

MINUTES OF THE MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA  
Monday, December 1, 1958 Room 101, Law Building

The Faculty Senate convened in regular session at 3:40 P.M. on Monday, December 1, 1958 in Room 101 of the Law Building. Thirty-seven members were present with President Harvill presiding.

Present: Andersen, Bateman, Bogart, Brewer, Carlson, Casaday, Crowell, Garretson, Gegenheimer, Harvill, Hausenbauer, Howard, Hudson, Humphrey, Irwin, Little, Livermore, Lynn, Lyons, Marcoux, Martin, Mees, Merritt, Murphy, Myers, Nugent, Patrick, Paylore, Picard, Powell, Rhodes, Roy, Slonaker, Tucker, Wallraff, Windsor, Zapotocky.

Absent: Enke, Forrester, Hull, Kenmerer, Mead, Pistor, Vavich.

APPROVAL OF MINUTES: The Senate approved the minutes of the meeting of November 3 as distributed to members.

CHRISTMAS AND NEW YEAR'S HOLIDAYS, ANNOUNCEMENT RE: President Harvill announced to the Senate that University offices would close at noon on December 24 and remain closed until eight o'clock Monday morning, December 29, in observance of Christmas. In observance of New Year's Day, offices would be closed all day on Thursday, January 1, 1959.

HONORS CONVOCATION, REMINDER-ANNOUNCEMENT RE: Dr. Harvill reminded the Senate members that the annual Honors Convocation would be held at 9:40 o'clock on Thursday morning, December 4. Speaker for the convocation would be Dr. Kenneth Holland, President of the Institute of International Education. All classes were to be cancelled during the hour of the convocation. The President asked all Senate members to urge their students to attend this important event in the life of the University.

COMMITTEE TO IMPLEMENT FIXED GRADE AVERAGE BASIS FOR PROBATION STATUS, REPORT OF: Dr. Harvill asked for a report of the committee appointed at the November 3 meeting to prepare for the Senate a plan to implement the Senate action adopting a fixed grade average basis for probation status. The committee had consisted of Dr. Philip Hudson, Mr. David Windsor, and Dr. Curtis Merritt, Chairman.

Dr. Merritt distributed to the Senate copies of the committee report, as follows:

COMMITTEE REPORT  
December 1, 1958.

To: President Harvill  
Faculty Senate of the University of Arizona

From: Committee to Devise a Cumulative Grade Average Plan for Use in  
Determining Probation Status  
(P. G. Hudson, D. L. Windsor, C. B. Merritt)

Background: This committee was appointed by President Harvill on Nov. 6, following an action taken by the senate at its meeting of Oct. 27, 1958.

That action was in the form of a motion, passed by the senate, and stated as follows: "That the basis for determining probation status and disqualification shall be a graduated set of fixed grade averages and a consideration of the grade average of the previous semester." A plan of this general nature had been presented for the information of the senate by another committee at the senate meeting of April 21, 1958.

Proposed Plan: The committee has met several times, reviewed the procedures in use at some institutions similar to UA, and now proposes that the following graduated set of cumulative grade averages be used as the basis for determining probation status as indicated below.

<u>Class</u>	<u>Cumulative grade average required to remain in good standing</u>
Freshmen (Less than 25 units of work completed)	3.9000
Sophomores (From 25 through 55 units of work completed)	3.7000
Juniors (From 56 through 86 units of work completed)	3.5000
Seniors (87 or more units of work completed)	3.3000
Graduates (any student registered in the Graduate College)	2.5000 (based only on work carried for graduate credit)

Discussion: The proposed level for graduate students (2.5000) was set after the question had been referred to the Graduate Study Committee and that committee had recommended using the 2.5000 figure.

The committee suggests, if the plan is adopted, that the necessary data be accumulated in the office of the registrar so that a report can be made on the functioning of the plan after it has been in use for one and for two semesters.

The committee recognizes that any grade average below 3.2000 represents unsatisfactory work in the sense that it is not equal to the graduation requirement. The committee feels, however, that students should be given a chance to show whether or not they can make reasonable progress toward eventual graduation. Under the proposed plan, academic probation would result when such progress is not shown.

Disadvantages of Present Procedure: The committee wishes to identify some of the weaknesses of the present plan for determining probation status.

- 1) A student may now be put on probation even though his cumulative grade average is above that required for graduation and he is making reasonable progress toward eventual graduation.

