

University Senate Agendas, 2011-2012

All meetings are from 3:00 - 5:00 pm in the Auditorium of W. T. Young Library
unless otherwise noted.

Monday, September 12, 2011

1. State of the University Address - University Senate Chair Eli Capilouto
2. Minutes and Announcements pg. 2-5
3. Officer and Other Reports
 - a. Chair
 - b. Vice Chair
 - c. Faculty Trustee Report
4. Proposed Changes to *Senate Rules 1.3.3.A* ("Senate Council Chair") (second reading & vote) pg. 6
5. UK August 2011 Degree List (second of two) pg. 7-15
6. Committee Reports
 - a. Senate's Research Committee
 - i. 2010 - 2011 Final Report on Animal Care pg. 16-17
 - ii. 2010 - 2011 Final Report on Graduate Studies pg. 18-20
 - b. Senate's Academic Organization and Structure Committee
 - i. 2010 - 2011 Final Report on Guidelines for Proposals to Change the Organizational Structure of an Academic Unit pg. 21-22
 - g. Ombud's Report for 2010 - 2011 - Past Ombud Lee Edgerton
 - h. Proposed Changes to *Senate Rules 6.2.1.1, 6.5.1.2 and 6.5.1.3* pg. 23
 - i. Discussion on Interpretation of *Senate Rules 5.2.4.7* pg. 24

Next Meeting: October 10, 2011

University Senate
September 12, 2011

Announcements

August 2011:

- The SC received the Clinical Title Series report, as per Administrative Regulations 2:6 (see last page of this document)
- Please remember the “substantive change” notification: the SACS liaison will send out a call twice a year to remind appropriate individuals regarding the substantive change policy and to request notification of planned changes that may meet the substantive change definition. An email with this information will be sent out during the week of September 12.
- A new Senate Rule is in effect regarding religious holidays:
Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty may use their judgment as to whether the holiday in question is important enough to warrant an accommodation, although the presumption should be in favor of a student’s request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation.

Summer 2011:

- The Senate Council held two Advances this year, with a concentration on learning from last year’s initiatives and planning for this year’s goals/committee charges.

May 2011:

- The Chair approved student to be placed retroactively on December 2010 degree list, because a clerical error in Graduate School prevented the student’s inclusion on the December 2010 degree list.
- The Chair granted provisional approval for a change to the Minor in Art Studio.
- The Chair granted provisional approval for series of UK Core courses:

Courses Approved by UG Council, pending minor syllabi updates

1. CME 455
2. GEO 222
3. PHI 343
4. PS 101 - Approved as Change and DL on May 16. But, GE separated.

UGC Approved, Need to be Sent to SC:

- | | |
|-----------------|-----------------|
| 1. PLS 104 | 12. UKC 300-309 |
| 2. UKC 100-109 | 13. UKC 310-319 |
| 3. UKC 110-119 | 14. UKC 320-329 |
| 4. UKC 120-129 | 15. UKC 330-339 |
| 5. UKC 130-139 | 16. UKC 340-349 |
| 6. UKC 140-149 | 17. UKC 350-359 |
| 7. UKC 150-159 | 18. UKC 360-369 |
| 8. UKC 160-169 | 19. UKC 370-379 |
| 9. UKC 170-179 | 20. UKC 380-389 |
| 10. UKC 180-189 | 21. UKC 390-399 |
| 11. UKC 190-199 | |

Courses approved by GEOC, but have not been approved by UGC yet:

- | | |
|---|---|
| 1. A-H 105 | 7. GLY 151 (in course catalog as A&S 100, sections 19-22) |
| 2. ARC 314 | 8. HIS 104 |
| 3. CLA 191 | 9. PHY 231 & 241 |
| 4. ECO 101 | 10. PLS 103 |
| 5. ENG 191 (in course catalog as A&S 100, section 43) | 11. PS 210 |
| 6. GEO 221 (in course catalog as A&S 100, sections 28-33) | 12. SOC/AAS 235 |

Course approved by SC, but not Gen Ed approved, a Pre-GEOC course.

