

MINUTES OF MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA  
Monday, December 6, 1982 Room 146, College of Law

The Faculty Senate convened in regular session at 3:00 p.m. on Monday, December 6, 1982, in Room 146 of the College of Law. Fifty-one members were present with Senate Chairperson Rebecca Kellogg presiding.

SENATE MEMBERS PRESENT: Aleamoni, Berliner, Bleibtreu, Butler, Chiasson, Cosart, DeWalt, Dickstein, Duffy, Epstein, Erwin, Escamilla, Fahey, Foster, Fox, Frank, Gallagher, Garcia, Geiger, Goetinck, Goodwin, Gourley, Henderson, Irving, Jensen, C. Jones, Kellogg, Kinkade, Koffler, Laird, L'Heureux, Maher, Mautner, Mayersohn, McCullough, Myers, Parisi, G. Peterson, Prosser, Reeves, Rehm, Roemer, Rollins, Sigworth, Smith, Sorensen, Tomizuka, Vogel, Weaver, Windsor, and Witte. Dr. Robert Sankey was present as Parliamentarian.

SENATE MEMBERS ABSENT: Antinoro, Antley, Atwater, Barber, Barrett, Battan, Cardon, Cole, Crowder, Edwards, Ewbank, Farr, Gaines, Hegland, D. Jones, L. Jones, Kettel, Leebron, Maddock, McCrary, Moffatt, Munsinger, Nevins, J. O'Brien, S. O'Brien, Odishaw, Paplanus, R. Peterson, Roby, Scott, Shanfield, Spece, Steelink, Svob, Thompson, Titley, von Teuber, and Zukoski.

ACCEPTANCE OF MINUTES: The Senate accepted the minutes of the November 1, 1982 meeting as distributed, with one correction. Senator Parisi pointed out that on page 33 in line 31 and in line 32 he is reported as saying students are intoxicated at games and students bring alcohol to games. He had in fact used the word "fans".

REPORT BY THE PRESIDENT: President Koffler reported that he felt the recent legislative weekend had been a success. He said it symbolized the relationship that exists among the Tucson community, the University of Arizona, and the Legislature. The legislators seemed to enjoy the social event on the Friday evening after Thanksgiving where each legislator and his or her spouse had a campus host and a community host at their table at dinner. Dinner was followed by a performance by students from the University Drama Department. The next day major presentations by the Management Information Systems Department, the Department of Chemistry, and the College of Medicine were made to the legislators. The weekend's activities were climaxed by the Arizona-Arizona State football game on Saturday night.

Dr. Koffler next referred to his recent announcement to the news media that the National Collegiate Athletic Association would be investigating a number of alleged violations of regulations in the U of A intercollegiate athletic program between 1971-1980. The University would be responding in an appropriate manner within the next few months, he said.

Dr. Koffler referred to the expected appointment of Tucson lawyer Donald Pitt as a replacement for Congressman-elect James McNulty on the Arizona

Board of Regents. Dr. Koffler felt this would be a very good appointment. Mr. Pitt is a graduate of the University of Arizona College of Law.

Next Dr. Koffler described the recently announced "Adopt A School" program. He said he felt it was time for universities to stop grumbling about the poor job high schools are doing and pitch in and help them improve their programs. Universities do have a responsibility to the schools, he said, since it is they who train the teachers. Therefore he and Superintendent Merrill Grant of the Tucson Unified School District had worked out a program whereby the U of A would adopt Pueblo High School. Faculty development programs will be put in place. Professor Donald Clark will be employed half time by the U of A and half time by the Tucson Unified School District. Particular attention will be given to the school's programs in English, mathematics, and science. This activity will involve more than just the College of Education, Dr. Koffler emphasized.

The trial program should have far-reaching effects, it is hoped. The high schools will be able to give students a better education and colleges and universities will receive better-prepared students.

Dr. Koffler referred to the program now underway under which the University of Arizona must save over \$14,000,000 in its current year's operating budget. Dr. Koffler said that while the plan includes a substantial cutback in funding for the acquisition of University library materials as has been announced, he is aware of the consequences of this action and the Senate should be aware that if any way could be found to restore this funding he would do so.

