

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

16 April 1986

TO: Members, University Senate

The University Senate will meet in special session on Monday, April 28, 1986, at 3:05 p.m. in ROOM 116 of the THOMAS HUNT MORGAN BUILDING.

AGENDA:

1. Minutes of 10 March 1986.
2. Resolutions.
3. Chairman's Announcements.
4. ACTION ITEMS:
 - a. Wording of Changes in Additions to University Senate Rule IV - 2.2.1 (c) Relating to Pre-College Curriculum Requirements and Admission of Students who do not meet them. (The Senate adopted the general policy at the 14 April 1986 meeting and instructed the Senate Council and/or the Admissions and Academic Standards Committee to bring back a specific wording at the 28 April 1986 meeting. As the Council does not meet until April 22nd, the specific wording will be distributed at the Senate meeting.)
 - b. Proposed Revision in University Senate Rule IV - 2.2.1 (e) Relating to Admission of Student Athletes. (Circulated for previous meeting under date of 1 April 1986.)
 - c. Proposed University of Kentucky Senate Statement of Academics and Athletics. (Circulated for previous meeting under date of 2 April 1986.)
 - d. Proposed Recommendation to the Board of Trustees (through the President) that the University Governing Regulations, Part X - V a. Relating to Eligibility for Sabbatical Leave be Amended. (Circulated for previous meeting under date of 28 March 1986.)

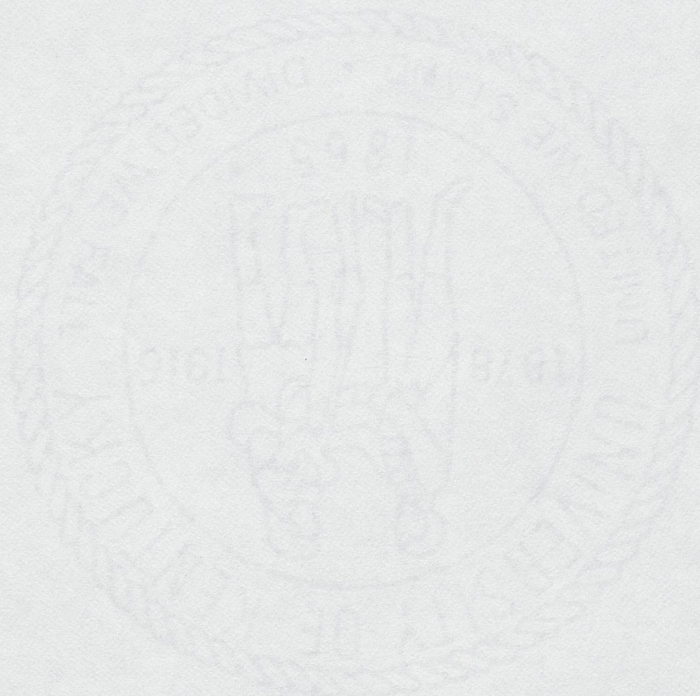
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- e. Proposed Change in University Senate Rules V - 2.4.5 and VI - 1.1, and in the Rules' Glossary of Terms Pertaining to Final Examinations. (Circulated under date of 17 April 1986.)

Randall Dahl
Secretary

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MINUTES OF THE UNIVERSITY SENATE, APRIL 28, 1986

The University Senate met in special session on Monday, April 28, 1986, in room 116 of the Thomas Hunt Morgan Building.

Bradley C. Canon, Chairman of the Senate Council, presided.

Members absent: Curtis W. Absher*, Charles T. Ambrose*, Roger B. Anderson*, Richard Angelo, Kathlene Ashcraft, Michael Baer, Charles E. Barnhart, Brian Bergman, Raymond F. Betts, Frank Bickel, Jr., Tex Lee Boggs, Peter P. Bosomworth, Ray M. Bowen, Charles W. Byers, John Cain, I. K. Chew, Kenneth W. Davis, Stephen C. Deger*, Leo S. Demski*, Marcus Dillon, Richard C. Domek, Robert Lewis Donohew*, Herbert N. Drennen, Paul M. Eakin, Anthony Eardley, Donald G. Ely*, Richard W. Furst, Fletcher Gabbard*, Art Gallaher, Jr., Marilyn D. Hamann, S. Zafar Hasan*, Leonard E. Heller, Roger W. Hemken*, Alison Hodges, Raymond R. Hornback, Susan Johnson, John J. Just, Jay T. Kearney, James King, James R. Lang, Arthur Leiber*, Edgar D. Maddox, Paul Mandelstam*, Kenneth E. Marino, Richard McDougall, Patrick J. McNamara, John Menkhaus, Peggy Meszaros, H. Brinton Milward, Mark Moore, Michael T. Nietzel*, Robert C. Noble*, Todd Osborne, Merrill W. Packer, John J. Piecoro*, Robin D. Powell, Madhira D. Ram*, Thomas C. Robinson, Wimberly C. Royster, Edgar L. Sagan, Karyll N. Shaw*, Otis A. Singletary*, Joseph V. Swintosky, Kenneth R. Thompson, Kellie Towles, Jesse Weil, James H. Wells, Charles Wethington, Peter Winograd, Carolyn Williams*

The Minutes of the meeting of March 10, 1986, were approved as circulated.

Chairman Canon recognized Professor John Landon for a Memorial Resolution on Professor Harold Edwin Wetzel.

MEMORIAL RESOLUTION

Harold Edwin Wetzel

Harold Edwin Wetzel, emeritus professor in the College of Social Work, died April 21 in Lexington. A native of Dayton, Ohio he earned the Bachelor of Science degree in Social Administration as well as his Master of Arts degree from Ohio State University. In addition he completed all work other than his dissertation towards his Ph.D. degree at Ohio State.

Beginning in 1937 Professor Wetzel spent six years as an instructor in the Department of Sociology, Ohio State, after which he came to the University of Kentucky. He was appointed as Professor and organized and served as first Chairman of the Department of Social Work from 1944-1969 when the College of Social Professions was organized and a Master's degree program begun.

Harold Wetzel had a distinguished career in social work education. He was Vice-President of the National Council on Social Work Education in 1949, and was one of the original founders (in 1952) of the Council on Social Work Education the

national accrediting body, serving as its Vice-President in 1955. He was President of the National Association of Schools of Social Administration from 1948-1950, University of Kentucky representative to the CSWE House of Delegates from 1951-1969 and a member of the Council's Board of Directors from 1951-1954. He served on the Advisory Committee to Secretaries Ribicoff and Celebrezze of the U.S. Department of Health, Education and Welfare from 1960-1964; and served on the Kentucky Commission on Aging from 1952-1962 (of which he was Chairman from 1960-1962). He was a Charter Member of the National Association of Social Workers and of the Academy of Certified Social Workers.

Professor Wetzel took sabbatical leave in 1968 and served as visiting professor of social work at the Graduate School of Social Work, University of Wisconsin. He published articles in Public Welfare (The Journal of the American Public Welfare Association), the Proceedings of the Annual Program Meeting of the Council on Social Work Education, The Kentucky Law Journal and the Proceedings of the Ohio Association of Colleges. He was the Secretary-Treasurer of the Kentucky Social Welfare Foundation from 1958 until 1984. He was a board member of several social service agencies including the Lexington Community Chest, Fayette County Children's Bureau, Family Service Society, Kentucky Welfare Association, the Lexington Census Tract Committee, and the Executive Committee of the University of Kentucky Council on Aging.

