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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

1 September 1987

TO: Members, University Senate

The University Senate will meet in regular session on Monday, September 14, 1987, at 3:00 p.m. in ROOM 115 of the Nursing Building (CON/HSLC). PLEASE NOTE: The Nursing Building is across Rose Street from the University Hospital and is connected with the Medical Plaza. Room 115 is at the north end of the building.

AGENDA:

1. Minutes.
2. Remarks by President David Roselle.
3. Resolutions.
4. Introduction of Senate Officers and Committee Chairs.
5. Academic Ombudsman's Report for the 1986-87 Academic Year: Dr. Charles Byers.
6. Introduction of new Academic Ombudsman. *Wm Fortune (Law)*
7. Chairman's Announcements and Remarks.
8. ACTION ITEMS:
 - a. Proposed Changes in University Senate Rules, Section V - 1.3.2, Grade I. (Circulated under date of 26 August 1987).
 - b. Proposed addition to University Senate Rules, Section V - 4.4.3, Professional Degrees. (Circulated under date of 25 August 1987.)

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, SEPTEMBER 14, 1987

The University Senate met in regular session at 3:00 p.m., Monday, September 14, 1987, in Room 115 of the College of Nursing/Health Sciences Building.

William E. Lyons, Chairman of the Senate Council, presided.

Members absent: Richard Angelo, Charles E. Barnhart, Susan Bean*, Raymond Betts, David Bingham*, Tex Lee Boggs, Jeffery A. Born*, Ben Carr, Edward A. Carter, Michael Cibull*, Richard R. Clayton*, Donald Coleman, Emmett Costich*, C. J. Cremers, Richard C. Domek, Jr., James Freeman*, Ann Griesser, Andrew Grimes, Ottfried J. Hahn, Zafar Hasan*, Freddie Hermann*, Ronald Hoover, Raymond R. Hornback, Alfred S. L. Hu, Mehran Jahed, Robert G. Lawson, Gerald Lemons, William C. Lubawy, Robert Murphy, Michael T. Nietzel, Rosanne Palermo, Philip C. Palmgreen*, John J. Piccoro*, Robin D. Powell, John M. Rogers, Edgar L. Sagan, Karyll N. Shaw, Carol B. Stelling*, Scott Ward*, Cyndi Weaver, James H. Wells, Charles T. Wethington, Carolyn A. Williams*, Gene Williams, W. Douglas Wilson, Peter Winograd, and Constance L. Wood.

Chairman William Lyons introduced President David Roselle as follows:

"It is customary that the Senate invite the President of the University, who is also President of the University Senate, to address the Senate at its first meeting of each academic year. It gives me great pleasure that our new President, David Roselle, has agreed to continue that custom again this year. Furthermore, it is especially gratifying to me to be able to ask him to come this year particularly in view of the fact that I believe he has made an outstanding effort to communicate with the faculty, the Faculty Senate, and the Senate Council on a wide variety of matters since his arrival on campus this past June. Since most, if not all members of the Senate, have had an opportunity to meet Dr. Roselle at one of the recent Convocations that have been held or during his many sojourns across campus, I will not give an extended introduction today. Instead, let me simply say that it gives me great pleasure to welcome, on behalf of the University Senate, President David Roselle."

Dr. Roselle's remarks follow:

"During these early days of my Presidency, I have been giving three different speeches. In talks to the general public and to the alumni of the University I've been presenting something of a report to them as stockholders in the corporation known as the University of Kentucky. I thus report on the achievements of the faculty, the achievements of the students, and the achievements of the University. I tell something of our needs but concentrate on our achievements. The emphasis is on achievements. In the talk given to legislative people, and other decision makers, the achievements are mentioned but the emphasis tends to be a little bit more on our needs."

*Absence explained.

Finally, I have talked to members of the faculty about opportunities, goals and responsibilities of the University of Kentucky.

Today I want to present a hybrid of those various talks and see if it is possible to generate some questions.

When I began the presidency at the University of Kentucky, I found a great many things already in progress. For example, the selective admissions policy that was instituted recently has seen a rise in the academic preparedness of its entering students. In the last four years, the ACT composite for the entering freshmen went from 19.8 to 22.4. This is substantially above the national average of about 19 and not incomparable to scores found in certain premier institutions.

The Community College System has done a really excellent job in providing accessible and affordable high quality higher education opportunities for Kentucky residents. I want to underline that point because I know that Community College people are not represented here today. The Community Colleges are good institutions and much at the University of Kentucky depends upon continued good relationships between the Community Colleges and the Lexington Campus. I want those of us located in Lexington to make our partnership with the 14 Community Colleges work all the better. That is a very important issue for the University of Kentucky.

The University has identified a number of Centers of Excellence for development during the last planning process; people throughout the state are very supportive of the agricultural programs at the University; the hospital operation is well managed and in good financial condition; private support to the University of Kentucky has increased in the last several years; tuition and fees appear to be fair and responsibly set.

The University's research efforts received a real boost at the end of last year through the Centers, through increased support for the graduate assistants, through the academic equipment which is being purchased from the 20 million dollar bond issue approved during the last legislative session, and through acquisition of the super computer.

The University of Kentucky has recently been characterized as a Research University I by the Carnegie Commission. These are universities that by their definitions are committed to graduate education and which give a high priority to scholarship and research. To be classified as a Research University I, the university must receive annually at least 33.5 million dollars in federal support from research and development and award at least 50 Ph.D. degrees per year. There are 70 of these institutions nationally and 45 of them are public. I think all of us at the University of Kentucky can be proud that our institution is counted in that group.

In sum, the University has a good student body, an academically good and enthusiastic faculty, a well managed and fiscally sound operation--lean, but fiscally sound--and an exciting building program.

By contrast, the University is not without problems. First of all, there needs to be a realization that the quality of an educational institution is determined by the quality of the faculty. There is no great institution that does not have a great faculty. Competitive salaries are needed to recruit and retain faculty of quality. This year, because of a budget reduction, the University gave a 4 percent salary increase rather than a 6 or 7 percent which was planned. The University of Kentucky pays its faculty about \$3500 less on average than does academically comparable institutions. That's a serious problem. The University cannot hope to be better than its faculty.

Staff salaries are a problem also. Our staff in Lexington is paid at about 90 percent of the market average.

The current revenue picture of the state and its implication for higher education are disturbing.

As we look through the planning process and as I talk to people on this campus, it appears to me that it is the infrastructure of the University, the basic support of the institution, salaries, operating expenses, the library books and journals, maintenance and facilities, that we have to deal with.

The greater share of the budget for the next biennium deals with these problems. In particular, faculty and staff salaries are identified as the highest priority for the University of Kentucky.

Let me tell you a little bit about where I would like to see this institution go for the next several years. I want us to become nationally recognized for the quality of our scholarship, our research and graduates. I believe that the University of Kentucky can become a graduate institution of the first rank. This institution is already a rank I institution according to the Carnegie Commission, but we should aspire to be a graduate institution of the highest quality. Through the Community College System we should provide access to Kentuckians wishing to have higher education. We want to attract an academically talented and a diverse undergraduate student body and see those students through to graduation. We want the faculty of this institution in its relationships with students to be dealing in academic success, and to have to deal much less with academic failure. We want to stimulate the development and enhancement of our graduate professional and research programs. We should emphasize and extend our programs of sponsored research. We ought to be looking to enhance our service to the citizens of the Commonwealth. We should create the environment internally to foster faculty activity which cuts across depart-

mental and disciplinary lines and we should develop computational and communications systems which will provide for a rapid transfer of information to and from all points.

We want to manage the size of the undergraduate student body at the Lexington campus, while at the same time increasing the quality of that student body. We want to be an active participant with other groups in Kentucky for improved educational attainment. We plan to seek partnerships with industry, business and governmental agencies from other schools.

Computing and communications will play an increasingly important role at the University of Kentucky. In general, equipment and man interface will be an increasingly important issue. We need equipment in support of classroom teaching, laboratory instruction, field use and research.

