

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

April 17, 1984

TO: Members, University Senate

This is a reminder that there will be a special meeting of the University Senate on Wednesday, April 25, 1984, at 3:00 p.m. in the Classroom Building, 106.

AGENDA:

1. Minutes.
2. Resolutions
3. Announcements
4. Action Item: Proposed addition to University Senate Rules, Section V., 3.1.2 Quality Point Deficit. (Circulated under date of March 28, 1984)
5. Action Item: Proposed addition to University Senate Rules concerning probation and suspension rules, College of Allied Health Professions. (Circulated under date of 12 April 1984)
6. Action Item: Proposed addition to University Senate Rules: Probation and Suspension Policy, College of Engineering. (Circulated under date of 16 April 1984)
7. Action Item: Proposed addition to University Senate Rules, Section III., 2.0 Procedures for Processing Programs and Changes in Programs, paragraph 5. (Circulated under date of 29 March and also under date of 17 April)
8. Action Item: Proposal to change the University grading system. (Circulated under date of 12 April)
9. Action Item: Proposed change in University Senate Rules, Section IV., 2.2.9, College of Engineering [Admissions standards]. (Circulated under date of April 13, 1984.

Elbert W. Ockerman  
Secretary

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MINUTES OF THE UNIVERSITY SENATE, APRIL 25, 1984

The University Senate met in a called session at 3:00 p.m., Wednesday, April 25, 1984, in Room 106 of the Classroom Building.

E. Douglas Rees, Chairman of the Senate Council, presided.

Members absent: Richard Angelo\*, James Bader, Michael Baer, Charles E. Barnhart, Jack C. Blanton, Thomas O. Blues\*, Peter P. Bosomworth, Thomas W. Brehm\*, Joseph T. Burch, Ellen Burnett, Bradley Canon\*, Henry Cole, Clifford J. Cremers\*, Donald F. Diedrich, Gadis J. Dillon\*, Richard C. Domek\*, Herbert Drennon, Nancy E. Dye, Anthony Eardley, William Ecton\*, Charles Ellinger, Donald G. Ely\*, Charles H. Fay, Nathan Floyd, Wilbur W. Frye, Richard W. Furst\*, Art Gallaher, Jr.\*, Andrew J. Grimes\*, John Hall, Joseph Hamburg, Willburt Ham\*, Marilyn D. Hamann, S. Z. Hasan\*, Robert Hemenway\*, Donald Hochstrasser, Raymond R. Hornback, Alfred S. L. Hu\*, James Kemp, Theodore A. Kotchen\*, Robert Lawson, Julie Lien, David Lowery, William E. Lyons\*, Edgar Maddox, Kenneth E. Marino, Brad McDearman, Marcus T. McEllistrem, Martin J. McMahon, Jr., Mary Beth Messmer, H. Brinton Milward\*, Daniel N. Nelson, Clayton Omvig, Mary Anne Owens, Merrill Packer\*, Janet Pisaneschi, Jean Pival, David J. Prior, Robert Rabel, Madhira D. Ram\*, Kay Robinson\*, Caryl E. Rusbult, Charles Sachatello\*, Edgar Sagan, Timothy Sineath\*, Otis A. Singletary\*, Jesse E. Siskin, John T. Smith, Stanford L. Smith, Marcia Stanhope, Phil Taylor, Kenneth Thompson, William C. Thornbury, Enid S. Walhart\*, Marc J. Wallace, David Webster, O'Neil Weeks, Jesse Weil, Constance Wilson, Alfred D. Winer, Steven Yates\*, Scott Yocum

Since the Minutes of the April 19, 1984, meeting had not been distributed, the approval was postponed until the September meeting.

The Chairman made the following announcements:

"This is the last Senate meeting of the year. Professor Bostrom of the College of Communications will be succeeding me as Senate Council Chairman on the sixteenth of May. Bob Bostrom will have a successor. Professor Bradley Canon of the Department of Political Science has been elected by the Senate Council as incoming Chairman-elect. There will be continuity and experience in this position in the years ahead.

I want to thank the Senate Council. It has been exceptionally diligent and capable. We have had several meetings each month. The attendance has been either 100% or very close to that. There are a number of issues for this coming year, and I think they are already on the docket.

Last week we heard the General Education Committee Report. There will be more about that this coming year. Also there is a scholarship program being assembled under the leadership of Dr. Donald Sands. This is being done in order to attract some of the finer students to the University of Kentucky and that is part of making our selective admissions policy work as well as it should.

\*Absence explained



There is also an ad hoc administrative committee under the chairmanship of Professor Jean Pival to study faculty alternatives and they are proceeding to make specific recommendations.

The Committee on Academic Planning and Priorities under the chairmanship of Professor Jack Hiatt has submitted a detailed plan for evaluating academic progress. In the years ahead program priorities and termination and suspension of programs will become a more important matter than they have been in the past. The Research Committee under the chairmanship of Professor Bob Guthrie has prepared a statement entitled 'The Contribution and Importance of State Supported Universities to the Economic Growth in Kentucky.' I think that is an important statement. It is being reviewed by President Singletary. Also the Research Committee has set forth a list of further topics in the research area that deserve discussion during this coming year. These and other topics will come about as a result of the economic and political forces that are at work at the present time.

