

26 September 1995

TO: Members, University Senate

The University Senate will meet in regular session on Monday, October 9, 1995,
at 3:00 PM in room 115 of the Nursing Building (CON/HSLC).

AGENDA:

1. Minutes (to be circulated)
2. Chair's Announcements
3. Medical Center Update: Chancellor James Holsinger, Jr.
4. Resolutions
5. Academic Ombud Report - 1994-1995, Horst Schach.
6. Consideration and action on the plus/minus grading proposal from the College of Arts and Sciences (circulated under date of 27 September 1995).
7. Report from the Board of Trustees faculty representatives- Loys Mather and Deborah Powell
8. New Business

Betty J. Huff
Secretary

US Agenda:10.9.95

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MINUTES OF THE UNIVERSITY SENATE, OCTOBER 9, 1995

The University Senate met in regular session at 3:00 p.m., Monday, October 9, 1995 in Room 115 of the Nursing Health Sciences Building.

Professor Gretchen LaGodna, Chairperson of the Senate Council, presided.

Members absent were: Gary Anglin, James Applegate*, Benny Ray Bailey, John Ballantine, Michael Bardo, Douglas Boyd, Carolyn Brock*, Dean Brothers, Joseph Burch, Mary Burke*, Johnny Cailleteau, Joan Callahan, Berry Campbell, Ben Carr, Edward Carter, Shea Chaney, Louis Chow*, Jordan Cohen*, Raymond Cox*, Carla Craycraft, Charles Davis, Frederick DeBeer*, Richard Edwards, David Elliott*, Robert Farquhar, Donald Frazier, Daniel Fulks, Richard Furst, Thomas Garrity, Philip Greasley*, Russell Groves, Issam Harik*, S. Zafar Hasan*, Christine Havice*, Clifford Hynniman, Craig Koontz, Thomas Lester, C. Oran Little*, Jeff Lowe, Daniel Mason, Jan McCulloch, Douglas Michael, David Mohny, David Nash*, Wolfgang Natter*, Anthony Newberry, Michael Nietzel, William O'Connor*, Clayton Paul, Deborah Powell, Shirley Raines, Karl Raitz, Amy Razor, Elaine Reed*, Thomas Robinson, Horst Schach, Janice Schach, David Shipley, Todd Shock, Timothy Sineath*, William Stober*, David Stockham, Craig Wallace, Charles Wethington*, Chad Willet, Eugene Williams, Emery Wilson*, Mary Witt.

Chairperson LaGodna stated the minutes from the September 1995 meeting were on View, but had not been distributed in paper form and they would be available for approval at the next meeting.

The Chair made the following announcements:

The General Education Certification Transfer is a statewide plan that will standardize the lower division general education requirements and facilitate the transfer of students from one institution to another. The plan for implementation is moving along. Dr. Lou Swift has agreed to be on the agenda of the Senate for November 1995. He will give the details of the plan and how it will be phased in and implemented.

Last year the Senate passed a new rule which says all undergraduate students need to be informed of their grades in courses they are currently enrolled in by the last day of class which is prior to the withdrawal date. The withdrawal date is October 20, 1995.

The Senate Council has reviewed and discussed three proposed Administrative Regulations for input to the Administration. The first one had to do with regulations, policies, and guidelines related to establishing, changing, terminating, and delineating reporting relationships in multidisciplinary research centers and institutes. There is no citation for this particular AR because it has not been formally put into the ARs, but copies of the position paper are available for those interested in seeing them. The second AR that was reviewed and discussed was a conflict of interest financial disclosure policy for sponsored research. All faculty, particularly faculty who have sponsored research projects, should become very familiar with this AR. It is AR II 4.0.4. and it is on View. The third AR is on information systems policies and procedures; it is AR 2 1.4.2.

* Absence Explained

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There will be a new category on View which will be called "Faculty". Under this category there will be Senate news, announcements of meetings, agendas, all minutes from Senate related meetings, and other items of interest. Please check View for these items.

The last announcement is a very sad announcement. Many are aware of the recent death of Dr. Kawanna Simpson. There will be a memorial resolution at a later time. Many people have asked how they might make a memorial contribution in her name. For those wishing to do so, checks may be made out to the College of Education and sent to the Dean's Office. Indicate if they go to the scholarship fund that will be set up and established in her name. A senator said that contributions may be made out to the Kawanna J. Simpson Memorial Fund and there are actually two funds; the scholarship fund and a library shelf in the College of Education library with books on gender equity. This is an area in which she was interested.

Many are also aware of another very tragic happening, two of our students were killed in an automobile accident this weekend. The two students are Allyson Adams and Joseph Ledford. We certainly regret this unfortunate happening as well.

Dr. LaGodna asked the Senate to stand for a moment of silence.

Chairperson LaGodna stated that the sheer pace and volume of changes in the health care system have had a significant impact on the Medical Center and on our Colleges in the Medical Center. It is critical in understanding these issues to talk about them across sectors; that everyone have a clear idea of what the impact has been. Chancellor Holsinger has agreed to spend some time with us today to share his ideas and thoughts about both the present and the challenges ahead that will be faced by the Medical Center. Following his remarks he has agreed to entertain questions.

Dr. Holsinger:

I really appreciate Gretchen's invitation to come and to speak to the Senate about a variety of issues that are on us at the Medical Center. She gave me a few ideas she would like to have covered. There will be certainly be time for questions when we are through and whatever answers I can provide.

The first thing I would like to do is to remind you of an event that happened a little over 50 years ago. It was a dark night in December of 1944 and the battleship West Virginia was inching its way back into port on the West Coast of the United States for refitting after battle damage in the Pacific. The captain was on the bridge at the time and received a message from the signal man who came to him and said "Captain we have just received a message to steer 15 degrees to starboard." The captain of the ship, who was my uncle, Raymond Holsinger answered back to his signal man saying send back the message "you steer 15 degrees to starboard." Later the signal man return and said "Sir, I just received another signal, it says no you steer 15 degrees to starboard." My uncle said you send back a message "I am a Captain of the United States Navy, this is United States battleship, you will steer 15 degrees to starboard." A message came back to him a little while later "no you steer 15 degrees to starboard, I am a lighthouse."

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I tell you that story because change can be a variety of things in our lives and whether we are willing to make the change that is required of us makes a big difference in how we meet the future. As Gretchen indicated change is all around us when it comes to health care, we do not have to think back but a little over a year ago to when the legislature here in the Commonwealth of Kentucky passed health reform legislation that has set in motion a variety of health care changes throughout the state of Kentucky. Those reform efforts on the part of the legislature have had a major impact on what is going on in your academic health center. Because of that one of the key elements of our multilegged stool we sit on at the Medical Center as we try to deal with the issues of clinical care, the academic mission of the medical center, our research efforts, and our community service, we have had to focus major attention over the past year and a half on the issue of our clinical operation.

I am not sure how many of you read a particular Wall Street Journal article that appeared about three weeks ago that reported that Duke University Medical Center Hospital had lost 57 million dollars last year. The result of which they were cutting 20% of their staff or 1600 people. The fascinating thing is that here at our academic health center, our university hospital has not lost money recently under the leadership of the Director of the Hospital, Frank Butler, who is also one of the vice chancellors. Instead we have come out in the black. It is fascinating when you look at over the past three years, not a single rate has been raised at the University Hospital. How have we done this? As Frank looked at the future and worked with Peter Bosomworth and Emery Wilson and they realized that things were going to happen, change was going to occur whether we wanted it to or not. At that time the Clinton Health Care Plan was working its way through Congress. It was necessary to begin to look at how one could make changes that would be able to save dollars and be able to keep us from raising rates, to help us to be competitive in a new competitive marketplace. We have done that so far, quite successfully. The fascinating thing that goes with that, is the fact that the Clinton Health Care Plan did not pass the Congress of the United States, did not become law. Instead of having public policy driving health care reform in America we have a marketplace driven health care reform that is underway. The market allows for no phase-in. Everything that is happening it happening at light speed, nanoseconds do not quite express it, they are too slow, it is going too fast for really almost anyone to keep track. As a result of that it is a constant effort to try and stay even or ahead of the processes that are driving where clinical health care is going in the future. As a consequence one of our major priorities for this current academic year is to continue to maintain our efforts to put together a broad commonwealth health care alliance in eastern and central Kentucky. It is in place and it has already offered an HMO product within the health reform activities of the state. It is ready to bid on various groups that might be required to come under it, depending on what happens in the next legislative session of the assembly. It now includes 44 hospitals and 1400 physicians across eastern and central Kentucky. It gives us the ability as the only tertiary care referral center within that network of hospitals to maintain the flow of patients for tertiary care to our facility which will enable us to conveniently train our students and all types of health care professionals as well as our various residency programs.