Professor Wetzel was listed in Who's Who In America, Who's Who In the South and Southwest, American Men of Science and the Directory of American Scholars. He was honored with the Distinguished Service Award of the College of Administrative Science, Ohio State University.

Professor Wetzel retired from the University of Kentucky in June 1970 after twenty-five years of continuous service. He was recognized for his outstanding contributions to undergraduate social work education by the presentation of an award at the Annual Program Meeting of the Council on Social Work Education in New Orleans in 1978.

Harold Wetzel was a man of outstanding personal qualities. He carried on an extensive correspondence with former students offering encouragement and advice. He was helpful to each of the Deans and faculty members who guided the social work program at the University of Kentucky after his retirement.

His long association with the University and his knowledge and experience in the field of social work education enabled him to make a significant contribution to the College of Social Work during its formative years.

He gave his personal library to the University and it became the nucleus of the Social Work Library now housed on the fifth floor of King Library.

His warmth and friendliness will be sorely missed.

Professor Wetzel is survived by his wife of over 56 years, Faye Brook Wetzel; a son, Allan Wetzel of Chicago; a daughter, Susan Diachun of Youngstown, New York; six grandsons, a sister, Dorothy; and brothers Kenneth and David of Dayton, Ohio. Memorial contributions may be made to the Harold E. Wetzel Student Loan Fund at the College of Social Work, University of Kentucky.

(Prepared by Professor John Landon, College of Social Work)

Chairman Canon requested that the Memorial Resolution be entered into these minutes and that copies be sent to the family. The Chairman asked the Senators to stand for a moment of silence in tribute and respect to Professor Harold Edwin Wetzel.

The Chairman made the following announcements:

"First, the Senate Council has called for suggestions or nominations for people to serve on the University Studies Committee. At the last meeting the Senate voted to have the Senate Council appoint this committee and we hope to do it prior to the first of July so that the committee can get on the road and running by the first of July. If you have suggestions, please send them to the Senate Council.

The Senate Council has been active in two or three areas. First, we have received from the President's Office a proposed revision of the Administrative Regulations relating to early retirement. The Senate Council will review it and make possible suggestions for changes and send it to the Board on Trustees. Unfortunately, any of you who plan to retire early this year will not be able to do so, but any of you who want to retire next year will be able to do so, if you are eligible. Basically one change would allow faculty over 55 with a minimum of fifteen years of service to retire. The University would not put in the TIAA/CREF contributions and they would receive only modified health insurance from the University. However, all benefits would accrue to them when they turned 65. A second provision would allow faculty 62 to 65 with a minimum of 20 years to retire. The University would continue to give TIAA/CREF benefits to them or would give it to them in a lump sum at 62 if they want it and would continue the normal health insurance.

The Senate Council discussed the liability insurance problem. We have drafted a resolution which will be sent to the Administration. We realize this is a problem nationwide. The University is making great efforts in trying to obtain liability insurance. The resolution will emphasize to the Administration that the faculty is very worried about the lack of liability insurance.

The Senate Council elected Professor Bob Hemenway of the English Department to be the Chairman-Elect next year and the Chairman for 1987-88. Wilbur Frye will be the Chairman of the Senate Council next year. The faculty election for its member on the Board of Trustees was won by Raymond Betts, Department of History and Director of the Honors Program. Professor Betts will take office on July 1.

As you came in, you may have picked up a resolution on the qualifications for the President of UK. This resolution was written by Professor Lester Goldstein of the Biological Sciences School. He asked me to put it on the agenda at the end of the regular agenda. If it is to be formally adopted, it requires a waiver of the ten-day circulation rule. Even if it is not formally adopted, the Senate Council would be glad to hear some expressions from Senators about the qualifications they feel are desirable for the next president. The Senate Council will, if no resolution passes the Senate, adopt a resolution and get it to the members of the Search Committee before mid May.

This is my last meeting as presiding officer. It has been a busy year, and I think you will agree it has been a fairly productive one. The Senate has accomplished a lot during the year. I think it is important that the Senate and the Senate Council continue to be active and productive. A concerned Senate and Senate Council are necessary in order to guide the faculty over the transition period from the old President to the new President. I have enjoyed serving as the Senate Council Chairman and presiding over the Senate this year. I want to thank members of the Senate Council, Chairmen of the Senate Council Committees, and the Senators for helping me out and for being cooperative. I want to thank Celinda Todd, the Council's Administrative Assistant, and Martha Sutton for recording the Senate meetings, Gifford Blyton for making the crucial parliamentary decisions he has had to make, and to thank Randall Dahl in his capacity as Secretary of the Senate for making sure the equipment was ready, meetings ran in an orderly fashion and the correspondence got out. I also want to thank Mary Mayhew and Frankie Garrison for serving efficiently as Sergeants-at-Arms in the Senate. I found presiding over the Senate and chairing the Senate Council to be an educational experience. I know a lot more about the University than I did before. I think Wilbur will find the experience just as rewarding next year and just as hectic.

Item "a" on the agenda was withdrawn. The Senate Council felt that it should not rush into rewording the Pre-College Curriculum Requirements or the exception provisions hastily and decided to prepare the item for the September agenda instead.

Chairman Canon recognized Professor Wilbur Frye for the first agenda item. Professor Frye, on behalf of the Senate Council, moved approval of the proposed revision in University Senate Rule IV - 2.2.1 (e) Relating to Admission of Student Athletes. He said that the revision proposed to admit student-athletes if they meet SEC and NCAA academic requirements for freshman eligibility. This proposal was circulated to members of the Senate under date of April 1, 1986.

The Chairman recognized Professor Loys Mather, Chairman of the Senate's Admission and Academic Standards Committee. Professor Mather stated that this proposal was before the Senate because the Selective Admissions Standards adopted by the Senate in the Spring of 1983 contained standards of admission of student-athletes which expired this spring. The 1986 expiration was inserted because the NCAA was then in the process of revising its admission-eligibility standards. This year the NCAA did make a major change in their admission-eligibility standards, as follows: The student must have a minimum 2.0 grade point average in a core of 11 academic courses. Second, the student must have a minimum ACT score of 15. In addition, the NCAA has implemented the satisfactory progress rule. Once a student is enrolled he/she must register for and complete twenty-four (24) credit hours a year. He/she must complete a minimum of eight (8) credits a semester. By the time the student has reached the junior year he/she must have declared a major. In trying to incorporate these changes in UK's package for admission, the committee is proposing a change in the admission of athletes. For those student-athletes who would satisfy the automatic admissions criteria, the proposal has no effect. The students affected would be those otherwise eligible for the delayed pool. Professor Mather presented a chart on UK's Admission Requirements and NCAA/SEC Freshmen Eligibility Academic Requirements. [A copy is attached at the end of the Minutes.] The Committee wanted to propose to the Senate that all the admissions standards in the Senate Rules be reviewed during the 1989-90 academic year. The amendment was seconded. There was no discussion and the amendment passed unanimously in a voice vote.

In the discussion on the original motion as amended Professor John Rea wanted to know if the proposal failed, would the amendment still stand. The Chairman said it would not, but there would be three years to add the amendment. Professor Hans Gesund was surprised that the old "separate but equal" doctrine had arisen in education. He called the Senate's attention to the Senate's statement on academic and athletics which reads, "Young men and women who participate in intercollegiate athletics as representatives of the University are first and foremost students, and secondarily athletes." He felt student-athletes should be admitted under the regular admissions criteria. His hope was that the Senate would totally reject the admissions proposal for student-athletes and asked for defeat of the motion.