I will be writing a thank you note to all the different committee chairmen but now I want to thank Celinda Todd, who is the Senate Council Administrative Assistant. She is really the one who keeps the Senate Council office running and that is a surprise to no one. I should like to thank Martha Ferguson who has done a fine job with the Senate Minutes, and that is not an easy task. Mary Mayhew and Ron Farrar have been dependable and exemplary as our Sergeants at Arms. I also thank Professor Blyton who gives me and the senate assurance that an expert parliamentarian is always at hand. With that we go to our first action item on the agenda."

Chairman Rees recognized Professor Robert Bostrom. Professor Bostrom, on behalf of the Senate Council, recommended approval of the proposed addition to University Senate Rules, Section V., 3.1.2, Quality Point Deficit. This proposed addition was circulated to members of the senate under date of March 28, 1984. Professor Bostrom said the new rule was designed to distinguish college suspension from suspension from the University and designed to give individual colleges the right to set the quality point deficit.

Chairman Rees recognized Professor Altenkirch for a presentation.

Professor Altenkirch's remarks follow:

"Freshmen can be placed on probation if they have a quality point deficit greater than five after the first semester. Undergraduates in general shall be placed on probation if they have a quality point deficit greater than five. If they have more than 90 hours and a GPA of less than 2.0 they are placed on probation. Undergraduates are subject to suspension if they get an additional quality point deficit greater than five when they are on probation. If a student is on probation for three consecutive semesters and demonstrates he cannot do satisfac-



tory work, he is suspended not only from the college but from the University. However, the dean can place the student on scholastic probation if the individual case justifies it. The proposal would make the suspension from the college available to the dean but also make the dean tell the student what he is using to judge satisfactory and unsatisfactory work.

Basically the first three items on the agenda go together. The rationale points out the fact that the colleges can make rules in addition to those of the University as long as the standards are not below those of the University."

The floor was opened for questions and discussion.

Professor Just wanted to know if a student were suspended from a college, what part of the University did he/she belong? Professor Altenkirch said the student could belong to any part except that college. Professor Just felt under those circumstances students would be skipping around from college to college and Professor Altenkirch said that condition existed now.

There were no further questions, and the proposal passed. The addition to the University Senate Rules, Section V., 3.1.2 reads as follows:

New Rule:

V., 3.1.2 Academic Probation and Suspension  
The academic probation and suspension systems that are used to determine a student's academic standing University-wide are based on quality point deficit. The base for determining the deficit is the number of quality points which would result from multiplying the number of hours attempted by two. Deficit is the difference, if any, between this base and the number of quality points earned. Individual colleges may establish policies regarding academic probation and suspension with regard to a student's academic standing within the college in addition to the University-wide policies given here. If a college establishes such a policy, the policy must be approved by the University Senate, and the policy shall be made available in writing to the students. [see this Section 3.1.3 and 3.1.5]

Rationale:

The title change for USR V., 3.1.2 from "Quality Point Deficit" to the proposed "Academic Probation and Suspension" depicts more clearly the nature of the Rule. In addition it sets forth a principle based on the Governing Regulations that college faculties can



adopt academic standards and requirements which can be no less than those required University-wide by the Senate Rules and these college standards and requirements must be approved by the University Senate and specified in the Senate Rules.

Implementation Date: Fall Semester, 1984.

Chairman Rees recognized Professor Robert Bostrom to present the proposed addition in University Senate Rules concerning probation and suspension in the College of Allied Health Professions. This proposed addition had been circulated to members of the senate under date of April 12, 1984. On behalf of the Senate Council, Professor Bostrom recommended approval.

The floor was opened for questions and discussion. Mr. Johnson from the College of Allied Health Professions said the proposal had been discussed sufficiently and urged the senate's approval. He said the proposal had been worked through two academic affairs committees. There were no questions and the proposal, which passed unanimously, reads as follows:

Proposal:

Allied Health professional students are subject to the general University regulations pertaining to academic probation and suspension. In addition, the following standards apply to Allied Health professional students:

Professional Program Probation:

A student will be placed on professional program probation when:

1. the semester GPA falls below 2.0 in courses required by the professional program, or,
2. a failing grade is earned in any course required by the professional program.

Removal from Professional Program Probation:

A student may satisfy the deficiency warranting probation and will be removed from professional program probation when:

1. in the semester following professional program probation, a 2.0 or above semester GPA is achieved in courses required by the professional program, and
2. a passing grade is earned in any previously failed course required by the professional program.

Professional Program Suspension:

A student will be suspended from the professional program when:

1. a 2.0 semester GPA in courses required by the



professional program is not earned either at the end of the probationary semester, or in any subsequent semester or,

2. a course required by the professional program is failed a second time or,
3. two courses required by the professional program are failed,

unless alternative action is recommended by the Program Director and approved by the Dean.

