

The University Senate met in regular session at 3:00 p.m., Monday, April 17, 1972, in the Court Room of the Law Building. Chairman Flickinger presided. Members absent: Staley F. Adams\*, Arnold D. Albright, Lawrence A. Allen\*, Richard L. Anderson\*, Ronald Atwood\*, Charles E. Barnhart, Harmon C. Bickley, Robert H. Biggerstaff\*, Wesley J. Birge\*, O. E. Bissmeyer\*, Harry Bohannon\*, Peter P. Bosomworth\*, Garnett L. Bradford\*, Eugene B. Bradley\*, Betty J. Brannan\*, Mary R. Brown\*, Lowell P. Bush\*, Ralph S. Carpenter\*, S. K. Chan\*, Richard A. Chapman, Lewis W. Cochran, Glenn B. Collins\*, Raymond H. Cox, Glenwood L. Creech, Dan M. Daffron\*, George W. Denmark\*, Stephen Diachun, Juanita Fleming\*, Lawrence Forgy, Jr., Donald T. Frazier\*, James E. Funk, George H. Gadbois, Eugene B. Gallagher\*, Art Gallaher, Jr.\*, John G. Gattozzi, Richard E. Gift\*, Charles P. Graves, Thomas C. Gray, Jack B. Hall, Joseph Hamburg, Jesse G. Harris\*, Virgil W. Hays, James W. Herron\*, Dallas M. High, Donald L. Hochstrasser\*, John W. Hutchinson, Raymon D. Johnson, Joseph R. Jones\*, Don Kirkendall\*, Aimo J. Kiviniemi\*, Bruce E. Langlois, Robert G. Lawson, Donald L. Madden\*, Roger M. McCoy\*, William C. McCrary\*, Ernest P. McCutcheon, Theodore H. Mueller\*, Franklin W. Nooe\*, Elbert W. Ockerman\*, James R. Ogletree\*, Bobby C. Pass\*, Nancy J. Patton\*, Nicholas J. Pisacano, Leonard A. Ravitz\*, Herbert G. Reid, Frank J. Rizzo\*, Virginia Rogers\*, Gerald I. Roth\*, Sheldon Rovin, Paul Sears\*, Donald S. Shannon, Albert R. Sharp\*, Otis A. Singletary\*, Raymond A. Smith\*, John B. Stephenson, Thomas B. Stroup, Dennis D. Stuckey\*, Joseph V. Swintosky\*, Norman L. Taylor, Timothy H. Taylor\*, S. Sidney Ulmer\*, John A. Via\*, M. Stanley Wall, Charles A. Walton, David R. Wekstein\*, James H. Wells, Harry E. Wheeler\*, William R. Willard, Paul K. Whitaker, Constance P. Wilson\*, Ernest F. Witte\*, A. Wayne Wonderley\*, Kenneth R. Wright\*, Fred Zechman, Leon Zolondek\*, and Robert G. Zumwinkle.

The minutes of the meeting of March 13, 1972 were approved as circulated.

The Chairman reported that the action ballot taken to establish a Graduate Residence Center on an experimental basis for Teacher Corps Cycle VII in Louisville for a two-year period had been approved, the vote being 89 for and nine against; that the proposal would be transmitted to the President for recommendation to the Board of Trustees. He reported that there had been some questions raised in connection with the synopsis and he called on Dean Dennen to respond to those questions.

Dean Dennen reported that one question dealt with the fee being asked of anyone using the Center; that it was purely an administrative fee of \$15 in addition to the regular fees charged. He reported that the second question dealt with the responsibilities, rights and prerogatives of the Residence Center Council; that the Council would be represented by faculty designated by the appropriate deans; that the Council would have the same rights that are appropriate to faculty to advise and approve individual student programs; that approval of courses and instructors would be done by the normal recommendation route to the appropriate University Councils.

The proposal as approved for recommendation to the President and Board of Trustees reads as follows:

It is proposed that an initial Residence Center arrangement be implemented in Louisville, Kentucky, for members of the Teachers Corps, enrolled as graduate students at the University of Kentucky and at the University of Louisville.