1. GER 105 – New course approved by SC on 11/15/2010 - PrelGEOC, no indication of GE

At SC, not yet approved

1. A-H 106 - Sharon sent to Sheila on 2/8/11 but left off Gen Ed forms. It was PRE-IGEOC APPROVED.
2. GLY 185 (in course catalog as A&S 100, sections 401-402)– Sharon sent to Sheila on 4/19/11 for Natural Science. The form was incorrect and should instead be Quantitative Foundations. Sharon, could you please make this adjustment and notify Sheila?
3. HIS 108 – Sent to SC on 5/16/11
4. HIS 109 – Sent to SC on 5/16/11
5. PSY 215 –Marked as approved May 16, Pre-IGEOC, not listed on transmittal as GE
6. SPA 208 – Sharon sent to SC on 4/19/11 and cc'd me. The document appears to be complete. Sheila has that this course was received by SC on 5/6/11. Not sure why the discrepancy?
7. TA 273 – (formerly TA 371). This course was sent to SC on 4/20/11 with course change forms and Gen Ed forms, files look complete.
8. TA 274 - (formerly TA 471). This course was sent to SC on 4/20/11 with course change forms and Gen Ed forms, files look complete.
9. WRD 111 – I have this recorded as UGC approved on 12/1/10 and that Sharon sent it to Sheila in December. CIS 110, 111, and WRD 110 are all approved as Gen Ed on April 11 transmittal. WRD 111 is same course as CIS 111, only difference is the prefix.

Courses on the Books, Approved for GEN ED by PRE_IGEOC Vetting Teams:

- | | |
|------------|------------|
| 1. A-H 310 | 3. ANT 311 |
| 2. A-H 334 | 4. LAS 201 |
| | 5. SOC 350 |

- Two web transmittals of courses and programs were provisionally approved on May 16 and May 18.

May 16 Courses:

ANT 242
 CHE 105
 CHE 111
 CLS 120
 CLS 822
 CLS 835
 CLS 836
 CLS 843
 CLS 844
 CLS 848
 CLS 856
 CLS 860
 CLS 881
 CLS 882
 CLS 883
 CLS 884
 CLS 885
 CLS 890
 CLS 895

HJS Courses

MLS 400
 MLS 430
 MLS 440
 MLS 465
 MLS 466
 MLS 467
 MLS 468
 MLS 464
 MLS 469
 MLS 476
 MFS 609
 PHI 300
 SPA 371

May 16 Programs:

Minor in Judaic Studies
 PhD in Statistics
 BHS in Clinical Laboratory Sciences

May 18 Courses:

A-E 685
A-H 101
A-H 106
A-H 628
A-S 380
AAD 150
AAD 202
AAD 302
CIS 110
CIS 111
EDC 533
EE 499
ENG 518
GEN 100
GEO 255
GEO 320
HIS 112
LIN 318

MA 111
MA 113
MA 137
MA 514
PT 686
TA 271
WRD 110

May 18 Programs:

Agriculture BS Programs
BA/BS Linguistics
BS Computer Science
MA Art Education
MA Middle School Education
BA Art Studio
BFA Art Studio
BA Arts Administration
BS Nursing, Second Degree Nursing Option

Clinical Titles Series Report as of July 1, 2011					
College	Number of CTS Faculty	Total Faculty¹	Ratio (%)	New Ratio (where > 25%)²	Number of Exemptions by Provost³
Agriculture ⁴	2	258	0.78%	NA	
Arts & Sciences	1	379	0.26%	NA	
Dentistry	17	48	35.42%	40%	1
Education	3	94	3.19%	NA	
Graduate School	1	13	7.69%	NA	
Health Sciences	5	50	10.00%	NA	1
Law	2	34	5.88%	NA	
Medicine	370	417	88.73%	100%	
Nursing	9	35	25.71%	NA	1
Pharmacy	15	46	32.61%	50%	1
Public Health	6	47	12.77%	NA	
Social Work	7	18	38.89%	35% ⁵	

¹ Tenured and Untenured (Regular, Special, Extension, Librarian)

² When ratio exceeds 25%; Indicate percent voted by College Faculty Council

³ Number exemptions to funding source granted by Provost for this fiscal year

⁴ Approved by Provost, individual to work in animal diagnostic services

⁵ College has been notified requesting the Faculty Council to vote on ratio increase

University Senate
September 12, 2011

CURRENT RULE FOR ELECTING A SENATE COUNCIL CHAIR

1.3.1.3 Officers of the Senate Council [US: 9/8/97]

The Senate Council shall elect its Chair in December preceding the academic year during which the Chair shall serve. All nine of the elected faculty representatives then serving on the Senate Council shall be eligible for election to the position. The incumbent Chair, if in his or her first year as Chair, shall also be eligible for reelection.