Rationale:

The proposed statement sets forth the probation and suspension policy for students in the College of Allied Health Professions. It is set forth in the Governing Regulations (VII. A. 4.) that "Within the limits established by the regulations of the University and the policies and rules of the University Senate, the faculty of a college shall determine the educational policies of that college. It shall make recommendations to the University Senate on such matters as require the final approval of that body, and it may make recommendations on other matters to the University Senate, to the President, or to other administrative officials. The academic or scholastic requirements of a college may exceed, but not be lower than, those established for the University System as a whole by the University Senate or the Graduate Faculty. Any such differences in standards must be approved by the University Senate."

Implementation Date: Fall, 1984

NOTE: The proposal will be forwarded to the Rules Committee for codification.

Chairman Rees recognized Professor Robert Bostrom to present the proposed addition to University Senate Rules: Probation and Suspension Policy, College of Engineering. This proposed addition had been circulated to members of the senate under date of April 16, 1984. On behalf of the Senate Council Professor Bostrom recommended approval.

Chairman Rees recognized Dean Bowen from the College of Engineering who requested that the senate support the proposal. Professor Applegate felt this was allowing individual colleges to set separate standards in what they felt was needed for a particular major. Chairman Rees said the Governing Regulations gave the colleges that right. There was no further discussion, and the proposal, which passed unanimously, reads as follows:

Proposal:

Proposed Engineering Probation and Academic Suspension Policy

In addition to the University rules on probation and academic suspension, the following rules apply in the College of Engineering.



Definition:

Engineering standing is defined as the overall grade-point average for all course work taken while enrolled in the College of Engineering. Excluded are correspondence courses and transient work. (The term semester standing refers to the GPA for a single semester.)

1. A student who fails to achieve an engineering standing of 2.0 at the end of any semester shall be placed on academic probation.
2. A student, regardless of engineering standing, whose semester standing is less than a 2.0 for two consecutive semesters shall be placed on probation.
3. A student who, at the end of his first probationary semester, achieves a semester standing of 2.0 but fails to bring his engineering standing up to 2.0 will be continued on probation.
4. A student who, at the end of a probationary semester, fails to have achieved a semester standing of 2.0 shall be dropped from the College of Engineering.
5. A student who, at the end of his second consecutive probationary semester, fails to have achieved an engineering standing of 2.0 shall be dropped from the College of Engineering.
6. A student who fails to achieve an engineering standing of 1.5 at the end of any semester shall have his/her record reviewed and may be dropped from the College without a preliminary probationary semester.
7. A student who has been dropped a single time for academic deficiency may be reinstated into the College of Engineering after an absence of one year. A student will be reinstated as a first semester probationary student and subject to final suspension according to these rules.
8. The dean may use his discretion in applying these rules where a particular case justifies less severe action.

Rationale:

The proposed statement sets forth the probation and suspension policy for the students in the College of Engineering. It is set forth in the Governing Regulations (VII. A.4) that "Within the limits established by the regulations of the University and the policies and rules of the University Senate, the faculty of a college shall determine the educational policies of that college. It shall make recommendations to the University Senate on such matters as require the final



approval of that body, and it may make recommendations on other matters to the University Senate, to the President, or to other administrative officials. The academic or scholastic requirements of a college may exceed, but not be lower than, those established for the University System as a whole by the University Senate or the Graduate Faculty. Any such differences in standards must be approved by the University Senate."

Implementation Date: Fall, 1984

NOTE: These rules will be codified by the Rules Committee.

Chairman Rees recognized Professor Robert Bostrom to present the proposed addition to University Senate Rules, Section III., 2.0 Procedures for Processing Programs and Changes in Programs, paragraph 5. This proposed addition had been circulated to members of the senate under date of March 29 and also under date of April 17. On behalf of the Senate Council, Professor Bostrom recommended approval.

Chairman Rees said there were a few hundred programs in the University. The Council on Higher Education is looking at what they call productivity which means the number of people graduating in these programs throughout the course of the year. The statement that the senate was dealing with applied only to the internal processing of program changes. In the event of external demands such as from the Council on Higher Education, it may not be possible to process a program change through the procedure set forth in our Senate Rules. Chairman Rees said that under the Governing Regulations the President has the prerogative under extraordinary circumstances of suspending the University Senate Rules except for those rules concerning admission or awarding the number of credits and quality points earned for graduation. At the last meeting Professor Gesund asked what happened in professional programs and Chairman Rees said in the College of Law program changes went directly to the Senate Council. In the College of Medicine they go to the Academic Council of the Medical Center then to the Senate Council. On the Lexington campus programs would come from the college depending on whether they were graduate or undergraduate courses they would then go to the Graduate or Undergraduate Councils and hence to the Senate Council. In the Medical Center the non-professional courses would go to the Academic Council for the Medical Center and depending whether they are graduate or undergraduate they would go to the appropriate council and to the Senate Council. Final approval rests with the senate and any five senators can bring the matter to the senate floor for discussion and vote.