- 2) Some students now avoid probation even though their grade averages are far below that required for graduation and they are not making reasonable progress toward graduation.
- 3) Probation now has no specific meaning in terms of a grade average. For example, a freshman may be put on probation with a grade average anywhere from 3.1000 to 5.000.
- 4) The probation method now used makes probation depend entirely upon work done during the term just completed and disregards the students overall record and progress toward graduation.

Advantages of Proposed Plan: Most of the advantages of the proposed plan are related to the disadvantages of the present plan. Some of these advantages are:

- 1) Probation would mean lack of reasonable progress toward eventual graduation rather than unsatisfactory work for one given semester.
- 2) Probation would have a very specific meaning, in terms of actual grade averages, which it does not now have.
- 3) One semester of relatively poor academic work would not necessarily mean that a student would go on probation (if his cumulative grade average was above the required level).
- 4) Students who now avoid probation but whose cumulative grade averages do not indicate reasonable progress toward graduation would be identified by the proposed plan.

Midsemester Scholarship Report: The committee feels that present procedures should be retained for handling the midsemester scholarship report and determining probation status at that time. This will insure that consideration is given to the work of the current term as well as to the cumulative grade average.

The Committee also recognized another provision which considers the work of the current term. On page 90 of the current catalog the following appears: "Disqualification by Special Action. Upon the recommendation of the dean of his college and the approval of the Advisory Council of the University, a student may be disqualified at any time for neglect of his academic work. Such disqualification may be either temporary or permanent."

To bring the matter before the Senate for discussion, Dr. Merritt moved that the proposed plan be adopted and his motion was seconded by Dr. Hudson.

Dr. Tucker asked what was meant by the third statement under "Disadvantages of the Present Procedure" which reads "Probation now has no specific meaning in terms of a grade average." Dr. Merritt explained that under the present plan whereby a student automatically is placed on probation if he fails 50% of his units if a Freshman or 40% if a Sophomore or beyond, the student may go on probation as a result of his performance in any one semester because of the units failed, and yet may have an average that semester ranging anywhere from 3.1 to 5.0.

Dr. Nugent inquired as to how the committee had arrived at the particular suggested averages. Dr. Merritt referred the Senate to an earlier report submitted by another committee of which he was also Chairman, which had recommended that probation standards be based upon cumulative grade averages. This report had been presented to the Senate at its meeting of March 10, 1958, and had been approved at the meeting of October 27, 1958. This report had explained that the suggested averages, which were the same as those in this present report, had resulted from the study of the records of approximately 4,000 men of draft age for whom grade records were available at the University, for the years 1955-56 and 1956-57. (For a complete discussion of that study, see Senate minutes of March 10, 1958). Dr. Merritt explained that this was the only body of data of substantial size available for study. Dr. Nugent inquired how, proceeding from the data, the suggested average of 3.9000, for instance, had been reached for the freshmen. Dr. Merritt explained that further data indicating the number and percentage of students who now go on probation under the present system had been studied and this proposed set of minimum averages had been found to form a system for placing students on probation that would be no less strict, and in some cases a bit more strict, than the present system.

Dean Livermore remarked that the report provided for placing students on probation at mid-semester according to the present plan, that is, according to the percentage of units in which the student was passing and failing at mid-semester. This would, in fact, be a hybrid system, he pointed out, and he asked why a student's mid-semester status could not be computed according to the same cumulative grade average as that required at the end of the semester. Dr. Merritt replied that the committee had considered this but it had been felt that it would not be feasible to propose a plan of determining what students should be placed on mid-semester probation which would require a specific grade's being reported for every student in every course. To determine a student's status at mid-semester on the basis of percentage of units failed and passed would mean that consideration was being given his current semester's performance. Dr. Merritt reminded the Senate that at present at mid-semester only grades of 4 and 5 are reported.

Dean Garretson commented that the proposed grade averages seemed to him to be realistic in terms of what a student would have to do during his remaining semesters in the University in order to graduate with an average of 3.2000.

Dr. Tucker asked how transfer students would be treated under this proposal. Dr. Merritt explained that their cumulative grade average would be based only on work done at the University, but they would be held to whatever average was called for by their specific classification.

Dean Livermore cited the case of a student who might have a cumulative grade average below 3.5 at the end of the junior year, for example, but who had earned a grade average of 1.5 during the semester just completed. Should such student then be placed on probation? Dr. Merritt explained that the committee's proposal was based on cumulative averages, and the current semester obviously influences the total average. Thus any student failing to attain an overall average as good as the minimum required for his class, would then be placed on probation even though his most recent semester's work had been superior.