\*Absence explained

Two-year Teacher Corps programs at both universities are funded by the U.S. Office of Education and lead successful corpsmen to one of the master's level degrees conferred by the two universities (M.Ed., M.A., M.A.T.). These programs at both universities, are committed to the training of teachers specifically for inner-city schools. Urban Louisville, of course, provides a unique laboratory for this training in Kentucky. With the benefit of a Residence Center arrangement, faculty and students can expand their existing cooperative efforts to make this an effective learning experience.

#### Duration

The Teacher Corps arrangement shall be for an initial period of two years--Summer, 1972, through Spring semester, 1974. After a review and evaluation of the experience, the duration of the arrangement may be extended by action of both Boards of Trustees.

Over the two-year period, a student may take up to, but no more than, twelve semester hours applicable to the Master's degree through the Center.

#### Administration

A Residence Center Council, as described in the general proposal, shall be formed and empowered to administer the initial two-year program for Teacher Corps. The Council will be responsible to the two graduate school deans and will report through the two deans of education. The responsibilities of the Council will include:

1. Organization of the Center's internal operation.
2. Approval of individual programs.
3. Approval of courses and instructors. Criteria would be those in effect regarding regular campus offerings of the two universities.
4. Course scheduling and classroom arrangements.
5. Coordination to avoid duplication of offerings through graduate extension courses offered by each institution near the other's campus.

#### Information on Center and Program: Residence Center Fee

A Residence Center fee shall be charged each Teacher Corps member for each semester the member enrolls in courses through the Center. These funds shall be paid to the host institution to defray a portion of the costs for student services such as library resources, health services, recreation facilities, etc. The suggested fee is \$15.00 per student per semester.

#### Registration

Teacher Corps students will register through their own degree-granting university under the regular tuition or special-

program financial arrangements which prevail for their course work in residence on that campus.

#### Faculty

The "faculty exchange" bookkeeping system for recording instructional services provided by each university shall be implemented as described in the general proposal. However, every effort will be made during this two-year period, to share the instructional load equally. Remuneration for teaching could then remain the responsibility of each faculty member's home institution.

Payment for faculty services is appropriate expenditure of Teacher Corps restricted funds at both universities. Should the faculty load for the two-year period be unbalanced in favor of one university, payment for the difference would be made to the other university from Teacher Corps funds. Payment would be on an actual cost basis, at the rate prevailing at the institution providing the extra faculty service.

#### Requirements for Admission to the Program:

Bachelor of Arts or Bachelor of Science degree with a minimum of 24 hours in one of the following general areas:

English and Humanities (may include six hours of philosophy)

Social Science (history, political science, sociology, social

work, anthropology, geography, economics, social psychology)

Mathematics and Natural Science (mathematics, chemistry, physics, geology, zoology, biology, botany)

Music

Art

If the applicant does not have the above he may qualify with the following:

12 hours -- communications and humanities

12 hours -- mathematics and natural science

18 hours -- social science

12 hours -- selected from psychology, philosophy, English, speech, and dramatics, foreign languages, mathematics, music or art.

Chairman Flickinger reported that the College of Arts and Sciences had accepted the contingencies which were placed on its degree programs by the University Senate; that the new degree, Bachelor of General Studies, would be forwarded to the President for final action by the Board of Trustees; and that the new requirements for the Bachelor of Arts and Bachelor of Science degrees would become effective for students first entering the College in the 1972 Fall Semester. The letter of acceptance from the College of Arts and Sciences which contains effective implementation dates follows:

April 13, 1972

Dr. W. Garrett Flickinger, Chairman  
University Senate Council  
10 Administration Building

Dear Dr. Flickinger:

The Arts and Sciences faculty has accepted the contingencies placed on its degree programs by the University Senate. I assume this means the new requirements for the Bachelor of Arts and Bachelor of Science become effective for students who first enter the College in the fall of 1972 and that the Bachelor of General Studies program will be forwarded to the Vice President for Academic Affairs for presentation to the Board of Trustees.

The faculty of the College recommends that Bachelor of General Studies students be allowed to count work taken in the 1972 summer session toward the 30 credits they must complete after entry into the program. Since this particular rule is part of the College's degree requirement I assume that the Dean's office may permit this practice without forwarding each request to the Senate Council.

I wish to extend my personal thanks to you and the Senate Council for the cooperation and consideration provided to the College over the last few months.

