, there would be no opportunity to make changes.

Professor Malcolm Jewell (Political Science) was Chairman of the Rules Committee last year when the proposal first came out. It seemed to him that the Senate is the body to determine what is considered academic and he felt the Senate had the authority and responsibility to deal with that area. He felt that since the proposal did not take effect until Fall it would be possible to get an adjustment in the Code of Student Conduct if that is necessary between now and next Fall.

Professor Raymond Betts (Honors Program) wanted to know if it would be possible to table the motion until the next Senate meeting in order to resolve the difficulties. The Chair stated that was an option if the Senate wanted to postpone.

Professor James Applegate (Communications) wanted to hear more discussion about the issue of how the offenses would be listed on the academic record. He felt that if a student got caught trying to alter his or her record that should be put on the record so if it happened again there would be a record of the offense. He felt the major issue was whether to make an academic offense solely a disciplinary problem. He wanted to know if the only way to get the rule to be a part of the record is to make it an academic offense. University Registrar Dahl stated that was his understanding. He would not speak about Dean Wilson's records which are held distinct and separate from the records in the Registrar's Office and there is no co-mingling of those records. If it is an academic offense, that would be recorded in the Registrar's Office and the information made available to deans following the Senate rules which require a contact key to determine whether or not there has been a prior offense.

The Chair asked for further discussion on the academic issue. Professor Jesse Weil agreed with Professor Applegate that the offense ought to appear on the record, but he pointed out what he viewed as a gap. He felt it would be just as bad if a student tried to change the records in his office as it is in the Registrar's Office. He would like to see that added to the offense.

Professor William Moody had a question concerning the definition of academic versus disciplinary because when he looks at the Student Code Book the proposal is more academic. He stated that when he talks about checks and balances, he wanted to know what the problem was with the present system and when the proposal talks about going to the Chancellor, he could not comprehend the exact depth of that. He added that it did not come through the proposal to him. Professor David Durant (English) stated that would go through the appeals process which would take place after the cheating has taken place.

University Registrar Dahl stated that he hated to put the proposal at the feet of someone who is no longer here, but when William Fortune (Law) and he discussed and initially drafted the proposal last Spring, they thought about what was a sensible course of action for disposing of academic falsification charge. The suggestion when there was no faculty member involved was to get the Registrar's Office to act in a similar manner as the Dean's Office which makes the recommendation to the Chancellor. The intent was to parallel to the extent possible the existing disposition of academic offenses.

The Chair asked for questions concerning the procedure.

Professor Michael Cibull (Pathology) stated that he had gathered there are two or three steps before someone is actually accused. Professor Moody stated

that most of the cheating and plagiarism cases develop at the classroom level and the instructor would be the first involved, then the department chair, and then to the deans.

Professor Lyons stated that sanctions can be imposed at the lower level in the case of cheating. The instructor can decide not to pass the information on to the department level. His understanding is that the student can appeal any sanction at any level to the Appeals Board. He stated there is a large level of due process in the proposal that parallels the system.

Professor Carolyn Bratt felt that when colleges had no departments and there was cheating, it would be at the dean's level immediately and then to the Chancellor. She added it was hard to build in the parallels because it is not like someone cheating in the classroom and then going to the next person up the ladder. If records were changed in the Registrar's Office who would be built into that process. She said the student would always have the right to go to the Appeals Board.

Professor Gesund wanted to know what would happen if a student changed a grade in an instructor's grade book. He wanted to know why only the Registrar's records were being protected.

Professor Donald Sands (Vice Chancellor for Academic Affairs) stated that was covered by Paragraph 3.2 "which is wrongfully giving, taking, or presenting any information or material" Professor Gesund did not think that covered changing an instructor's grade book. Dean Wilson stated that the Code of Student Conduct Handbook has handled that situation. He added that it takes care of falsification of the University ID card to changing grades or changing a grade assignment form. Professor Gesund suggested copying the wording of the Code of Student Conduct and make that an academic offense. He felt to set up a separate academic offense of falsification only of the Registrar's records versus all other records did not make a lot of sense.