We will take responsibility for finding resources to meet many of the University's needs. We should be willing to consider reallocation of resources now available to the University. We should also recognize and emphasize the importance of non-traditional sources of support for our programs. We need to recognize that this institution and others like it will have to provide more of their own support than has earlier been the case.

I don't pretend for a moment that private resources can ever completely replace public support for a public institution. Such funds should, however, be viewed as the margin of excellence and we should strive to obtain such funding. We should also recognize that in higher education in 1987 we are dealing with a sense of disappointment of the public. The public believe education leaders have been unable to cope with change and that our students are being shortchanged. There has been a drop in public confidence in the educational system. Accordingly, the first agenda item for the University of Kentucky is to establish public confidence in our activities. It is clear enough how we do that: teach our classes well; succeed in programs of outreach; continue to gain recognition for programs of scholarship; develop confidence that our institution is managed well. Anything less will not get us the public confidence that we require.

We have all been reading that the current generation of Americans will be the first to leave school less well prepared and less well educated than were their parents. And we have read a lot of criticism in the many assessments of American higher education. The one that has really stuck with me is the "Nation at risk" where we read the following "If a foreign nation were thought to be responsible for the state of the educational system in the United States, we would consider it an act of war." Such statements are bound to underline public confidence in the enterprise.

The question for all of us at the University of Kentucky, and most especially the question for faculty, is "What are we

going to do about it?" How do we cope with the problem of American higher education in 1987? How can we attempt to deal with the information explosion? How can we strengthen the University's abilities to deliver a first rate education to the sons and daughters of the Commonwealth of Kentucky? What are the best strategies for strengthening and supporting our faculty?

We must realize that there needs to be endorsements of traditional academic values as well as new methods for coping with the information explosion. As far as the latter is concerned, it is estimated that, at present, information is increasing at an annual rate of about 40%. If our response as educators is only to continue traditional methods of delivery of information, then our curricula will be limited to a rapidly increasing smaller percentage of the information base. On the other hand, there is the option of extending the length of the curriculum to correspond to the increase in knowledge. That strategy would, of course, be a disappointment to the freshman class and their parents. They would soon realize that the students would forever remain students. Indeed, the longer those students were enrolled in college, the further behind they would become.

We must not, it seems to me, place our students into a situation in which their enthusiasm for learning is replaced by a realization that all that matters is to survive our system. We must teach our students that an educated person is one who deals gracefully with his areas of ignorance. Therefore, we must admit to ourselves and our students that the ability to find and manage information should replace the ability to remember information as the criterion for success among our students.

Our goal as educators should be to separate in our curriculum that which is memory driven from that which is truly conceptual and to emphasize the latter. We should also teach human values. Our students need most to be able to relate effectively to other human beings. And we should encourage a renaissance of literature and history in our curriculum. Education based only on current information is doomed to failure by the sheer rush of new information. We need generalists whose actions will be grounded on moral principles, humane values and a sense of history.

Computation and communication offer the best hope to be able to gain access to and manage information. We should, it seems to me, stress in our education the importance of the computer as the vehicle by which we can rationalize the previously stated goal of replacing memory of information by the ability to find and manage information. I should note, parenthetically, that the potential of the computer to help manage information is huge. I fully expect that its ultimate use in this regard will be profound, long-lasting, and all encompassing. I believe that in the future we will look to today's uses of the computer as being as trivial as we now believe the following comment by a college coed overheard recently: She said that she 'was debugging her relationship with her boyfriend.'

Attending to improvements in the American education system should surely be America's first priority. The tradition of our country is one of strong belief in public education and, as already noted, the education system is widely perceived to have fallen on difficult times.

The University of Kentucky and its faculty and students have an obligation to help education at all levels. But I want here to talk mostly about items to keep in mind as we think about how to get our own house in order. So I have set forth a few of what John Nasbitt calls 'PBI's' -- for 'Partially Baked Ideas.'

If you like any of these ideas (and they are borrowed in part from Nasbitt), we can later discuss how to fit them into a strategic plan for the University. I do want to note that I have an abiding faith that the ideas and goals of the University are more important than is a strategic plan. Indeed, given the wrong ideas and the wrong goals, a strategic plan only makes going down the drain a bit more efficient.

What should be the objectives for the University of Kentucky? In simplest terms, they should be to produce broadly educated students and to foster a lot of excitement and fun in the process. We should emphasize that it is commitment and not authority that produces excellence. We should manage the educational enterprise at the University of Kentucky not only by the popular notion of MBWA ('Management by Walking Around'). We want to do our business with persons excited about the educational process and there is no substitute for our vision of our mission in bringing about that excitement.

ON TO MY PBIs:

1. Human resources are the University of Kentucky's competitive edge. We can only attain excellence if we attract the best minds to Lexington, put appropriate incentives in place, and generously reward success.
2. Good people are going to become increasingly more scarce. We all know about the changed demographics for students. But staff and faculty will also be in short supply and will have many other employment opportunities in our emerging world economy.
3. Selective admissions will continue and the quality of the student body will increase.
4. Middle management in the traditional sense will become increasingly less important. The present role of middle management (that of the gate keeper), will be replaced by an increasing reliance on the computer. It is an observable fact that the present replacement of middle management by computation far exceeds the replacement of workers in the manufacturing component of the national economy due to automation.

5. The new role for middle management will be as developers of personnel. Note that I said "developers of personnel and not "managers" of personnel.
6. Our faculty and our students will increasingly become generalists instead of specialists. The ability to manage information by use of computing will assist that trend. The explosion of information will make resistance to that trend futile.
7. The University will seek ways to assist the economic development of Kentucky.
8. The University of Kentucky will deal effectively with questions related to comparable worth, affirmative action, equal opportunity, etc. Simply put, I believe that one of the greatest strengths of the Commonwealth of Kentucky and the United States of America is our ethnic diversity. Our University surely will be intelligent enough to extend opportunities without regard to race, color or creed. The citizens of the United States want to make commitments to being fully involved members of our society and we need to give them opportunities to do so. It simply should not matter where members of the University of Kentucky community come from as long as they are committed to where they are going educationally or professionally. If you attend a professional meeting, do so with the idea of recruiting a minority faculty member -- come home and suggest names to your department head.
9. The University will encourage the entrepreneurial activities of the faculty and will embrace the industrial notion of intrapreneurship. Many of you have already learned of the University's efforts to capitalize to the benefit of the University and the faculty on intellectual properties. I believe that there will be future initiatives with similar goals.
10. The incentives offered faculty, staff and students should be increased. Such incentives have been an integral part of faculty life at the University of Kentucky (merit pay, returned overhead, tuition assistance, intellectual property policies, consulting policies, etc.). I expect to see incentives such as these strengthened.
11. The University will deal effectively with a continuing decline in the percentage of state allocated support. It will do so through innovative business practices. More grant support for the faculty, continued reliance upon private gifts and partnerships with business.
12. The University will continue its tradition of very successful international programs. In particular, our University will continue to host international students. The number of visiting international faculty and industrial

representatives will increase to keep pace with increases in our research programs. Our faculty will continue to take an active role in development projects and our students and faculty will be encouraged to study other cultures both here and abroad.

We are now a good institution. We are also completely dependent upon our faculty, staff and students in pursuit of our further goals related to educational excellence. I urge every member of our community to assume personal responsibility for attainment of those goals. That will surely put excellence within our grasp. Thank you very much."

President Roselle was given a round of applause.