Professor Robert Lawson said that the NCAA was trying to provide more meaningful effort for academic performance by student-athletes than has existed. Under the old rule to be eligible the student needed only a 2.0 on a high school transcript. The new rule requires that the athlete declare a major and that each year the student complete twenty-four (24) hours toward a degree. It also was designed to require more stringent admissions requirements through the defining of freshman eligibility. This is 15 on the ACT and 2.0 on the core curriculum. The penalty that NCAA imposes for admission of a student who does not meet that requirement is the loss of a year of eligibility. The GPA requirement is measured by looking at only the core curriculum of which there will probably be more rigorous courses than the University's standards. Professor Lawson also noted that to have the

student-athletes go through the rank-order pool created problems, related to the time involved in recruiting and creation of the rank-order pool. He said the UK Athletic Department was serious about the academic interests of the student-athlete long before the NCAA got serious. During Joe Hall's era there were thirty-six (36) basketball players that completed their eligibility and thirty (30) of those thirty-six (36) received degrees and two others are in the process of completing their work. The football program under Coach Claiborne has been just as good. This year there were twenty-four (24) players that completed their eligibility and twenty-three (23) of them will graduate by this coming December. He felt there was a need for the special rule and it would serve the University's interest.

Professor Alan Butterfield raised other issues that might cause one to seriously consider whether the proposal should be defeated. He wanted to know how the core courses related to the resolution passed at the last Senate meeting identifying pre-college curriculum as those courses which students have to meet to enter UK. Secondly, he felt the timing issue was a red herring because if a student is interested in coming to the University he/she can apply well ahead of time. As far as the twenty-four credits per year, that is still twenty-four short of graduation.

Professor Enid Waldhart said if students were not eligible to play the first year for academic reasons, they will not have the chance to play the additional year of eligibility. She felt the Senate should take into account that athletes are in an exceptional situation and that the University needs to respond to it by being willing to make early admission decisions. She said the ACT score was higher for the athletes according to the NCAA standards. People who fall into the rank-order pool would not know until March whether they will be able to come out of the pool. That puts an unnecessary crimp on both the coaches who are recruiting and the students. She also noted that the student athlete ACT score was 15 instead of 11 and that the GPA of 2.0 was requested on core courses for athletes, not all courses. Professor Waldhart also said that she was initially of the same mind as Senator Gesund about not treating athletes separately, but after the committee got into exploring the problems she believed the university had to respond more quickly to their particular situation and that the response proposed here did not give student athletes a lower admission standard than was set for non-athletes.

The previous question was moved, seconded, and passed. The revised wording of Section "e" along with the provision for a review in the 1989-90 year of all admissions standards passed in a voice vote. The revision reads as follows:

PROPOSED REVISION OF RULE IV, 2.1.1 (e)

PRESENT RULE:

(e) Student-Athletes

Student athletes who do not meet standards for automatic acceptance prior to 1986-87 must meet Southeastern Athletic Conference (SEC) and National Collegiate Athletic Association (NCAA) academic requirements. Student-athletes who are to be admitted according to these standards should be identified by the Athletic Director to Chancellor for the Lexington Campus as being vital to the University's intercollegiate athletic program.

PROPOSED RULE:

(e) Student-Athletes

Student-athletes, as identified by the Director of Athletics, who do not meet established standards for automatic acceptance but do meet Southeastern Athletic Conference (SEC) and National Collegiate Athletic Association (NCAA) academic requirements for freshman eligibility shall be admitted. Such student-athletes shall not be included in the rank-order pool. Student-athletes who do not meet SEC and NCAA academic requirements for freshman eligibility may be admitted only through the provisions of section 2.1.1 (d) above.

BACKGROUND AND RATIONALE:

The present Senate rule dealing with the admission of student-athletes expires at the end of the academic year, thus it is necessary to make revisions. When the selective admission standards were approved by the Senate, the question of admission of student-athletes was "put on hold" because at that time the NCAA had indicated that new academic standards for eligibility were being considered. Now that these new, more stringent standards are in place, it is time to make needed adjustments in the standards for admission of student-athletes to the University of Kentucky.

Those students (athletes or not) who meet automatic admission standards would have no problem being admitted to the University of Kentucky. However, the case of those students who do not meet automatic acceptance standards presents several significant problems. Hence, the revision of this rule centers around those students who would not meet automatic admission requirements.

At present, non-athletes who are not automatically accepted become part of the rank-order pool if they have applied by February 15 and not later than March 1. Athletes, especially scholarship athletes, often have not been identified and may not be able to make a commitment to the university so as to meet these deadlines. The Registrar cannot certify eligibility for participation in inter-collegiate athletics until near the end of the student's senior year and often only after graduation. As such, it is virtually impossible to admit these persons through the rank-order pool as it exists. With the proposed procedures, student-athletes who do not meet automatic admission standards will be able to accommodate dates that are necessarily different. In addition, non-athletes' chances for admission would not be potentially jeopardized by student-athletes.

The standards proposed for student-athletes are not identical with the selective admission requirements for non-athletes. Although the standards are different, they are comparable and they do uphold the integrity of the selective admission standards which were designed to attract a student population fully ready to complete university coursework and a degree. As proposed, student-athletes who do not meet automatic admission standards must meet a combination of standards:

1. Minimum ACT of 15 (UK's minimum is 11);
2. Minimum GPA of 2.0 on a core of 11 academic courses as part of their high school work (UK requires only an overall 2.0 GPA). These 11 academic units are English—3, mathematics—2, social sciences—2, natural sciences—2, and 2 additional courses from these subject areas. (A comparison of the UK, the NCAA, and the Council on Higher Education curricula is attached.) Since these academic courses are likely to represent the most difficult subjects for students, a standard of 2.0 from these courses would probably mean that the student's overall GPA would be higher than a 2.0. UK requires a 2.0 overall GPA.

The relationship between the core coursework and ACT scores is such that coursework in those areas examined by the ACT most often leads to higher ACT scores. Hence, one would expect that student-athletes would enroll in more English and mathematics courses and presumably, then, ACT scores could be expected to rise.

An additional set of standards to maintain eligibility for athletic competition mean that once student-athletes are on campus:

1. The athlete must be enrolled as a full-time student (12 credits per fall and spring terms);
2. Must earn 24 credits per year (a minimum of 8 per semester) ;
3. Must maintain satisfactory progress toward a degree objective which means that the student must declare a major by the beginning of the fifth semester and must make satisfactory progress of 24 credits per year toward that declared degree objective).

While these standards were designed for certifying eligibility for participation rather than for admission, they would ensure that once student-athletes are on campus, they must produce academically as well as athletically.

Students who do not meet NCAA/SEC standards (an admission standard more stringent than the present UK standards) will still have the same options for admission as do non-athletes through Rule IV,2.1.1 (d), admission by exception. One can presume, however, that this group will become virtually non-existent since the new NCAA standards require that such students could not participate or practice in their sport during their freshman year plus they will lose a year of eligibility.

While this different but comparable set of admission standards proposed for student-athletes may not represent the ideal solution to the problem, it maintains the integrity of selective admissions at the University of Kentucky and also allows for the particular needs of this group of students without jeopardizing those of any other group.

NOTE: ADDITION TO SENATE RULE IV - 2.1 (added as an amendment to the above revision to be codified by the Rules Committee.)