The floor was opened for questions and discussion. Dean Royster pointed out that the Graduate Council reviewed the proposal and rationale for the suspension of programs about four weeks ago and the Council said there were already rules for suspension and the lifting of suspension for graduate programs. The Council felt the procedure had worked sufficiently well and would like the motion to include termination and the suspension for termination of undergraduate programs to continue the procedure that had been established by the senate. Chairman Rees felt the rules dealing with suspension, reinstatement and termination were inconsistent. He said that at the present time suspension did not have to come to the Senate Council from the Graduate Council although reinstatement from suspension had to go from the Graduate Council to the Senate Council. Professor Bostrom said termination was in the University Senate Rules and did go to the Senate Council. The proposal on the floor referred only to suspension.

Dean Royster moved an amendment on behalf of the Graduate Council to add the word undergraduate. The sentence would read:



". . .including suspension or termination of undergraduate programs."

The motion was seconded. Professor Belmore wanted to know what the present rule is. Professor Rees read Rule 1 3.2: "The Graduate Council shall review graduate programs and suggest measures designed to maintain acceptable levels of academic quality. In pursuit of this charge, the Graduate Council may recommend appropriate actions to the Graduate Dean. For the purpose of this section, such recommendations may include (1) suspension of programs for a maximum of five years, (2) lifting of suspensions, and (3) termination of programs in accordance with the procedures. All recommendations by the Graduate Council and decisions by the Graduate Dean relative to suspension of programs shall be communicated to the Chairman of the Senate Council. No later than the fifth year of any program suspension, the Graduate Council shall review the suspension and recommend to the Graduate Dean the reinstatement or termination of the programs. If the Graduate Dean approves a recommendation by the Graduate Council to reinstate a program that has been suspended, he shall submit this recommendation to the Graduate Faculty for review. If the Graduate Faculty concurs, it shall forward its recommendation through the Senate Council to the University Senate for approval."

Professor Gesund felt the amendment would undo what the proposed rules change was forced to do. In other words, the amendment would retain the present complexity where the proposed rule would remove that. He felt the senate should be against the amendment. Dr. Sands said there is not an undergraduate faculty (in the sense of the Graduate Faculty) and not a Dean of Undergraduate Studies, and the Undergraduate Council felt the undergraduate program changes should go to the Senate Council.

Professor Jewell clarified that the old rule was for suspending graduate programs for only two years. That was not realistic. The Graduate Council passed a rule from two years to five years. After reinstating a program after five years, it might be treated as a new program, and a new program or one reinstated ought to go through the Senate Council. He agreed with the argument that the Senate Council should not be in the business of reinvestigating everything that every other body in the University did. He did not see why the Senate Council should have to review the Graduate Council if they wanted to suspend a program. Professor Rea was curious as to where the amendment would leave the College of Medicine and Law if the word "undergraduate" were inserted. Chairman Rees said that professional courses in the College of Medicine and Law would continue as at present. He felt there was contradiction as things stand now.

Professor Rea's point was that currently Law and Medicine must go through the senate for approval. Chairman Rees said the issue under discussion was whether or not there should be certain circumstances (such as graduate program suspension decided by the graduate dean) where the Senate Council would not be involved and, thus, circulation to the senate for final approval would not occur.

Professor Just did not understand the rationale of why the Senate Council wanted to get involved. It seemed to him unless the Council viewed itself only as a rubber stamp, it would just increase the bureaucracy. Chairman Rees said one reason for doing this was so that all senators would have a chance to agree or not to agree with the decisions made. The Council could be looked upon as a mechanism of seeing that everything was in order.

Professor Bostrom explained the rationale of the Senate Council. First, the bureaucracy was in place and is not likely to be disturbed. Suspending courses did not happen often so the workload of any semester would not be increased. For the past three years the Senate Council has been involved with serious questions about financial



exigency, programs, etc. If programs were suspended it could affect jobs and students. The Senate Council felt one more step in the process was not unreasonable and wanted to make it a little harder.

Dean Royster said the Graduate Council looked at suspension purely on the quality of the program and the number of students that program served. Professor Applegate felt the logic was that either the Senate Council and the University Senate had no business being involved or there must be some reason for being involved with suspension, termination and reinstatement. Professor Applegate did not understand the rationale for the current system. Professor Rees said the senate started out with the basic premise (present Rule III., 2.0) and then in considering suspension other (sometimes conflicting) rules became attached as part of the charge to Senat's Graduate Council.

Professor Jewell moved the previous question on the amendment which was seconded and passed. The amendment passed with a hand count of 27 to 21.

Professor Mattingly agreed with Professor Applegate and felt all programs should be reviewed. She wanted to table the proposal and have it include a definite proposal that made sense and encompassed all the colleges and then have it brought before the senate. The Chairman conferred with the parliamentarian. Parliamentarian Blyton said that no formal motion had been made. Professor Mattingly moved to send the proposal back to the Senate Council for further study. The motion passed.

The Chairman recognized Professor Robert Bostrom for the proposal to change the University grading system. This proposal had been circulated to members of the senate under date of April 12, 1984. On behalf of the Senate Council, Professor Bostrom recommended approval.

The Chairman recognized Professor Robert Altenkirch who presented statistics and information on grading systems at other universities.