Clinical Care has been a major driver of what we have been about. We can't sit back and say that is the only thing of importance because the real reason we are here is because we teach

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students and our students are what we are really about. We must have a viable clinical practice of health care, both among our practitioners as well as our hospital which is the laboratory in which we train students clinically. Without the hospital being viable, without Kentucky Clinic being viable, without having the clinicians available to train our students in their clinical years, we simply would not be able to produce a quality product. Our academic programs are the bottom line of why we are here and everything else is there to support that major mission. Where do we stand on our academic programs? There is not a single college in your academic health center, that is not heavily engaged in some form of major change in the academic process. Let me give you an example, the College of Pharmacy. The College of Pharmacy this year took its first Pharm D class. It was an amazing operation. Those of you from the College of Pharmacy will know what I mean when I say we accepted 80 students and 78 accepted a place in that class. One turned us down to go to Cincinnati, since they live in Northern Kentucky. The other one is someone who had applied a number of times before and had never been accepted, finally got accepted and turned us down, we cannot figure that out. The point I am making is on a brand new Pharm D program, we have had an amazing success rate in our attraction of students for that program. Within the next several years we will have completely phased out the bachelors degree program in Pharmacy, it will still remain a program in our books but each class that follows now will be Doctors of Pharmacy, because we believe in the Medical Center that the future of Pharmacy lies in clinical Pharmacy. As a consequence we want to train individuals for the 21st century, not for the 19th or the 20th century.

The College of Medicine has just gone through over the last several years a major revision of the curriculum under the RWJ problem based learning grant. The result of that is there are now 100% of our students in the College of Medicine being taught in that new curriculum. It is not one of those things that gets done overnight and has all the bugs shaken out of it, all of us who teach in that program, at some point realize there are still bugs to be worked out and keep working to work those bugs out. One of the things we are beginning to do is to try and make our RWJ program office a Medical Center wide problem based learning curriculum office. One that will not only provide support for the College of Medicine and to the four other colleges in the academic health center, but will provide that kind of support to any of you across this university who might want to come to them if you want to design problem based learning approaches to the courses you teach.

In the case of the College of Nursing, they never cease to amaze me in their ability to do things that are unusual. The distance learning capability of the programs that we teach at Hazard for example, the programs at Elizabethtown. The ability to take associate degree nurses and take them through to a masters degree in a smooth approach is really a major strength of our College of Nursing. It is not easy to be able to put together the pieces that allow you to be able to use distance learning as well as faculty on site as well as faculty that travel to places like Hazard to do those kind of programs. It takes a great deal of administrative ability to make that all work out. We have now graduated a number of nurses with masters degrees in Hazard. They have been able to go to school in a way they would have never been able to go if they had to come to Lexington. It has been an outstanding program.

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The College of Allied Health is constantly changing and molding their programs, the Physical Therapy program is now going to a masters degree program. They take students at Hazard at the Center for Rural Health. The amazing thing there was one of our graduates in the PT program scored the highest score on the licensure exam of anyone who took the exam in Kentucky. There is no question of the quality of the programs we are delivering at the Center for Rural Health.

The College of Dentistry as many of you know has been working at a variety of ways to establish a strategic position in regards to the University of Louisville School of Dentistry, due to the difficult nature of having two schools of dentistry in the state both of whom have been producing practitioners to go into practice here in the Commonwealth and across the country. They have continued to struggle with how they might be able to define strategically who they are in a way that would be able to help us to get past some of the historic problems of the moves to close one of the colleges of dentistry within the state. This biennium as you may or may not be aware both colleges of dentistry in the state had their budgets frozen by the last session of the general assembly. We have worked very hard during this two years and are still working hard to make some adjustments within the College of Dentistry that will allow us to be able to get past this particular type of activity on a biennial recurring basis.

As a consequence as you look across the academic programs, change is again in the air. We can no longer in an academic health center sit down and teach and train our students to be like we were. It just is not going to work. We have to train clinical practitioners as physicians, nurses, dentists, physical therapists, physicians assistants, and on and on who can practice in a new era in a new world in a different form of health care than we were trained to practice in. If we are not willing to model those kinds of practices and get out in front and teach our students to practice in the way they will need to practice in the next century, we will fail. I for one am not willing for this great medical center to fail from that point of view. We will continue to work to make sure that our students are trained in a way that will allow them to practice effectively throughout their career. That is a major, major difference that we have to keep in mind.

We have a number of things that have worked exceptionally well in this medical center. When I came to the job of chancellor a year ago, it didn't take much to realize that I stood on the shoulders of giants. There have been people here before me that have done a fantastic job of turning out one of the most impressive academic medical centers in America. The fact that we are a well kept secret is another problem that we have to deal with. I know from having just been at the Association of Academic Health Centers annual meeting last week that this medical center is far and away in advance of a vast bulk of the medical centers in this country, particularly in dealing with health care reform issues. Does that mean we need to sit back and rest on our laurels and be satisfied, we can't. As I told you the change is occurring at light speed and that nanoseconds are too short. We have to constantly be plugging away to stay ahead of the game. One of the new initiatives that we have on the table, which was just approved to go forward as part of the biennial budget

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request of this University to the Council on Higher Education and the Legislature is the House Bill 250, rural health initiative. We have been able over the last five years to demonstrate conclusively that the Center for Rural Health in Hazard is an outstanding model for the training of health care practitioners off campus from here in Lexington. We have made a recommendation to the Council on Higher Education and to the State Legislature that we form two more centers for rural health, one in Morehead, where we already have Council on Higher Education approval to expand our nurse practitioner, nurse midwife, and our physician assistant programs and one to another location within the state preferably somewhere in the west. We will continue to work to try to make that come about, because we believe we can make a difference in the lives of people in this state by taking our services out into the state; by taking the teaching programs out into the state for students who may have to work in order to go to school. They will be able to continue to work either part-time or full-time and go to school appropriately either part-time or full-time. Consequently we will be able to keep people in place in rural portions of the state where we desperately need additional clinical practitioners.

I could go on and on and tell you that nothing is ever going to be the same again. But I can tell you one thing, it is going to be fun as we move through these years ahead, because whatever we do we are going to try to do it the very best way we can.

Professor Jacqueline Noonan asked about the effects of Medicaid and Medicare cuts and what is happening.