Professor Thomas Lindlof (Telecommunications) wanted to know what was considered an official University record. He asked if the instructor's grade book was an official record. He stated that would be covered in the proposal. Dr. Dahl stated he considered the instructor's grade book an official record. Professor Gesund stated the proposal did not say that. The proposal stated: "As used in this context, 'academic record' includes all paper and electronic versions of the complete permanent academic record....." He stated that did not cover the temporary records in the offices of the faculty. Dr. Dahl felt those could be included in the language. Professor Gesund stated that if it were to be an academic offense, then state that the violation of that section of the Code of Student Conduct would constitute an academic offense.

The Chair stated the Senate had been discussing the proposal for some time and he wanted to know how the Senate wanted to dispose of the proposal.

Professor Gesund moved to recommit to the committee. The motion was seconded. In the discussion which followed Professor Malcolm Jewell (Political Science) felt it was unwise to recommit to the committee when the Senate would be meeting again in April. He stated that he would hate to see the proposal postponed for another six months.

Professor Lyons felt that Professor Gesund's question could be addressed with a separate kind of motion. He stated that the proposal did not have to be shot down in order to determine if a grade book is an academic record. He suggested passing the proposal with instructions to the Senate Council to look into other kinds of records. Professor John Groves stated there is a rush because as soon as the SIS is fully implemented, all the records need to have a security system because the records become more accessible. Professor Gesund stated that would be covered through the Dean of Student's Office for the time being because he did not feel the committee's work was acceptable. He felt perhaps the committee could come up with something better in conjunction with the Dean of Student's Office.

Professor McEllistrem argued against sending it back to committee and wanted the Rules Committee to do their job when the rule was codified.

Professor Michael Cibull felt the points made were very major and did not feel that mere codification would answer those questions. He also felt that another month was not too long and he could see the committee bringing back a proposal that was acceptable.

Professor Applegate stated that if it were not an academic offense then adding such things as instructors' records or whatever would not help and he felt there was no point in recommitting the proposal.

The question was called. Motion to refer the proposal back to the Admissions and Academic Standards Committee failed in a hand count of 27 to 18.

Vice President Wimberly Royster felt the Senate was sufficiently divided which led him to think there should be a clearer understanding of what was being done. He was concerned about the security and falsification of records. He stated there was falsification of records other than the Registrar's records. He wanted to know if the Senate could get something together that would be more agreed upon and understood. He did not know whether recommitting was the answer, but he felt there was considerable disagreement in the Senate.

There was no further discussion and the motion to approve the proposal passed in a hand count of 31 to 15 and reads as follows:

Proposal: (add underlined portion)

3.0 Academic Offenses and Procedures
Students shall not plagiarize or cheat. (US: 3/7/88)

3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

3.3 Falsification of Academic Records

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alternation or misuses of any official academic record of the University, specifically including knowingly unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

...

4.0 Disposition of Cases of Academic Offenses

Insert the following within Section 4.0:

Disposition - Falsification of Academic Records
In all cases involving falsification, attempted falsification, or other misuse of academic records the University Registrar is the institutional official responsible for investigation, review, and recommendation of sanctions. All complaints of possible falsification or misuse of academic records, whether from academic or non-academic personnel or offices, should be reported to the University Registrar either directly or through the appropriate department head, dean, or director. In the event that an allegation of falsification, attempted falsification, or other misuse is warranted, the University Registrar shall notify the student to that effect in writing and invite the student to discuss the allegation within seven days of the notice. Following notification and subsequent discussion with the student (which the student may decline), the University Registrar shall determine whether falsification, attempted falsification or other misuse has occurred. Upon determination that falsification or attempted falsification has occurred, the University Registrar shall forward to the appropriate Chancellor a statement of the case and a specific recommendation for suspension or dismissal, with written notice of the recommendation to the student and the Academic Ombudsman.

.....