Professor Altenkirch's remarks follow:

"Last spring the senate wanted to vote on a plus-minus system. You now have the opportunity. A recent study of the American Association of Collegiate Registrars and Admissions Officers shows that through the sixties and seventies, faculty and students became dissatisfied with the way grades were being given. The result of that was that institutions went to non-traditional grade reporting such as pass/fail. In addition to that, academic standards seemed to be relaxed a bit. In the early sixties to the mid seventies the number of A's given went from sixteen percent to thirty-four percent. While the number of C's went from thirty-seven percent up to forty-one percent. At the same time ACT scores went from 20.2 to 18. There was a state of decline in the incoming student quality. In the mid seventies people began to realize this and started to work on the problem. At the conclusion of the study there was one thing that was tried to solve the problem and that was to go to the plus-minus grading scale. The same study says that ninety-five percent of the universities in the United States are on a 4.0 scale. If you look at the various systems of the four-year universities, sixty-one percent are on straight letters of A through F; thirty-one percent have some form of plus-minus grading. From the



study it was found that the most noteworthy trend in changing grades was that in 1964 twenty percent of all universities had a plus-minus system. In 1982 31.6 percent had the system. The introduction of innovations in the sixties and seventies has gone away. The rate of adopting changes has slowed down. From 1972 to 1982 only twenty-six percent of the universities changed anything, and the most prevalent change was the plus-minus.

At the present time we are on a 4.0 scale. I would urge you to keep it that way. If you go to the plus-minus system as is the recommendation, you have to have eleven divisions. When you grade, you are trying to measure success or performance. When you make a measurement, you have to worry about the percision. The recommendation of the Committee on Admissions and Academic Standards is that we ought to give you an opportunity to vote on it. We do not have a particularly strong recommendation one way or the other. The only thing I would urge you to do is stay on a 4.0 scale. If you raise that you are just contributing to grade inflation."

The floor was opened for questions and discussion. Professor Harris wanted to know if there were responses from the survey that more universities wanted to change their system and wished they did not have it. Professor Altenkirch said the majority had a feeling there was no reason to change. He said there was no strong impetus for change.

Mr. Johnson wanted to know from the AACRAO survey if there was an indication of change over different periods of time. He felt changes were now back to a more traditional scale. Professor Altenkirch said he was not talking about going from a letter grading system to a strict overall pass/fail system. Professor Just wanted to know why certain colleges were exempted from the proposal. Chairman Rees said the colleges had their own grading systems which had been approved by the senate.

Dean Royster emphasized the point that the Graduate Council opposed the plus-minus system. Dean Ockerman did not argue one way or the other but said one of the significant things learned about going to the plus-minus system was that the number of grade changes increased. Professor Moody was in favor of the proposal, and he felt giving grades was one of the more difficult things he had to do. He felt there was a lot of difference between a 70 and 79 and 80 and 89. For that reason he thought it was beneficial to the students and would motivate the students to continue to work and he spoke in favor of the proposal. Professor DeMers said he did not think the proposal was a mandate for professors to use the plus-minus even if it were passed. He said he would not use it for graduate students for the reasons Dean Royster pointed out. He said if the senators voted against the proposal, they could be denying someone else the prerogative of using the plus-minus.

Professor Altenkirch said the argument was correct but there was no difference than the present grading system where one could take the four divisions but use only three grades. There was no guarantee an instructor would use the plus-minus.

Professor Fugate said a lot of the responses from the survey were ambiguous. He felt the number of grade changes would go up. He did not feel there were any convincing reasons in the survey to vote one way or the other. Professor Just addressed the



issue of denying the possibility of changing grades. He stated that when he taught 350 freshmen biology students and gave only A, B, C, D and E that the ombudsman would have about 150 complaints. He said the senate should be in favor of the proposal for everyone or against it for everyone.

Dean Royster said the Graduate School required a 3.0 for graduation. By putting a minus in the system it could keep a student from graduating. He felt that was really indicating a great deal of accuracy in the grading system.

Professor Rea moved the previous question which was seconded and passed. The motion to adopt the grading system of plus-minus failed with a hand count of 42 to 9. There was one abstention.

Chairman Rees recognized Professor Robert Bostrom to present the proposed change in University Senate Rules, Section IV., 2.2.9, College of Engineering admissions standards. This proposed change had been circulated to members of the senate under date of April 13, 1984. On behalf of the Senate Council, Professor Bostrom recommended approval.

Dean Bowen said the College of Engineering became interested in evaluating their admissions criteria and decided it did not reflect what they wanted to do. Basically, the proposal would raise the ACT composite score to 60, mathematics to 70 and high school grade requirement to 2.5. What this would do was those in the delayed pool would not receive automatic admission to the College of Engineering.