Dean Martin explained that he had just made a few rapid calculations and that if it was assumed that a student completes approximately one-fourth of his total units every year, and at the end of his freshman year he had a cumulative average of 3.9, it would be necessary for him to maintain a 3.0 average for the remaining three years. This seemed reasonable, he pointed out.

At the end of his sophomore year, if his cumulative average was 3.7, it would be necessary for him to maintain a 2.7 for the next two years to raise his overall average to 3.2 at the time of graduation. This again, Dean Martin said, was not an unreasonable figure.

However, Dean Martin pointed out that by the time a student was a junior, thereby being placed on probation with an average below 3.5, a 1.9 average in his senior year would be required to permit him to graduate on schedule and this, Dean Martin felt, was unrealistic. Likewise, he felt the minimum average for seniors, 3.3, would require an unrealistic level of attainment for the balance of one's University enrollment. In other words, he explained, he felt the averages required for juniors and seniors were so low that students were given a false assurance that they could ultimately raise their grade average to the level needed to graduate.

Dr. Merritt replied that the suggested cumulative grade averages for each class had been computed with the thought in mind that any student could raise his average to the 3.2 needed for graduation if he earned approximately a straight "3" average in the balance of his University course work.

Mr. Windsor stated, in answer to a question from Dr. Harvill, that the committee had not considered whether or not it was necessary to place students on scholastic probation at mid-semester, but it was his opinion that the tendency nation-wide is to eliminate automatic probation at mid-semester. The mid-semester scholarship report then would serve the function of warning a student about his scholastic difficulties but he would not be placed on probation at that time and no notation regarding probation status would be recorded on his permanent record.

Dr. Tucker asked if the committee had considered how the proposed averages might change if the graduation grade average were raised from 3.2 to 3.0. Dr. Merritt explained that the committee had not studied this matter. It was apparent, however, that the minimum cumulative grade averages needed to remain in good standing would have to be raised if the graduation grade average were raised.

Dean Livermore then moved that the paragraph headed "Mid-semester Scholarship Report" be deleted from the committee report and that some other means of placing students on probation at mid-semester, if they are having scholarship difficulties, be devised.

Dr. Merritt explained that the paragraph under consideration was not actually a part of the plan being proposed by his committee. This plan consisted only of the material under the heading "Proposed Plan". Dr. Livermore's proposal would change current practice of the institution as far as the mid-semester scholarship report is concerned.

Dr. Hudson explained that it was mainly at his urging that the committee had suggested that the present mid-semester scholarship report be retained in the future, based on the percentage proportion of units passed and failed, and that automatic probation result from this report. He explained that he felt that this would permit consideration being given at mid-semester to the student's performance during the current semester. He stated, however, he would not oppose eliminating the mid-semester probation action entirely. He was of the opinion that a letter of warning sent to students receiving an excessive number of mid-semester grades of 4's or 5's would suffice.

Dr. Gegenheimer stated he felt that the possibility of placing a student on probation at mid-semester should be retained. Perhaps automatic probation should be eliminated, he said, but provision should be available whereby the scholarship committees of the various colleges could recommend probation in those instances where a student's work is so poor that probation status seems warranted at mid-semester. Dean Livermore remarked that he agreed completely with Dr. Gegenheimer.

Mr. Bogart stated that the Senate's action of October 27 had read that the cumulative grade average was to be used as a basis for probation and disqualification. The plan now under consideration, however, referred only to probation, he pointed out.

Dr. Merritt replied that the committee had felt that the proposed plan was a plan for probation, not a plan for disqualification. Whether or not a student should be disqualified often depends on a number of factors other than the grade record alone, and the committee felt that disqualification should continue to be the responsibility of the college scholarship committees and the academic deans.

Dean Roy explained that disqualification, in fact, is the direct result of the standards for probation inasmuch as a student will not be disqualified from the University unless he has failed to earn the grades necessary not to be on probation. Therefore, probation standards do affect disqualification. Dr. Gegenheimer stated that it was he who had made the original motion to adopt a scale of fixed grade averages as the basis for probation and disqualification and it was his understanding that the probation standards were thus used to determine both probation status and possible disqualification. He was completely satisfied, he said, with the committee's proposal.

Dr. Gegenheimer then remarked that the statement "Disqualification by Special Action" included in the final paragraph of the committee's report could be adjusted to read ".....student may be placed on scholastic probation or disqualified at any time for neglect of his academic work." Dean Livermore indicated a change in this catalogue statement should be part of his motion.