***PROPOSED* RULE FOR ELECTING A SENATE COUNCIL CHAIR**

1.3.1.3 Officers of the Senate Council [US: 9/8/97]

Given that the chair of the Senate Council is also chair of the University Senate, the Senate Council chair shall be elected by a majority of a voting quorum of elected faculty members of the University Senate. The election shall be held in the December preceding the first academic year during which the Chair shall serve. Members of the Senate may nominate current members of the Senate Council by notifying the chair of the Rules & Elections Committee at least one month in advance of the election date. The chair of the Rules & Elections Committee shall ascertain the nominees' willingness to serve. Candidates will be required to write a short description of their views of the role of Senate Council Chair. This information will be posted on the Senate web site at least two weeks prior to the election date. If the chair of the Rules & Elections Committee identifies only one candidate, then the election can be held at a regular meeting of the University Senate by a show of hands.

The term of the Senate Council chair shall be two years. The Senate Council chair is eligible to run for a second consecutive term. A Senate Council chair is not eligible to run for a third consecutive term. After a Senate Council chair steps down, he or she is not eligible to serve as Senate Council chair again for two years.

Pages 7 - 15 are not included in the posted agenda, for
FERPA reasons.

SWOT Analysis of the Animal Care and Use Program at the University of Kentucky

Statement of the Problem: *Animal use is an increasingly important facet of the research endeavors at the University of Kentucky. The increased use of research animals strains both the husbandry and regulatory systems that supports these research programs. This SWOT analysis seeks to reduce this strain by identifying potential areas for improvement.*

Overview: Animals are used in research projects at three different University Colleges: Agriculture (COA), Arts and Sciences (CAS), and Medicine (COM). The animal care and use program at the University of Kentucky has three main components: the Department of Laboratory Animal Resources (DLAR), the care programs maintained by the individual departments of the COA and the Institutional Animal Care and Use Committee (IACUC). The DLAR is responsible for veterinary care and animal husbandry for COM and CAS. The IACUC is responsible for oversight of the entire University program so that it meets the federally-mandated standards laid out in the Animal Welfare Act Regulations, USDA policy, and Public Health Service (PHS) policy. The Attending Veterinarian is a federally-mandated position charged with “providing adequate veterinary care” to all animals used for animal research at the University. At UK, this person is also the Director of DLAR. The IACUC Chair is a faculty member, approved and appointed by the Vice President of Research who serves as the Institutional Official (IO) at UK.

The DLAR is responsible for maintaining animal care in 10 different facilities with an approximate daily census of 23,000 animals. There is a staff of 56 with 4 veterinarians, three of whom are board certified in laboratory animal care. The approximate yearly budget of \$5 million is supported by animal care charges to the investigators and by a subsidy from the Vice President of Research’s office.

The COA has a number of different animal care programs that are run through individual departments, e.g. Veterinary Science and Animal and Food Sciences. Each unit manages its own veterinary care and animal husbandry programs.

The IACUC, in consultation with the IO, who has final authority, is responsible for interpretation and enforcement of federal animal care regulations as outlined above. The committee oversees the DLAR and approximately 450 research projects that use animals. The 15 members of the committee are largely volunteers from the faculty and the community. These individuals review and help revise animal use protocols, inspect animal-use facilities (semi-annually) and discuss and recommend policy to the IO. The IACUC is advised by a Veterinarian from ORI who acts as the IACUC’s executive secretary. A professional staff of 3 from the Office of Research Integrity (ORI) assists the IACUC in processing animal use protocols and performing continuing protocol review to ongoing animal research projects. The committee has a federally-mandated responsibility to investigate all reports of animal care and use activities that are not approved or in keeping with regulations. Once investigated, the committee must approve the course of action required to rectify any such deficiencies.