In the question and answer period following President Roselle's remarks, a Senator asked for examples of intrapreneurships. President Roselle said that when smart managers got a good idea and in order to capitalize on that idea, they would have to leave their employment and go somewhere else to capitalize on the idea. There is a development in Dr. Royster's operation that should be to the faculty before too long about intellectual properties and how to capitalize on some of the faculty's activities. Senator McMahon said that the President recognized the need for private funding for the University in light of the decrease in state support and asked if it was important to prioritize direction of our fund raising efforts since there is a limited number of private dollars and every time the Athletic Association tried to raise money for expanding the stadium, which has virtually nothing to do with education, the dollar given there might not eliminate a dollar given to the academic program but certainly there are less dollars available for academic programs every time the Athletic Department raises money for their activities. Senator McMahon wanted to know if drives for the Athletic Department should be subordinated. President Roselle understood Senator McMahon's point of view and responded that the University of Kentucky had been quite successful in raising private money. It has done it in the form of projects. He said there had been remarkable projects such as the Markey Center and the Equine Center. The University has not embarked upon a capital campaign but that would be looked at over the next few months. He felt it was not a good situation for a new President to come to a university and announce a capital campaign. He said that it is clear that some unification of fund raising is a good issue. He said the University of Kentucky has a significant record of raising private dollars.

Senator John Rea (French) said that the University should not rely on grants, gifts, cooperation of industries and these things because they tend to support certain areas and not others and would drive the University toward certain areas and away from other areas. He wondered where this would take the University. President Roselle said the attitude of the University ought to be that we glory in one another's successes. In his experience the curriculum of faculty activities have been richly compensated for by conversations between faculty who are users of technology, science or whatever the subject matter and the meeting of the minds in how to apply such things. He recognized the concern but in the practicality of matters there have been some very compensating factors. He felt that generally the faculty in such an institution as this was too good to be driven away by industrial support.

Senator Malcolm Jewell (Political Science) stated that one of the trends at Kentucky in the last ten years has been growing in the form of the legislature

in decision making in budgetary decisions. Therefore, the views of the legislators is not necessarily the views of the governors or gubernatorial candidates. Since Dr. Roselle has met with legislators, Senator Jewell wondered if Dr. Roselle had any impressions of the legislators' agendas or judgments about affairs in general at the University. President Roselle said the legislators want UK to succeed. They are worried now about the financial situation, but nonetheless they certainly are supporters of the University of Kentucky. He has met a majority of the legislators, and they are quite understanding of the University. They are in a decision making role. His understanding of Kentucky history is that it has been more a gubernatorial direction form of government. He felt that made the administration of the University a little different. A Senator asked President Roselle that with our relatively new emphasis on computer science and information management, did he envision a University-wide policy and mechanism whereby the individual faculty would have the computer software and hardware which they deem most important for their own teaching and research. He said people should not be forced to use the technology, but there is some very sophisticated computing going on at the University. There is a broad-band network being installed and there will be an increase in the number of connections. In addition to that the University owns all the copper cable on campus and the telephone system. There is also a cable TV network on campus. There is good progress going on with the student records system and the President is optimistic about both the kind of project being undertaken and the timetable by which it is being taken. He said sharing software on campus was a big educational problem. He added that if a department or faculty member had grant money for a computer, the University should not say what kind to buy but it should give technical support.

Senator Jim Applegate (Communications) said the University of Kentucky had never taken the lead in minority and other areas. The President said there had been a press conference to announce a ten percent increase in enrollment. In the preliminary figures there is a slight increase in the enrollment among minorities on the Lexington campus. He felt educational leadership is the decision for the institution.

President Roselle was given a round of applause.

The minutes of the meetings of March 9, 1987, and April 13, 1987, were approved as circulated.

Chairman Lyons recognized Loys Mather (Agriculture), Secretary of the Senate Council, for a Resolution. Professor Mather read the following Resolution on the former Chairman of the Senate Council, Professor Wilbur W. Frye.

RESOLUTION

Wilbur W. Frye

"By tradition, the University Senate, at its first meeting in the academic year, recognizes its retiring presiding officer. Professor Wilbur W. Frye has completed his term as Chairman of the Senate Council and in that capacity presided over the meetings of the Council as well as the Senate. This resolution is offered to commend and thank him for his very capable and effective leadership and for the cordial and dedicated manner in which he carried out his duties.

After a year dealing with the University Studies Program, Athletic Admissions, and the Pre-College Curriculum, many persons on the Council expected 1986-87 to be a relatively quiet year at least in terms of the Council and Senate agendas. Such a view changed quickly at Professor Frye's first meeting as chair. In helping the Council prepare its agenda for the year, he led the Council through an extensive and thorough review of its role in relation to the Senate as well as to the University Community. Numerous issues, both new and recurring, were identified. These included such matters as the role of part-time instructors in the University, the pursuit and recognition of excellence in the instructional program, the process of reviews of educational units, and identification of an appropriate faculty input into the academic planning and budget process. What became clear at an early stage was the need to identify an appropriate mechanism or environment to foster communication between the various faculty and administrative groups with which the Council felt it needed to maintain contact--and to do so at a time when the schedules of the participants would permit.

Here, then, was born the idea of the Senate Council breakfast. (After all, how many scheduling conflicts are there on campus at 7:30 a.m.?) While simple in concept, the impact of these breakfast sessions with the president, the three chancellors, the chairmen of the Senate committees, the mayor, and the Fayette County legislative delegation has been immense and has challenged the Council to seriously evaluate its mission, as well as that of the Senate, in relation to the University and the Commonwealth. The results of these sessions may not be immediately obvious to the members of the Senate today, but they will be in the months ahead.

While Professor Frye clearly left his mark of leadership within the Senate and the Senate Council, his most enduring legacy may well be from service he rendered in related efforts. During his tenure as chair-elect and chair, he also served as a member of the Committee on the Future of the University and served as an elected faculty representative on the Search Committee for the 9th President of the University. Particularly regarding the Search Committee, he effectively voiced the concerns and the viewpoint of the faculty and was instrumental in assuring faculty input into the selection process. Many persons here today participated in the University Forum or one of the college forums. There may well have been more faculty involvement and, ultimately, more information provided to the faculty in the selection of our new president than for any of the other eight presidents. Dr. Frye deserves a significant share of the credit for this.

Professor Frye, please accept our sincere thanks for your leadership, your dedication, and your faithful service to this University."

Professor Frye was given a round of applause.

Chairman Lyons thanked Professor Frye for all his help and for pointing him in the right direction. He hoped he could work as effectively with everyone in the Senate as Professor Frye had demonstrated is possible.

Chairman Lyons introduced the members of the Senate Council for this year and asked them to stand: Professors Charles Ambrose, Medical Center; James Applegate, Communications; Donald Leigh, Engineering; Loys Mather, Agriculture; James Wells, Mathematics; Emmett Costich, Dentistry; Richard Angelo, Education; and Jesse Weil, Physics. Ex officio members are: Professors Raymond Betts (Honors Program); Mary Sue Coleman (Medical Center); and Cyndi Weaver, President Student Government Association. The two student members are: Dave Allgood and David White. The Senate Council members were given a round of applause.

The Chairs for the Senate Committees for the 1987-88 academic year are Professors Malcolm Jewell, Rules and Elections; Roger Anderson, Library Committee; Loys Mather, Admissions and Academic Standards; Art Nonneman, Academic Planning and Priorities; M. Ward Crowe, Academic Programs; Paul Eakin, Academic Organization and Structure; Donald Leigh, Research Committee; Fletcher Gabbard, Academic Facilities; Antoinette Powell, Institutional Finances and Resources Allocation. These committee chairpersons were asked to stand and they were also given a round of applause.

The Chairman introduced the officers of the University Senate: Randall W. Dahl, Secretary and University Registrar; Martha Sutton, Recording Secretary; Professor Emeritus Gifford Blyton, Parliamentarian; Frankie Garrison and Linda Hensley, Sergeants at Arms and the Administrative Assistant to the Senate Council, Celinda Todd. These officers were also given a round of applause.

Chairman Lyons recognized Professor Charles Byers (Education) for his Ombudsman Report for 1986-87. The Ombudsman Report follows:

"On June 30, I completed my second year as Academic Ombudsman for our University. The two years I served as Ombudsman have been challenging, busy, eventful, and even difficult at times. I can truthfully say that I am glad that the experiences as ombudsman are an IDT -- I've Done That. I believe that our system of rotating the position among the faculty is a good one. At least it is not a position that I would want to hold on a permanent basis.