4.7 Responsibility of the University Appeals Board

The Hearing Officer of the University Appeals Board shall schedule a hearing in any case of cheating or plagiarism or falsification of academic records reported by the Ombudsman, the hearing to be held within 20 working days of the receipt by the Hearing Officer of the Ombudsman's report, unless the student consents to an extension of time for the hearing. The student may withdraw the appeal at any time. Notices to the student will be sent by certified mail to the address on file with the Ombudsman; failure of a student to apprise the Ombudsman of a change of address shall be cause of dismissal of the appeal.

In cases of academic offenses where the student contests guilt, the Appeals Board shall sit as a fact finding body and determine whether or not the student cheated or plagiarized or falsified academic records from such evidence as is brought before the Board (including testimony under oath, written statements, exhibits, and a view of the

classroom where the cheating occurred if this be an issue). The Board may call witnesses on its own initiative and may continue the hearing for this purpose. Unless the Board believes, by majority vote of those present and by a preponderance of the evidence, that the student cheated or plagiarized or falsified academic records, it shall acquit the student.

Rationale:

This proposal is intended to redefine the falsification of academic records as an academic rather than a non-academic (disciplinary) offense. Definition of falsification of academic records as an academic offense recognizes the essential similarity of such activities to the established academic offenses of cheating and plagiarism - in each case the student is attempting to gain an unwarranted academic advantage or benefit. Falsification of academic records is not a large scale problem at UK at this time, but it is a growing problem at various colleges and universities nationwide (involving both currently enrolled and former students). Given continuing pressures on academic performance and the increased opportunity for records falsification associated with the extended access to student records provided by our new Student Information System (SIS), attempted falsification may become a larger problem at the University. In addition to establishing falsification of academic records as an academic offense with a significant penalty, this proposal also clarifies and expands the definition of records falsification, specifically incorporating the falsification of admission applications and credentials.

Implementation Date: 1989 Fall Semester

Note: The proposal will be sent to the Rules Committee for codification.

The Chair pointed out that the last item on the agenda was a discussion item and did not require a motion. He stated that it was being proposed for discussion. As a background the Chair stated that in late 1988, the College of Fine Arts proposed that they be allowed to institute a plus/minus grading system for their college. That proposal was referred to the Committee on Admissions and Academic Standards for their review and recommendations. The Council received their recommendation which was, first of all, that they favored the proposal by the College of Fine Arts, but they felt if a College other than professional colleges was allowed to have plus/minus grading then perhaps we should consider doing it University-wide. The Senate Council felt that was a major enough issue that it ought to be discussed at a Senate meeting as a "discussion item only" before it is brought up for a vote. The Chair stated it would be discussed on the merits of the proposal of whether to institute legislation that would allow those faculty who choose to grade on a plus/minus basis to do so. In April the proposal would be brought back for a

vote of the full Senate, also there would be a proposal from the College of Fine Arts to allow them to have their own system.

The proposal follows:

Proposal: (delete the portion in brackets [], and add the section indicated below)

1.0 Grades and Marking Systems

1.1 The Marking System (except for Colleges of Law, Medicine, Dentistry, Architecture and the Landscape Architecture Program) Results of work will be recorded in the Registrar's Office as follows:

- A Represents an exceptionally high achievement as a result of aptitude, effort and intellectual initiative. [It is valued at four (4) grade points for each credit hour.]
- B Represents a high achievement as a result of ability and effort. [It is valued at three (3) grade points for each credit hour.]
- C Represents average achievement. [It is valued at two (2) grade points for each credit hour.]
- D Represents the minimum passing grade (not to be used for graduate students). [It is valued at one (1) grade point for each credit hour.]
- E Represents unsatisfactory performance and indicates failure in the course. [It is valued at zero (0) grade points and zero (0) credit hours.]
- F Represents failure in a course taken on a Pass-Fail basis.
- I Incomplete--See this Section, 1.3, Explanation of Certain Grades
- P Represents a passing grade in a course taken on a Pass-Fail basis. It may also be assigned by the University Appeals Board in cases involving a violation of student academic rights. (See Section V, 1.4 and Section VI, 5.1)
- W Denotes withdrawal from class. It may also be assigned by the University Appeals Board in cases involving a violation of student academic rights. (US:9/10/79)
- S Satisfactory work in progress, or final grade in courses carrying no academic credit.