Strengths of the Program:

- 3 Board Certified DVMs in DLAR
- New BioPharm building to house animals
- Grants to remodel the Sanders Brown Animal Facility and for new caging systems
- Quality DLAR Husbandry Staff
- Cost of animal care has been kept stable for several years
- Active IACUC with engaged and knowledgeable members who care about the program
- The online animal ordering and billing system functions very efficiently
- All facilities managed by DLAR are accredited by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) International
- Investigators can voice their concerns regarding animal care/use and regulatory issues to the IACUC at any time, via communication with the chair

Weaknesses of the Program:

- The online system for submitting animal use protocols to the IACUC is difficult to use
- Interactions between the PIs and the staffs of DLAR and IACUC are often adversarial
- Animal care and use standards are not uniformly followed across the entire University
- Some of the animal care facilities are in need of renovation/replacement (e.g., Kastle Hall, Multi-Disciplinary Research Lab No 3 (MDR#3))
- Animal use protocol approval can be a lengthy process with numerous revisions required

- University-wide lack of understanding about the different roles of IACUC and DLAR
- No overarching animal care program for the entire campus: COM and CAS are both covered under DLAR. Animal care in the COA is managed by individual departments
- COA is not accredited by AAALAC

Opportunities for the Program:

- Educational programs for PIs and staff (e.g., required continuing education, Blackboard programs, hands-on classes)
- Better communication between PIs and staffs of DLAR and IACUC (e.g., IACUC/DLAR presentations made to departments and research interest groups)
- Develop “Good Laboratory Practice” (GLP) programs for animal care to enable researchers to apply to a broader range of funding sources
- Institute a systematic program for noncompliance investigations and resolutions to standardize the process

Threats to the Program:

- Lack of sufficient veterinary oversight in certain COA programs
- Decreasing subsidy to the DLAR
- Cage costs paid to DLAR by COM and CAS investigators are being used to subsidize veterinary services for COA and to support the Attending Veterinarian
- Recent resignation of the IACUC’s Executive Secretary and uncertainty about how the position will be filled
- Adversarial interactions between PIs and staffs of DLAR and IACUC
- Investigator resistance to improvements in animal care practices