REPORT FROM THE CHAIRMAN OF THE FACULTY: Senator Sigworth reported that he had requested faculty members to submit suggestions for alternative ways to cut money from the University's current budget, cuts different from the ones now underway and the ones contemplated for the balance of the year. He said he had shared the responses with President Koffler, Associate-to-the-President Burke, and Vice President Munsinger. The faculty of course had great concern about the contemplated cut in library funding. The most frequently made suggestion had been cuts in salary on a progressive basis (proportionately smaller cuts for lower pay scales). The next most frequently made suggestion was cuts in energy use. The next most frequently made suggestions, a two-way tie, included cutting the number of administrators and cutting athletic programs. This last suggestion showed naivete, Dr. Sigworth noted, since the athletic program receives very little support from appropriated funds.

It had been suggested, Senator Sigworth continued, that a library fund drive be conducted among the alumni. The national publicity such an effort would generate should bring national acquaintance with the high quality of the University of Arizona library. This perhaps could even shame the administration and the Regents away from cutting library support. Another suggestion had been a surcharge on each athletic ticket to go into the library budget.

Senator Sigworth reported that the disciplines from which the greatest number of budget suggestions had come to him had been the hard sciences, followed by the humanities and the social sciences.

Senator Sigworth referred next to a letter he had received from Dr. Robert Huff, Executive Director of the Arizona Board of Regents, pointing out

that in making the budget cuts ordered by the Governor and the Regents the University of Arizona main campus was cutting 7.1%, the Arizona Health Sciences Center 8.5%, Arizona State University 5.7%, and Northern Arizona University 6%. Each agency and institution had been directed to cut its budget 10%. Senator Sigworth noted that while the University of Arizona was planning to cut its library acquisitions budget significantly, Arizona State University was not planning to cut its library funding at all. The University of Arizona had eliminated all out-of-state travel, Arizona State had cut its out-of-state travel only by half. The U of A was cutting its capital equipment budget by 60%, ASU by 19% only. Senator Sigworth closed his remarks by commenting "How do they get away with it, I ask you?"

REPORT FROM THE PRESIDENT OF THE ASSOCIATED STUDENTS: Senator Duffy first introduced a new student member of the Senate, Miss Marybeth Vogel.

He then announced that the Board of Regents had approved making the student member of the Board a voting member and was recommending to the Arizona Legislature that that body take the necessary legal steps to make the student Regent a full voting member of the Board.

Senator Duffy reported that an Associated Students committee had made a report to the Arizona Board of Regents indicating from the students' point of view what harm certain budget cuts would bring to the institution. He gave a copy of this report to Senator Kellogg who indicated that the report would be on file in the office of the Senate secretary and available to Senate members there.

Mr. Duffy referred to the recent issuance of a new student humor magazine, The Arizona Wrangler\*. There is a possibility this may be issued once or twice a year in the future, he said.

The Associated Students, he continued, would present a concert by Kenny Rogers on January 19, 1983.

Senator Duffy reported that at the recent legislative weekend a presentation on student government at the University of Arizona was given to the legislators.

Mr. Duffy referred to the recently announced results of a University parking study and indicated that the recommendation that dormitory parking for stadium area residence halls be moved across East 6th Street seemed very short-sighted. Students were concerned from the point of view both of security and of safety as commuter traffic would be routed past these dorms, while the dorm residents were required to park their cars across East 6th Street.

Senator Duffy plead that faculty members be merciful on the students during the upcoming final examination period. On behalf of the Associated Students he wished all members of the Senate a happy holiday season.

REPORT FROM THE PRESIDING OFFICER: Senator Kellogg reported that the next meeting of the Senate, the January meeting, would be held on January 17, 1983.

REPORT FROM THE COMMITTEE ON UNIVERSITY PLANNING: Senator Frank reported that the Committee on University Planning had been invited to nominate a member of

\* Gambler

the Task Force on Information Services and the committee had nominated Professor Gerald Peterson.