Sincerely yours,

(signed) W. C. Royster

W. C. Royster

Dr. John Scarborough, the Academic Ombudsman, made the following report to the Senate:

The following is labeled an "Ombudsman's Report," an indication of just what went on in the Ombudsman's office for the academic year 1971-1972. Of course the academic year is in progress, and additional problems could alter the general pattern I will cast below. I think, however, that cases and problems which students and professors have brought to the Ombudsman are more or less indicative, and can be used as illustrations in a report.

I was quite hesitant last July in accepting the post (I still would be) realizing that becoming Ombudsman would test one of my personal ideals at its fullest: flexibility. Anyone who has the idea - be he student, faculty, or administration - that the Ombudsman's position is defined within the bureaucratic structure and thus is somehow within a set of regulations that one can peer into a catalogue to understand, has little concept of what an Ombudsman is supposed to do--at least as I have viewed it. In the first place, the Ombudsman is neither a student advocate nor faculty spokesman nor an administration mouthpiece. The office exists outside the normal bureaucratic lines, and functions by its own intent which is utterly simple (and very hard to achieve): to settle disputes through informal negotiations. Secondly, the

Ombudsman must operate as if he can gain facts necessary for negotiation, and he must be willing to cross over that thin but effective barrier between student and professor or administrator which makes them both less than human beings on first assumption. Third, once the actual problem is defined, then the Ombudsman should exercise his influence to get direct talking begun, and ideally step out of the picture completely. Such have been the methods I have devised and followed this last year with the varying problems that have come into my office in Kastle Hall.

I took part in eighty-four actual cases, cases that required action from my office. In addition there were about 120 problems that appeared which I was able either by offering advice or proper reference to "solve" without further action. Such cases never were recorded but were in the nature of advising or psychiatric counseling, suggesting once again the miserable state of UK's student advising system. Many students asked questions any faculty member could answer, and most students asking me such questions quickly indicated that they had rarely, if ever, consulted with advisors. Signature-forging is so common as to excite no comment from either students or faculty. As far as the other section of the "unrecorded" problems is concerned, many students (and an occasional faculty member) felt the need to talk to somebody about a problem that did not fit into one of the neat categories within the UK bureaucracy. So we talked. A lot. Crying towel, security blanket, friend, counselor, all could be used for the Ombudsman at given times.

Of the 84 cases requiring action, types of complaints were as follows: dissatisfaction with grade received (22), withdrawal-passing difficulties with professor (9), dissatisfaction with exam methods or compass (8), plagiarism (3), cheating on exam (6) with one grade book alteration under this class (1), advisor callousness (1), dissatisfaction with teacher attitude and/or course (12), general admissions problems (5), student caught in departmental politics (2), miscellaneous (15). Complaints outside academics proper which gained my attention were several problems relating to cafeteria services, residence halls and their rules, and the Student Union. The complaints were fairly even in their spread over the University: six appeared against the College of Education, two from Home Economics, three from Library Science, two from the Medical School, three from Nursing, two from the Law School, two from the College of Business and Economics, two from Architecture, and various departments in Arts and Sciences as follows: anthropology one, art two, biological sciences (biology four, botany one, microbiology one, zoology two), chemistry five, computer science one, English four, French one, geography four, geology two, history seven, mathematics two, music five, physics seven, political science two, psychology one, Slavic and Orinetal languages one, sociology one, and speech four. The heaviest complaint months were October and December: perhaps related to humidity or lunar phases.

The numbers above have no real meaning. All they do is to show that most departments have significant complaints against them, but, on the other hand, I was quite disgruntled to find that student accusers often indulged in character-assassination rather than in specific com-

plaints. Or worse, some students attempted blatant wool-pulling, and their complaints quickly evaporated when I said "I will call Professor Schmaltz and get his side." Apparently many students regard the Ombudsman as some kind of legal advocate for them, and from some faculty responses, it has become clear that most faculty members choose to believe the same.