Insert the following:

The following grade point values will be given for each credit hour:

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

RATIONALE:

The present grading system is considered by some to be too rigid and not finely graduated enough to do justice to the various levels of student achievement which should be acknowledged. The present range between marks means that students with very different achievements in a course receive the same final grade, e.g. those instructors who use a 100 point scale must give the same C to a 70 and to a 79. As more and more students get grouped into the high C and low B range, it becomes important to be able to discriminate within that range.

The use of a plus/minus system would provide added flexibility to the grading process and encouragement to students beyond the level of what the present system affords. Students may exhibit achievement beyond what a straight letter grade can convey, but not the point at which a faculty member feels comfortable in assigning the next highest letter grade. In such a case, a plus grade would offer encouragement to a student, but would also convey that serious work remains before the next level of achievement can be acknowledged. The instructor would also have the flexibility of assigning a minus grade, which carries 0.3 less quality points than the corresponding grade without a minus.

Adopting this system will not change standards based on grade points, such as minimum passing grades or minimum GPA for enrollment in certain programs. It will simply allow those instructors who wish to use it to discriminate more finely between different levels of performance.

Implementation Date: 1989 Fall Semester

The floor was opened for discussion.

Dean Douglas Boyd (Communications) supported the proposal. He stated there was an incredible difference between an 81 and 89.

Professor Malcolm Jewell (Political Science) felt the proposal was long overdue. He stated it might be possible for faculty who did not want to follow the plus/minus system to give straight A, B, C, D. Grades have to be

translated into numbers, add them up, determine a scale, and then agonize over the cutting point. It seemed to him the grading system could be defended strictly on grounds of fairness to give the student more closely what they deserve and those rounding off decisions separating an A or a B+ would not have to be made.

Professor Steven Weisenburger (English) wanted to know what procedure would be set up to allow instructors to use different options. Professor Donald Leigh (Engineering) said that no one could be forced to give a plus or minus. Professor Weisenburger stated that would have to be communicated to the students because they were entitled to know when they enrolled in a course how they would be graded.

Professor Jonathan Glixon (Fine Arts) stated that the instructions received from the Ombudsman each semester could describe the grading system no matter what system was used.

Professor Hans Gesund (Engineering) stated that in Architecture he used the plus/minus system and in Engineering he used the straight grading system. He prefers the straight grading system because he does not believe instructors can evaluate human beings with the precision that is implied by a plus/minus, especially in the subjective areas of grading. He wanted to know what a B+ paper would be. He felt it was a false sense of precision to include the plus/minus. He stated that the proposal did not specify what constituted a plus or minus on grade. At this point, as an engineer, he does not see the precision in the evaluation to warrant changing the grading system.

Professor Glixon stated that the College of Fine Arts had been discussing the plus/minus system and it seemed that there was a difference between an 89 and 90 -- one was an A, one a B. Professor Gesund wanted to know how an 89 could be given in a Fine Arts class. He stated that he had no way of evaluating an engineer that accurately, and he could not see how a sculptor or painter could be evaluated that accurately. Professor Glixon stated the college had some purely academic classes, but they did not want to make that broad of a distinction.

Professor Carolyn Bratt (Law) wanted to know if the proposal was just for a plus and not plus/minus. The Chair stated the proposal was for a plus/minus but did not provide for an A+. Professor Bratt stated that under the proposal there would be no way to give an A+. She felt the question of whether a faculty member could choose to say that the plus or minus grade was not available to his or her course no matter how the student was evaluated must be answered. She added that at the Senate Council meeting when the proposal came from one college it was determined that the change could not apply to one undergraduate college because of the effect of what would happen when students take courses across colleges. She wanted to know if the same logic would apply because if some instructors used the plus/minus and others did not, there would be an unequalness for students. Professor Ernest Middleton (Education) had the same concern.