Dean Rhodes told the Senate that it was at his request that Dr. Gegenheimer's original motion had included the word "disqualification" in addition to "probation". He pointed out that his only intent had been that it should be clear that the cumulative grade averages used as the bases for determining probation status should be the same bases from which logically disqualification could result.

Mr. Windsor then clarified Dean Livermore's motion, explaining that it was simply this according to his notes: The present procedure of automatically placing students on probation at mid-semester if they are failing 50% of their units if freshmen, or 40% of their units if holding higher classifications, is to be discontinued. Students will continue to be warned if at the time of the mid-semester scholarship report they are receiving grades of 4 or 5 in an excessive number of units. Meanwhile, upon the recommendation of the Dean of the college concerned, a student may be placed on scholastic probation, or disqualified, at any time for neglect of his academic work. Dean Livermore agreed this was the sense of his motion and the motion was seconded by Dean Garretson. The vote being called for, the motion carried by a large "Aye" vote. No "Nay" votes were heard.

The Senate then turned its attention to the original motion by Dr. Merritt that the plan proposed by his special committee be adopted as the basis for determining probation status at the University.

Dr. Patrick asked whether or not the motion should be voted upon before consideration had been given to a request for legislation the Senate members had received from representatives of the student body. He pointed out that if one proposal contained in the request from the students should be adopted and the graduation grade average raised from 3.2 to 3.0, the grade averages included in the report submitted by Dr. Merritt's committee would be inappropriate and the matter would have to be reviewed a second time.

Dr. Harvill stated that he had received a copy of the report from the student body, as he assumed every Senate member had, and that he had been impressed by the amount of work that had gone into the study upon which the students' message was based. Mr. Tom McIntosh, the President of the Associated Students, had inquired of Dr. Harvill if it would be appropriate for representatives of the student body to express themselves to the Senate and Dr. Harvill had informed him it would be. He had assured Mr. McIntosh that the Senate would give careful consideration to any proposal from the students. Dr. Harvill commented he thought Dr. Patrick's point was well taken, in order that the Senate might avoid either taking action that would preclude consideration of the students' proposal, or possibly later require the Senate to rescind action and consider a new proposal regarding probation status. Dr. Harvill stated he had been personally very pleased to see the students were taking an interest in matters concerning scholarship. Their study had obviously been conducted in an objective fashion, he said.

Dr. Patrick then moved that the motion before the house be tabled, only for the reason of permitting Senate discussion of the proposal received from the student body representatives. Dean Myers seconded this motion. Upon a voice vote, the Senate voted to table consideration of the report from Dr. Merritt's committee in order that the report from the student body could be considered.

The Senate turned its attention to the following report from Mr. Tom McIntosh, President of the Associated Students of the University of Arizona, and Mr. Mike Fluorney, President of the Representative Council:

Dear Member of the Faculty Senate:

The following is a copy of the recommendation which has been sent to each member of the Faculty Senate:

Since there has been a good deal of discussion recently by both the faculty and students concerning the improvement of the University's academic standards, the Representative Council and the Executive Council of the Associated Students have carefully inspected and examined aspects of this question. The following recommendation is made with the realization that the faculty always welcomes and appreciates student opinion.

The Associated Students would like to recommend that the Faculty Senate reconsider their recent ruling which discontinued the present practice of forgiving failing grades received during the freshman and sophomore years when courses have later been repeated in residence and passed. This recommendation is made for the following reasons:

1. It is felt that it might be wise to take a comprehensive look at the present state of affairs as they exist in higher education in Arizona.

The recent creation of a second university will undoubtedly do a great deal to upset the status quo at the present time.

Since there is no junior college system in Arizona, the University is required to accept many students who have not received proper preparation for college work.

It is our understanding that a committee of the Board of Regents is now considering a plan to raise the requirements to the University and to the other two institutions in the state. The adoption of such a plan would also work in the direction of solving this problem. Would it not be better to defer action until the effects of such a system can be seen?

2. The standards of many high schools are bound to differ in the quality of preparation they offer their students; therefore, through no fault of their own, many freshman students enter the University with different degrees of preparation for college.
3. The difficulty of adjustment to college life often necessitates a period of orientation for the student. The difficulty of this adjustment is often reflected in the grades of the student. We feel that work done during the first years of college is not always indicative of the student's true ability. A non-flexible ruling such as this would affect two types of student.

The technically minded student often has more difficulty with the curriculum during his first two years than with that curriculum which directly concerns his particular interest field.

The C average student often had difficulty academically early in school. The removal of hope for graduation so quickly could prove to be a deterrent to his efforts, with the result that a goodly number might be lost before their true potential could be discovered and realized.