The University's complete undergraduate admissions policy and all associated academic standards shall be reviewed by the Senate during the 1989-90 academic year.

COMPARISON OF PRE-COLLEGE CURRICULA

ENGLISH

- UK Four units from English I, II, III, IV
- NCAA Three units from grammar, vocabulary development, composition, literature, analytical reading or oral communication.
- CHE Four units from English I, II, III, IV

MATHEMATICS

- UK Three units from Algebra I, Geometry I, Algebra II
- NCAA Two units from algebra, geometry, trigonometry, statistics or calculus
- CHE Three units from Algebra I and Geometry I plus a mathematics elective

NATURAL OR PHYSICAL SCIENCES

- UK Two units from Biology I, Chemistry I, Physics I
- NCAA Two units including instructional elements in biology, chemistry, physics, environmental science, physical science or earth science. In addition, students must complete at least one laboratory class if offered by the high school.
- CHE Two units including Biology I or Chemistry I or Physics I plus a science elective

SOCIAL SCIENCES AND HUMANITIES

- UK Two units: U.S. History and World Civilization
- NCAA Two units from history, social studies, economics, geography, psychology, sociology, government, political science or anthropology
- CHE Two units: U.S. History and World Civilization

ADDITIONAL REQUIREMENTS

- UK & CHE Nine additional elective units for a total of 20 units and a 2.0 gpa on the 20 units
- NCAA Two units of additional academic credit which must be selected from the four academic areas (above) for a total of 11 core courses and a 2.0 gpa on the 11 core units. Also, the student must have received enough additional credits to have graduated from high school.

The Chairman again recognized Professor Wilbur Frye. Professor Frye, on behalf of the Senate Council, moved approval of the proposed University of Kentucky Senate Statement on Academics and Athletics. This proposed statement had been circulated to members of the Senate under date of April 2, 1986.

The Chairman recognized Professor Loys Mather. Professor Mather said that Auburn University had sent the Senate Council a similar statement. Auburn wanted all SEC institutions to adopt the statement or one similar to it. Professor Mather said that the Admissions and Academic Standards Committee had little problem accepting the statement because UK already was following policies and philosophies embodied in the statement.

Professor Gesund moved an amendment to delete items # 2 and # 3. The motion died for lack of a second. Professor Lester Goldstein moved an amendment to delete the second sentence of the second paragraph beginning with "We accept our responsibility...." He felt it was a contentious issue and would lead to unnecessary debate. The amendment was seconded. The amendment failed in a voice vote. The statement was adopted unanimously and is attached at the end of the Minutes.

Chairman Canon recognized Professor Wilbur Frye for the third agenda item. Professor Frye, on behalf of the Senate Council, recommended approval of the proposed recommendation to the Board of Trustees (through the President) that the University Governing Regulations, Part X - V a. Relating to Eligibility for Sabbatical Leave be Amended. Professor Frye said the recommendation would allow an individual to postpone a sabbatical leave for the University's benefit without losing credit for the time postponed. This revision had been circulated to members of the Senate under date of March 28, 1986. The Chairman added that the Senate Council has shown the recommendation to Chancellors Bosomworth and Gallaher and they had no objections to it. Professor Jesse Harris was the one who had originally proposed the revision.

The floor was opened for questions and discussion. Professor Harris said he had noted that faculty who take a variety of administrative roles would delay many years in taking a sabbatical. It seemed to him the distinction between whether it was to the benefit of the University or the individual made a difference. The proposed recommendation passed unanimously and reads as follows:

Proposal:

5. Leaves of Absence

a. Sabbatical Leave [Paragraph 3: underlined portion is new]

After six years of continuous eligible service, an individual may apply for one year's leave (academic year for appointees on academic year, ten-month, or eleven-month assignments) at one-half salary or six months' leave (academic semester for appointees on academic year, ten-month, or eleven-month assignments) at full salary. After three years of continuous eligible service, an appointee may apply for six months' leave (academic semester for appointees on academic

year, ten-month, or eleven-month assignments) at one-half salary. Normally "continuous service" is interrupted by a sabbatical leave; that is, no service prior to a sabbatical leave may be credited toward eligibility for future sabbatical leave. However, in the event that it becomes necessary for an individual to postpone a sabbatical leave at the request of and/or for the benefit of the University or one of its educational units, the period of postponement shall be counted as part of the six years of service necessary for the individual to again become eligible for sabbatical leave. The request for and/or agreement that the sabbatical leave be postponed must be made in writing by the Dean of the individual's college and be approved by the appropriate chancellor. The request or agreement must specify the period of postponement and the reason for it. In no case shall cumulative sabbatical leave be granted for a single period longer than one full year at full salary. Leaves of absence without pay are not normally credited toward eligibility for sabbatical leave. However, exception may be made when the leave enhances the value of the individual to the University, e.g., a leave to accept a fellowship or a grant, service for professional organizations, and so forth. In no case shall the leave of absence without pay be considered as an interruption of continuous service.

Rationale:

As the Governing Regulations now read, a faculty member is eligible for sabbatical leave after six years of continuous service. A sabbatical leave breaks the continuous service and the six-year clock begins to run again only at the conclusion of the sabbatical. Occasionally, however, department chairs and/or deans will request a faculty member who is eligible to apply for a sabbatical to postpone it for a year or more. This may occur, for example, if too many faculty in a department become eligible in the same year and the chair feels that the instructional program will suffer if they all take leave at once. Likewise a department chair or a dean may be asked to postpone leave or consider postponing leave to be in the best interest of the department or college so that he or she may finish out the term.

In such situations, the Senate Council proposes (at the suggestion of Professor Jesse Harris) that the faculty member not be penalized for postponing leave by forfeiting the year(s) postponed toward the continuous service necessary to be eligible for a later sabbatical leave. We are not proposing that such year(s) count when the faculty member postpones sabbatical leave for his or her own convenience. We believe that this proposed change is fair both to the faculty and the University.

Note: This proposed change has been sent to the President for presentation to the Board of Trustees.

The Chair recognized Professor Wilbur Frye for the last item on the printed agenda. Professor Frye, on behalf of the Senate Council, moved approval of the proposed change in University Senate Rules V - 2.4.5 and VI - 1.1, and in the Rules' Glossary of Terms pertaining to final examinations. This proposal was circulated to members of the Senate under date of April 17, 1986. The change is an effort to remediate the problems associated with final exams. The revised version would require final exams to be given in most courses, clarify the meaning of the term final examination, and prohibit instructors from giving other exams during the last week of class.

Professor Mather said it probably was no secret that a number of the final exams were not given in a number of courses. Another concern is that many of the exams are given the last week of school which are basically the final exams. The complaints came from faculty as well as the ombudsman. The committee felt it was unfair to put students in that situation. Professor Gesund pointed out some editorial changes in the sentence above "Exceptions" page 2 which would read:

....."during the three days period prior to the last day of class of Intercession or Summer School, no examination shall be given except for laboratory practicals or "make-up" examinations."

Professor Gesund noted that there are courses where final exams would never be appropriate. He suggested at the beginning of the last sentence under "Exceptions" to read:

"Unless a permanent exception has been granted....."

The Chairman said that the statement would be treated as a motion to amend. The amendment was seconded. Professor William Lyons said there was no reference for permanent exceptions in the document so he suggested adding "by the Dean." The sentence would then read:

"Unless a permanent exception has been granted by the Dean."