Chancellor Holsinger: I can tell you something about what has happened so far. You may recall from a few months back, the state made a decision to reduce the Medicaid payments to physicians by about 52 million dollars. That impact on us was over 8 million dollars in our clinical practice. That gives you some idea of what the impact of Medicaid cuts within the state have on our practice here, clinically. The reason for that simply is we have such a large Medicaid practice, we are the largest Medicaid provider within the state. The result of that is that anything that impacts on Medicaid dollars will impact heavily on this medical center. We have grave concern about what would happen with block grants of Medicaid dollars, particularly at a time when the special session of the legislature cut about 240 million dollars in taxes and both gubernatorial candidates have said they will stop the practitioner provider tax if they are elected governor. I am having a hard time understanding exactly where all this money is going to come from. It seems to me as the legislature works to deal with budgetary issues there are two places where they most likely look for money, one is higher education and the other is health care. In the case of an academic health center, we get the double blow. It is extremely important to us, what happens in those arenas. I might also point out that we have been very successful this past year and so far the first quarter of the current state fiscal year in getting disproportionate share payments and being reimbursed for our uncompensated indigent care. You read about that in the newspapers, we got an additional 14.9 million dollar payment to the hospital that was not anticipated at the tail of our state fiscal year. We have been successful in a similar although much smaller payment for the quarter which just ended September 30, 1995, in the fiscal year ending of the federal government. As I have watched how we in this state have been able to handle rolling up some of those Medicaid payments, I became very aware if 50 states were doing this I can understand why there is a huge problem at the national level and why there are efforts moving to constrain the

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expenditure of Medicaid dollars. Medicare is not as big a program for us, we don't treat as large a percentage of Medicare patients as we do Medicaid, but major changes in those will also have an impact on us as it would for any group of clinicians across the state. We will have to wait and see what happens over the next six weeks.

Professor Loys Mather stated there was a news piece on NPR this morning on medical education, it was suggesting that at the rate that medical schools are turning out MDs that by the year 2000, at least in some areas there is going to be a significant oversupply and suggesting that some medical schools will be closing. I do not know how accurate that is, but how well postured are we in case that comes about?

Chancellor Holsinger: Every study that we are dealing with right now, indicates that we have an over supply of physicians, one number is as high as 160 thousand. It comes down to, we have enough primary care physicians, a certain amount of distribution problems, but we have enough and we have a significant abundance of specialists, if indeed managed care moves across the country at the rate at which it is expected to. To be honest about it, it will move faster than expected. Everything that has happened in the past year and half has moved far faster than anybody expected it to. As we have gone into a market driven health reform program, it is at a speed that is just almost incomprehensible at what we would have expected had it been a public policy driven effort. The result of that is, we have already under House Bill 250, the Health Reform Legislation here in Kentucky we have already capped specialty residency positions, both here and at Louisville. The only place that we are allowed to increase residences is among primary care residents and that is outside of Fayette County and outside of Jefferson County. Specialty training programs will shrink across the country and there is an effort to shrink the number of residents to not more than 110 percent of the graduating class of around 15,000 medical students a year. If we can move to 110 percent and we can go to 50/50 with 50 percent of our classes going into primary care and 50 percent into specialties, we will probably be able to smooth this out over a period of years. There are even some that are recommending that we reduce class size of graduating medical students to 80 percent of the current level, which would drop us from about 15,000 to about 12,000. One of the things we need to remember about specialty training is, although we will not need the number of physician specialists, we will begin to train more specialists in other clinical professions. We already see that with the strong movement towards family nurse practitioners, the increasing number of nurse midwives being trained. There will be an increasing number of nurse anesthetists being trained. I think that before we get through this decade, we will be seeing masters degree prepared specialty trained physicians assistants, because they will fill specific niches in areas where we need the work, mostly because of the loss of specialty residency physicians. In the case of nurse practitioners, it is clear that we need a large number of nurse practitioners because as managed care flows across the country, we will be reducing the bed days of care in hospitals by probably half if not greater. The result of that is there will be a shrinking number of inpatient beds and a reduced need for bachelor degree, diploma prepared, and associate degree nurse RNs, but at the same time we will be sending patients home far sicker. We will be using a lot of nurse practitioners to provide in home care in a way that we have not in the past. There is a growing market for specialties in a number of areas but not in medicine.

Professor Hans Gesund asked if they would be training lawyers in medicine because as the sicker patients go home, there will be a lot more lawsuits.

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Professor Holsinger: One of the biggest ethical issues, moral dilemmas in health care today and into the future is going to be: Are we withholding care that a patient should appropriately have because of the way we are going to be financed, which is on a per capita basis. All of a sudden, the less you do, the more you make. Right now it is the other way around, the more you do, the more you make. I do not know that either one is right or wrong, that is not the issue. The moral dilemma is going to be over the issue that you are talking about, the sending of a patient home at the earliest possible moment. I think the point you are raising is a very real one, the moral dilemma is a major ethical issue that health care is going to have to face. Not in the decades to come, but in the months to come.

Chancellor Holsinger was given a round of applause.

Chairperson LaGodna stated she hoped Chancellor Holsinger could be invited again later for an update.

The Chair stated she had a correction about ARs being on View, they are not on View yet, but are being prepared for View and the Web and should be on in a week or so.

Professor Jesse Weil asked if Professor LaGodna had said that the Senate Council were reviewing the ARs prior to them being adopted or had they been adopted, where are they in the process.

Juanita Fleming stated the Senate Council reviewed the ARs before they were adopted, they are all approved and now they are being sent out for distribution. They should be in the library as soon as duplicating finishes with them. They should be on View and Web soon.

Chairperson LaGodna said Professor Schach was unable to attend the Senate Meeting to present the Academic Ombud report for 1994-95. The written ombud report will be appended to the minutes.

The Chair recognized Professor Enid Waldhart for the first action item. Professor Waldhart stated the action item concerned establishing a plus/minus grading system in the College of Arts and Sciences. This is the same thing that was talked about in the April meeting. At the time it was being talked about it was being discussed as possibly being University wide. A straw vote was taken and the proposal went back. As a result, the College of Arts and Sciences has asked if the Senate would consider the proposal for the College of Arts and Sciences whether or not anything is done further. The Senate Council recommends approval of a plus/minus grading system for the College of Arts and Sciences only. This is for undergraduate courses. You will note that all university undergraduates taking College of Arts and Sciences courses will be graded according to a plus/minus schedule. Each of the letter grades stand at the same point they now have, the plus and minus go between. This is for the College of Arts and Sciences only, the Senate Council recommends it for your discussion and approval.

Chairperson LaGodna said there were a number of people in attendance who could help speak to this issue. Ellen Rosenman, who is the chair of the Arts and Sciences Council, and other members of the College of Arts and Sciences as well.

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The Chair asked that when speaking concerning the recommendation that individuals identify themselves by name and college and indicate support of or opposition to the proposal.

Professor Jess Weil stated he was very much in favor of the proposal. He found himself in the situation of teaching courses in general physics with enrollment of 100 to 200 with four examinations given during the semester. There are very large homework assignments and laboratories. They end up with numerical grades of all of the work which is apportioned according to a predetermined formula that the students are given. They end up with a continuum of grades on a scale of 1 to 100 where the differences between students go as small as a tenth of a percent. He and his recitation instructors are then left with the dilemma at the end of the semester of deciding where to put the cut lines between the As, Bs, Cs, and Ds. The unfortunate choices often have to be made of distinguishing between students who have less than one percentage point difference in terms of an A or B or C, know it will affect their quality point in this five credit course on a 20 percent level. He does not like doing that and ends up looking for places in the continuum where there are gaps of three or five percentage points because of the fluctuation in how the grades come out. He ends up putting the cut points at places where there is a gap and he can feel if he made a mistake of a couple of percentage points one way or the other, he isn't being arbitrary. But now he is being arbitrary in putting the grade cuts where the gaps occur and not where he feels the letter qualification or letter criteria for these grades really occur. If there are plus/minus grades to deal with then there is not such a big distinction between a B+ and an A-, it is more at the five or ten percent level in their quality point, rather than at 20 percent.

Professor Jacqueline Noonan (Medicine) asked if there was any reason why the A+ was not included. Professor LaGodna stated the previous colleges that have adopted the plus/minus scale have used the scale without the A+. Since 4.0 is the highest grade point average that is now given, if there was an A+ it would make the scale go higher than a 4.0 and alter the whole scale. The Law School has an A+. Professor Noonan said it would now be harder to get a 4.0 because now some As will be A-. A student who previously got all As could end up with less than a 4.0. On the other hand if there were an A+, there would probably be a few 4.0s.