4. The results of a study which we have made of 48 state universities concerning the grade average requirements for graduation is included in the attached report. A summary of the report is as follows:
  - A. Require a grade average of 3.0 but courses may be repeated with the original grade not counted in the average, five (5) institutions.
  - B. Require a grade average of 3.0 on courses actually applied toward graduation. Extra 4's and 5's not counted in the average, three (3) institutions.
  - C. Special concessions are allowed in the lower division, four(4) institutions.
  - D. Require a straight grade average of 3.2 seven (7) institutions.
  - E. Require a straight grade average of 3.0, twenty-nine (29) institutions.

If the Faculty Senate sees its way clear to consider favorably the above proposal, it is the opinion of the Representative and Executive Councils, upon

consideration of the enclosed report, that the University should raise its grade average requirement for graduation from the present 3.2 to 3.0. The adoption of the 3.0 grade average along with the continued practice of allowing Freshmen and Sophomores to repeat courses in which they have received 5's, would not only raise our academic standards, but would also allow a certain degree of leniency to those students who require and who would profit most from such a ruling.

In view of the preceding statements, the representatives of the student body respectfully request the Faculty Senate's reconsideration of this matter.

(signed) Tom McIntosh  
President, ASUA

(signed) Mike Fluorney  
President, Representative Council

(For details of the survey of state universities made by the students, see Addendum to these minutes)

Dr. Harvill asked Vice President Patrick to comment on the student report. Dr. Patrick pointed out that what the student recommendation actually did was recommend to the Senate that that body rescind its recent action which would discontinue the practice of forgiving 5's received during the freshman and sophomore years when the courses concerned were later repeated in residence and passed, but at the same time raise the graduation grade average from 3.2 to 3.0. Dr. Patrick said that apparently the students had initially found objection to the Senate action discontinuing the practice of forgiving 5's but had next decided they should investigate what other Universities are requiring so far as graduation grade averages are concerned. They found that 29 of the 48 institutions examined require a graduation grade average of 3.0 and he suspected that the students liked the list of those institutions better than the list of institutions which graduated students with averages below 3.0. Dr. Patrick said it was his personal feeling that the University should accept quickly any offer from the students whereby they recommend raising the grade average to 3.0, although we continue to forgive 5's. Acceptance of the student recommendation would indicate Senate confidence in the students' judgment in this matter and would indicate Senate appreciation of the students' efforts to raise scholarship standards. He felt the student report was worthy of acceptance.

Dr. Harvill asked if any college of the University at present requires a 3.0 average for graduation. Dean Lyons explained that the College of Law requires an average of 3.0 on all law course work, for graduation. Mr. Windsor explained that the College of Pharmacy requires a pre-professional grade average of 3.0 for entrance but that repeated 5's are forgiven in the computation of that average. The College of Education and the College of Law each requires a pre-professional average of 3.0 for admission but, in computing the average, repeated 5's are not forgiven. (The amount of pre-professional work for admission to each of these three colleges varies.)

Dear Rhodes stated he did not follow the reasoning of the students. He pointed out that although 29 institutions require a 3.0 graduation grade average, 36 of the 48 institutions studied do not forgive failing grades. Thus, a majority of the institutions studied do not forgive repeated 5's.

Dr. Tucker reported that Mr. McIntosh and Mr. Fluorney had called upon him to discuss his attitude toward this matter since they had learned from the Senate minutes that he had made the original motion that the policy of forgiving 5's be discontinued. The students had asked him what reasons he had had for his proposal other

than that it would raise academic standards. He had replied that he felt this was reason enough. Dr. Tucker said he had told the students that the proposal to discontinue the practice of forgiving 5's had been made to the Senate in the previous spring by the Delinquent Scholarship Report Procedures committee, under the Chairmanship of Dr. Merritt, after careful study by that group. Dr. Tucker further had told the students it had been his personal feeling, if not the feeling of other Senators, that the graduation grade average should be raised from 3.2 to 3.0, and he felt that this phase of the student proposal was not entirely of their own creation.

Dr. Harvill stated he felt the students were entitled to full credit for their report. He said there was no doubt but what Mr. McIntosh was a young man of complete integrity and that he personally was certain his motives were above question. He stated that he was convinced Mr. McIntosh was sincerely interested in raising the scholarship standards of the University.

Dr. Tucker stated that the students had expressed the feeling that if the University took too many steps to raise standards at one time, the general welfare of the University might be endangered inasmuch as they felt the institution should not have the reputation around the state of Arizona as being a snobbish one, interested only in the "brain" type of students.