The amendment passed unanimously. Professor Gesund had a problem with the statement at the bottom of page 3 which stated "Students shall also be notified of the time and place of the final examination as contained in the semester schedule book." He said if any faculty member forgot to add that statement or used the wrong date, he/she could get sued. He felt the present system was better whereby the professor would tell the students a week ahead when the exam would be. Professor Gesund moved to delete the sentence beginning with "Students shall also be notified of....." The amendment was seconded.

The University Registrar, Randall Dahl, said that the Registrar's Office could not publish in the Schedule of Classes the time and place. Time is established in the official calendar. This reference, he believed, was merely intended to make sure that notice to the student regarding final examinations is provided by the faculty member. Professor Gesund felt the notification should not be on the first day of classes. Professor Robert Altenkirch felt there should be some standard location of information. He said if a mistake were made, it could be devastating, but he did not understand what was wrong with the last page in the Schedule Book. Dr. Dahl's concern was with identifying the place. Professor Martin McMahon said in the Law School the instructors were not told until the Dean's Office publishes

a schedule of room assignments for the final exams. One of the things to take into account is the add/drop in order to know how many students would be taking the exams. Professor Altenkirch said the professors did not generate the time or place for exams so he didn't feel the faculty should be held responsible to give out the information. He said every time another party was involved there was a possibility for a mistake.

Professor Gesund's amendment to delete the last sentence in VI 1.1 "Students shall also be notified of the time and place....." passed unanimously in a voice vote.

Professor Robert Altenkirch did not have strong feelings one way or the other, but he said it seemed peculiar to him to be forcing faculty to give final exams. He was disturbed that faculty members were not trusted enough to decide whether the course should have a final. He said he gave finals in the classes he taught, but he wondered about imposing this on everybody. Professor Constance Wood said in a class project of 151 courses randomly selected in the College of Arts and Sciences, it was found that 5.9 percent of the courses were giving comprehensive final exams during the final exam week. Twenty percent of the courses were having tests in the final exam week and of those approximately thirty percent were comprehensive finals. It was found that eighty-three percent of the courses were giving a final exam. However, only eighty percent of those were comprehensive. Seven percent of the courses gave a test and a final exam. Professor Wood urged passage of the proposal even though it did seem to be infringing upon the faculty member's right to decide whether or not to have a final exam.

Professor Altenkirch did not want to add another layer of paper work. Professor Goldstein felt students were being shortchanged when there was no instruction during the exam period if the exams had been given the week before. Professor Thomas Olshewsky felt some concern should be given about faculty members who leave their classrooms early or arrive late for classes. He felt the statement was a real encroachment on his classroom prerogative, and he was offended by it. He urged the Senators to vote against it. The Chair pointed out there were two separate questions. One question was giving the final exam and the proposed rule would make the final exam mandatory unless an exception was granted. The other part of the proposed new rule would say that no exams other than laboratory makeups could be given during the week before finals.

Professor Mather moved to divide the proposal into two parts. One would be the requirement that final examinations be given in all 100 through 500 courses unless an exception was granted. The other would be the requirement that no exams be given the last week of the semester. The motion to divide was seconded and passed in a voice vote. The Chairman said that the floor was now open for discussion of the proposal to require final exams in all undergraduate courses unless an exception was granted. Professor Philip Palmgreen found it difficult to understand imposing a final examination, and he felt there were a number of different courses taught and he did not feel the same mode of evaluation of students' achievement could always be used. He spoke against the proposal and asked the Senators to vote against it. Professor Lyons addressed the other forms of evaluation such as a project. He felt the rule took care of that by "Take Home" final examinations. He said what that did was give the student the opportunity to have some time frame that was predictable.

The proposed new wording failed in a hand count of 21 to 12.

The second part of the proposed rule "During the last week of classes of a regular session or during the three days period prior to the last day of class of Intersession or Summer School, no examination....." was placed on the floor for discussion. Professor James Houglund moved an amendment to add the following statement to the paragraph:

"In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period."

The amendment was seconded and passed unanimously. The paragraph as amended passed unanimously and reads as follows:

"During the last week of classes of a regular session or during the three days period prior to the last day of class of Intersession or Summer School, no examination shall be given except for laboratory practicals or "make-up" examinations. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period."

Professor McMahon wanted to know what happened to the language at the top of page 3. The Chair said for the purpose of voting that it would become the third part of the proposal. There was no discussion and the changes relating to the rescheduling of exams and the glossary definition of final exams passed unanimously and reads as follows:

Final examinations may be given at times other than the regularly scheduled time in the following instances:

Faculty

In the case of conflicts or undue hardship for an individual instructor, a final examination may be rescheduled at another time during the final examination period upon the recommendation of the chairman of the department and with the concurrence of the dean of the college and the Registrar.

Students

Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the highest catalog number rescheduled at another time during the final examination period. In case this highest number is shared by more than one course, the one whose departmental prefix is first alphabetically will be rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.

If a conflict is created by rescheduling of an examination, the student shall be entitled to take the rescheduled examination at another time during the final examination period.

In the case of undue hardship for an individual student, a final examination may be rescheduled by the instructor.

Add to the Senate Rules Glossary of Terms:

Final Examination: A substantial examination, given at the conclusion of the course, based on the contents of the course and making a significant contribution to the determination of the final grade.

The Chair recognized Professor Goldstein to present a Resolution on the qualifications of the next president. Professor Goldstein said the Resolution on the Proposed Qualifications for the Next President of the University would be valuable to the members of the Search Committee. He asked the Senate to adopt the Resolution. The motion was seconded. The Chair said there would have to be a two-thirds vote to introduce the Resolution because it was introduced after the ten-day rule. He said that Professor Goldstein had sent a similar version to the Senate Council which it considered but did not take any formal action. The Senate Council is of the opinion that some sort of guidelines ought to be sent to the joint Board-Faculty Committee from the faculty. Motion was made, seconded and passed to waive the ten-day circulation rule which passed unanimously.

Professor Ward Crowe moved an amendment on number 7. He thought the Resolution would be more effective to delete the words, "educational and scholarship function of." The amendment passed with a hand count of 17 to 14. A second amendment was moved to substitute experience for familiarity in number 2. The amendment was seconded. Professor Gesund said there was a question because the experience with the administration of the University would seem to imply that the person would have had to be a president of a university before UK. He said a vice president could be familiar with the administration of a university but only someone who had been a president elsewhere can have experience. The amendment failed in a voice vote.

Professor Waldhart asked about the last part of number 6 which stated, "to have these services devote themselves exclusively to their roles." Professor Goldstein said his concern was about certain services where people indulge in other activities. He was talking about support services. It was moved and seconded to delete number 6. Professor Gesund felt the Senate was "killing a fly with a hammer" and he suggested that statement 6 end after "efficiently." Professor Goldstein accepted the suggestion and the motion to delete item 6 was withdrawn. Professor Altenkirch assumed there was a specific reason for the number 1 statement. He was not sure the Senate should tie their hands with the statement. He said it was not necessary for someone that administered the University to be a top-notch scholar. He doubted if those restrictions should be placed on someone.