There were no questions or discussion, and the proposed change in the University Senate Rules for the College of Engineering admissions requirements passed unanimously and reads as follows:

Proposal:

The College of Engineering proposes the following adjustments to the College's Lower Division admissions requirements:

1. Add a requirement of a high school GPA  $\geq 2.5$
2. Increase the minimum ACT composite score from the 50th to the 60th percentile.
3. Increase the minimum ACT mathematics score from the 50th to the 70th percentile.
4. Remove the stipulation that admission may be considered if the ACT composite score is below a minimum but the sum of the ACT mathematics and science scores exceeds the 100th percentile.
5. Increase the GPA that a transfer student must have from  $\geq 2.0$  to  $\geq 2.5$ .

Rationale:

1. The high school GPA is useful in predicting college success. Only a small percent of students entering the College of Engineering have a high school GPA below 2.5.



2. As a result of a study done by the College, the percentages of students who remained in engineering by ACT composite score groups are as follows:

<u>Composite Score Percentile</u>	<u>% Remaining in Engineering or Graduated</u>
50 to 59	22.45
60 to 69	26.82
70 to 79	33.48
80 to 89	44.28
90 to 99	54.19

3. Since mathematics is important in engineering and its study, the minimum mathematics score was raised to the 70th percentile.
4. Reason(s) will be presented during discussion.
5. A higher percent of students transferring into engineering with a GPA of 2.5 or better are able to continue on to graduation than is the case for those with a GPA less than 2.5.

Implementation date: Spring 1985.

NOTE: The proposal will be forwarded to the Rules Committee for codification.

There being no further business, the meeting was adjourned at 4:20 p.m.

Elbert W. Ockerman  
Secretary of the Senate

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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

April 12, 1984

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Wednesday, April 25, 1984. PLEASE NOTE THE DATE CHANGE. Proposal to change the University grading system.

Proposal: To adopt the following grading system:

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

which would apply in all colleges except the Colleges of Law, Medicine, Dentistry, Architecture and the Landscape Architecture Program which have their own Senate approved grading systems.

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Background:

Last April the Senate voted to return a proposed modification of our present grading system to Committee. A substantial majority of Senators in a straw vote indicated that they would like the Admissions and Academic Standards Committee to consider a +/- system. A questionnaire was sent to a number of universities of which 26 replied. The most useful replies were from 9 large universities which have +/- systems. Please see attached sheet from Professor Brauch Fugate's summary.

Rationale:

The +/- system is well-known to faculty members. Arguments favoring and opposing the +/- system are presented in the attached summary.

The proposal will be separated into two parts at the Senate meeting. First, there will be discussion and a vote as to whether we want a +/- system. Second, if the first part is approved, we will discuss and vote on the specific system proposed here.

Proposed Implementation Date: Fall, 1984.

/cet

Attachment



SUMMARY OF REPLIES TO + GRADING SURVEY

We have received 26 replies. The most useful, for our purposes, were from 9 large universities which have + systems. The other schools generally use the same A=4 to F=0 system currently used at UK. Some (e.g. Harvard, Yale) have distinctly non-standard systems. One school surveyed, Kent State, considered + grading and rejected it.

The majority of these 9 schools convert A to 4, F to 0; they don't award A+ or F+ grades. The decimal equivalents are either A- = 3.7, B+ = 3.3 or A- = 3.67, B+ = 3.33. Tennessee gives B+ and C+ only; Missouri gives the same quality points to B+, B and B-, etc. Of the 7 others, 4 don't award D-, 3 do.

The chart below gives the responses of these schools to the 5 questions asked under 3b) of the questionnaire. This information is equivocal; some responses were qualified by written comments. Roughly speaking, it appears that GPA and the number of students receiving GPA  $\geq$  B increase somewhat; record keeping work and the number of grade changes increase, the number of student complaints about grades declines a little.

+ GRADING SYSTEM SURVEY

University Adoption Date	RESPONSE TO QUESTIONS				
	Undergrad GPA	Students GPA $\geq$ B	Record work	Student Complaints	Grade Changes
Indiana 3/77	decrease	decrease	same	same	same
Louisville* 8/83	increase	increase	increase	-----	increase
Missouri* 8/65	same	same	same	decrease	same
N. Carolina 9/78	same	same	increase	same	increase
Ohio State 1/76	increase	-----	same	decrease	same
Ohio U.* 9/73	increase	increase	increase	same	increase
Tennessee 9/81	increase	increase	increase	same	increase
Vanderbilt 9/82	same	same	increase	same	same
W. Virginia 9/83	-----	-----	-----	-----	-----



	Undergrad GPA	Students GPA $\geq$ B	Reocrd work	Student Complaints	Grade Changes
TOTALS	4 increases 3 same 1 decrease	3 increases 3 same 1 decrease	5 increases 3 same	5 same 2 decreases	4 increases 4 same

\* Responses to questions probably reflect changes due to other causes, not + grading.

From comments made on the survey forms, or on other material concerning grading systems which was sent by the respondents, some other factors to consider are:

In favor of + grading:

- a) it is fairer to students
- b) it motivates students to continue to work
- c) students like it.

Against + grading:

- a) it generates more appeals by students to individual faculty members for higher grades
- b) there is a one-time cost to convert, for computer programs and new forms
- c) the long-term record-keeping work increases.