Professor Tom Blues (English) stated he was not sure if he is for or against the proposal but had some question. First, what would be the language that would accompany the proliferation of grades? An A is now very high achievement and a B is high achievement, what would be the wording that would describe an A-? There should be language that accompanies the grade. Will the rules committee write the language? Secondly, what about the situations in which the faculty member is satisfied with A, B, or C and is not in a situation such as Professor Weil described and does not want to use the plus/minus, what are the ramifications there? Presumably any faculty member does not have to use the plus/minus just as he or she does not have to use any of the old grades.

Chairperson LaGodna asked if there was anyone in a college that currently has a plus/minus system and could speak to that point.?

Professor Blues said his third issue was that the plus/minus proposal does not address the real problem with grading at the institution and that is grade inflation. Where As and Bs are now virtually meaningless because Cs are considered almost a failing grade, what is the real difference between a B- and a B+. Professor LaGodna said that there had been no attempt to deal with the issue of grade

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inflation that it was a separate issue. Professor Blues wondered if the one problem that is not being addressed is really greater than the one that is being addressed.

The Chair asked Professor Rosenmann if there had been any discussion concerning the narrative that would go along with the plus/minus. Professor Rosenmann said as far as she knew it was not discussed, but did not see any reason why descriptions of the grades could not be constructed.

Professor Rosenman stated as far as the A+ was concerned, she thought that Arts and Sciences felt it did not want to change the entire grading scale. The College of Law is a very self contained unit. Students who will pass through the College of Arts and Sciences will go back to many other colleges and they felt it would be too difficult for the students to be operating under two totally different scales. This way there is an upper limit and a lower limit that would be the same across colleges.

Professor Rosenmann said as far as what would happen if instructors did not want to use the plus/minus she supposed that there was no way anyone would know that. You would assume from the transcript the student had received a B rather than a B+ or a B-. She did not see that as something that would undermine the proposal. Professor Rosenman said she was in favor of the proposal. The difference someone who just misses an A and just misses a C is considerable and for many instructors it would be helpful to be able to make that decision. As far as grade inflation, she doesn't think any grading scale would deal with that.

Professor Charlie Russo (Education) said that although the proposal does not affect his college he does support it. It seems that the College of Law as a graduate college exclusively what they do would be separate from what goes on in the undergraduate college of Arts and Sciences.

Professor Virginia Davis-Nordin (Education) said the last time this was discussed that one of the issues was that if this were to be adopted that most of the University is an exception to the standing rule. Why did the Council decided to bring back the proposal this way instead of asking for a University wide ruling?

Chairperson LaGodna said in the Spring when this was discussed in the Senate there was no strong consensus in the Senate and only about 30 people in the room. They did not feel it had been considered widely enough by other colleges to propose it as a university wide rule change. Certainly Arts and Sciences had discussed it in great detail and within the college clearly supported it. The Council felt compelled to address their concern but decided until there is further and more wide spread discussion it should be limited to Arts and Sciences. Arts and Sciences being such a large college, it means we have a great bulk of students that would be in a college that is using a plus/minus system if it is approved. She did not know if this causes any greater problem than if only a couple of departments are doing it.

Professor Davis-Nordin said it seems we would have a university rule with the majority of colleges and students in the exception. She wondered if the Council had considered that.

Professor LaGodna said that was a good point and they had discussed that at great length and were hopeful that they can in the future address it as university wide.

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Professor Debra Aaron (Agriculture) stated she was not sure if she was for or against the proposal, but had a question. Most of the College of Agriculture students will take their university requirements from the College of Arts and Sciences, but the majority of their classes will be taught in the college of Agriculture which will not have a plus/minus grading system. What does that do to students who are applying to professional programs? It does not seem like it will be a level playing field, if a student from their college gets a B and a student from another college gets a B+. Has that been considered and how will it affect the competition in terms of GPAs of students who would not take a predominate number of courses from Arts and Sciences as compared to a student who would.

Professor Jesse Weil stated he intended to give as many plus' as minus' in his class. He does not intend to use it to shove everyone up as close to the border as possible. The average GPA will same as it is now. Some students ill go up and some will go down. There are some schools that only give percent grades, all the transcripts he reviews from India and Turkey are all percent grades.

Professor Aaron said she was not implying this would inflate the grades of students in any courses in Arts and Sciences, her concern is that if a student takes a predominant number of courses from a college that does not have a plus/minus, a B is a B, but if a student takes a predominant number from a college that has the plus/minus system they end up with a B+. Maybe the student from Agriculture had the equivalent of a B+ but it was only recorded as a B, she was wondering about the equity and the levelness of the playing field for students from different colleges. Professor Weil said he understood the worry about the equity but feels it will be equitable because some students will get B+s and some C-s.

Professor LaGodna said this was an issue the students have raised. It is the Senate Council's feeling and belief that it does even out. They are proposing that the College of Agriculture student who takes a course in Arts and Sciences and you earn a B+, that B+ is calculated into their grade point average as a B+ so they will not be stripped of the plus or minus from that particular course. The other question is if you do not have the opportunity to earn plus's in most of your courses, does that disadvantage you and the most logical answer they could come to was the one that Dr. Weil just reported is that they believe that students may be just as likely to earn minuses as pluses, so their is no evidence that it would create an unlevel playing field.

Professor Steve Yates (Arts and Sciences) said he was the chair of the Arts and Sciences Council when all of this began and at that time he would describe his feelings as zealously ambivalent, he would retain that feeling because it really changes very little. Only perceptions are changed, it doesn't make any difference is you have what would be now an 11 point grading system as opposed to a five point grading system or even two or three grades, in the end things will average out, this really changes very little of anything.

Professor Doug Poe (Business and Economics) said everyone seemed to be missing the point that they were not arguing the point that whether the students who take Arts and Sciences courses would be disadvantaged. The problem is for example something like their MBA degree, they do not require an undergraduate degree in Business, they take a lot of Arts and Sciences students. Students who have taken their entire program in Arts and Sciences and have the advantages of the pluses will be at a competitive advantage to students who have taken 30 hours in the College of Business and not been able to earn a single plus. Professor Weil said he did not understand why Professor Poe was not saying

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the disadvantage of the minuses. Professor Poe said those students would be disadvantaged but there will be some students who made exactly the same grades, but one will get the plus recorded and the other will not. Yes, an equal number of students will get minuses, but it will provide a disadvantage to the student who takes a majority of their curriculum in Arts and Sciences as opposed to a student who does not take them.

Professor Hans Gesund (Engineering) stated that was not true. If you assume you are talking about the best students, the ones who you will accept, if they were in Arts and Sciences the very best students will be hurt because instead of getting a 4.0 they are very likely to have picked up few A-s and therefore they will have a 3.8 or 3.9. Those are the ones you really want and those if they come from Arts and Sciences will be disadvantaged compared to students from Business and Economics. We hurt with this proposal our best students and we hurt some of our worst. That has not been addressed. Some of the very worst students who now are getting Cs will be getting C-s and picking up .3 quality points deficient each time they get a C-. Many teachers are somewhat reluctant to give a D or even an E and tend to give Cs as not their lowest grade but as the lowest general grade. This will drag those students down to a C- and with our 2.0 minimum to remain in school we will lose some of those students. That could cause us some equity issues and some diversity problems. We need to look at the equity for the very best students who drop below 4.0 and the diversity problems we may encounter as we lose a lot of students who are at the low end and will therefore will get C-s and drop below the 2.0. These are things that have not been discussed. Colleges who remain on the A, B, C, D, E scale, as long as we are talking about the very best students, the very best students will do better than the ones from Arts and Sciences under this because they have the opportunity to have the 4.0.

Chairperson LaGodna asked Dr. Tauchert if he had any comments from his committee's originally having studied this issue.