In the interest of being rather brief, I am going to say thanks in this report to only two people, even though there are many others who have been extremely helpful. Thanks and appreciation are expressed to Ms. Frankie Garrison and Ms. Donna Bruszewski, both whom work in the Ombudsman's Office. Ms. Garrison serves as an assistant to the Ombudsman and has worked in the office some 12 years. Both of these individuals have been dedicated, loyal, effective workers.

Tradition indicates that a statistical summary be presented in this report. I do so with some reservation. The numbers fail to identify the validity of the complaints. Some of the complaints were of a most serious nature, whereas others lacked validity or were petty at best.

The data will be presented in the following seven tables:
1) Number of Cases for 1986-87 & 1985-86, 2) Nature of Complaints, 3) College Where Complaint Originated, 4) Student's College, 5) Classification of the Student, 6) Cases by Month, and 7) Cheating/Plagiarism Cases.

NUMBER OF CASES
FOR 1986-87 & 1985-86

	<u>1986-87</u>	<u>1985-86</u>
*Number of Multiple-Contact Cases	505	538
Number of Brief Cases	2745	2016

*Involved follow-up by office.

NATURE OF COMPLAINTS

Grades.....	266
Instructor.....	72
Cheating.....	55
Exams.....	45
College.....	14
Dead Week.....	11
Administration.....	4
Add/Drop.....	4
Miscellaneous.....	4
Plagiarism.....	4
Disruptive Student.....	3
Academic Bankruptcy.....	2
Graduation.....	2
Illness.....	2
Personal Problems.....	2
Snow Day.....	2
TOEFL.....	2
Withdrawal.....	2
Absences.....	1
Credits.....	1
Double Major.....	1
Dress Code.....	1
Native Language.....	1
Reinstatement.....	1
Repeat Option.....	1
Same Paper/2 Classes.....	1
Syllabus.....	1
TOTAL	505

COLLEGE WHERE COMPLAINT
ORIGINATED

Agriculture.....	1
Allied Health.....	6
Architecture.....	5
Arts and Sciences.....	244
Business and Economics.....	22
Communications.....	9
Dentistry.....	4
Education.....	6
Engineering.....	28
Evening/Weekend.....	1
Fine Arts.....	5
Graduate School.....	28
Home Economics.....	2
Library Science.....	1
Medical School.....	3
Nursing.....	5
Pharmacy.....	1
Miscellaneous/Inappropriate.....	134
TOTAL	505

STUDENT'S COLLEGE

Agriculture.....	3
Allied Health.....	12
Architecture.....	6
Arts and Sciences.....	271
Business and Economics.....	37
Communications.....	15
Dentistry.....	4
Education.....	14
Engineering.....	20
Evening/Weekend.....	2
Fine Arts.....	3
Graduate School.....	21
Home Economics.....	5
Medical School.....	1
Nursing.....	6
Social Work.....	2
Miscellaneous.....	36
Several Students/Multiple Colleges.....	47
TOTAL	505

CLASSIFICATION OF THE STUDENT

Freshmen.....	67
Sophomores.....	82
Juniors.....	133
Seniors.....	129
Graduates.....	38
Unknown.....	25
Mixed Classification.....	31
TOTAL	505

CASES BY MONTH

July.....	4
August.....	37
September.....	42
October.....	13
November.....	14
December.....	62
January.....	123
February.....	21
March.....	18
April.....	92
May.....	71
June.....	8

TOTAL 505

CHEATING/PLAGIARISM CASES

Cases.....	59*
Cases Appealed.....	25**
Cases - Sanctions Upheld.....	17
Cases - Sanctions Reduced.....	8
Cases - Sanctions Dropped.....	0

*55 Cheating
4 Plagiarism

**17 were for STA 291

I believe we set a record this past year by sending 26 cases to the Appeals Board. Twenty-five of these cases were for cheating/plagiarism. The other case involved a grade change. This was a case in which our office did not support the student's appeal and the student went directly to the Board. The Board decided to hear the case and determined that the student was entitled to a higher grade.

Of the 25 cheating/plagiarism cases, eight were heard by the Appeals Board and 17 cases (STA 291) were heard by Ms. Nancy Ray. She was appointed by President Singletary after the Appeals Board indicated it would be unable to hear the cases.

The major story of the year in our office was the cheating charge against 22 students in STA 291. Seventeen of these students chose to appeal either their guilt, sanction, or both. It was my judgment that, in general, our system survived this crisis well. Yet, some rather serious issues/concerns arose from this experience. Some of these are:

- how to handle the release of transcripts for students who have been charged with violating an academic offense
- which semester a sanction of suspension should be imposed
- whether the violation of an academic offense should be noted on the transcript in a permanent way

- the lack of clarity in the Senate Rules on the procedure for handling academic offenses
- whether a student under suspension can take work at another institution and transfer the work back to our institution

The complaint of students which bothers me the most is poor teaching. Some of these students who complain are excellent students who feel that they are receiving poor instruction. Sometimes they are frustrated and very angry. Our office can do little to help with these complaints other than listen and refer the student to the instructor and/or proper administrative channels. Our office has taken the position that the primary responsibility for the quality of instruction rests with the College.

Many of our classes are taught by teaching assistants and/or part-time instructors. It is important in courses/departments where this is the case that a competent course coordinator is appointed. I have found that an effective course coordinator can help prevent many teaching problems and satisfactorily solve many problems that do exist. I believe we need to continue to improve the use of course coordinators.

Probably 20 percent of our telephone calls are from faculty asking for assistance, reaction, etc. Usually they are in the problem prevention business. I found this to be encouraging and gratifying. I have kept a folder of notes of appreciation. I have received several from students along with a few small gifts. I did not receive any letters from faculty although some did verbally express appreciation. I did not receive any negative communication from students. I did from faculty. It seems that every case in the office is unique. In the early months when I had satisfactorily resolved a case, I thought I will be ready for this one when it comes up again. It never did. I would like to share two cases/situations with you:

1) This past year a student called me and told me he had taken a course and had made an "E", but the instructor would not give it to him. The instructor had told him that he had reported him "Not In Class" rather than giving him an "E." The student attended only a few class sessions. He had gotten a job and ceased to attend. He wanted his "E" for the course. He received his "E".

2) One morning early, our office made an appointment with a faculty member for early afternoon. At the appointed time, the faculty member arrived out of breath and carrying a large box of back-up documents. He said he didn't know what it was he had done, but whatever it was he had already paid enough. We had failed to share the purpose of the meeting as we normally do. Contrary to what some professors think, we don't keep a big black book on faculty, nor do we turn on a neon sign every evening when we leave the office which flashes the names of faculty about whom students complained that day.

I can truthfully tell you that I left the office in better shape than it was when I came. Thanks to the support of President

Singletary, the office was completely and tastefully renovated and redecorated. I believe it went from a 2 to a 9+. We went through the three month plus disarray and I got to enjoy the results for a few weeks.

I wish to thank and express appreciation to the faculty with whom I dealt for the cooperation and courtesy you have extended to me and to the office. To those of you with whom I didn't have any dealings, many thanks.

I have grown to have a lot of respect for the office of Academic Ombudsman. Not only am I willing to refer a student to the office, but would be inclined to accept the decision of the Ombudsman. My two years offered me the opportunity to meet many of you; to learn a lot about the University; to have heard enough complaints to last my remaining years and; hopefully, to help make the University a better place to teach and to learn. I thank you for the opportunity and privilege."

Professor Byers was given a round of applause.

The Chairman introduced the ombudsman for the 1987-88 academic year, Professor William Fortune from the College of Law who stood and was given a round of applause.

Chairman Lyons made the following announcements:

"It has been a busy summer and early fall for the Senate Council and what that means to everyone in this room is that lots of things will be coming before the Senate during the next several months.