Dr. Tucker then moved that the graduation grade average of 3.2 be raised to 3.0. The motion was seconded by Dr. Crowell.

Dr. Harvill stated that the last point made by the students in their discussion with Dr. Tucker was one worthy of special consideration. There is no doubt, he said, that if the University proceeded too rapidly in raising standards, irrevocable harm to the institution would result. University policies cannot be decided without consideration being given outside factors. "It is impossible," he said, "for us always to maintain our position just exactly as we would like to do." He urged the Senate not to fail to realize that at the present time the standards of performance required at the University of Arizona are higher than those of most state universities in the country.

Dr. Patrick then moved that Dr. Tucker's motion be amended to the end that while raising the graduation grade average from 3.2 to 3.0, the University would retain the practice of forgiving 5's received during the freshman or sophomore year and later repeated in residence and passed. The motion was seconded by Professor Andersen.

Dean Livermore pointed out that if a junior college operated in the Tucson area the University doubtless would be accepting students upon graduation from this junior college if they presented a 3.0 average, and that in achieving such an average it was probable that the students would have the right to repeat failed courses and thereby eliminate failing grades, the failures which were later repeated not being included in the junior college grade average. The University graduation grade average for such students would, of course, be based only on work done in the University during the junior and senior years. We should not impose a graduation grade average requirement on students completing their first and second years in the University that is more stringent than that imposed on students entering the University as juniors after being graduated from a junior college, he emphasized.

Dean Martin commented at this point that he felt the Senate was in an Alice-in-Wonderland situation. He reminded the Senate that during the 1957-58 year much "wrangling" over the forgiving of 5's had taken place with no change being agreed

upon. However, in October of this year the Senate had unanimously passed a motion whereby repeated 5's would not be forgiven. The Senate next adopted a proposal to place standards for probation and disqualification on a cumulative grade average scale. A proposal to implement this, however, had been tabled in order to consider a proposal to raise the graduation grade average but continue to forgive failing grades received in the lower division. It seemed to him the Senate had returned to where it had started some months before, he said. Dean Martin suggested the only appropriate action at this time would be for Dr. Tucker to withdraw his motion and Dr. Patrick to withdraw his amendment to the motion. The Senate then should adopt a resolution thanking the students for their interest in this general question, thanking them for the data included in the report of their study, and informing them that consideration would be given their proposal at a later date.

Dr. Patrick explained that he did not feel the Senate was in an Alice-in-Wonderland situation. Progress in the raising of standards was being steadily made, he pointed out, and that is the purpose, everyone was agreed, the Senate wished to achieve. If the amendment to the motion should be passed, he pointed out, and then the original motion were passed, the University would have a 3.0 graduation grade average requirement although repeated 5's are forgiven. This would be an improvement over the present plan of forgiving 5's and requiring a 3.2 average for graduation.

Dr. Harvill urged the Senate not to take action which would seem in any way to be a rebuff to the student body in this the first instance in many years of student initiative concerning itself with standards in academic matters.

Dean Rhodes said that it should be emphasized once more that when failing grades are forgiven in computing an average, the result is an academic average not arithmetically reflecting what the student has done. He pointed out that if the Senate did not rescind its earlier action discontinuing the policy of forgiving 5's, the University would be, according to the student survey, in a class with 36 institutions which do not ignore any part of a student's actual grade record in computing his graduation grade average. The Senate must decide whether it wished to do one or the other. He stated that a month earlier the Senate had decided the appropriate step was to discontinue forgiving 5's, and it was his feeling that that step was the proper one to take first. Ultimately, Dean Rhodes said, it would be desirable to take both steps.

Dr. Hudson stated he endorsed the remarks just made by Dean Rhodes. He said he thought that the students had hurried through their study when they found the Senate had done what would make it harder to graduate from the University of Arizona, but what the students were now proposing, he pointed out, was a procedure that would make it still harder to graduate. He pointed out that raising the graduation grade average from 3.2 to 3.0 would in most years eliminate approximately 10% of the students in the graduation class who would otherwise be graduated. In other words, the students' proposal was more radical than action to discontinue the forgiving of 5's, he emphasized.

Dr. Humphrey remarked that many students do not understand what is involved in the forgiving of 5's. Some students do not realize that even when 5's are not forgiven they may repeat a failed course, in which event both the failing and the passing grades are included in the average.