Professor Tauchert said they thought many felt that because Arts and Sciences proposed this and two-thirds faculty, 65 percent voted in the poll for the proposal, the committee felt that was reasonable. One thing that has not been brought up if a college does not want to have the plus and minuses that Arts and Sciences gives out recorded, they can be stripped by the Registrar's Office. Professor LaGodna said it was possible but the Senate Council was proposing that not happen. Professor Tauchert said the main concern of the committee was that it not be university wide, they felt it would be reasonable to have a university wide policy.

Professor Bill Fortune (Law) said that occasionally A+s are given and there was a student who graduated with better than a 4.0. No teachers strip the plus and minus, everyone uses the full grading range. He does not feel that teachers give more plus than minus except with regard to the C- grade. The faculty recognize that the C- grade is a substandard grade and is less than a 2.0. It is less injurious to the student than getting a D+ or a D, so the students who are deficient but not substantially deficient do tend to get C-s, unless they are really substandard and receive a D+ or a D. He would favor the plus/minus system, it is much more favorable than what they are now using. With regard to the comments about whether it would disadvantage students from other colleges, perhaps that could be addressed by a description on the transcript which indicates the grades which are subject to plus/minus grading and those that are not. That would enable a student whose record is made up of some grades from Agriculture and some from Arts and Sciences to have it immediately apparent that the grades out

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of Agriculture were not subject to plus/minus grading. Otherwise it is not inequitable at all, students do not get more pluses than minus.

Professor Douglas Poe said they did not have luxury of only accepting 3.8 to 4.0 students. The grade average for acceptance to their professional programs goes down to a 3.0, as a result if a student takes a majority of their courses in Arts and Sciences and has a lot of plus, they will have an advantage over a student who takes courses in a college that does not have plus/minus. If everyone was taking a 3.8 to 4.0 it would be a level playing field, but they are not. Professor Poe is not objecting to the plus/minus system but to only using it in one college. Either all colleges should use plus/minus or no one should. If one college uses it, it will create a disadvantage for admission to some programs because of the way the grades are awarded.

Scott Covert - (Student - Arts and Sciences) stated he was extremely opposed to the plus/minus system. Over the weekend some of the student senators did research and polled several students and actually have petitions signed by students as to how they felt about this system. It is extremely deeply disturbing that faculty and staff in this room are going to affect their averages, whether the plus/minus will weigh out as far as the grades they assign. It is more than just averages for classes, the students lives and educations are being affected by this decision. If all colleges are not ready to adopt this system, than perhaps it needs to be reconsidered whether the system should be adopted by any college. Some schools do have the plus/minus system already and that is an issue that can be dealt with separately as to whether they are on equal playing ground. By using plus/minus you are placing students on different evaluation levels, all students are not on an equal playing field. It is very hard for students to compete, all students are required to take classes in the College of Arts and Sciences, if those classes are going to be graded on the plus/minus system and students from other colleges are not going to be graded on that system. If a student has a 91 and receives an A- and someone else in a different college has a 91 and receives an A. How can you see that is fair, you are putting students are on several playing fields. Most students are not stopping here, these are their undergraduate careers that are being affected, but most are going on to graduate and professional schools, how can an Arts and Sciences student compete with someone who is being graded without the plus/minus system. If plus/minus goes into affect and a student from Arts and Sciences receives A-s, that gives the student a 3.7 GPA, whereas a student from a different college has an A average, they have a 4.0, that is very large discrepancy when decisions are based on fractions of percentages of points, a 3.7 to a 4.0 is a very wide range. If the University as a whole is not willing to accept the plus/minus, if all colleges are not ready, then the College of Arts and Sciences should not adopt the system because all students are required to take those classes. Mr. Covert understands the faculty are concerned about the averages of the classes and how the plus/minus will weigh out in their classes. It is preposterous that they are not considering they are affecting the student's lives. Those who are arguing the point, are not talking about your students, you are talking about your own averages. That is not why you are here as professionals, you are here to provide the best education possible for students. If the faculty are going to favor some students by not putting them on the plus/minus system and disadvantage other students by grading them with the plus/minus system, I do not feel you are doing your job. Mr. Covert submitted the petitions to Chairperson LaGodna, all these petitions are students who are opposed to the plus/minus system. Some other students have petitions they would like to turn in also. If the University as a whole is not ready to adopt the plus/minus system, than Arts and Sciences should not.

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Professor Dan Reedy (Graduate School) said that Professors Aaron and Poe have made points that have not been responded to. There are multiple perspectives from which the plus/minus system can be viewed. He has no objection to a colleges using the plus/minus. If the first 60 hours of a student's work is done in the College of Arts and Sciences and that individual receives +'s and -'s or straight letter grades and the remainder of the work is A, B, C, D, and E, either there will have to be an explanation on the back of the transcript or the interpretation of the grading system of the university. Mr. Covert's point of a disparity between one area and another, where students have to be in the College of Arts and Sciences taking courses in large part, when they apply to medicine, graduate school, or to any other body there will be a curious admixture of vision of that individuals work. There will be a single grade point average. It makes the University look as though it can not make up its mind what it wants to do. Is this strange admixture of grades in the best interest of the Institution or in the interest of states rights?

Professor Sheldon Steiner (Arts and Sciences) said that during the spring most of the students had been against this. There are enough problems in student's feelings about grading. There is very great interest in getting into professional schools, every tenth of a point means their lives, by having this mixture you are introducing a very bad potentially flash point problem. There will be lots more points along the scale that students will feel they have been denied. He agrees that it doesn't mean anything in terms of what it is doing to overall grading system. If the only basis is to make grading easier along a spectrum, then they should stay away from it. Students do not want the system, they are aware of what the plus/minus is.

Scott Safford (Student - Law) said as someone trying to get a job now he felt having two different scales on a transcript is going to confuse employers and graduate school admission boards. It makes the University look indecisive and the last thing he wants to do is to confuse an employer.

Professor Louis Swift asked if the issue of equity applied only to the A, because the student is in the position to either get a B- or a B+, he sympathizes with the point of two students of both having a 91 and one getting a A and one an A-. Could the lack of equity not be compensated for by the addition of the A+. Students in all cases have the capacity to do better than A or less than A, just as they have the capacity to do better than B or less than B. The equity issue is an important one.

Professor Lee Edgerton (Agriculture) said it does not change the issue, because a student in Agriculture who can only get an A, does not have the choice of adding that A+. As the Ombud, he has never had a student be receptive to an argument that it averages out. Would there ever be situations where two different sections of the same course are not on the same scale, if one instructor chose not to use the plus/minus system?

Professor Ellen Rosenmann did not know if that had been discussed, but Professor Edgerton was correct. Different sections of the same course would have to be on the same scale.

Professor Tom Blues said it was obvious the discussion had raised a number of obvious problems and without having thought out the problems, he moved the proposal be moved back to the appropriate committee to be considered thoroughly. To discover whether there is a real need for this proposal and if there is it should be across the board. The motion is to send the proposal back to the committee for a

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complete and thorough reconsideration of whether to bring it forward again for the entire University. The motion was seconded by Professor Gesund.

Professor Virginia Davis-Nordin said it seems there were two issues, one is whether there should be a plus/minus grading system and the other is whether there should be a university wide policy. We are not really giving a fair consideration to the plus/minus because the discussion is concerning the inconsistency among colleges. She is supporting the motion to refer the proposal back to committee.

Heather Hennel - (Student) asked if the proposal was not referred last semester? How many times will this be referred back to committee?

Professor Rosenmann asked if the proposal was being referred back to the Arts and Sciences Council? Chairperson LaGodna said it was being referred back to the Senate Council.

The question was called.

The motion to refer the proposal back to the Senate Council passed.

The proposal reads as follows:

Background:

During the 1994-95 academic year, the Admissions and Academic Standards Committee considered a College of A&S proposal to establish a plus/minus grading system for undergraduate students in that college. After deliberations, the committee recommended that the change be instituted on a university-wide basis rather than in just the College of Arts & Sciences. Plus/minus grading is already in use in the colleges of Law, Fine Arts, and Architecture, and the Landscape Architecture program.