Senator Frank announced that the Planning Committee had nominated Professor Jessie Pergrin to serve on the Employee Benefits Advisory Committee.

He next reported that state officials believed now the state's deficit may exceed \$200,000,000. Therefore consideration is being given to speeding up tax collections. The Governor is hopeful that a number of things can be done to close the gap between income and outgo. Meanwhile legislative appropriations committees are reviewing budgets carefully looking for places to cut. There seemed to be no way to predict when Arizona's economy will improve, Senator Frank said. In any event, it would be prudent for the University to look ahead to see if there are additional ways in which this institution could make cuts.

Dr. Frank noted that attention is being given to try to find options for early retirement which would be acceptable to employees and financially to the advantage of the University and the state.

CONSIDERATION OF UNDERGRADUATE COUNCIL REPORT ON INTERMEDIATE GRADES: Senate members had received the following report on intermediate grades from the Undergraduate and Graduate Councils.

"In the spring of 1982, the Faculty Senate requested that the Undergraduate and Graduate Councils evaluate a student proposal for the institution of intermediate grades. The Councils evaluated a variety of matters regarding intermediate grades, including cost of implementation, student and faculty interest, and rationale. Students provided a considerable amount of data including research and survey material. Such material was carefully considered by both Councils and the following conclusions were reached:

1. The Graduate Council voted in the majority in favor of the principle of intermediate grades. The Council did not act beyond this, having no formal proposal for enacting intermediate grades.
2. A further brief review by the Graduate Council reaffirmed the position in favor of the principle of intermediate grades.
3. The Undergraduate Council voted in the majority against the principle of intermediate grades. It also indicated a negative reaction to the special proposal which was presented to the Council at the end of last spring.

"Since the Undergraduate Council voted against the proposal in spite of an extensive presentation in favor of the proposal by the students, it would be appropriate to explain the reasons for Undergraduate Council disapproval. Those reasons are further spelled out in the Proceedings of the Undergraduate Council and in the Minutes of the Graduate Council.

"The Undergraduate Council evaluated need and benefit, interest and viability.

"Need and Benefit: The Undergraduate Council concluded there would be relatively little benefit gained for the majority of students by making such a change. At this juncture there is a five-tier grading system available to undergraduate students. For the majority of students who have taken a reasonably large number of courses at the University, the fine points of intermediate grades would not effect their GPA. The Council further concluded in the majority that students would suffer from some grade deflation by any known scheme of intermediate grades, since intermediate grades make it possible for a borderline student to be given a borderline grade rather than the next higher grade.

"Interest: The Undergraduate Council concluded that there was insufficient evidence of comprehensive interest on this campus to change the grading system. While the students presented a considerable number of letters and a survey in support of the proposed change, it appeared to the Council that such information reflected no real consensus. Informal research done independently by the Council indicated a mixed response from both faculty and students.

"Viability: A number of questions were raised concerning viability including the cost to make such a change, and the utility of the change for students when they graduate. That is, are plus and minus grades considered at the post-baccalaureate level?

"While it would cost a reasonable sum of money to implement a new grading system given the necessary computer programming changes, the Council did not view that as material to its decision. Council did examine a number of side issues regarding viability. Concern was expressed for students graded under a plus/minus system who then apply to graduate school where the pluses and minuses are ignored in the graduate admission procedure.

"Respectfully submitted,

William R. Noyes, Secretary  
Undergraduate Council

Eleanor Bauwens, Chair  
Undergraduate Council

Lee Jones, Chair  
Graduate Council"

Senator Duffy then moved that despite the above report intermediate grades under the following scale be established at the University of Arizona.

A = 4.0	C = 2.00
A- = 3.66	C- = 1.66
B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.66	E = 0.00
C+ = 2.33	

Several seconds were heard. Senator Duffy then yielded to Senator Vogel. Senator Vogel urged the establishment of the proposed grading scale. This is important to students seeking jobs because it is believed intermediate grades on a transcript would assist students in gaining employment. The students believe also that a more precise grading scale would facilitate admission to graduate schools. Intermediate grading is more accurate, she stated, and it gives proper recognition to effort put forth. A polling of students had indicated a widespread desire for such grading, she said. Further, there had been a positive response from the U of A faculty on this matter. She noted that half of the schools in the PAC-10 athletic conference use some form of intermediate grading, and intermediate grading is found at a number of other good institutions.