Dr. Harvill stated that he was not suggesting that the Senate adopt the students' proposal. He did, however, want to be able to report to the student leaders that the had taken action to discontinue the forgiving of 5's. They realized that what the

Senate had thoroughly discussed the issues in the students' proposal, he said.

Dr. Gegenheimer said that he personally would like to see the University discontinue forgiving 5's and raise the graduation grade average from 3.2 to 3.0. He was aware of how many students would not be eligible for graduation if the graduation grade average requirement were raised. He was aware both steps under discussion could not be taken at the same time. He personally thought that the most logical step to be taken first was to discontinue the practice of forgiving 5's. He then moved that the motion under discussion as amended be laid on the table. Dean Martin seconded this motion.

Dr. Patrick remarked that although figures indicate that 10% of the students graduating from the University in late years had had grade averages between 3.0 and 3.2, he was of the opinion that students tended to "bunch" toward the lower end of the scale. Many students will never attain any higher than the bare minimum necessary for graduation, whatever that minimum might be.

Dr. Nugent stated that of the 48 states included in the report, 8 require a grade average of 3.2. The other 40 require a "C" average. The students apparently preferred that the University of Arizona be included in the group of states requiring a "C" average (3.0). On the other hand, Dr. Nugent pointed out, eleven of the institutions included in the report do allow the forgiving of 5's in one way or another. Interestingly enough, the University of Wisconsin has a practice very similar to what the University of Arizona would have if the student recommendation were adopted.

Dr. Zapotocky pointed out that the student report was in error in some respects. He stated that he had checked a number of university catalogues recently. He reported that in consulting the catalogue of a particular college in a university as distinct from the University catalogue itself, one might obtain an entirely different impression as to graduation requirements from what is stated in the general catalogue.

Dean Brewer pointed out that he did not feel anything dishonest was being done when failing grades were forgiven when the courses concerned were repeated. Nothing is withheld from any one who wishes to know a student's total record as the student transcripts issued by the Registrar always show the complete record as the student actually earned it. Both grades are part of the record, even though failed courses may later have been repeated and the passing grade used in computing the graduation grade average. The policy of forgiving failing grades does give the student who may have real difficulty in a course the first time opportunity later to demonstrate how his capabilities have developed. He said it seemed to him that the second grade was an adequate measure of a student's advancement and progress. Certainly, he said, a student with 3.0 graduation grade average, even when the average has been computed without failing grades which have been repeated, is demonstrating that the University is producing graduates of quality.

Dr. Harvill asked Dean Roy if he could recall for the Senate the details of a study the dean had made several years before concerning the practice of forgiving 5's at other institutions. Dean Roy said that his study had been made 8½ years ago and he did not have well in mind the results of his survey. Of course, practices at other institutions might well have changed during that period of time, he pointed out.

The question being called for, the President asked for a voice vote. Many "aye"s were heard, as were many "nays". Dr. Harvill stated the chair was in doubt as to the vote.

Dean Rhodes at this point stated that he thought the Senators should have in mind that by tabling the motion, action was simply being postponed until a later meeting

when the matter would again be considered. He said that he personally would prefer that the matter be disposed of once and for all at this time and the student proposal either adopted or rejected. He felt it should be rejected.

The Question being called for again, that is a vote on the motion to table Dr. Tucker's motion as amended by Dr. Patrick's motion, a voice vote was called for with many "ayes" and many "nays" heard. Dr. Harvill stated the chair again was in doubt and called for a vote by show of hands. The motion to table the motion under consideration lost by a vote of 16 to 19.

The Senate then returned to consideration of Dr. Patrick's amendment to Dr. Tucker's motion. Dr. Harvill explained that a vote in favor of Dr. Patrick's amendment would be a vote to rescind the Senate action of October 27 which discontinued the present practice of forgiving 5's. He pointed out, however, that Dr. Patrick's proposal was an amendment to Dr. Tucker's motion to raise the grade average from 3.2 to 3.0.

Dean Livermore stated he felt Dr. Patrick's motion was a sensible one. He stated that he for one would not consider at this time a proposal to raise the graduation grade average if at the same time repeated 5's were not to be forgiven. Dr. Harvill commented that he thought the Senate should hold in mind that at the present time 90% of the students who come to the University of Arizona were graduated in the upper half of their high school classes. "We are aware that great differences exist among high schools, but we know we are not going to change that situation by passing motions in the Faculty Senate," he said. We are getting the better students from Arizona, he continued, and the results of the Scholastic Aptitude Tests of the College Entrance Examination Board given to entering freshmen at the University and the two state colleges this past September indicated that. He stated that in addition to the University's enrolling better students than do the two state colleges, the University is enrolling a greater proportion of good students than most publicly-supported institutions enroll.