Among them will be such things as a complete reorganization of the College of Dentistry which is in committee and should be coming forthwith to this body. We have Mac Jewell's committee working very hard on a couple of projects. One of them has to do with how to codify the interpretations of the Rules as well as dealing with some opportunities to clean up the Rules themselves. All those Rule changes will have to come to this body. We have also asked this committee to see whether we can do something about writing some rules regarding the way in which we elect the various councils to reduce the paper costs, paper flow, and still have fair and responsible elections. We are going to try to simplify those this year and that will be coming before you.

I don't think there is anyone who is unaware at this time that one of the very big things that will be coming before this body in the very near future is, of course, the entire University Studies Program. That particular report from Lou Swift's committee with all recommended courses to be put into a new University Studies Program will come to the Senate Council somewhere around November 20. We will have the opportunity to review it, and we are supposed to complete our review somewhere around the middle of February. That means the circulation will

be sent to you and then hopefully we will be able to have a Senate meeting in March devoted almost exclusively to this matter. It is a very, very important matter.

We have a number of other committees at work on things that are likely to come before this body. We have Brad Cannon heading an ad hoc committee that is working on some of our procedures for new programs and revising programs. This may also require a number of rule changes to come before this body.

This coming Wednesday the Senate Council will be taking up a 35 page report that we just received from Jesse Harris and an ad hoc committee that dealt with the question of unit reviews of departments, colleges, etc. and the relationships between those reviews. That should result in some recommendations that will come to this body.

Let me mention a couple of events that are coming up that are rather important and I would hope you would mark them down on your calendar. In our November Senate meeting Ed Carter will talk about an important subject, and that is the budget. What he is going to talk about is budget requests for the biennium that the University will have sent by then to the Governor and to the Council on Higher Education. Hopefully it will get into the Governor's budget as well. How much of that will have to do with things like lotteries and other kinds of things to raise money, I don't know but we will, I think, have the opportunity to hear just where the budget requests are.

In December we hope to have Robert Bell and if not him, some other spokesman for the Kentucky Advocates. I know some of you were on the Senate two years ago and will recall that last time there was a legislative session we were asked to participate in a rally to try to get the legislature geared up and supportive of higher education in general. Robert Bell is again heading the Kentucky Advocates throughout the Commonwealth. There is a committee being formed by President Roselle on this campus to coordinate the efforts on this campus with the efforts of the Kentucky Advocates. We must try our very, very best to once again do some very positive things on behalf of higher education. I think there were some very positive things that came out of the effort last time.

There are three other things to be aware of and they are:
(1) the Kentucky Advocates are going to try to get as many people in the Commonwealth to sign a card saying they are for higher education and you as faculty members are going to be asked to join in that effort and get as many names as you can
(2) There will also be a luncheon to which members of this institution will be invited along with people from private industry to support higher education. None of us will be asked for any bucks on this-- the private funds from industry are primarily going to be used to fund the effort of the Kentucky Advocates.
(3) Finally, there is going to be a rally in Frankfort.

I know some of you may have some concerns that these rallies don't do any good, but I don't believe there is anyone who attended two years ago that can say the legislature was ignorant of higher education. I think it worked very well, and they intend to have it again this year. It will be sometime between the time the Governor is to give the State of the Commonwealth address and time the Governor delivers the budget message to the legislature. That would presumably mean somewhere around the middle of January or early February. Keep that in mind. We are going to try in the Senate Council Office to remind everyone, and I hope every Senator will remind all their colleagues and their families to join this rally. The students as well are going to be invited into this project. What we want are stacks of cards to go on every legislature's desk all over the Commonwealth saying, 'We support higher education.'

The Senate Council is having a number of breakfasts. We are continuing the tradition that Wilbur Frye started last year. We have three breakfasts scheduled already. One will be tomorrow morning (September 15, 1987) at 7:30 a.m. It is the first in a series of meetings with the deans of the various colleges. We will then have two subsequent breakfasts running through October 20. That will complete our sessions with the deans. We will then attempt to schedule at the appropriate time a breakfast with the legislative delegation from this general area. We will be meeting with the Student Government groups as well as other groups, Chancellors and perhaps a number of other groups throughout the year.

These breakfasts have proven to be very beneficial. They are informal with an opportunity to chat about ideas and things that people have on their agendas. We find them very useful, and I think the Senate Council finds some direction out of these kinds of breakfasts.

Let me make one very important announcement about Senate meetings coming up. It seemed to me that when we were looking at the schedule that the routine date for the December meeting would have been December 14. That also happens to be the start of final exams. In the interest of following my memo to deans about enforcing the rules concerning final exams, it would not be appropriate to have a Senate meeting that day. We are going to move the meeting to December 7, Pearl Harbor Day, which is probably the appropriate time to have a Senate meeting anyway. That means the following day will be the Senate party, which is the most important part of this announcement. We will let you know where that is going to be, but once again we only have that on the day the Board of Trustees meet and they too are meeting earlier in December this year. The Trustees will have their meeting on the 8th so we will have the opportunity, therefore, to invite them to the Senate Party.

Finally, I would like to call on Bernie Vonderheide to make an announcement regarding a proposal he has with respect to the "Communi-K."

Bernie Vonderheide's announcement follows:

"Thank you very much Bill. I appreciate the opportunity, ladies and gentlemen, to make this announcement. It is prompted by a message we received from the Chronicle of Higher Education last summer which urged us to urge all of you to write essays for the Chronicle for their opinion and point of view pages. This coincides with our plans to publish similar essays in Communi-K and to distribute some of them to newspapers in Kentucky and nationally. The purpose of our project, of course, is to publicize faculty expertise at the University of Kentucky. This project is something that some of you helped us institute a number of years ago. We are merely reorganizing it. My message today is to ask you to participate in this project. If you are interested, we will be very very happy to talk to you, and we appreciate the opportunity today to tell you about this project. Thank you very much."

The Chairman recognized Professor Loys Mather, Chair-elect of the Senate Council. Professor Mather, on behalf of the Senate Council, moved acceptance of the proposed changes in University Senate Rules, Section V - 1.3.2, Grade I. The proposal was circulated to members of the Senate under day of August 26, 1987.

The Chair noted that the proposal was a recommendation from the Senate Council and did not require a second. The Chair said that it was imperative to work on the proposal today because the information needed to be circulated to students. The floor was opened for questions and discussion.

Professor Loys Mather pointed out the Admissions and Academic Standards Committee reviewed the University policy and historically the University took the side of encouraging completion on the part of the students. An I grade should not be given unless there was substantial reason for not completing the course. This policy was modified somewhat in the 1970's. At that time the University allowed the students to leave the I on their records permanently except for graduate students. The committee feels the time has come to encourage completion of the I. Professor Mather moved an amendment which has been discussed with the Senate Council. The amendment pertains to the first sentence on page 2, second line to remove the word "beginning" and add "end of the semester in which the I grade was received." Professor Jesse Weil seconded the amendment.

In the discussion on the amendment Professor Martin McMahan (Law) wanted to know if the rules included the summer term in the definition of semester and wondered if it might be better to say the "end of the academic term." Professors Mather and Weil accepted the wording, "end of the academic term." Professor David Johnson, Acting Associate Dean in the College of Arts and Sciences, had some questions concerning the procedural problems, extent of uses that people might feel are happening, and should the I grade be permanent. He wondered how the I from the Community Colleges would be treated on the Lexington Campus. He also asked about the extent of the current abuses. It seemed to him that the University had the machinery to correct the problems by auditing to see how many I's had been given. The Chair asked Professor Johnson to hold his comments until the discussion on the amendment was finished.

There was no further discussion on the amendment which passed unanimously and reads as follows:

. . . "final letter grade not later than 12 months from the end of the academic term in which the I grade was received or prior to the student's graduation, whichever occurs first."