Some schools mentioned some practical problems that would have to be addressed e.g. does C- count the same as C in such rules as course prerequisites or a specified number of hours in major with grade of at least C?

Brauch Fugate



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

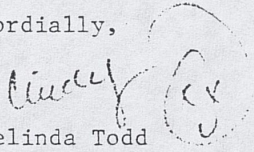
September 13, 1983

Professor Robert Altenkirch  
Mechanical Engineering  
245 Anderson Hall  
CAMPUS 00461

Dear Bob,

Received the enclosed in the mail this morning and thought your  
Committee might be interested.

Cordially,

  
Celinda Todd  
Administrative Asst.

/cet

Enclosure-1



WESTERN KENTUCKY UNIVERSITY

*Conover Library*  
BOWLING GREEN, KENTUCKY 42101

DATE:

SUBJECT: *Grading Systems*

TO: *Prof. Douglas Rees*

FROM: *Diane Rutledge*

- |   |   |
|---|---|
| <input type="checkbox"/> Necessary action                     | <input type="checkbox"/> Please telephone             |
| <input type="checkbox"/> Please reply over your signature     | <input type="checkbox"/> Please read and advise       |
| <input type="checkbox"/> For your files                       | <input type="checkbox"/> For your information         |
| <input type="checkbox"/> Please furnish information for reply | <input type="checkbox"/> Please note and return reply |

Remarks:

*From your Senate minutes, I learned that UK is considering a change in the grading system. Our students are interested in a definitive grading system. The attached data may be of interest to your committee.*



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

March 31, 1983

TO: Members of the University Senate

FROM: University Senate Council

RE: AGENDA ITEM: Proposed change in grading system -  
recommended by Committee on Admissions and Academic  
Standards and the Senate Council.

Recommended for adoption by the entire University except for  
those colleges or units already approved for an individual  
grading system:

Grade	Quality Points
A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D	1.0
E	0

RATIONALE: To give finer gradations for grades and quality points.  
The Committee and the Council are of the opinion that  
gradations finer than these (e. g., minuses) would make  
distinctions too difficult. Thus C+ and B- crowd one  
another too much. Grading systems were surveyed at  
out benchmark institutions. Plus/minus systems are in  
use at five universities; plus only systems are in use at  
two (University of Tennessee and University of Illinois):.

Implementation date: Fall 1983



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

April 13, 1984

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Wednesday, April 25, 1984.  
Proposed changes in University Senate Rules, Section IV., 2.2.9,  
College of Engineering.

Proposal:

The College of Engineering proposes the following adjustments to the College's Lower Division admissions requirements:

1. Add a requirement of a high school GPA  $\geq$  2.5
2. Increase the minimum ACT composite score from the 50th to the 60th percentile.
3. Increase the minimum ACT mathematics score from the 50th to the 70th percentile.
4. Remove the stipulation that admission may be considered if the ACT composite score is below a minimum but the sum of the ACT mathematics and science scores exceeds the 100th percentile.
5. Increase the GPA that a transfer student must have from  $\geq$  2.0 to  $\geq$  2.5.

\*\*\*

Background:

The College of Engineering has had an admission policy since the Fall of 1978. The existing policy requires high school graduates to be in the upper half of their ACT test group in both the composite score and the mathematics score. In the case of transfer students, the student must have an overall GPA of 2.0 including a GPA of 2.0 in at least 9 credit hours of mathematics, chemistry and/or physics. The College of Engineering faculty voted to modify the 1978 policy; the Committee on Admissions and Academic Standards recommended the proposals be forwarded to the Senate for a vote, and the Senate Council approved the proposal as stated above.

Rationale:

- 1) The high school GPA is useful in predicting college success. Only a small percent of students entering the College of Engineering have a high school GPA below 2.5.



Page 2

University Senate Agenda Item: Admissions adjustments: Engineering  
April 13, 1984

Rationale: [continued]

- 2) As a result of a study done by the College, the percentages of students who remained in engineering by ACT composite score groups are as follows:

<u>Composite Score Percentile</u>	<u>% Remaining in Engineering or Graduated</u>
50 to 59	22.45
60 to 69	26.82
70 to 79	33.48
80 to 89	44.28
90 to 99	54.19

- 3) Since mathematics is important in engineering and its study, the minimum mathematics score was raised to the 70th percentile.
- 4) Reason(s) will be presented during discussion.
- 5) A higher percent of students transferring into engineering with a GPA of 2.5 or better are able to continue on to graduation than is the case for those with a GPA less than 2.5.

Implementation date: Spring, 1985.

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

/cet



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

April 16, 1984

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Wednesday, April 25, 1984. Proposed addition to Univeristy Senate Rules, Proposed Engineering Probation and Academic Suspension Policy.

Proposal:

Proposed Engineering Probation and Academic Suspension Policy

In addition to the University rules on probation and academic suspension, the following rules apply in the College of Engineering.

Definition: Engineering standing is defined as the overall grade-point average for all course work taken while enrolled in the College of Engineering. Excluded are correspondence courses and transient work. (The term semester standing refers to the GPA for a single semester.)