Dr. Harvill explained that there was a very definite effort being made by the Board of Regents to improve the standards of admission to the University and state colleges. All members of the Board of Regents are interested in this proposal. The President pointed out that the proposed adjustment in admission requirements, as presented by Dr. Patrick at the November 26 meeting of the Senate, had been generally accepted by the high school administrators of Arizona. This is progress in the raising of standards, he emphasized.

The President stated that the University plans to provide, beginning in the fall of 1959, an extended counseling program. The University has been remiss in neglecting this area of responsibility, he added. Dr. Harvill explained that he had been a member of the Faculty Senate since 1947 and that some times it had been disquieting to him that the Senate so seldom gave its attention to matters involving the improvement of instruction at the University. He hoped, he stated, that the Senate soon would give more attention to this matter.

The President then invited the Senate to discuss fully the question before it; that is, Dr. Patrick's proposed amendment to Dr. Tucker's motion.

Professor Marcoux stated that although, as Dr. Harvill had pointed out, the University student body is made up of a select group, 90% of them having been graduated from high school in the upper half of their classes, the fact remains that in some departments a small proportion of entering freshman students stay to graduate from the

University. Speaking for the department of Mechanical Engineering, Professor Marcoux explained that for some years not more than 23 or 24% of the entering freshman group have eventually graduated with degrees in Mechanical Engineering. This compares with a national average of well over 50%, Professor Marcoux stated. Enrollment in the upper division work in Mechanical Engineering in recent years would have been pitiful, Professor Marcoux explained, except for the fact that the University has received a number of transfers from Phoenix College. Many fewer transfers from Phoenix College can be expected in the future, he pointed out. He felt that the engineering college would be in a precarious position so far as enrollment is concerned if in computing the graduation grade average 5's received in the freshman and sophomore years could not be forgiven. Soon there would be virtually no upper-division students, at least in Mechanical Engineering, he stated, who had much prospect of graduating. He remarked that many students "get off on the wrong foot" in their early semesters in college; later they find themselves and perform in a creditable manner.

Dr. Casaday stated he felt that a logical approach to the problem was to give consideration to the group of students needing special consideration the most. This group, he felt, were the freshmen and sophomores. If we can "save" some of these students who have scholarship difficulty early in their career by forgiving their failing grades and thus making it possible later to graduate, we should do so, he said.

Voices were heard calling for the Question, that is, a vote on the amendment. A voice vote was taken, and many "ayes" were heard, as well as many "nays". President Harvill asked if anyone wished for a hand count of the division, but no one requested this. The motion was declared passed.

The Senate then turned its attention to Dr. Tucker's motion that the graduation grade average be raised from 3.2 to 3.0, as amended by Dr. Patrick's motion that the policy of forgiving 5's received in the freshman and sophomore years when the courses have been later repeated in residence and passed, be retained.

Dr. Nugent asked when this proposal would become effective. Dr. Harvill pointed out it would be effective with the opening of the next biennium.

Dean Garretson asked whether the student proposal which referred to a graduation grade average of 3.0 meant 3.0000. Dr. Harvill said it was his understanding that the requirement would in fact be 3.0000 inasmuch as the present requirement is stated in the catalogue as 3.2000.

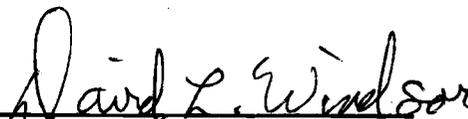
The Question being called for, the motion passed by a voice vote.

Dr. Gegenheimer then asked what disposition should be made of Dr. Merritt's original motion to adopt the plan his committee had submitted to establish fixed grade averages as a basis for probation status.

Dr. Harvill pointed out that the proposed averages included in the report of the committee would now be inappropriate inasmuch as any averages to be adopted would have to be related to a graduation grade average of 3.0000 rather than 3.2000. He thanked Dr. Merritt for his work and that of his committee in preparing the report presented today. He asked Dr. Merritt if a new report could be prepared and presented to the Senate at its next meeting. Dr. Merritt replied that the committee would give attention to this matter.

Dr. Harvill pointed out that normally Senate action is not reported to the press, particularly before Senate proposals have the approval of the Board of Regents. However, because of the interest of the student body in the actions of today's meeting, the secretary was instructed to reveal the Senate action to the Arizona Wildcat, the student newspaper.

The meeting adjourned at 5:40 P.M.

  
David L. Windsor, Secretary