I was gratified by faculty cooperation in all cases that required examination or comparison of records, when student complaints proved valid. One basic lesson emerged from all cases: talking was possible between two parties only when threats and counterthreats were removed. Most students began their gripes with an attack on a given professor's integrity or character, and my first task was to point out that once a professor became defensive under an attack of this kind, no satisfaction was possible. The student most generally had to think of the professor as having a different opinion rather than attacking his character by a bad grade, etc. It initially surprised me to learn how many students think of themselves under attack when a bad grade is issued to them, and how few of them have bothered to look at the facts: test scores (and their background), actual involvement with subject matter in a course. Too many students refuse to give courses fair effort or time, and many students had to be told flatly that their choice of over-involvement with fraternity or sorority affairs (or other affairs) and the like had much more to do with poor course performance than did how a given professor taught or how a professor approached his material. Yet taken as a whole, student complaints and my hopefully tactful inquiries, coupled with open exchange with various faculty, revealed a numbing indifference to student problems in the classroom, as well as a disturbing frequency of incompetence in subject matter. It seems many faculty insist on using outdated materials complemented by a defensive arrogance that stifles any of the so-called learning experiences in their classes. Students were correct in raising questions of a professor's involvement in his discipline (the most important function any academic has) when he (1) refuses to tolerate differences of opinion voiced by students, (2) refuses to answer questions, (3) meets his classes irregularly without due notice to the students, and (4) fails either to suggest further materials for student inquiry upon request, or to indicate with honesty points of ignorance.

On the other hand, many students are expert liars, callous in their own way, with a coldness that (again) initially surprised me. I found that the collective sense of ethic among the student body is minimal, either in terms of their own conduct or in matters which might have something to do with classroom effort. Prevalent attitudes are summed by the student who came to me and declared "I'm here to do as little as I can and get out!" It is little wonder that there is a basic problem in what everyone seems to have labeled "communication."

Two kinds of problems I intentionally have left out of the classifications above, either from the numerical totals or from the "academic" category. These two constituted the greatest amount of "business" for the Office of Ombudsman, in the sense that they were the most common complaints from all sectors of the University - students, faculty and administration. The first should come as no surprise to anyone: parking. The second also seems to be on everyone's lips, forming churlish comments whenever we might have to get from one place in the

Office Tower to anyplace else on campus: the elevators, both in the Office Tower and in the Classroom Building and a few grumbles trickled in about elevators in the Library, Medical Center, dorms, and one even from the Student Center. It seems little can be done about this kind of physical facility, planned for a given use, and used far more than its farsighted designers could possibly envision (the same matter that boggles us all as we cramp ourselves on sweeping interstates which were supposed to be adequate twenty years from now), and time spent on the elevator-hassle is without productive result, nor can it be except for suggestions the Ombudsman has passed along for reprogramming the things. As for the first category, that of parking, something can be done. Even though my office was continually frustrated by bureaucratic buck-passing when complaints were tendered by the three academic segments of the University, I think pressure should come (in this case) from appropriate administration offices in blunt language that says: fix it. And such complaints come from students on up. The specifics? Visitors parking where they aren't supposed to (meaning everywhere), maintenance staff stuffing A and B spaces with their omnipresent blue vehicles, an ever-increasing allocation of space for handicapped drivers and motorcycles (a connection?) within a context that (according to figures publicly released by the Traffic Office) sports three times as many parking permits as there are spaces. So we have hunting licenses, which to be sure are far less expensive than those offered by Big Ten Universities (Illinois, e.g., charges -- or did -- \$65/semester for a space, but guaranteed), and which are being abused. Some of you will ask why the Ombudsman got so many of these kinds of complaints. There seems to be only one real answer to that: the office functioned where frustration was great on the part of large numbers of individuals, and I might hope that this public airing of this ever present matter (leading to reflections on morale at UK) can at the very least result in some pressure for reform, for some other system for parking since the present one engenders so much bitterness. It would seem the Ombudsman could devote his time to other problems with greater hope of success, but these two problems were the kinds that appeared in my office with regularity, sometimes running at least one per day. That's a great many complaints.

I should add that I have not become cynical about either side. Most of the time I found a warm cooperation from faculty who wanted only to make sure students received a fair deal, and, most students were willing to listen to another side under a kind of pressure from my office. Likewise most faculty were willing to entertain opposing interpretations from their own, and that would be the point we could begin negotiations. I have learned much from the year as Ombudsman, much that confirms many of the things my father (who was a college president for 19 years) observed through the years, and much that it taught me about myself and my own potential of flexible actions that could be separated from given stereotypes. I also should state that the Ombudsman must be a person who is willing to make judgments on his own, without regard to what might be thought by the collective administration or faculty or student body.

Dr. Scarborough was given an ovation following his report. In answer to a question asked of Dr. Scarborough he stated that of the 84 cases requiring action by his office, he would say that about 65 were resolved to the satisfaction of both parties.