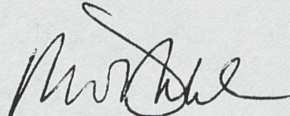
The previous question was moved seconded and passed. The Senate voted unanimously to adopt the Resolution and transmit it to the faculty members of the joint Search Committee. The Resolution reads as follows:

RESOLUTION ON QUALIFICATIONS OF THE PRESIDENT OF UK

The University of Kentucky Senate advises the elected faculty representatives as well as the other members of the Joint Search Committee now seeking a new President for the University that the following are the qualities that this body believes are the most important ones to be sought in candidates or nominees considered for the position:

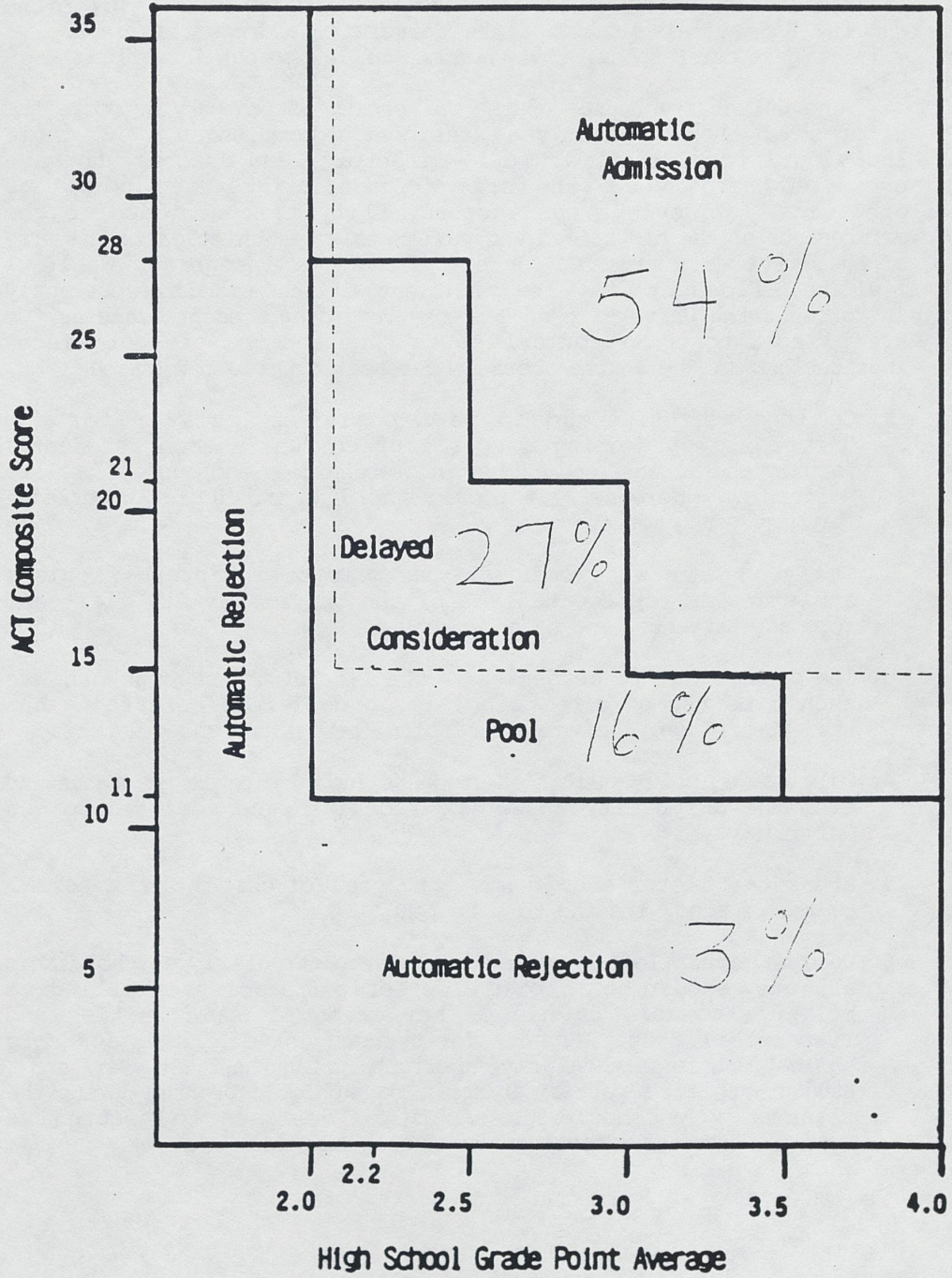
1. Distinction as a scholar who has made important original contributions to his/her discipline.
2. Significant familiarity with the administration of a university.
3. Evidence of the kind of academic vision that will enable him/her to lead the University of Kentucky in the next 6-8 years to distinction as a front rank institution of higher learning.
4. Demonstrable ability to choose associates on their merits and to delegate responsibility wisely.
5. The ability to establish appropriate balances between fundamental and applied scholarship; research, teaching and service; undergraduate and graduate education.
6. The ability to ensure that university support services are well-managed and run efficiently.
7. The ability to articulate to the general public and the elected leadership of the Commonwealth the important goals and achievements of the University.

The meeting adjourned at 4:50 p.m.



Randall W. Dahl
Secretary of the University Senate

UK Admission Requirements and NCAA/SEC Freshman Eligibility Academic Requirements



ACADEMICS AND ATHLETICS
A Statement by the University Senate
University of Kentucky

Over the past several months the academic integrity of college athletics has been submitted as never before to public examination. Recent issues of The Chronicle of Higher Education, as well as those of major newspapers, have contained reports of abuses, or proposals offered to address abuses, in college athletic programs. Unless the faculty and administration of the University address this issue, we will forfeit our responsibility and may well lose our integrity.

The University Senate of the University of Kentucky supports the efforts of the N.C.A.A., the President's Commission, and those individual presidents, athletic directors, and coaches who have committed themselves to the cause of academic integrity in college athletics. We accept our responsibility to contribute to the maintenance of the historical and valued role of athletics in the life of the University within a context of academic integrity. While we feel the following tenets are consistent with the standards currently in force at the University of Kentucky regarding student athletes, we are pleased to commit ourselves to them and to join our sister institutions in the Southeastern Conference in this affirmation.

1. College athletics should be a positive activity for the University, promoting a spirit of community among students, faculty and alumni, and attracting recognition and support for the University. Moreover, it provides an extracurricular experience for many young men and women.
2. The young men and women who participate in intercollegiate athletics as representatives of the University are first and foremost students, and secondarily athletes.
3. The preeminence of academics in the life of the student-athlete should be the guiding principle in decisions concerning the student-athlete, including admission, retention, and graduation.
4. Only academically qualified students judged capable of graduating from the University should be recruited and admitted to the University.
5. Student-athletes should have the goal of completing a formal course of study leading to a degree.
6. Upon matriculation, a student-athlete, particularly a scholarship athlete, should be allowed a schedule that clearly will give primary emphasis to his or her academic opportunities and responsibilities. Support for the student-athlete's academic obligations is particularly important during the first year, and a student-athlete's participation in the athletic program during the freshman year should be carefully designed to assure the availability and effectiveness of such support.

7. Athletic activities such as practices, workouts, and contests should be scheduled to avoid or effectively minimize interference with academic activities. The University should not schedule or accept athletic contests that interfere with final examinations. The contests in a given sport should be limited to a number and frequency consistent with a priority for academic activities and scheduling and travel arrangements for athletic contests should minimize a student-athlete's absences from regularly scheduled classes.
8. The student-athlete should make normal progress in an area of study and be subject to the standard University policies, regulations, and processes concerning retention.
9. To assure that these goals are achieved, we believe that the chief academic officer of the University should be assigned responsibility for upholding and enforcing these academic standards of admission and academic progress toward graduation.
10. The President of the University must be clearly and specifically held responsible for the final administrative authority over all activities of the institution, including all athletic programs. It is imperative that the University Board of Trustees establish and implement what ever policies may be necessary to assign and delegate to the President the authority required to ensure that the preceding tenets be implemented.