1. A student who fails to achieve an engineering standing of 2.0 at the end of any semester shall be placed on academic probation.
2. A student, regardless of engineering standing, whose semester standing is less than a 2.0 for two consecutive semesters shall be placed on probation.
3. A student who, at the end of his first probationary semester, achieves a semester standing of 2.0 but fails to bring his engineering standing up to 2.0 will be continued on probation.
4. A student who, at the end of a probationary semester, fails to have achieved a semester standing of 2.0 shall be dropped from the College of Engineering.
5. A student who, at the end of his second consecutive probationary semester, fails to have achieved an engineering standing of 2.0 shall be dropped from the College of Engineering.
6. A student who fails to achieve an engineering standing of 1.5 at the end of any semester shall have his/her record reviewed and may be dropped from the College without a preliminary probationary semester.
7. A student who has been dropped a single time for academic deficiency may be reinstated into the College of Engineering after an absence of one



Page 2

Senate Agenda Item: Engineering probation and suspension rules  
March 16, 1984

7. [continued]  
year. A student will be reinstated as a first semester probationary student and subject to final suspension according to these rules.
8. The dean may use his discretion in applying these rules where a particular case justifies less severe action.

\*\*\*

Background: This proposal comes from the College of Engineering and has been approved by the Committee on Admissions and Academic Standards and by the Senate Council. It is now presented for Senate discussion and vote.

Rationale: The proposed statement sets forth the probation and suspension policy for the students in the College of Engineering. It is set forth in the Governing Regulations (VII. A. 4) that "Within the limits established by the regulations of the University and the policies and rules of the University Senate, the faculty of a college shall determine the educational policies of that college. It shall make recommendations to the University Senate on such matters as require the final approval of that body, and it may make recommendations on other matters to the University Senate, to the President, or to other administrative officials. The academic or scholastic requirements of a college may exceed, but not be lower than, those established for the University System as a whole by the University Senate or the Graduate Faculty. Any such differences in standards must be approved by the University Senate."

Implementation Date: Fall, 1984

Note: If approved, these rules will be codified by the Rules Committee

/cet



UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

April 17, 1984

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Wednesday, April 25, 1984. Proposed addition to University Senate Rules, Section III., 2.0, Procedures for Processing Programs and Changes in Programs, paragraph 5.

Proposal: [add underlined portion]

III., 2.0 Procedures for Processing Programs and Changes in Programs  
All proposed new programs and changes in programs, including suspension or termination of programs, must be approved by the Senate Council and all new courses or changes in courses associated with these new programs will be acted on by the Councils as prescribed, then transmitted to the Senate Council, with the program recommendation. Upon approval of the proposed program, the Senate Council will report out the program and the courses involved.

\*\*\*

Background:

Most of the Senate Rules pertaining to programs were formulated during a time of program expansion and, so, they address new program processing much more directly than they address the processing of program changes such as suspension, reinstatement, and termination. During a time of financial stringency and possible retrenchment, the Senate must now deal more explicitly with these latter matters. In 1978, Senate Rules I., 3.2.1 (c) was adopted to deal with graduate program review and suspension. At its 15 November 1983 meeting, the University Senate adopted a change in this Rule extending the length of time a program could be suspended and added a paragraph dealing with reinstatement. With regard to undergraduate programs, the University Senate at its last (9 April 1984) meeting added a section (I., 3.3.1 (c)) to the Senate Rules enlarging the functions of the Undergraduate Council such that the Undergraduate Council of the Senate now is explicitly involved in the review of undergraduate programs and can recommend action such as suspension and lifting of suspension. All recommendations by the Undergraduate Council relating to the imposing or lifting of suspensions must be approved by the Senate Council.

The changes noted above all pertain to the changes in the charge of the Senate's Graduate Council and the Senate's Undergraduate Council. A proposed academic program change of any sort is an important academic matter which falls within purview of the University Senate. Indeed, present Rule



Page 2  
Senate Agenda Item  
April 17, 1984

Section III., 2.0 states that all new programs and changes in programs must be approved by the Senate Council. Suspension, reinstatement and termination can each accurately be considered a "change" in a program. The proposed change in the wording of this Rule clarifies the statement by explicitly identifying program suspension and program termination as program changes which require approval by the Senate Council and the Senate. Implicit in this Rule but not clearly indicated (legacy of the past, again) is that, if the Senate Council approves a proposed program (program change), the Senate Council must report out the program (program change) and this is done by circulating in written form the proposal to the Senate for final approval, with the opportunity for the matter to be brought to the Senate floor for discussion and action if objection is raised. Even if not approved by the Senate Council, the matter can be brought before the Senate by petition of five (5) Senators.

Rationale:

Changes in academic program are important academic matters which fall within purview of the University Senate. The existing Rule requires that all new programs and changes in programs must be approved by the Senate Council and must be "reported out" to the Senate for final approval in the customary and prescribed manner. While suspension, reinstatement and termination can accurately be considered a "change" in a program, the proposed change in the Rule clarifies the Rule by making this point more explicit.

/cet

Implementation Date: Immediately.