Dr. Frank Buck, Chairman of the Senate Advisory Committee on Student Affairs, reported on the status of the various college SACs. He stated that the Committee had been well pleased with SAC during the year in which these Councils had been in operation. He reported that the Committee had had reports from the 16 colleges; that of these, 14 do have SACs and two are working toward that goal; he stated that each College is required to submit a Statement of Form and areas of responsibility to the Student Advisory Committee on Student Affairs for its approval; and that the Committee had received the required reports from 10 of the 16 Colleges. The Chairman of the Senate Council suggested that within another year all 16 should have furnished the required reports to the Committee.

On behalf of the Senate Council, Mr. Howell Hopson, Secretary, presented a motion that the Senate approve the following changes in the Rules of the University Senate. These proposals had been circulated to the faculty, under date of March 30, 1972.

that in Section I., B. 2., Meetings, paragraph 4, the word "faculty" in the second sentence be changed to "Senate" and that an additional sentence be added so that the paragraph will read:

"The Senate Council or a sub-committee established by it shall prepare agenda for regular Senate meetings. These agenda plus all recommendations for Senate action shall be circulated to all members of the University Senate and to administrative offices that are concerned with academic affairs at least ten (10) days prior to Senate meetings. Simultaneously, a condensed statement of each agenda item shall be circulated via a campus mechanism (e.g. student newspaper). For special meetings, where the ten-day circulation period is impractical, it shall be waived."

that in Section I, B. 4., Functions of the Officers of the Senate, sub-paragraph (1) Secretary, a. that the word "University" be added preceding the word "Senate" in the third line; that the phrase "to all other members of the University faculty" be deleted from that sentence; and that an additional sentence be added to the end of that paragraph so that the paragraph will read:

(1) Secretary

a. To distribute notices of regular Senate meetings at least ten (10) days prior to meetings with agenda and recommendations for Senate action to the members of the University Senate and to administrative offices that are concerned with academic affairs, and of special meetings as directed. Simultaneously, a condensed statement of each agenda item shall be circulated via a campus mechanism (e.g. student newspaper).

and that b. in that same sub-paragraph (1) be changed to read:

b. To keep minutes of the Senate meetings and to circulate these to all members of the University Senate and faculty and to administrative offices that are concerned with academic affairs."

He reported that these recommended changes had the approval of the Rules Committee.



The Senate approved the proposed changes in the Rules of the University Senate as presented.

On behalf of the Senate Council Mr. Hopson presented a motion that the Senate approve the following changes in the Rules, which were also contained in the circulation to the faculty dated March 30, 1972:

that in Section V., B. The Academic Ombudsman: paragraph 1. f. Records and Reports, the second sentence be deleted and the following new sentences be substituted so that the first paragraph of f. would read:

f. Records and Reports -- The Academic Ombudsman shall retain a record of all cases which he accepts. He shall review all files at the end of his term of office and he should destroy any file of a case which has been resolved which is two years of age or older. If not destroyed, then all names should be removed. The decision not to destroy a file ought to be based on criteria such as resolution which might serve as a precedent for similar such cases in the future. All unresolved cases which are more than one year old and which were never forwarded to the Appeals Board shall be destroyed. He shall present annually a report of his activities to the University Senate, the Student Government and the President of the University and may offer recommendations for changes in rules, practices or procedures to the end of achieving more harmonious and effective governance of student academic affairs.

The Chairman announced that this motion also had the approval of the Rules Committee.

Following brief discussion the Senate approved the proposed change in the Rules, as presented.

The Senate approved a waiver of the Rules in order to consider the next item on the agenda, that of proposed Rules changes circulated to the faculty under date of April 5, 1972, and which had not been received at least 10 days before this meeting.

On behalf of the Senate Council Mr. Hopson presented a motion that an additional paragraph 6. be added to Section III. A. Application for Admission or Readmission -- to read as follows:

6. Readmission after five or more years:

a. An undergraduate student who has been readmitted through the usual channels after an interruption of five or more years, and who has completed at least one semester with a grade point standing of 2.0 or better after readmission may choose to have all or none of his previous University of Kentucky course work counted toward graduation and toward the computation of his grade point standing.

b. In addition, the dean of the student's college may permit such a readmitted student who has elected not to count his past work, to receive credit for selected courses without including those grades in the computation of his grade point standing.