BACKGROUND AND RATIONALE:

Largely because of the increased level of public attention focused on inter-collegiate athletics in recent months, the Auburn University Senate drafted a statement on athletics and academics. The statement contained ten tenets pertaining to the role of athletics in an academic institution. Their senate adopted the statement last November and has asked the senates of all other SEC universities to join them in adopting their statement or a comparable one.

A special subcommittee of the Committee on Admissions and Academic Standards has reviewed the Auburn Statement, discussed it with a number of officials from the UK Athletics Department as well as from central administration, and proposed this statement which is comparable to the one passed by the Auburn Senate.

The subcommittee was composed of the following persons: Raymond Cox (Chair), Randall Dahl, Joe Davis, Loys Mather, Kendall Rice, and Enid Waldhart.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

17 April 1986

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, April 28, 1986. Proposed changes in University Senate Rules V - 2.4.5 (Final Examinations) and VI - 1.1 (Information About Course Content), and addition to the Glossary of Terms.

Current Rule:

V 2.4.5 Final Examinations

If a final examination is to be given, it will be administered during the examination period as scheduled by the Registrar for the semesters of the regular school year. These examination periods will utilize the last 5 days of each semester, and will be preceded by a study day or weekend on which no classes or examinations will be scheduled.

Final examinations, where appropriate, will be administered during the last class day of the intersession and the summer session.

Final examinations may be given at times other than the regularly scheduled time in the following instances:

Faculty

In the case of conflicts or undue hardship for an individual instructor, a final examination may be rescheduled upon the recommendation of the chairman of the department and with the concurrence of the dean of the college and the Registrar.

Students

Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the highest catalog number rescheduled. In case this highest number is shared by more than one course, the one whose departmental prefix is first alphabetically will be rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.

If an examination schedule conflict is created by faculty rescheduling of an examination, the student shall be entitled to take the rescheduled examination at another time during the examination period by mutual agreement with the instructor.

In the case of undue hardship for an individual student, a final examination may be rescheduled by the instructor.

Proposed: [underlined portions reflect deviations from current Rule]

V 2.4.5 Final Examinations



Except as noted below, all courses numbered less than 600 shall have a final examination and this examination shall be administered during the examination period as scheduled by the Registrar and no other examination shall be scheduled for this period. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period. For semesters of the regular school year, these examination periods will utilize the last 5 days of each semester, and will be preceded by a study day or weekend on which no classes or examinations will be scheduled. For Intersession and Summer School, the final examination period will be the last day of class.

amend

Direct question

During the last week of classes of a regular session or during the three days period to the last day of class of Intersession or Summer School, no examination shall be given except for laboratory practicals or "make-up" examinations.

prior to

Exceptions:



Any course for which a petition of exception based on the nature of the course (e.g., Individual reading, research, or seminar course) has been recommended by the department chairperson and approved by the dean of the college. Such an exception must be approved prior to the first day of classes and communicated for the record to the Registrar with a copy to the Ombudsman.

Resolved motion to accept a permanent exception has been granted by the dean

Final examinations may be given at times other than the regularly scheduled time in the following instances:

page

Faculty

In the case of conflicts or undue hardship for an individual instructor, a final examination may be rescheduled at another time during the final examination period upon the recommendation of the chairman of the department and with the concurrence of the dean of the college and the Registrar.

Students

Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the highest catalog number rescheduled at another time during the final examination period. In case this highest number is shared by more than one course, the one whose departmental prefix is first alphabetically will be rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.

If a conflict is created by rescheduling of an examination, the student shall be entitled to take the rescheduled examination at another time during the final examination period.

In the case of undue hardship for an individual student, a final examination may be rescheduled by the instructor.

Proposed: [Underlined portion is new]

VI 1.1 Information About Course Content

A student has the right to expect the course to correspond generally to the description in the official Bulletin of the University of Kentucky and the right to be informed in writing at the first or second class meeting about the nature of the course--the content, the activities to be evaluated, and the grading practice to be followed. Whenever factors such as absences or late papers will be weighed heavily in determining grades, a student shall be informed. (US:2/11/80) Students shall also be notified of the time and place of the final examination as contained in the semester schedule book.

*Ground, 2nd
Move
delete
JLE*

Add to the Senate Rules Glossary of Terms:

see } Final Examination: A substantial examination, given at the conclusion of the course, based on the contents of the course and making a significant contribution to the determination of the final grade.

Rationale:

The Senate currently requires that final examination, if given, be given during the time period schedules by the Registrar. Because of the reported widespread disregard of the regulation, the proposed rule requires that nearly all courses have final examination, that they be administered as scheduled and prohibits examinations from being given during the last week of classes.

Final examinations, for most courses, play an important pedagogical role. They require that the student review either a significant portion of or all of the course material, make certain connections between themes or concepts, and force the student to look at the course content from an overall point of view. They also provide the instructor the means to evaluate the student's total progress and, of course, allow late achievers to show that they have indeed mastered the required material. In short, finals are an excellent means to enhance effective instruction.

As course grades are significantly affected by final examinations, students should be allowed to take them under optimum conditions. Such conditions do not exist during the last week of the semester when students must attend other classes and often submit term reports. Conditions conducive to producing students' best efforts are more apt to exist when instructors follow the Registrar's schedule, which is planned to allow for at least one free study day and also some time between examinations.

To make certain that there will be no misunderstanding about the scheduling of final examination, the proposed rule also stipulates that unless an exception is approved, no examination shall be given during the week before finals. In this way, "final quizzes" and other subterfuges can be avoided. Also, students will be provided additional time to review the material assigned for the final examinations and to prepare properly for them. Faculty members can enhance the learning process and more fairly evaluate the knowledge, skill, ability, and qualification of their students. It should be noted that this rule effectively protects the minority of students who may wish the final to be given as scheduled but do not want to antagonize the majority of their classmates in a class "vote" for a final exam time change.

Page 5
US Agenda Item: Final Exams
17 April 1986

Faculty members may conduct their courses as they generally wish, and the proposed rule interferes in no way with their academic freedom and follows the precedent established by the Senate rules about a student's right to a fair grade and to be informed about the content and the standards of a course. Also, the proposed rule provides for exceptions in courses where no final examination is traditionally given or where special reasons exist for a rescheduling an examination.

In summary, the rule should be viewed as a means of enhancing the learning process by providing students with an adequate opportunity to study for final examinations. Consequently, it should help to further the University's efforts to achieve academic excellence.

Implementation Date: Fall Semester, 1986.

/cet
1147C

SENATE RULE V 2.4.5

OLD RULE

Final Examinations

If a final examination is to be given, it will be administered during the examination period as scheduled by the Registrar for the semesters of the regular school year. These examination periods will utilize the last 5 days of each semester, and will be preceded by a study day or weekend on which no classes or examinations will be scheduled.

Final examinations, where appropriate, will be administered during the last class day of the intersession and the summer session.

Final examinations may be given at times other than the regular scheduled time in the following instances:

Faculty

In the case of conflicts or undue hardship for an individual instructor, a final examination may be rescheduled upon the recommendation of the chairperson of the department and with the concurrences of the dean of the College and Registrar.

Students

Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the highest catalog number rescheduled. In case this highest number is shared by more than one course, the one whose departmental prefix is first alphabetically will be rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.