At the April 10, 1995 Senate meeting a general discussion was held. Debate ensued regarding instituting the plus/minus system for all University undergraduate students, as well as solely in the College of A&S. No clear consensus was achieved.

The faculty of the College of A&S, whose original proposal indicated strong support for the measure, have requested action on the proposal as applicable to their College.

Proposal: Add to Section V - 5.1.2.4 the bolded area below

1.0 Grades and Marking Systems

College of Arts & Sciences

The following grades are given with the respective point value indicated.

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

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The use of the plus/minus system does not change any college or university grade point average requirements, nor the method by which grade point averages are computed, nor the interpretations of other grades awarded, such as F, I, P, W, & S. (US: 9/20/93)

For all studio work in the College of Architecture, the minimum passing grade from level to level in the studio sequence shall be a grade of "C" (US: 5/2/78, US: 9/20/93)

All students enrolled in courses using the plus/minus grading system will have the appropriate point value calculated into their grade point average regardless of their College of origin.

Rationale:

A +/- grading system would provide more precise and accurate evaluation of student performance. The distinctions are seen as especially helpful in courses that carry a large number of credit hours. Other colleges which have +/- grading systems have been satisfied with the process.

Implementation Date: Fall, 1996

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

Chairperson LaGodna said that Senate meetings were appropriate and important forums for the Board of Trustees faculty representatives not only to report but to get input from the Senate. Professor Mather will report today and in the Spring semester Professor Deborah Powell will be asked to report.

Professor Mather:

Members of the Senate and guests, Professor Powell asked me to express her regrets that she could not be here today and indicate that she was attending a mandatory retreat for department chairs in the College of Medicine. It is particularly unfortunate she could not be here, because Dr. Powell and I try as much as we can to coordinate our trustee efforts. We do that because, as we represent you before the Board and before the Administration, we want to speak with one voice. We have been in contact within the last several days so much of what I have to say today represents the thoughts of both of us.

Since many of you are relatively new to the Senate, let me give you some background about faculty representation on the UK Board of Trustees. In 1960, two faculty members were designated for the Board of Trustees as nonvoting members. In 1968, the President of the Student Government (or a student representative if the SGA President was not a Kentucky resident) was designated as a nonvoting member of the Board. In 1972 the student member was given voting rights. In 1978 the two faculty representatives were given voting rights and in 1980 a faculty member was added from the Community College System. Prior to 1980, the faculty representatives were elected by the entire University faculty, the University system and Community College system voting together. Since then there have been three faculty

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representatives with voting rights: two from the University System and one from the Community College System--plus the President of Student Government.

I believe it has been quite a few years since you have heard a report from your Trustees. I will try to cover some relevant information and issues--but will not try to make-up for lost time.

Having four representatives from the University community on the Board of Trustees is not entirely unusual in this country, but certainly is not typical. We are somewhat unique in terms that we have three faculty representatives. This has not gone unnoticed by the Association of Governing Boards. They have pointed out in their national publications and correspondence to individuals in Kentucky that they do not feel it is advisable having "constituent representatives on a university governing board". I do not claim any great objectivity on this, but I personally feel, and feel very strongly, that our presence on the board provides a useful dimension to the board and provides a faculty perspective that otherwise would not exist. Like our predecessors we try our best to offer our perspectives both positively and constructively and also with candor. In addition to our seats on the Board, over the past year Dr. Powell has also been serving as a member of the Board's Investment Committee and also on the Nominating Committee. I have been serving on the Finance Committee.

I would like to express my appreciation to the faculty for the opportunity to serve in this capacity and also to say that Dr. Powell and I try not to serve in a vacuum. We try as much as possible to keep in contact with faculty and faculty groups. Probably the most effective way is the fact that we are exofficio members on the Senate Council. The Council keeps us in touch very closely with current issues on the minds of the faculty and also provides an opportunity for us to relay to the Council issues coming before the Board. In addition, perhaps you recall we have offered invitations to various groups on campus for us to come and meet with faculty groups. We have met with faculty councils, dean's faculty advisory committees, and on some occasions entire college faculties to provide our perspective on the Board and of issues that have come up and to hear questions and concerns from the faculty. We are available to do that again in the future and look forward to it. We prefer the invitations come from you.

Here are a few issues that are before the Board. Keep this in mind, four years ago the state was providing 715 million dollars annually for higher education, today in this current biennium is it 705 million dollars. Over this four year period we have slipped 10 million dollars. The slippage is actually worse because you'll recall there have been some significant cuts which have been restored in part. We are 10 million dollars behind where we were four years ago. What can be done about this? The Advocates for Higher Education are hard at work to try to help restore some of that lost funding. They prepared a statement arguing one case for higher education funding that came before the Senate, which the Senate endorsed. There is hope of getting some funding restored by virtue of the fact there is money on the table this year -- and that is not always the case. It is their goal that after the next session of the general assembly, we in higher education will be in a better funding position than we have

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been in recent years. Their approach is a little different than it has been in the past. Instead of asking for the standard full formula funding, which would be a rather sizeable dollar figure that we have never received in the recent past, they have instead backed off somewhat in favor of an alternate approach. The Council on Higher Education has bought into this also. They have proposed a "higher education funding model." It is not a retreat from formula funding but rather a temporary reprieve from it, to achieve a goal that is somewhat lower but certainly more achievable. The goal is a seven percent overall increase for higher education. I will give you a few brief details about this funding model. It starts with the base appropriation which each institution has been receiving. On top of that would be money for continuation of current programs, given an inflationary adjustment for the cost of continuing current programs as well as for fixed cost increases, for debt service, for heating and cooling the buildings, etc. The next piece would be equity funding. Equity funding is intended to provide adjustments for those institutions who are further away from their benchmark medians than are other institutions. Finally the minor portion, about 25 percent, would go for what is called performance based funding. At this point we do not know exactly by what kind of performance standards each institution will be evaluated. The Council on Higher Education and University Presidents have been meeting on that. The point is they are proposing a slightly different format this time for the legislature hoping that by requesting the seven percent, that might be a goal that is a little more achievable and therefore more likely to be funded.

Related to this is the University's biennial request which the Board of Trustees approved in September and forwarded to the Council on Higher Education. Similar to the funding formula, it includes first a provision for continuation of existing programs and a certain dollar amount for program improvement and those two categories comprise the better part of what we would receive if the "seven percent" funding is granted. On top of this are quite a number of special requests, which would be outside of the formula. I am not going to take the time to run through them, if it is something you are interested in, give me a call. What are some things that are included in this request? It includes proposed operating expenses for new buildings that are going to be coming into use, for Aztec and for the new library. It also includes a request that the state pick up the cost of servicing the bonds on the new library. Of interest to many of you, it includes another 20 million dollar proposal for academic equipment replacement, similar to what we had a number of years ago and for which that bonding program recently expired.

What are our chances of this biennial request being funded? I won't speculate, but there is something being done about it. That is where the advocates come in. That is why we as a body were asked for the first time to endorse a statement they offered which they are going to be using in their contacts with legislators. Brad Canon instituted a policy a number of years ago, when he was Chair of the Senate Council, where the Council met at breakfast with our local legislative leaders. It was intended to provide them a faculty perspective on the needs of university funding. I anticipate that will continue. There is a group in the state known as COSFL, it stands for the Coalition on Senate and Faculty Leadership. I am serving as president this year. The group is primarily composed of faculty trustees from higher education institutions around the state, senate chairs, and one or two other persons as

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designated by the institution. I anticipate that this group will also be coordinating an effort similar to what we have done here at UK, in terms of contact with local legislators, but instead doing it in all their respective communities.

There are other issues I could bring up as well but I am mindful of the hour. Also, Professor Powell will be reporting to you at a later date.

Again my thanks for the opportunity to serve in this capacity, and do let me hear from you.