In further discussion Professor Johnson said that in the College of Arts and Sciences in the Spring of 1987 there was about 1.4 percent I's. It seemed to him that the percentage of I's had never been over 1.4 percent. He said the question was whether I grades should be a permanent grade. He said if students were willing to pay for the course and suffer the consequences of the I, was it any worse to have an I on the permanent record than a W. Professor James Kemp (Animal Sciences) said that since most of the grades were given after the students leave, how was the instructor going to get the signature of the student on the grade sheet. In reply, Dr. Randall Dahl (University Registrar) said most I grades are negotiated between the faculty member and the student. The student presented the faculty member with sufficient reason for granting an I grade. Obviously, there are circumstances in which the I grade might be awarded that would require the grade to be turned in prior to having the agreement. The paper work could be taken care of through the mail. The form is intended as a protection for the student as well as the faculty member in order to know for certain what is expected of him or her in order to remove the I grade. Professor Kemp felt that since the grades were due in three days after the final exam, it was a short time to look up someone to sign the form. Dr. Dahl's understanding was that the responsibility would be up to the student. He said the I grade was not awarded automatically. Professor John Rea (Spanish) said the most significant number of I grades he had given were to students who were doing good work but failed to appear for the final exam. He most certainly did not give the student an E just for failing to appear for the final and finding out a few days later that student had an excellent excuse. He added that there could be a late term paper, and he would not know what the student's intentions were. He said those were the largest number of I's he gave.

Professor Paul Eakin (Mathematics) did not understand the point. He said the I could be given and then the University Rules would take over. He added that if the student did not show up for the final, an I could be given. The process is to smooth out the University mechanism for dealing with the I grades. Professor Rea felt there are a significant number of cases in which the student does not contact the instructor and the instructor would have no way of getting a signature. Therefore, assign the student an I so that he or she would take care of having the I changed. The Chair said that the form states "the instructor shall provide a completed copy of this record to the student, the department chairman....." Professor Eakin said the form was for the protection of the student. Professor James Applegate (Communications) said to give the student a grade and then change the grade when something is done but not just give an I unless there is justification for an I. He felt the form was very useful.

Professor Hans Gesund (Engineering) said one problem was that the instructor had to certify. He said the only way to change a grade is that an error had been made. Therefore, the system would not work under the present rules. He felt the answer to the problem was to add the words, "if feasible" after "signature of the student" and moved that as an amendment. The amendment was seconded. Professor Gesund asked why the term "student" excluded students in

the Graduate School. The Chair said it was not germane to the amendment. He added that the students in the Medical School or Dental School already have a separate policy regarding I's and how they are handled, and the Graduate School would have its own policy. Professor Marcus McEllistrem (Physics and Astronomy) finds that he is awarding I grades to students without understanding why they have not completed the work in the last week or so and does not hear from them until several weeks later. He felt it would be better to give a lower grade. The chair said the amendment was to add the term "if feasible" to item h. The amendment passed unanimously.

In further discussion on the main proposal Professor Malcolm Jewell (Political Science) wanted a clarification of item g. The top of the page states "A grade of I must be replaced by a regular final letter grade not later than 12 months." At the bottom of the page there is a suggestion that the instructor can set a time limit. He said if the instructor set a time limit of six months, and the student fails to meet the requirement, did that mean that the instructor could then change the I grade to an E? University Registrar Dahl said the intention of the language in that section was to set down what would be on the standard form. The form would include a specific date by which action would be taken. For example, this spring when May 9 is the last day to turn in grades, then the date would be May 9, 1988. Dr. Dahl added that the time was not to exceed 12 months and would be set as a limit. Dean Michael Baer (College of Arts and Sciences) felt from the discussion that an instructor could set a time less than 12 months. He suggested that if others had interpreted the rule as he had that someone propose an amendment. Professor Paul Eakin said it was certainly the intent that the instructor could set a one (1) day limit as quite often happens. If the student says that he or she had car trouble, etc. and would take the final the next day and the instructor and student make an agreement, that would be satisfactory. If the student does not show up, then the instructor assigns an appropriate grade.

Professor Gesund moved an amendment to read "notice of the specific time requirement set by the instructor not to exceed 12 months for removal of the I grade...." He said that way the instructor would have the prerogative to set the time limit. Professor Rea seconded the amendment. Professor Martin McMahan (Law) suggested eliminating "notice of." He said the specific time for removal of the I grade should be set by the instructor. Professors Gesund and Rea accepted the change. There was no further discussion and the amendment, which passed unanimously, reads as follows:

- g. the specific time requirement set by the instructor not to exceed 12 months for removal of the I grade and consequences of not removing the I grade; and"

Professor McMahan suggested moving the sentence "The term 'student' in this context excludes only students enrolled in the Graduate School and the Colleges of Medicine and Dentistry" to the end of the proposal. Professor Jewell said to let the Rules Committee take care of the wording in the codification. Professor Weil moved the previous question. Professor Bill Fortune said the language in the body of the amendment on page 2 last sentence of the first paragraph which now reads, "A graduate who had an I grade on his or her academic record at the time of graduationshall be allowed 12 months following the end of the term...." The Chair suggested an editorial change which would read:

"may be allowed a maximum of 12 months following the end of the term...."

Professor McMahon's understanding was that the nature of the original amendment was to be 12 months from the time the I was awarded. The change would be saying a 12 month time that is "ticking" and then start another 12 month time. Chairman Lyons said the only I grade this would effect for someone who graduates would be something of an elective nature, because a student could not graduate with an I in a required course. That is the reason for the language--to give students the oppportunity to change the I if they wanted. Professor Weil asked about the instructor who set a short time limit for completion of the course. The Chairman noted that would fall into the category, "Thank God we have chairmen." He said the Rules would allow for that kind of situation. Professor Weil moved the previous question which was seconded and passed unanimously. The proposed changes as recommended by the Senate Council and amended on the floor concerning the I grade passed unanimously and reads as follows:

Proposed Changes: (Underlined portion-new; bracketed portion-deleted)

V.1.3.2 Grade I

The grade I means that part of the regularly assigned work of the course remains undone. It shall be given only when there is a reasonable possibility that the student can complete the work within the allowable period of time for removal of an I grade and that a passing grade will result from completion of the work. [The instructor shall not give an I grade when the reason for incompleteness is unsatisfactory to him.] An I grade shall not be given when the student's reason for incompleteness is unsatisfactory to the instructor

[An undergraduate student--in this context "undergraduate" excludes only students enrolled in the Graduate School and the College of Medicine and Dentistry--shall have the option of having the I grade as a permanent part of his/her record. If the student elects to complete the course in order to change the I grade to a letter grade, he/she must do so before graduation, but in no event after a lapse of two years from the date the I grade was awarded. If the student does complete the course under this condition, the instructor shall forward to the Registrar the appropriate letter grade to replace the I. If the student elects to retain the I grade in a course required for graduation, or is unable to complete such a course because of the two-year limitation or for any other reason, he/she must retake it and satisfactorily complete it with a letter grade in order to graduate.]

A grade of I must be replaced by a regular final

letter grade not later than 12 months from the end of the academic term in which the I grade was awarded or prior to the student's graduation, whichever occurs first. In the event the grade of I is not replaced by a regular final letter grade within the allowable period, the University Registrar shall change the I grade to a grade of E on the student's permanent academic record and adjust the student's grade point standing accordingly. A graduate who had an I grade on his or her academic record at the time of graduation (and which grade was subsequently changed to an E by the Registrar) may be allowed a maximum of 12 months following the end of the term in which the course was taken to satisfactorily complete the course and receive a grade change.

[Each department, school or college shall maintain a file record of incomplete grades recorded in courses of that department, school or college. This record, completed by the instructor shall include:]

For each I grade assigned, the instructor shall complete an appropriate file record on a standard form provided by the University Registrar, which shall include the following:

- a. the name of the student;
 - b. the course number and hours of credit;
 - c. semester and year of enrollment;
 - d. signature of the instructor;
 - e. a brief statement of the reason(s) for recording the incomplete; and
 - f. specific instructions on how alternate grades on the work to be completed will affect the final grade;
- [f. an adequate guide for removal of the incomplete grade (with a suggested final grade).]

- g. the specific time requirement (not to exceed 12 months) set by the instructor for removal of the I grade and consequences of not removing the I grade; and
- h. signature of the student, if feasible.