In the case of undue hardship for an individual student, a final examination may be rescheduled by the instructor.

reprint VI - 1.1 and add at end:

(underlined)

Students shall also be notified of the time and place of the final examination
as contained in the semester schedule book. ~~and~~

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. (See 1.32, this Section.)

(b) 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.

- 1.8 Grades for Students Who Withdraw or are Dropped -- No grade will be recorded for a student who officially withdraws or is dropped from a class during the first ten (10) class days of a term. After these dates, students who officially withdraw or who are dropped from a class are to be given W or E, as reported by the instructor of a class, or P by the University Appeals Board.
- A student may officially withdraw from a course by permission of the dean of the college in which he is registered, provided, however, that no student shall be permitted to withdraw within five weeks (two weeks during the summer term) of the final examination period except for urgent reasons related to extended illness or equivalent distress. The dean shall report withdrawal from class to the Registrar. (See 2.14, this Section.)
- 1.9 Grade Point Average -- Grade point average is the ratio of the number of points gained to the number of credits attempted, W, P, S, and I being ignored.
- 2.0 Credit, Classification, Loads, Academic Standards
- 2.1 Credit Hours
- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester on the part of the student exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour.
- Credit for short courses of less than eight weeks shall be limited to one credit hour per week.
- 2.11 Credit for Work Done at University of Kentucky Community Colleges
- Credit for work done while registered at University of Kentucky Community Colleges shall be transferable to the University System including and limited to a maximum of sixty-seven (67) credit hours of freshman and sophomore courses. This 67 hour maximum is to be reduced by any credit hours earned previous to enrollment or reenrollment in a community college or by concurrent registration in another institution or program. Grades, credits and quality points for baccalaureate degree courses taken in the Community College System shall be transferred when the community college student enrolls in the University System. The applicability of any given courses not offered in the University System towards a University degree shall be determined by the Dean of the College in which the student enrolls. The grade point standing, however, shall be determined solely by those courses which are common to the two Systems. (See Section IV, 2.12.)

SENATE RULE V 2.4.5

NEW RULE (portions that deviate from the old rule are underlined)

Final Examinations

Except as noted below, all courses numbered less than 600 shall have a final examination and this examination shall be administered during the examination period as scheduled by the Registrar and no other examination shall be scheduled for this period. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period. For semesters of the regular school year, these examination periods will utilize the last 5 days of each semester and will be preceded by a study day or weekend on which no classes or examinations will be scheduled. For Intersession and Summer School, the final examination period will be the last day of class.

During the last week of classes ^{of} during a regular session or during the three days prior to the last day of class ^{of} during Intersession or Summer School, no examination shall be given except for laboratory practicals or "make-up" examinations.

Exceptions:

Any course for which a petition of exception based on the nature of the course (e.g. Individual reading or research courses) has been recommended by the department chairperson and approved by the dean of the college, and, in case the course carries graduate credit, the Dean of the Graduate School. Such an exception must be approved prior to the first day of classes and communicated for the record to the Registrar with a copy to the Ombudsman.

Final examinations may be given at times other than the regular scheduled time in the following instances:

Faculty

In the case of conflicts or undue hardship for an individual instructor, a final examination may be rescheduled upon the recommendation of the chairperson of the department and with the concurrences of the dean of the College and Registrar.

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Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the highest catalog number rescheduled. In case this highest number is shared by more than one course, the one whose departmental prefix is first alphabetically will be rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.

If a conflict is created by rescheduling of an examination, the student shall be entitled to take the rescheduled examination at another time during the ^{final} examination period.

In the case of undue hardship for an individual student, a final examination may be rescheduled by the instructor.

Add to VI-1.1 when final exam

Note if final exam check schedule

SENATE RULES GLOSSARY OF TERMS

Final Examination

A substantial examination, given at the conclusion of the course, based on the contents of the course and making a significant contribution to the determination of the final grade.

RATIONALE

The Senate currently requires that final examinations, if given, be given during the time period scheduled by the Registrar. Because of the reported widespread disregard of the regulation, the proposed rule requires that nearly all courses have final examinations and they be administered as scheduled and prohibits examinations from being given during the last week of classes.

a significant portion of if not

Final examinations, for most courses, play an important pedagogical role. They require that the student review the entire course, make certain connections between themes or concepts, and force the student to look at the course content from an overall point of view. They also provide the instructor the means to evaluate the student's total progress and, of course, allow late achievers to show that they have indeed mastered the required material. In short, finals are an excellent means to enhance effective instruction.

As course grades are significantly affected by final examinations, students should be allowed to take them under optimum conditions. Such conditions do not exist during the last week of the semester when students must attend other classes and often submit term reports. Conditions conducive to producing students' best efforts are more apt to exist when instructors follow the Registrar's schedule, which is planned to allow for at least one free study day and also some time between examinations.

To make certain that there will be no misunderstanding about the scheduling of final examinations, the proposed rule also stipulates that unless an exception is approved, no examination shall be given during the week before finals. In this way, "final quizzes" and other subterfuges can be avoided. Also, students will be provided additional time to review the material assigned for the final examinations and to prepare properly for them. Faculty members can enhance the learning process and more fairly evaluate the knowledge, skill, ability, and qualification of their students. It should be noted that this rule effectively protects the minority of students who may wish the final to be given as scheduled but do not want to antagonize the majority of their classmates in a class "vote" for a final exam time change.

Faculty members may conduct their courses as they generally wish, and the proposed rule interferes in no way with their academic freedom and follows the precedent established by the Senate rules about a student's right to a fair grade and to be informed about the content and the standards of a course. Also, the proposed rule provides for exceptions in courses where no final examination is traditionally given or where special reasons exist for re-scheduling an examination.

In summary, the rule should be viewed as a means of enhancing the learning process by providing students with an adequate opportunity to study for final examinations. Consequently, it should help to further the University's efforts to achieve academic excellence.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

30 April 1986

Otis A. Singletary
President
103 Administration Building
CAMPUS 0032

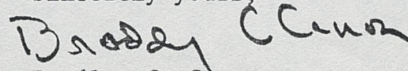
Dear President Singletary:

The University Senate unanimously adopted the enclosed statement on "Academics and Athletics" at its April 28, 1986, meeting. As you know, the impetus for this statement came from a statement adopted by the Auburn University Faculty Senate in the fall of 1985, which in turn was motivated by the revelation of recent abuses of academic integrity for the benefit of the athletic program occurring at some universities. The Auburn Senate asked the Senates at Southeastern Conference schools to join it in the adoption of its statement. A subcommittee of the UK Senate's Committee on Admissions and Academic Standards considered Auburn's request and discussed academics and athletics at the University of Kentucky with Bob Lawson, Cliff Hagan, yourself and others. The statement it recommended be adopted was modeled on the Auburn statement but contained some modifications.

I believe the Athletic Department at Kentucky by and large operates within the spirit of this statement. I am transmitting it to you, and by carbon copy to others related to the program, in order to reinforce this operational policy and to let you know the particulars of the Senate's statement. I particularly hope that the University can avoid scheduling athletic contests which interfere with final examinations (tenet #7).

I thank you for your interest in this area. Needless to say, if you or others involved in the athletic program wish to discuss the Senate's statement with me and/or the subcommittee which drafted it, we will be glad to do so.

Sincerely yours,



Bradley C. Canon
Chairman

cc: Robert Lawson
Cliff Hagan

Enclosure-1

/cet
1181C