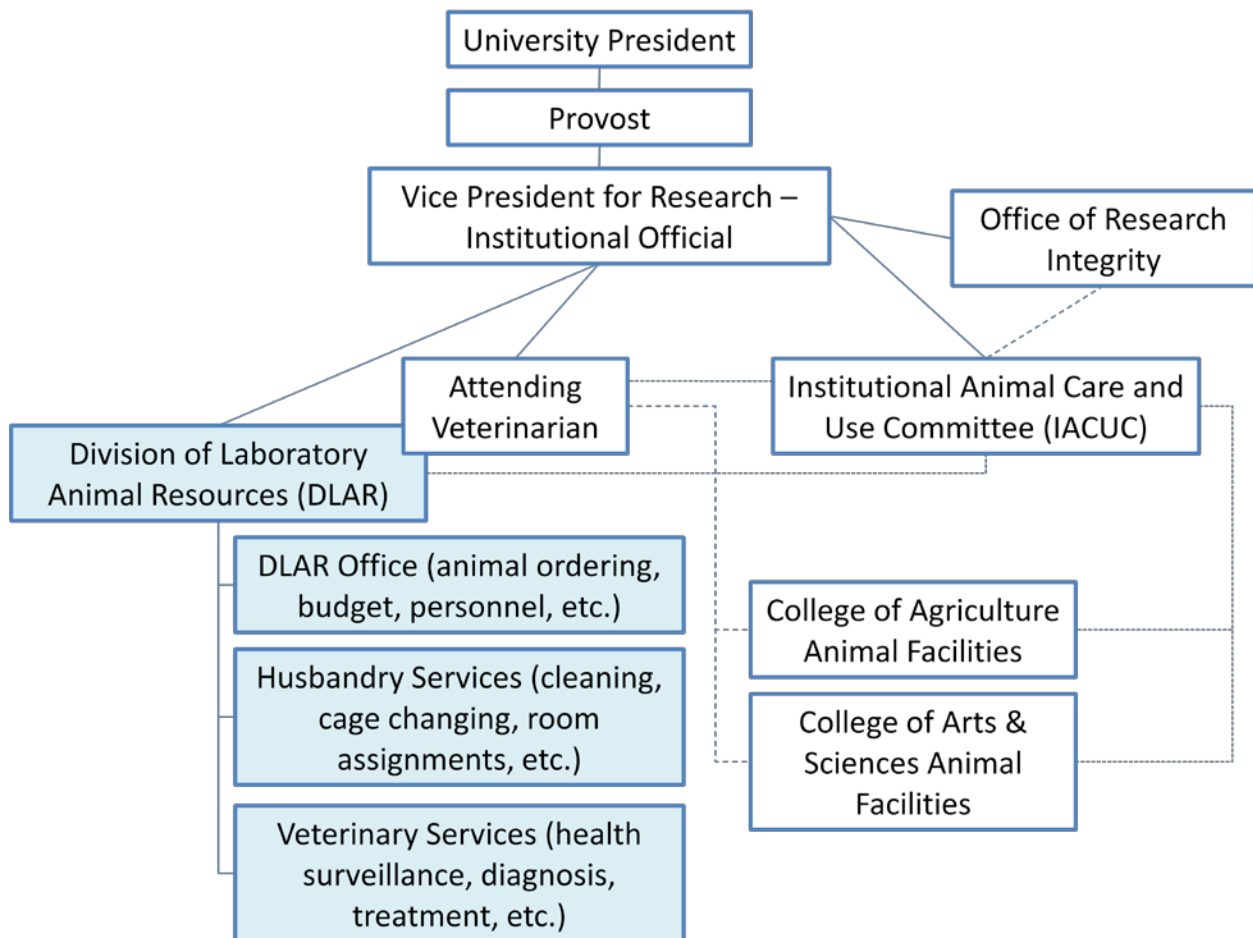


Fig. 1: Reporting Structure of the Animal Care and Use Program at the University of Kentucky

Final Report (Senate Research Committee, subcommittee graduate studies)

The subcommittee for graduate studies was charged to provide a short SWOT analysis of graduate programs at UK, which follows here. Some facts of this report were used in Dr. Swanson's report to the UK senate (State-of-the-University, a faculty perspective).

SWOT analysis of graduate student programs and support.

Strengths:

The University of Kentucky has diverse graduate programs, overall 153. Fifty six of these are doctoral programs (PhD, EdD, DMA, DS), ninety four master degree programs and three specialist programs (e.g. EDS, higher than MS, but disappearing). In addition, there are at least three professional programs (MD, PharmD, DMD), but these are not overseen by the graduate school.

There are various ways to support the graduate students, mainly through TA- and RA-ships. About 40 training grants exist within UK.

Some of our graduate programs were recognized by the National Research Council to rank within top 50 of the Nation.

2,206 students were enrolled in a PhD program in fall 2010, and 2,536 in a master degree, 44 in a specialist degree, 21 in certificate programs, and 259 in post-doctorate degree programs, overall 5411 graduate enrollment, which is a 0.7% increase compared to 2009.

The costs of living in Lexington are among the lowest in the Nation, although Lexington ranges among the most desired places for living.

Weaknesses:

The UK graduate school recognizes everything \geq \$ 9,000 as graduate support. The disparity is big, the support stipends range from \$ 9,000 to > 30,000 (e.g., NSF Igert).

Tuition support is only paid for out-of-state, not in-state students. The Colleges which hold the graduate programs are responsible for in-state students.

The National Research Council rankings are based on 8-year old data, thus irrelevant to analyze the current situation.

The graduate enrollment went down in 2005 (-8.33%), 2007 (-3.43%), 2008 (-0.65%), and 2009 (-2.96%), always compared to the year before. Only in the years 2006 (+3.93%) and 2010 (+0.7%) increases in enrollment were noted.

Opportunities:

Better advertisement of Lexington as a place to live and study.

If UK wins the 2011 NCAA National championship, that will help recruitment in future.

Creation of more and higher paid TA- and RA-ships.

Threats:

The great disparity in graduate funding causes problems for many programs, and for recruitment. For example Chemistry students are supported by ~ \$ 15,500 per year in the Chemistry department, but ~ \$ 20,000/a in Pharmaceutical Sciences.

The TA support budget remained the same in the last two decades, so that the real number of TA-ships is constantly sinking.

Low stipends will discourage students to apply for graduate programs. With dwindling funding, and less available training grants, the situation will get worse.

Another problem is gaps in funding (e.g., summer student support, disability support, see examples below).

Many graduate student applicants just look at the stipend, and do not take into consideration the low costs of living.

The budget may not allow a stipend increase.