The instructor shall provide a completed copy of this record to the student, the department chairman, the dean of the college in which the student is enrolled, the dean of the college offering the course, and University Registrar at the time the I grade is reported.

The term 'student' in this context excludes only students in the Graduate School and the Colleges of Medicine and Dentistry.

Rationale: Current University policy allows the assignment of the I grade in those cases in which there is a reasonable possibility that a passing grade will result from completion of the work and the reason for the incomplete is satisfactory to the instructor. Completion of the work was clearly the major good of the University's policy until the mid-1970's.

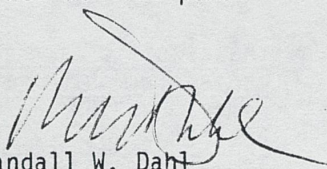
Over the past few years, the University has set a new academic course through adoption of the selective admissions policy and the new University Studies Program--both designed to strengthen academic standards and to attract students with higher academic qualifications. The proposed revision seems consistent with the University's new standards. The major change from the current policy is establishing the policy that once a student passes the final date to drop a course, the student is committed to completion of the course, unless there are acceptable non-academic reasons for dropping. This completion will occur prior to the end of another year of attendance by the student or upon graduation, whichever comes first. This approach also is more consistent with the current policy for graduate students.


The proposed policy, then, emphasizes the importance of personal academic responsibility and task completion and clarifies the procedures for removing the I grade. These revised procedures are in the protective interests of both students and faculty. The proposed revision is consistent with the University's increasing expectation of educational excellence.

Date of Implementation: Effective for courses taken during the Fall Semester, 1987.

Item b. on the agenda concerning Professional Degrees was deferred until the October meeting.

The Chairman declared the meeting adjourned at 5:20 p.m.


Randall W. Dahl
Secretary of the University Senate



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

25 August 1987

TO: Members, University Senate
FROM: University Senate Council
RE: AGENDA ITEM: University Senate Meeting, Monday, September 14,
1987. Proposed addition to University Senate Rules. Section V
- 4.4.3, Professional Degrees

Proposed Addition:

V 4.4.3 Professional Degrees
The colleges offering professional degrees (Law, Medicine, Dentistry, Pharmacy) reserve the right to change curriculum requirements provided the program change has gone through the University's approval process. Any such change in curriculum, however, shall not result in a longer residency for students enrolled in the program who are making satisfactory academic progress.

Rationale:

The University Senate Rules provide specific rules related to changes in program requirements for undergraduate degrees (Section V - 4.4.1) and graduate degrees (Section V - 4.4.2). There is no provision in the Rules, however, for students enrolled in the professional programs. This proposal is designed to correct that situation. Given the nature of these professional areas, the proposed rule would allow program changes during a student's residency. It would, however, protect the student from a longer residency requirement due to any change in program requirements providing the student is making satisfactory academic progress.

Implementation Date: Spring Semester, 1988

/cet
1777C

10/7/87

SC
I grades

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0033

UNIVERSITY REGISTRAR
GILLIS BUILDING

October 1, 1987

MEMORANDUM

TO: Deans and Department Chairmen

FROM: Randall W. Dahl *[Signature]*
University Registrar

SUBJECT: Change in I Grade Policy

As you know, the University Senate recently approved a significant change in the I (Incomplete) Grade policy effective for grades issued for the Fall Semester 1987. For your information, I have attached a copy of the official notice we have published to announce the policy change. Several other announcements regarding this policy will appear later this semester including the Ombudsman's end-of-the-term reminder memo sent to all faculty.

To assist in getting out notice of this policy change, please share the information in the attached with your faculty and academic support staff. Please note that the revised policy requires the use of a common form in support of each I grade awarded. An appropriate self-carboning multi-part form is being developed now, and this office will arrange for its initial production. Details regarding completion and submission of this form will be forwarded with a copy of the new form in the next several weeks.

With the new policy there no doubt will be more interest in completing "incompletes" and other changes. In this regard, please remind your faculty and staff that students should not re-enroll in a course to remove an I; removal of the I is accomplished by working directly with the instructor and the subsequent submission of a grade change.

Please read the revised policy carefully. If you have any questions regarding this policy, please contact either Bill Endorf, Director of Student Records, (7-7157) or me (7-3458).

RWD:b

Attachment

cc: Chancellors
Vice Chancellors
University Ombudsman

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

26 August 1987

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, 14 September 1987. Proposed changes in University Senate Rules, Section V - 1.3.2, Grade I.

Proposed Changes: (Underlined portion=new; bracketed portion=deleted)

V.1.3.2 Grade I

The grade I means that part of the regularly assigned work of the course remains undone. It shall be given only when there is a reasonable possibility that the student can complete the work within the allowable period of time for removal of an I grade and that a passing grade will result from completion of the work. [The instructor shall not give an I grade when the reason for incompleteness is unsatisfactory to him.] An I grade shall not be given when the student's reason for incompleteness is unsatisfactory to the instructor.

The term "student" in this context excludes only students enrolled in the Graduate School and the Colleges of Medicine and Dentistry. [An undergraduate student--in this context "undergraduate" excludes only students enrolled in the Graduate School and the Colleges of Medicine and Dentistry--shall have the option of having the I grade as a permanent part of his/her record. If the student elects to complete the course in order to change the I grade to a letter grade, he/she must do so before graduation, but in no event after a lapse of two years from the date the I grade was awarded. If the student does complete the course under this condition, the instructor shall forward to the Registrar the appropriate letter grade to replace the I. If the student elects to retain the I grade in a course required for graduation, or is unable to complete such a course because of the two-year limitation or for any other reason, he/she must retake it and satisfactorily complete it with a letter grade in order to graduate.]

A grade of I must be replaced by a regular final letter grade not later than 12 months from the beginning of the next academic term in which the student is enrolled or prior to the student's graduation, whichever occurs first. In the event the grade of I is not replaced by a regular final letter grade within the allowable period, the University Registrar shall change the I grade to a grade of E on the student's permanent academic record and adjust the student's grade point standing accordingly. A graduate who had an I grade on his or her academic record at the time of graduation (and which grade was subsequently changed to an E by the Registrar) shall be allowed 12 months following the end of the term in which the course was taken to satisfactorily complete the course and receive a grade change.

[Each department, school or college shall maintain a file record of incomplete grades recorded in courses of that department, school or college. This record, completed by the instructor shall include:]

For each I grade assigned, the instructor shall complete an appropriate file record on a standard form provided by the University Registrar, which shall include the following:

- a. the name of the student;
- b. the course number and hours of credit;
- c. semester and year of enrollment;
- d. signature of the instructor;
- e. a brief statement of the reason(s) for recording the incomplete; and
- f. specific instructions on how alternate grades on the work to be completed will affect the final grade;
[f. an adequate guide for removal of the incomplete grade (with a suggested final grade).]
- g. notice of the specific time requirement for removal of the I grade and consequences of not removing the I grade; and
- h. signature of the student.

The instructor shall provide a completed copy of this record to the student, the department chairman, the dean of the college in which the student is enrolled, the dean of the college offering the course, and University Registrar at the time the I grade is reported.

Page 3
Senate Agenda Item: I Grade
26 August 1987

Rationale: Current University policy allows the assignment of the I grade in those cases in which there is a reasonable possibility that a passing grade will result from completion of the work and the reason for the incomplete is satisfactory to the instructor. Completion of the work was clearly the major good of the University's policy until the mid-1970's.

Over the past few years, the University has set a new academic course through adoption of the selective admissions policy and the new University Studies Program--both designed to strengthen academic standards and to attract students with higher academic qualifications. The proposed revision seems consistent with the University's new standards. The major change from the current policy is establishing the policy that once a student passes the final date to drop a course, the student is committed to completion of the course, unless there are acceptable non-academic reasons for dropping. This completion will occur prior to the end of another year of attendance by the student or upon graduation, whichever comes first. This approach also is more consistent with the current policy for graduate students.