Professor Daniel Reedy (Acting Dean of the Graduate School) wanted to know if the proposal was only for baccalaureate degrees and not for the graduate

school. Professor Gesund pointed out the proposal stated "The Marking System (except for Colleges of Law, Medicine, Dentistry, Architecture and the Landscape Architecture Program) will be recorded in the Registrar's Office." The Chair stated that if Professor Reedy wanted to exclude the Graduate School that could be added to the proposal. Professor Reedy felt the issue should be taken to the Graduate Council before he would express a position for the Council. The Chair stated that was the reason the Senate was discussing the proposal and not taking a vote.

Professor William Lyons (Political Science) wanted to hear views from people concerning the procedure on a college by college basis. He stated that one of the issues that came up before the Senate Council was that a college such as Communications gets a lot of students in their courses from other colleges. That would affect GPA calculations the same as if any individuals were allowed to operate around the system. He stated there was a proposal some time ago before the full Senate. The students opposed it, and the Senate voted it down for a variety of reasons. He felt the two issues were: (1) should this be University-wide and if so, mandatory for everyone and (2) if not University-wide, is it all right for the Senate to authorize a particular college to use the system. He felt this was an issue that the Senate Council should have some guidance on before it could develop a proposal for the Senate to consider.

Professor Glixon felt that part of the problem of allowing one college to use the plus/minus system could be solved by simply programming the computers that it needs to be done that way so that a student in the College of Arts and Sciences that may not have plus/minus grading who took a course and got a B+, it could be marked a B and an A- be transferred to an A automatically.

Professor Wimberly Royster (Vice President for Research and Graduate Studies) felt all colleges should be consistent because transferring in and out of colleges would cause problems. He stated that if the Senate was going to have plus/minus grades that it should be for all colleges.

Professor William Moody (Academic Ombudsman, Agriculture) did not want to speak for the Registrar but felt if all colleges did not have the same grading system there would be chaos in the Registrar's Office. Professor Moody was in favor of the proposal and giving the benefit of doubt to the students.

Professor Kenneth Yeargan (Entomology) wanted to know why there was not an option of giving an A+ with exactly the same grade point of 4.0. That would give the student the opportunity of having an A+ appear on the transcript. The Chair stated that some of the colleges did allow for an A+ and if one wanted to institute an A+ that could be done.

Dr. Randall Dahl (University Registrar) stated that the interpretation of college transcripts is something done by and large by some national standards and expectations. A grade average that does not compare readily could put a student in jeopardy. Professor Yeargan wanted the 4.0 but just wanted the A+. Dr. Dahl said that technically that could be done. He added that under the new Student Information System a plus/minus system is a matter of indifference from an operational standpoint.

Professor Marcus McEllistrem (Physics and Astronomy) felt using the plus/minus system would be changing the meaning of the grades for a substantial section of students and that would cause him some concern. Professor Glixon checked some of his larger classes. He found that students benefited and more students ended up with an A-. When the students were polled, there were objections from students who thought they might lose their 4.0 average. They did not want a 3.7 in their college career.

A Senator opposed an option of making all instructors use the same grading system.

Professor Robert Guthrie (Chemistry) felt there was some dispute over what a C means, which is usually an average student. He felt it would be a good idea to establish what a C+ or a C- student is. Chairman Mather told Professor Guthrie that as a member of the Council he assumed that Professor Guthrie would help work on that matter. The Chair pointed out that was one of the reasons the proposal was a discussion item, not only for the Graduate School but to allow the Deans an opportunity to discuss it to see what problems or benefits they could see. He felt it was the kind of thing the University community as a whole should discuss before action is taken.