Dr. Mather was given a round of applause.

The Chair asked if there any questions for Dr. Mather?

Professor Jesse Weil asked if the 20 million dollar bonding authority included research equipment. Dr. Mather said his understanding was that it would. Professor Weil said the only other 20 million dollars he knew of was basically mostly for research. Dr. Mather said he understood it more as research equipment but the line item talks about academic equipment.

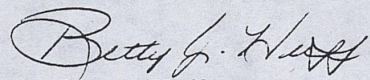
Chancellor Zinser said she felt it was broad based also.

A senator indicated that he recalled half of that 20 million dollars went to the mainframe, leaving 10 million dollars for equipment replacement.

Professor Mather: All I saw listed was the line item. There are provisions made, I believe, in other portions of the budget that would address the mainframe costs.

Chairperson LaGodna said there would be a comparison attached to the minutes.

Chairperson LaGodna asked if there was any new business. Hearing none the meeting was adjourned at 4:40 p.m.



Betty J. Huff
Secretary, University Senate

1994-1995 ANNUAL REPORT
HORST SCHACH

Once again I would like to thank the faculty, staff and administrators for their help and cooperation in supporting the functions of the Academic Ombud office. The degree to which student's rights are valued on this campus, should be a source of pride to all of us. I would like to express my gratitude to Ms. Michelle Sohner, the Assistant to the Ombud, for her dedication and for the special understanding she shows to all students who visit the Ombud's office.

Outreach Activities

There is still a need to communicate the functions of the Academic Ombud Office to students. I visited with as many UK 101 classes as possible since that seemed very useful last year. The class presentations and subsequent discussions allowed for an exchange about the importance of academic integrity. Students were surprised to learn the extent to which a faculty member might go to pursue a suspected case of cheating or plagiarism. At the same time they were assured that, on this campus, their rights are protected by due process.

On several occasions throughout the year, Michelle Sohner staffed a table in the Student Center in order to inform students about our services. She was available to answer questions and distribute information on such issues as sexual harassment, academic offenses and grade disputes. There was some discussion that the Academic Ombud office might prepare a more formal display for future use at such events as advising conferences.

At certain times I was invited to attend administrative meetings in academic units to give an outside perspective on academic issues facing that unit which were perceived as present and possibly future problems. Without quoting the "ounce of prevention" proverb, these meetings proved informative to this office and hopefully were useful to the departments as well.

At the beginning of this fall semester, I participated in the orientation for all new teaching assistants. Surprisingly, they too needed to be made aware of this office. By a show of hands less than ten out of about 250 new teaching assistants knew what an Academic Ombud was or had come from a school where such an office existed.

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Senate Rule Proposals

This year the following two proposals for changes to Senate Rules were submitted to the faculty senate by this office.

Proposed change to Senate Rule 4.3.3 -- In order to bring about what I perceived to be a more fair and equitable application of this rule across academic sectors, I proposed that withdrawals from courses for non-academic reasons not be counted as attempts at completing a course. While the Admissions and Academic Standards Committee recommended approval of the proposal, the Senate Council determined that there was no way to verify "non-academic reasons" after the fact. For this reason, the proposed change was not sent to the full senate for approval.

Proposed Change to Senate Rule 5.3.1.1 involved the right of a student to exercise his/her repeat option by using a correspondence course. The Admissions and Academic Standards Committee decided to delay making a recommendation regarding this proposal until it has time to confer with University Extension and others on the larger issue of correspondence courses in general. I was advised that the issue will be taken up in Fall 1995.

Academic Offenses

Statistically, there were fewer cases of cheating and plagiarism handled by our office this year than last. However, academic offenses remain a serious problem on this campus, and national statistics show a continued increase. This University's rule to award an E in a course as a minimum sanction for an academic offense was reviewed by the Senate Council who rejected a motion that the rule be sent to committee for possible modification. On a national level, there is a shared opinion that any relaxation of rules regarding academic offenses would only worsen the problem. Unfortunately, students acknowledge that there are still some instructors who deal with academic offences in an informal manner and give less than mandatory sanctions. This office is only notified of cases where the student is found guilty by the academic unit. The student then has the right to appeal the sanction.

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Statistics related to academic offenses and their appeal rate for the academic year 1994-95 are as follows:

Cases reported to this office	24
Cases sent to the Appeals Board	15
Departmental actions upheld	6
Students acquitted	4
Pending	5

Grade disputes

Grade disputes make up the majority of complaints by students to this office. A large percentage of these arise from the difference in perception about the quality of work by the student vs. the instructor. Many other complaints still arise from poorly written syllabi and the lack of explicit grading criteria on the part of the instructor. It is the role of the Academic Ombud to make an initial assessment if a complaint warrants review by the Appeals Board. The statistics for grade disputes and their rate of appeals for the academic year 1994-95 are as follows:

Cases involving grade disputes	99
Cases sent to the Appeals Board	6
Grades upheld	2
Grades changed	4

Concerns for the Future

Our obligations to disabled students resulting from the Americans with Disabilities Act increasingly impact many of our activities on campus. One aspect of this is the increase in the number of students diagnosed as having learning disabilities. The University has the necessary rules in place to deal with these individuals in a compassionate and fair manner. The problem observed by this office arises from the fact that there is no financial support available to implement some of the requirements. Thus, some academic units see the rules as an unfunded mandate, much like the cries often heard in Washington D.C. A good example is a student who has been diagnosed with a learning disability who requires

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twice the normal time for examinations. The department is required to provide the necessary proctors and space to accommodate the student without additional financial support. As a result, some academic units have not complied fully with the spirit of the mandate. While I have no solution for the financial dilemma, we must accommodate the student or risk possible legal action. At the very least, these cases tend to result in a grade dispute which is very difficult to resolve to the satisfaction of all involved.

I am attaching a Statistical Report which represents a review of the office's actions for the academic year 1994-95.

STATISTICAL REPORT
1994-95

Number of Single Contacts (Telephone Calls/Referrals)	1,601
Number of Cases Handled	261

NATURE OF COMPLAINTS

Academic Offenses	24
Attendance	11
Discrimination	7
Exams	9
Grades	99
Instruction	41
Personal Problems	5
Progress/Promotion	55
University Policy	10
Total	261

COLLEGE WHERE COMPLAINT ORIGINATED

Agriculture	12
Allied Health	8
Architecture	3
Arts and Sciences	124
Business and Economics	29
Communications	7
Dentistry	1
Education	20
Engineering	18
Fine Arts	11
Human Environmental Sciences	9
Law	3
Library and Information Sciences	1
Medicine	5
Nursing	4
Pharmacy	0
Social Work	2
Non-Applicable	4
Total	261

STUDENT'S COLLEGE

Agriculture	12
Allied Health	9
Architecture	3
Arts and Sciences	125
Business and Economics	27
Communications	8
Dentistry	1
Education	23
Engineering	18
Fine Arts	9
Human Environmental Sciences	9
Law	3
Library and Information Science	1
Medicine	1
Nursing	5
Pharmacy	0
Social Work	2
Non-Applicable	5
Total	261

CLASSIFICATION OF THE STUDENT

Freshmen	39
Sophomores	53
Juniors	57
Seniors	60
Graduates	47
Non-Degree	3
Non-Applicable	2
Total	261

CASES BY MONTH

July, 1994	16
August, 1994	17
September, 1994	15
October, 1994	23
November, 1994	14
December, 1994	25
January, 1995	34
February, 1995	20
March, 1995	21
April, 1995	19
May, 1995	48
June, 1995	9
Total	261

FOUR YEAR COMPARISONS

	Cases Handled	Single Contacts
1994-95	261	1,601
1993-94	258	1,841
1992-93	239	1,989
1991-92	228	1,232

MOST FREQUENT COMPLAINTS

1991-92

Grades	75
Progress/Promotion	52
Academic Offenses	39
Instruction	19
Exams	14

1992-93

Grades	85
Progress/Promotion....	55
Instruction	31
Academic Offenses	27
Attendance	10