Other Committee issues:

1) Student status for pre-qualifying exam Ph.D. students over the summer

The subcommittee of the Senate Research and Grants committee focused on TA/RA issues met on March 17th, 2011. One issue that was brought to our attention concerned availability of student status for pre-qualifying exam Ph.D. students over the summer. Currently, there is no mechanism for these students to hold full time status for their research over the summer. Post-qualifying exam students can

register for 749, a free zero-credit course during the summer to qualify as a full-time student, but that option is not available pre-qualifying. As a result, pre-qualifying exam students doing research over the summer do not get the benefits of full-time student status.

The subcommittee agreed that this is an important issue. It appears to result from an oversight in course creation and availability after a new system of courses for Ph.D. students was implemented in 2005. There may be a rationale for not having a course analogous to 749 for pre-qualifying exam students, but our subcommittee could not think of a viable reason.

Therefore, we recommend that a new course be created – perhaps 747 (there is an MA course, 748) – that serves the same purpose as 749, but for pre-qualifying exam students.

2) Short term disability support:

The subcommittee of the Senate Research and Grants committee focused on TA/RA issues met on March 17th, 2011. One issue that was brought to our attention concerned short-term disability for graduate students on RA. Currently, there is no mechanism to resolve the conflict between the University's fiduciary responsibilities to research sponsors that grant-funded students are doing the work and the University's moral responsibility to provide pay to students if they become unable to work. There is the related question of long-term disability, for example due to mental illness, but that is an even more difficult problem, and one that is above my pay grade.

The subcommittee agreed that this is an important issue. The subcommittee also agreed regarding how, on the surface, a conflict may exist between the University's two responsibilities. In our discussion, there was consensus that researchers will have difficulty maintaining funded laboratories if they pay graduate students funded on RA when those graduate students are not able to work due to short-term or long-term illness. The subcommittee suggested that the University consider developing a new policy to protect (a) the researchers who must maintain active laboratories to keep their funding and (b) graduate students who depend on their RA support even in the event that they experience an illness that prevents them from doing such work.

Recommendation: Establish a mechanism through which the University can bridge such funding gaps.

Draft

Senate Academic Organization and Structure Committee
Guidelines for Preparing a Proposal for Change in Organization

May 5, 2011

This document is to provide guidance on the preparation of proposals to change (modify or create) the organizational structure of an academic unit focused primarily on the academic aspects of the structural change. The recommendations are based on the experience of previous proposal documents and issues that have come up through the vetting process. Your proposal should consider that some members of the SAOSC committee, Senate Council, and University Senate may not be familiar with the relevant academic disciplines. Some suggested questions may not be applicable to every proposal but after reviewing a number of proposals these areas are often brought up during discussion. The hope is to shorten the time it takes to reach a proposal decision for proposers.

- What is the impetus for the proposed change?
- What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?
- Describe the organization of the current structure and how the proposed structure will be different and better. Current and proposed organizational charts are often helpful in illustrating reporting lines.
- How does the change fit with department, college, and/or university objectives and priorities?
- How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the Top 20 Goal?
- Who are the key personnel associated with the proposed unit? Present qualifications of these personnel in a brief form. A complete C.V. for each person is not needed but a table has been found to be useful.
- Discuss leadership and selection process for appointing a chair, a director, or interim leader and search process, etc.
- What is the function of the faculty/staff associated with the proposed change and how is that relationship defined? Discuss DOE, adjunct, full-time, voting rights, etc.
- Will the proposed change involve multiple schools or colleges?
- If the proposed change will involve transferring personnel from one unit to another, provide evidence that the donor unit is willing and able to release the personnel.
- What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy making process including voting rights and advisory.
- Discuss any implications of the proposal for accreditation by SACS and/or other organizations.
- What is the timeline for key events in the proposed change? Student enrollments, graduates, moved programs, closed courses, new faculty and staff hires, etc.
- Proposals involving degree changes and students:
 - How will proposed structure enhance students' education and make them more competitive?

- Discuss impact on current and future students. State assumptions underlying student enrollment growth.
- Note that new programs and courses will need to be vetted through appropriate channels beyond this committee.
- Student recruitment plan indications?
- The committee will likely want to see evidence of adequate financial viability for the proposed unit to be successful. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, and other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.
- The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions. The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)
- Indication of how the new structure will be evaluated as to how it is or not meeting the objectives for forming the new structure. Timing of key events is helpful.
- Letters of support from outside the university maybe helpful in understanding why this change helps people beyond the university.
- When submitting a proposal that may be reviewed by multiple Senate committees, anticipate that they will focus on different criteria. The SAOSC committee, for example, devotes much attention to issues such as the rationale for a unit's existence and structure, staffing sources, leadership selection processes, and evidence of sustained financial viability.