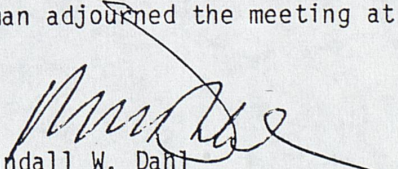
Professor Marie Vittetoe (Nursing) stated that in her college they had a 2.0 cutoff for probation. She could see where there would be a problem if a student had a couple of C-'s. They would fall well below the 2.0. Professor Weil stated that student would have to have a couple of C+'s.

Professor Russell Grove (Architecture) stated that Architecture and Landscape Architecture are considered professional schools by some and not by others, but both are undergraduate programs. Both colleges have had the plus/minus system for several years. He added that he has had some experience in using the system and would be glad to share it with the Council.

University Registrar Randall Dahl stated that a 4.3 was a very unusual number. He added that anything over 4.0 could put some students in jeopardy in the eyes of transcript recipients. In the systems that he is familiar with the A+ does not exist at the undergraduate level. It does exist in professional schools where there is a more narrowly defined audience. There are some systems where there is a plus grade but no minus. His concern was that the student get the full value and meaning of his or her record which is really the currency of their accomplishment here.

The Chair stated that the comments had been very helpful and the Council would consider the suggestions.

There being no further business, the Chairman adjourned the meeting at 4:35 p.m.


Randall W. Dahl
Secretary, University Senate

3/15/89

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

9 March 1989

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 20, 1989. Proposal to amend Section IV - 2.2.13 University Senate Rules, relative to admissions standards, College of Communications.

Proposal: (add underlined portion; delete bracketed portion)

2.2.13 Admissions Policy & Process: [Applications must be made to a specific degree program, not the College as a whole. Applications must be made directly to the College Coordinator of Academic Affairs. Normally, such application will be made prior to the satisfactory completion of 60 semester hours of college level studies.] Application for admission to the College of Communications, whether premajor or major, must be received by the College Coordinator of Academic Affairs no later than April 1 for the summer session, June 1 for the fall semester, and October 15 for the spring semester. [Subsequent transfer between programs will be permitted, and may be accomplished by applying to that program and satisfying the admissions requirements.]

[Normally (for advance registration purposes) applications are to be submitted by March 1 for Fall semester and summer sessions, and by October 1 for the Spring semester. Transfer students not wishing to advance register must submit applications by July 1 for the Fall semester, by November 15 for the Spring semester, and by April 1 for the Summer sessions.] [All] Applications should include [a] transcripts showing all grades earned at all colleges and universities attended by the applicant. Normally students apply for admission to a major program prior to the satisfactory completion of 60 semester hours of college-level courses. [The transcripts should offer proof that 45 semester hours have been completed and accepted by the University, and that all other requirements for the program have been completed.] For admission to a degree program the transcripts should offer proof that 45 semester hours have been completed and accepted by the University and that all other requirements for the program have been completed. Subsequent transfer between College of Communications programs will be permitted.

Page 2

US Agenda Item: Communications Admissions, IV 2.2.13
10 March 1989

Rationale:

Establishing firm dates for admission will allow better evaluation of dossiers and more thorough advising. These dates will provide reasonable deadlines and will be consistent with the dates which the Senate approved for the College of Business and Economics.

Effective Date: 1990 Spring Semester Applicants

2916C

2/28/89

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506-0027

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF ENGLISH
PATTERSON OFFICE TOWER

#319

To: Loys Mather, Chairman University Senate Council

From: David Durant

Date: February 27, 1989

Subject: Committee on Admissions and Academic Standards Proposals

The Committee on Admissions and Academic Standards recommends:

a. Approval of a proposal (enclosed) from the College of Communications to amend their selective admissions process, changing the dates in that proposal so that the first paragraph of the requirement reads as follows:

"Application for admission to the College of Communications, whether premajor or major, must be received by the College Coordinator of Academic Affairs no later than April 1 for the summer session, June 1 for the fall semester, and October 15 for the spring semester."

[Second paragraph is approved as submitted.]

Rationale:

The committee accepts the proposer's position that fixing firm dates for admission will allow better evaluation of dossiers and more thorough advising. The change in dates, reflected above, made in committee and worked out in consultation with the Dean of Communications will, we think, set reasonable deadlines. This proposal will make Communications follow the same time scheme now followed in the College of Business and Economics.