1993-94

Grades	97
Progress/Promotion	61
Instruction	30
Academic Offenses	29
Attendance	10

1994-95

Grades	99
Progress/Promotion ...	55
Instruction	41
Academic Offenses	24
Attendance	11

FINANCIAL PLAN 1996-97 AND 1997-98
SUMMARY OF REQUEST SUPPORTED BY UNRESTRICTED STATE APPROPRIATION AND PROJECTED TUITION RATE INCREASES
UNIVERSITY OF KENTUCKY
UNIVERSITY SYSTEM

	Request 1996-97	Request 1997-98
I. Continuation		
A. Statutory and Contractual		
1. Debt Service Adjustment	\$ 93,200	\$ 22,000
2. Maintenance and Operations for New Buildings		
Buildings Completed During 1992-94 (Only Half of Funding Need Provided)		
- College of Medicine Office Building	311,100	-
- Medical Research Building	277,900	-
- Animal Diagnostic Facility	45,500	-
- Civil Engineering Building	408,300	-
- ASTeCC, Phases I and II	158,000	-
Buildings Completed During 1994-96 With No Funding:		
- ASTeCC, Phases III and IV	244,000	-
Buildings Coming On Line in 1996-98:		
- Hazardous Materials Facility	65,300	-
- Kentucky Clinic Expansion	356,400	-
- Parking Structure	225,000	-
- W. T. Young Library		1,777,300
Subtotal	2,091,500	1,777,300
3. Staff Benefits		
a. Health Insurance	442,500	464,600
b. Long-Term Disability Insurance	58,300	60,600
c. Professional Liability Insurance	13,100	13,800
d. Workers' Compensation	153,600	169,000
Subtotal	667,500	708,000
4. Common Insurance	48,800	51,200
5. Utilities	266,700	274,700
Subtotal Statutory and Contractual	\$ 3,167,700	\$ 2,833,200
B. Cost-of-Living		
1. Salaries and Associated Benefits (4% per year)	\$ 11,964,300	\$ 12,442,900
2. Operating Expenses (3% per year)	801,400	825,500
3. Library Acquisitions (10% per year)	482,000	530,200
Subtotal Cost-of-Living	\$ 13,247,700	\$ 13,798,600
Subtotal Continuation	\$ 16,415,400	\$ 16,631,800
II. Program Improvement		
1. Minority and Diversity Initiatives	\$ 107,100	\$ 192,900
2. Instructional and Research Equipment	-	500,000
3. Deferred Maintenance Funding	-	1,007,400
4. Computer and Information Technology Support	19,300	1,470,300
5. Staff Retirement Equalization	246,100	253,500
Subtotal Program Improvement	\$ 372,500	\$ 3,424,100

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SUMMARY OF REQUEST SUPPORTED BY UNRESTRICTED STATE APPROPRIATION AND PROJECTED TUITION RATE INCREASES
UNIVERSITY OF KENTUCKY
UNIVERSITY SYSTEM

	Request <u>1996-97</u>	Request <u>1997-98</u>
III. Special Requests		
1. Costs Associated With University Employees Becoming Members of the Kentucky Health Purchasing Alliance	\$ 3,877,500	\$ 193,900
2. Replacement of Cost of Debt Service for W.T. Young Library	3,204,300	-
3. HB 250 Implementation/Rural Health Initiative		
- Recurring	11,620,500	4,174,200
- Nonrecurring	1,613,300	(1,613,300)
4. Engineering Enhancement		
a. Equipment Fund	800,000	-
b. "Top 25" Status	500,000	535,000
c. Paducah Engineering Program	859,900	469,400
5. Agricultural Economic Development Initiatives	2,000,000	2,010,000
6. Support for Kentucky's Primary and Secondary Schools	505,600	590,700
7. Merit Scholarships - In-State Students (National Merit Scholars)	1,500,000	-
8. Expanded Graduate Opportunities	649,000	564,500
9. Women's Health Center	563,000	231,100
10. Distance Learning Initiative		
- Recurring	983,000	407,300
- Nonrecurring - 1996-97	399,600	(399,600)
- 1997-98	-	249,600
11. Kentucky Pharmaceutical Research and Development Center	2,750,000	-
12. Enhancement of Center for Applied Energy Research	739,400	256,900
13. Kentucky Geological Survey		
- Ground Water Monitoring Network	470,600	45,400
- Seismic Network	143,500	19,500
14. Law School Enhancement	414,000	202,600
15. Health Policy Center	507,400	108,500
16. Biotechnology/Gene Therapy	201,200	87,200
17. Capital Projects Request		
Capital Appropriation (one-time)	6,900,300	(6,000,300)
Debt Service Financing	22,548,700	4,054,100
Subtotal Special Requests	\$ 63,750,800	\$ 6,186,700

FINANCIAL PLAN 1996-97 AND 1997-98
SUMMARY OF REQUEST SUPPORTED BY UNRESTRICTED STATE APPROPRIATION AND PROJECTED TUITION RATE INCREASES
UNIVERSITY OF KENTUCKY
UNIVERSITY SYSTEM

<u>SOURCES OF REQUEST</u>	<u>Request</u> <u>1996-97</u>	<u>Request</u> <u>1997-98</u>
State Appropriation Increases		
Fixed Costs - M&O and Debt Service	\$ 2,184,700	\$ 1,799,300
Current Services	7,170,500	7,532,000
Equity/Adequacy	-	3,997,100
Performance	4,877,200	4,739,100
Subtotal State Appropriation Increases	\$ 14,232,400	\$ 18,067,500
Special Requests For State Support	\$ 63,750,800	\$ 6,186,700
Total State Appropriation Request	\$ 77,983,200	\$ 24,254,200
Degree Credit Tuition Increase (Based on CHE Preliminary Rate Increase)	\$ 2,555,500	\$ 1,988,400
Total Request	\$ 80,538,700	\$ 26,242,600

27 September 1995

TO: Members, University Senate

FROM: University Senate Council

RE: **AGENDA ITEM:** University Senate Meeting, Monday, October 9, 1995. Proposal to amend University Senate Rules, Section V - Grades and Marking Systems - to establish a plus/minus grading system for the College of Arts and Sciences.

Background:

During the 1994-1995 academic year, the Admissions and Academic Standards Committee considered a College of A&S proposal to establish a plus/minus grading system for undergraduate students in that college. After deliberations, the committee recommended that the change be instituted on a university-wide basis rather than in just the College of Arts & Sciences. Plus/minus grading is already in use in the colleges of Law, Fine Arts, and Architecture, and the Landscape Architecture program.

At the April 10, 1995 Senate meeting a general discussion was held. Debate ensued regarding instituting the plus/minus system for all University undergraduate students, as well as solely in the College of A&S. No clear consensus was achieved.

The faculty of the College of A&S, whose original proposal indicated strong support for the measure, have requested action on the proposal as applicable to their College.

Proposal: Add to Section V - 5.1.2.4 the bolded area below

1.0 Grades and Marking Systems

College of Arts & Sciences

The following grades are given with the respective point value indicated.

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

The use of the plus-minus system does not change any college or university grade point average requirements, nor the method by which grade point averages are computed, nor the interpretations of other grades awarded, such as F, I, P, W, & S. (US: 9/20/93)

For all studio work in the College of Architecture, the minimum passing grade from level to level in the studio sequence shall be a grade of "C" (US: 5/2/78; US: 9/20/93)

All students enrolled in courses using the plus/minus grading system will have the appropriate point value calculated into their grade point average regardless of their College of origin.

Rationale:

A +/- grading system would provide more precise and accurate evaluation of student performance. The distinctions are seen as especially helpful in courses that carry a large number of credit hours. Other colleges which have +/- grading systems have been satisfied with the process.

Implementation Date: Fall, 1996

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

USAgenda file: 1995-1996