Proposed Changes to *Senate Rules 6.2.1.1* (“Functions” of the Academic Ombud) and *6.5.1.2* (“Cases of Grade Appeal”), and Renumbering of Existing *6.5.1.2* (to *6.5.1.3*, “Cases of Student Academic Rights”)

6.2.0 THE ACADEMIC OMBUD

The Academic Ombud is the officer of the university charged with consideration of student grievances in connection with academic affairs. [US: 4/10/00]

6.2.1 FUNCTIONS, JURISDICTION AND PROCEDURES OF THE OFFICE

6.2.1.1 Functions

The Office of the Academic Ombud shall provide a mechanism for handling issues for which no established procedure exists or for which established procedures have not yielded a satisfactory solution. They are not intended to supplant the normal processes of problem resolution. In some cases where there is a clear need to achieve a solution more quickly than normal procedures provide, the Ombud may seek to expedite the normal processes of resolution.

Students who wish to appeal a finding of an academic offense (see section 6.3), a penalty for an academic offense, a grade in a course, or an action in any other academic matter must confer with the Academic Ombud before they can appeal to the University Appeals Board. The procedure for appealing a finding of or a penalty for an academic offense is outlined in rule 6.4.4; the procedure for appealing a grade or another academic action is outlined below. In cases of academic offenses, the Ombud's office shall notify the appropriate parties (as described in rule 6.4.4) if a student fails to exercise his or her right of appeal within the allotted time. [US 9/12/11]

6.5.0 UNIVERSITY APPEALS BOARD

6.5.1 FUNCTIONS OF THE UNIVERSITY APPEALS BOARD

6.5.1.1 Cases of Academic Offenses [see Section 6.4.4, above; US: 3/10/86; US: 12/12/05]

6.5.1.2 Cases of Grade Appeal [see section 6.2.1, above; US: 9/12/11]

6.5.1.3 Cases of Student Academic Rights [US: 12/8/86]

After hearing a case involving a violation of student academic rights as set forth herein, the Appeals Board may select from the following remedies:

A. The Appeals Board may direct that a student be informed about the content, grading standards, and procedures of a course when a violation of the pertinent rules has been proved.

B. When an academic evaluation based upon anything other than a good-faith judgment of a student has been proved, the Board may direct that a student's grade in a course be changed to a W (Withdrawal) or a P (Passing, credit toward graduation but not toward grade point standing), or, if such determination can be made, to an appropriate letter grade. (See Section 5.1.3) If the Appeals Board awards a student a P in the course, it shall appear on his or her record regardless of the fact that the student's college or academic unit does not normally recognize P grades. The academic unit must accept that course just as if the student had passed the course in the normal manner, except that the P grade is not used in calculating the student's GPA. [RC: 11/20/87]

C. The Appeals Board may take any other reasonable action calculated to guarantee the rights stated herein.

6.5.2 COMPOSITION OF THE UNIVERSITY APPEALS BOARD

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This language has been vetted by the chair of the University Appeals Board, the chair of the Senate's Rules and Elections Committee, and the Academic Ombud.

Recommendation: *that the University Senate approve the proposed changes to Senate Rules 6.2.1.1 (“Functions” of the Academic Ombud) and 6.5.1.2 (“Cases of Grade Appeal”), and Renumbering of Existing 6.5.1.2 (to 6.5.1.3, “Cases of Student Academic Rights”).*

University Senate
September 12, 2011

Request for Input on Language Intent (SR 5.2.4.7)

5.2.4.7 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 for weekday classes will be scheduled. Final examinations for weekend classes will be administered the weekend before this 5 day period and need not be preceded by a study day. [US: 4/9/01]

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

In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period. [US: 4/28/86]

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

....

NOTE: At the Senate Council meeting on Monday, August 22, and again on August 29, the Senate Council interpreted the intent of the language above as follows:

The final exam is a two-hour exam unless indicated otherwise in the syllabus, and must fall within the time allotted by the Registrar.

Recommendation: that the University Senate approve the interpretation as rendered by the Senate Council, effective immediately, and direct the Senate's Rules and Elections Committee (SREC) to insert the appropriate language interpretation into the Senate Rules.