It should be noted that transfer students no longer have special deadlines in the new proposal, but the Committee agrees that such students, especially since they need unusual advising, should be kept to deadlines that allow reasonable lead time.

The proposal makes the same deadlines for premajors as for majors. This will be useful in leading students to submit their transcripts early for good advising. It should be noted, however, that admission to premajor status will not depend on meeting such deadlines, since "Admission to the University is sufficient for admission to the College of Communications as a premajor ..." (UK Bulletin, p. 106).

disregard

b. Approval of a change in the University Senate Rules on Double Majors and Double Degrees (attached).

2916

2/7/89

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0042

COLLEGE OF COMMUNICATIONS
OFFICE OF THE DEAN
106 GREHAN BLDG.

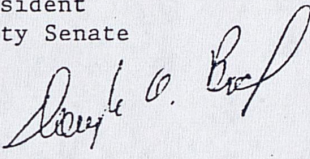
(606) 257-7805

February 7, 1989

MEMORANDUM

TO: Loys Mather, President
University Faculty Senate

FROM: Douglas A. Boyd
Dean



SUBJECT: Attached Changes in College of Communications Selective Admissions Process

First, I want again to thank you and members of the Senate Council for the help you have provided to us in the past several years in connection with our selective admissions process. Through a great deal of hard work by our college staff, the selective admissions policy is working very well. I am sure you know that hundreds of hours have been devoted to the process of arranging an administrative system for the admission of our future students.

In this connection, I am requesting your review--and I hope approval--of the attached. If I understand correctly, this must have the approval of both the Senate Council and the University Faculty Senate. Of course, we hope to have it approved as soon as possible.

We are requesting that you accept the enclosed application dates for both pre-majors and majors in our college. This request is necessitated by the fact that we have too many students whose admission folders are forwarded at the last minute by the admissions office. Without adequate time to review a student's application we cannot provide the type of evaluation and advising crucial to sound communication education. Adequate time is particularly needed by our staff in order to set in motion a proper course of study for those who wish to be students in the College of Communications.

Of course, I am ready to talk with you, or members of your committee about this request at any time. I am ready to appear before your committee to answer any specific questions you might have.

Thank you for your help with this request.

ATTACHMENT

DAB/nds

Proposal: (Add underlined portion; delete bracketed portion)

[Applications must be made to a specific degree program, not the College as a whole. Applications must be made directly to the College Coordinator of Academic Affairs. Normally, such application will be made prior to the satisfactory completion of 60 semester hours of college level studies.]

Applications for admission to the College of Communications, whether pre-major or major, must be received by the College Coordinator of Academic Affairs no later than April 1 for fall semester and summer sessions, and by October 1 for the spring semester. [Normally students apply for admission to a major program prior to the satisfactory completion of 60 semester hours of college level studies.]

[Normally (for advance registration purposes) applications are to be submitted by March 1 for ~~fall semester and summer sessions~~, and by October 1 for the Spring semester. Transfer students not wishing to advance register must submit applications by July 1 for the Fall semester, by November 15 for the Spring semester and by April 1 for the Summer sessions.]

[All] applications should include [a transcript(s)] transcripts showing all grades earned at all colleges and universities attended by the applicant. Normally students apply for admission to a major program prior to the satisfactory completion of 60 semester hours of college-level courses. [The transcripts should offer proof that 45 semester hours have been completed and accepted by the University. and that all other requirements for the program have been completed.] For admission to a degree program, the transcripts should offer proof that 45 semester hours have been completed and accepted by the University[,] and that all other requirements for the program have been completed. [Subsequent transfer between programs will be permitted, and may be accomplished by applying to that program and satisfying the admissions requirements.] Subsequent transfer between College of Communications programs will be permitted.