The Chairman announced that this motion had been approved by the Rules Committee.

On question of why the proposal applied only to undergraduates the Chairman reported that the Graduate School had had a statute of limitations for some years; however, he would suggest that the Graduate Council might wish to consider a similar type rule such as this proposal for the Graduate School.

Following discussion concerning the arbitrary restriction of five years, motion was made to amend the motion to change the five year restriction to two years.

At this point in the deliberations a representative from the Office of the Dean of Admissions and Registrar expressed the concern of the Dean that the intent of the present wording is to have the student lay out the five years and he did not feel that the present wording would prohibit a student from attending another institution within the five-year period; further, that the Dean felt that the University should always keep a record of the entire career of the student at the University regardless of what work is retained for the student for graduation purposes.

The Chairman stated that there is nothing in this amendment that affects, in any way, the permanent record; that this amendment merely permits the student to have certain courses not counted for graduation purposes.

A Senator moved the question and the Senate voted to stop debate on the amendment. The Senate then approved the amendment to change the five-year restriction to two years.

The Chairman stated that the Dean of Admissions and Registrar had been consulted on the proposed change under consideration. A Senator then stated that in view of the preceding questions raised by the representative of the Dean of Admissions and Registrar, he moved to recommit the proposal, as amended, to the Senate Council. Following further debate, a Senator moved the question. The Senate voted to stop debate on the question of referral. The Senate then defeated the motion to recommit the proposal, as amended, to the Senate Council for further consideration.

A Senator then moved the previous question which the Senate approved following which the Senate approved the change in Rules as presented by Mr. Hopson, and amended.

On behalf of the Senate Council, Mr. Hopson presented a motion to change the Senate Rules to delete the second paragraph under Section III. D. 1. Explanation of Certain Grades: Grade I: and to add a new paragraph so that the first two paragraphs under Grade I would read:

"Grade I: The grade I means that part of the work of the course remains undone. It shall be given only when there is a reasonable possibility that a passing grade will result from completion of the work. The instructor should not give an I grade when the reasons for incompleteness are unsatisfactory to him or when it is not feasible to complete the work.

"An undergraduate student shall have the option, except in the case of a course required for graduation, of having the I grade as a permanent part of his record or he may complete the course within one semester

after re-entry into the University as a regularly enrolled student. In the latter case, and in all cases involving required courses, the instructor shall forward to the Registrar the appropriate letter grade to replace the I. Under no circumstances will an I grade be changed after the student graduates nor can an I grade be changed by use of the repeat option.

"Each department, school or college shall maintain . . ."

Motion was made to amend the motion to place a period after the word "graduates" in the next to last line of the proposed new paragraph, and to delete the phrase "nor can an I grade be changed by use of the repeat option."

The vote by the Senate on this proposed amendment clearly showed uncertainty and confusion concerning the proposal and the Chairman stated that in view of the vote and the questions which had been raised on the floor, he wished to exercise his prerogative as Chairman of the Senate Council to withdraw the motion from the floor for return to the Senate Council for further study. Question was raised of the legality of not having counted the vote on the amendment and the Parliamentarian ruled that in view of the vote, which had indicated confusion and a need for further discussion, the Chairman was justified in not counting the votes. The Parliamentarian stated that the Chairman could not remove the motion without the approval of the body.

The Senate then voted to support the Chairman's request and the proposal was withdrawn from the floor to go back to the Senate Council for more in-depth study.

On behalf of the Senate Council Mr. Hopson presented a motion to change Section III. D. 5., Changing Grades, to delete the first sentence and replace it with the following additional sentences to constitute (a) and (c):

- (a) An individual faculty member may change a mark once it has been reported to the Registrar's Office only in the case of a clerical error. Reports of all such grade changes shall be sent to the Registrar with a copy to the dean of the college in which the instructor is assigned. The instructor may also recommend to his department chairman the changing of a grade if for any reasons other than a clerical error, and the grade shall be changed if the department chairman approves. In every such approval, a report of the grade change shall be sent to the Registrar by the department chairman with a copy to the instructor and dean of the college involved. There shall be only one grade change per student per course so involved. No grade may be changed after the student has graduated from the University, except in the case of the clerical error provided for above, and in no event shall the grade of a student currently enrolled be changed after the elapse of one semester.
- (b) retention of the second sentence which reads: However, the University Appeals Board may change a grade to P or W in the case of a violation of student academic rights.
- (c) Graduate and professional schools may have individual rules on this matter so long as they are not inconsistent.