The proposed policy, then, emphasizes the importance of personal academic responsibility and task completion and clarifies the procedures for removing the I grade. These revised procedures are in the protective interests of both students and faculty. The proposed revision is consistent with the University's increasing expectation of educational excellence.

Proposed Date of Implementation: Effective for courses taken during the Fall Semester, 1987.

/cet
1775C

*send
A. Bleyton*

UNIVERSITY SENATE 1987-1988

AGRICULTURE (7)

Absher, Curtis W. '88 (ASC)
+Crowe, M. Ward '89 (VSC)
*Davis, Joe T. '90 (AEC)
Frye, Wilbur W. '88 (AGR)
+Hemken, Roger W. '90 (ASC)
Kemp, James D. '89 (ASC)
Mather, Loys L. '88 (AEC)

ALLIED HEALTH (2)

Bowlyow, Joyce '89 (CH)
*Vittetoe, Marie '90 (MT)

ARCHITECTURE (1)

Groves, John R. '89

ARTS AND SCIENCES (23)

Biological & Physical Sciences (11)

Allen, David '89 (STA)
(for Prior, resigned)
Butterfield, D. Allan '88 (CHE)
+Demski, Leo S. '89 (BIO)
+Eakin, Paul M. '88 (MA)
Gabbard, Fletcher '88 (PHY)
Gray, Thomas C. '89 (BIO)
*Johnson, David C. '90 (MA)
+Just, John J. '89 (BIO)
*McEllistrem, Marcus T. '90 (PHY)
*Weil, Jesse L. '90 (PHY)
Wood, Constance L. '88 (STA)

Literature & Philosophy (6)

*Allen, John J. '90 (SPI)
Anderson, Roger B. '88 (SO)
*Durant, David S., Jr. '90 (ENG)
*Dye, Nancy S. '90 (HIS)
Perreiah, Alan '89 (PHI)
Rea, John A. '88 (FR)
(for Hemenway, resigned)

Social Sciences (7)

+Brunn, Stanley D. '90 (GEO)
Clayton, Richard R. '89 (SOC)
Hougland, James G., Jr. '88 (SOC)
Jewell, Malcolm E. '89 (PS)
*Lyons, William E. '90 (PS)
Nietzel, Michael T. '88 (PSY)
*Nonneman, Arthur J. '89 (PSY)

+Serving second consecutive term
*New member Fall 1987

BUSINESS AND ECONOMICS (10)

*Blomquist, Glenn C. '90 (ECO)
Born, Jeffery A. '89 (FIN)
Calantone, Roger '89 (MGT)
*Freeman, James '89 (MGT)
Fulks, Daniel L. '89 (ACC)
Grimes, Andrew '88 (MGT)
(for Mullineaux, resigned)
*Ingram, Thomas '90 (MKT)
Shaw, Karyll N. '88 (MGT)
*Skinner, Steven J. '90 (MKT)
Tearney, Michael G. '88 (ACC)

COMMUNICATIONS (3)

Applegate, James L. '89 (COM)
*Lindlof, Thomas '90 (TEL)
Palmgreen, Philip C. '88 (COM)

DENTISTRY (2)

*Douglass, J. Burton '90 (ORT)
Spedding, Robert H. '89 (PD)

EDUCATION (6)

*Angelo, Richard '90 (EPE)
Bickel, Frank J. '89 (EDU)
Danner, Frederick '89 (EDP)
*Levstik, Linda '90 (CUR)
Wilson, Angene '88 (EDC)
Winograd, Peter '88 (EDC)

ENGINEERING (6)

Bhattacharyya, Dibaker '88 (CME)
*Cremers, C. J. '90 (ME)
Gesund, Hans '88 (CE)
Hahn, Ottfried J. '89 (ME)
*Kermode, Richard I. '90 (CME)
+Leigh, Donald '90 (EM)

FINE ARTS (3)

Clarke, Harry '89 (MUS)
*Glixon, Jonathan '90 (MUS)
Maschio, Geraldine '89 (TA)

HOME ECONOMICS (3)

Barclay, Lisa '88 (FAM)
Botkin, Darla '89 (FAM)
Edmondson, Mary Ellen '89 (FAM)

LAW (2)

*Bratt, Carolyn S. '90
McMahon, Martin J. '88
(for Rogers)
Rogers, John M. '89 (on Lv)

LIBRARY AND INFORMATION SCIENCE (1)

+Rogers, Jo Ann '90

MEDICINE (10)

Ambrose, Charles T. '88 (MI)
Cibull, Michael '89 (PAT)
+Dillon, Marcus '89 (SUR)
*Hu, Alfred S. L. '90 (BCH)
Lieber, Arthur '88 (DR)
Lucas, Bruce A. '89 (SUR)
+Mandelstam, Paul '90 (MED)
*Powell, Deborah E. '90 (PAT)
Stelling, Carol B. '88 (RM)
Wilson, H. David '89 (PED)

NURSING (2)

Sallee, Kathryn '89
*Wever, JoAnn '90

PHARMACY (2)

*Fink, Joseph L. '90
Piecoro, John J., Jr. '88

SOCIAL WORK (1)

Sullivan, Nathan R. '88

UNIVERSITY LIBRARIES (1)

Wiza, Judy '88

EX OFFICIO MEMBERS

Voting (13)

Michael A. Baer
Charles E. Barnhart
Earl Bowen
(VC for AA for Medical Center)
Richard C. Domek, Jr.
Richard W. Furst
Art Gallaher, Jr.
William C. Lubawy
Peggy Meszaros
Robin D. Powell
Timothy W. Sineath
Cyndi Weaver
President Student Government
Charles T. Wethington
Carolyn A. Williams

Non-Voting (31)

Lisa K. Barclay
(Senate Advisory Committee)
Raymond F. Betts
Tex Lee Boggs
Peter P. Bosomworth
Douglas A. Boyd
Ray M. Bowen
Ben W. Carr
(VC for AA CCS)
Edward A. Carter
Donald B. Coleman
(Senate Advisory Committee)
Mary Sue Coleman
Audrey L. Companion
(Senate Advisory Committee)
Randall W. Dahl
Charles W. Ellinger
(Senate Advisory Committee)
William H. Fortune
(Academic Ombudsman)
S. Zafar Hasan
Ronald Hoover
(Air Force ROTC)
Raymond R. Hornback
James Kudar
(Vice Chancellor Student Affairs)
Robert G. Lawson
Gerald Lemons
(Army ROTC)
David A. Nash
Jose Oubrerie
Antoinette P. Powell
(Chairman of US Committee)
G. Kendell Rice
Thomas C. Robinson
David P. Roselle
Wimberly C. Royster
Edgar L. Sagan
Donald E. Sands
Louis J. Swift
Paul A. Willis
W. Douglas Wilson
(Acting Dean of Students)

STUDENT SENATORS (18)

Voting

Agriculture

John Kuegel

Allied Health

David Bingham

Architecture

Glen Buckner

Arts & Sciences

David Allgood

Business & Economics

Mary Tripp Reed

Communications

Scott Ward

Dentistry

Rosanne Palermo

Education

Andrea Suffill

Engineering

Jeff Goodyear

Fine Arts

Freddie Herrmann

Graduate School

Mehran Jahed

Home Economics

Lisa King

Law

David White

Library & Information Science

Jim Koegel

Medicine

Stephen Stigers

Nursing

Ann Griesser

Pharmacy

Jeffrey Hughes

Social Work

Susan Bean

SENATE COUNCIL

Voting

Ambrose, Charles T. '89 (MMI)

Angelo, Richard '87 (EDF)

Applegate, James L. '89 (COM)

Costich, Emmett '88 (DENT)

Leigh, Donald '89 (ME)

Lyons, William E. '88 (PS)

Mather, Loys T. '87 (AGR)

Weil, Jesse '87 (PHY)

Wells, James H. '88 (CS)

(for Hemenway, resigned)

Ex-officio (Non-Voting)

Betts, Raymond '89 (HON PROG)

Coleman, Mary Sue '90 (BCH)

Frye, Wilbur '87 (AGR)

Cyndi Weaver '88 (Student)