PROPOSAL WILL READ AS FOLLOWS:

Applications for admission to the College of Communications, whether pre-major or major, must be received by the College Coordinator of Academic Affairs no later than April 1 for fall semester and summer sessions, and by October 1 for the spring semester.

Applications should include transcripts showing all grades earned at all colleges and universities attended by the applicant. Normally students apply for admission to a major program prior to the satisfactory completion of 60 semester hours of college-level courses. For admission to a major program, the transcripts should offer proof that 45 semester hours have been completed and accepted by the University and that all other requirements for the program have been completed. Subsequent transfer between College of Communications programs will be permitted.

3/15/89

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
100 ADMINISTRATION BUILDING

10 March, 1989

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 20, 1989. Proposal to revise University Senate Rules Section VI - 3.0 and ff. to include an additional academic offense: Falsification of Academic Records.

Proposal: (add underlined portion)

3.0 Academic Offenses and Procedures
Students shall not plagiarize or cheat. (US: 3/7/88)

3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

3.3 Falsification of Academic Records

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alternation or misuses of any official academic record of the University, specifically including knowingly unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

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4.0 Disposition of Cases of Academic Offenses

Insert the following within Section 4.0:

Disposition - Falsification of Academic Records

In all cases involving falsification, attempted falsification, or other misuse of academic records the University Registrar is the institutional official responsible for investigation, review, and recommendation of sanctions. All complaints of possible falsification or misuse of academic records, whether from academic or non-academic personnel or offices, should be reported to the University Registrar either directly or through the appropriate department head, dean, or director. In the event that an allegation of falsification, attempted falsification, or other misuse is warranted, the University Registrar shall notify the student to that effect in writing and invite the student to discuss the allegation within seven days of the notice. Following notification and subsequent discussion with the student (which the

student may decline), the University Registrar shall determine whether falsification, attempted falsification or other misuse has occurred. Upon determination that falsification or attempted falsification has occurred, the University Registrar shall forward to the appropriate Chancellor a statement of the case and a specific recommendation for suspension or dismissal, with written notice of the recommendation to the student and the Academic Ombudsman.

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4.7 Responsibility of the University Appeals Board

The Hearing Officer of the University Appeals Board shall schedule a hearing in any case of cheating or plagiarism or falsification of academic records reported by the Ombudsman, the hearing to be held within 20 working days of the receipt by the Hearing Officer of the Ombudsman's report, unless the student consents to an extension of time for the hearing. The student may withdraw the appeal at any time. Notices to the student will be sent by certified mail to the address on file with the Ombudsman; failure of a student to apprise the Ombudsman of a change of address shall be cause of dismissal of the appeal.

In cases of academic offenses where the student contests guilt, the Appeals Board shall sit as a fact finding body and determine whether or not the student cheated or plagiarized or falsified academic records from such evidence as is brought before the Board (including testimony under oath, written statements, exhibits, and a view of the classroom where the cheating occurred if this be an issue). The Board may call witnesses on its own initiative and may continue the hearing for this purpose. Unless the Board believes, by majority vote of those present and by a preponderance of the evidence, that the student cheated or plagiarized or falsified academic records, it shall acquit the student.

Rationale:

This proposal is intended to redefine the falsification of academic records as an academic rather than a non-academic (disciplinary) offense. Definition of falsification of academic records as an academic offense recognizes the essential similarity of such activities to the established academic offenses of cheating and plagiarism - in each case the student is attempting to gain an unwarranted academic advantage or benefit. Falsification of academic records is not a large scale problem at UK at this time, but it is a growing problem at various colleges and universities nationwide (involving both currently enrolled and former students). Given

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continuing pressures on academic performance and the increased opportunity for records falsification associated with the extended access to student records provided by our new Student Information System (SIS), attempted falsification may become a larger problem at the University. In addition to establishing falsification of academic records as an academic offense with a significant penalty, this proposal also clarifies and expands the definition of records falsification, specifically incorporating the falsification of admission applications and credentials.

Implementation Date: 1989 Fall Semester

Note: If approved, the proposal will be sent to the Rules Committee for codification.

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