The Chairman of the Rules Committee reported the position of that Committee to be one of objection based on the thesis that it interposes the departmental chairman between the instructor and the student in the matter of the grade; that this was a basic principle which the Committee was not willing to relinquish and the Committee wished to recommend that the Senate not relinquish either.

A representative of the Office of Dean of Admissions and Registrar spoke to the proposed Rules changes to the effect that during the 1971 Fall Semester of 80,000 grade recordings almost 12 per cent had some manual manipulation activity; that this becomes unmanageable and flouts the philosophy of a permanent academic record; that in many cases the Registrar's Office has mailed an official transcript of a student's record with a set of grades and some months later the student comes in and wants a corrected transcript because he has been able to change an instructor's mind about a grade; and that this makes the University look somewhat ridiculous from the standpoint of certifying to the official status of a transcript.

Considerable debate ensued concerning the interpretation of the word "clerical" in paragraph (a) following which motion was made to amend paragraph (a) to remove the word "clerical" wherever it appears in the paragraph. The Senator also pointed out the need for editorial changes to improve the grammatical construction of the paragraph. This motion died for lack of a second.

Motion was made to amend paragraph (a) to insert the sentence "The grade shall be changed by the Department Chairman." The motion died for lack of a second.

Motion was made to amend paragraph (a) to remove the word "clerical" wherever it appears to change the word "a" to "an" wherever applicable, and to correct any other clerical errors.

Following further debate call for the question was made and approved.

The Senate voted approval of the amendment on the floor.

Motion was then made to amend the proposal to remove the sentence which reads "There shall be only one grade change per student per course so involved." This motion was defeated.

Call for the question was made and approved.

The Senate then voted approval of the motion on the floor, as amended, by a vote count of 33 to 31. The change in paragraphs (a) and (c) as approved, with amendment and editorial changes, reads:

- (a) An individual faculty member may change a mark once it has been reported to the Registrar's Office only in the case of an error. Reports of all such grade changes shall be sent to the Registrar with a copy to the Dean of the college in which the instructor is assigned. The instructor may also recommend to his department chairman the changing of a grade for any reason other than an error, and the grade shall be changed if the department chairman approves. In every such approval, a report of the grade change shall be sent to the Registrar by the department chairman

with a copy to the instructor and dean of the college involved. There shall be only one grade change per student per course. No grade may be changed after the student has graduated from the University except in the case of the error provided for above, and in no event shall the grade of a student currently enrolled be changed after the lapse of one semester.

(b) retention of the second sentence which reads: However, the University Appeals Board may change a grade to P or W in the case of a violation of student academic rights.

(c) Graduate and professional schools may have individual rules on this matter so long as they are not inconsistent.

The Chairman reported that the agenda contained initial discussion of the Code of Faculty Responsibilities; that the Senate Council had met with a number of interested Senators and faculty members, and had made some changes which will be circulated. He stated further that discussions had been held with the Administration which revealed concerns, and that agreement would need to be reached before it could be brought back to the Senate for consideration and action. Thus it would be the fall semester before it could be brought to the floor of the Senate for reconsideration.

The Senate adjourned at 5:05 p.m.

Kathryne W. Shelburne  
Recording Secretary

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

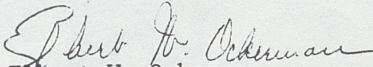
DEAN OF ADMISSIONS AND REGISTRAR

April 11, 1972

TO MEMBERS OF THE UNIVERSITY SENATE

The University Senate will meet in called session at 3:00 p.m., Monday, April 17, 1972, in the Court Room of the Law Building.

Items on the agenda will include the remainder of the agenda carried over from the meeting of April 10th, namely, a report by the Academic Ombudsman, a report on the Student Advisory Councils (SAC), proposed changes in the Rules of the University Senate (circulated under date of March 30, 1972). Other items on the agenda for action will include three additional changes in the Rules dealing with readmission, the I grade, and changing grades. These three proposed changes were circulated to the faculty under date of April 5, 1972. It is also anticipated that initial discussion will be held on the Faculty Code.

  
Elbert W. Ockerman  
Secretary

KWS/apg