Senator Vogel said that the students were aware that last year it had been found that it would cost the University \$93,000 to convert to the proposed system. The students had been informed that a number of other institutions have converted at considerably less cost. In any event, the students understood that the University's present computer system was outmoded and that there were plans to convert to a new computer system. At that time, certainly, she believed, the grading system should be changed.

Senator Myers asked Senator Vogel if the principal reason the students wanted the change was to provide more clearly distinguishable grading levels, or were they assuming that grade averages would go up. Senator Vogel answered that converting would cause some inflation and some deflation. The net result overall would probably be that averages would be about what they are now. Senator Duffy said that the students felt that the intermediate grading system would provide more accurate representation of performance. Senator Parisi urged approval of the proposal. The proposed grading would be fairer, he believed.

Senator Sigworth spoke in favor of the proposed change. He said there may be differences among disciplines but certainly in the grading of English papers it would be desirable to note the difference between an "A" paper and an "A-" one. A student may write a paper that is of "A" quality in technique but may not be so well in control of expressing his thoughts. The student who can master techniques and is well in control should get the "A", the other only an "A-".

Senator Garcia said that the proposal to change could be adopted now and be implemented when the University's computer system was revised. Senator Duffy then proposed his motion be amended to provide that the intermediate grades would come into effect when the new computer system was established. This change in the motion was acceptable to the seconds.

Senator Tomizuka said he knew that pre-med students are particularly sensitive to their grade point averages. Just how important are intermediate grades as far as admission to medical school is concerned? Senator Fahey answered that normally it makes very little difference, certainly no difference at all at the University of Arizona where in the admissions consideration intermediate grade markings are ignored entirely.

Several senators commented that they thought going to intermediate

grading would make students more fervent than ever in their competing for grades. They saw this as unfortunate.

Senator Tomizuka said that he saw eleven levels of grades provided by the intermediate grading scale. This was something that was not well-tempered. Why is there not a D minus grade? There is no gradation between D and E. Senator Vogel said the students felt there was no need for a poorer level of "passing but unsatisfactory work" than D.

Senator Gerald Peterson urged consideration again of the position of the Undergraduate Council. He said the proposed system would present difficulties. It would involve much extra work to grade on the curve, taking into account the large number of grading intervals. Students will always be striving and arguing for the next possible highest mark. He said he saw as a fallacy the belief that more accurate grading would be done with intermediate marks. There are numerous studies to show that this is not so. Over a four-year period the instances where a student would get a B+ rather than B would probably be balanced by the times the student would receive a B- rather than a B. The disadvantages of the proposal outweigh the advantages, in his judgment.

Senator Berliner said that the faculty did not have to use more than five grades if they didn't want to. He wondered if any institution had converted to intermediate grades and then changed back. No one was aware of any such instance.

Senator Butler, as University Registrar, was asked to comment on how complicated it would be to convert the University's computer program to accommodate the proposed change in grading. Mr. Butler said approximately 270 computer programs would have to be rewritten. Senator Berliner suggested that without revising the computer programs intermediate grades simply be posted. Senator Butler explained that grade posting is done by a computerized procedure.

Senator Goetinck urged approval of the students' proposal. He said he did all of his grading on a scale of 1-100, then converting those marks to the regular grading scale. He felt the proposed procedure would result in fairer grading.

Senator Parisi said he would like to point out again that in three different polls students had shown a preference for this system. A poll of the faculty had shown that 63% would like to use intermediate grades. He said he hoped that the proposal would not be turned down because it would cause more work for the faculty. What about the work of the students? Should it not be properly rewarded and recognized? He said the students had acknowledged the present budget problems and therefore were willing if the change were approved that implementation wait until the computer changeover.

Senator Erwin said that the students' concern was not only admission to graduate school. They are also concerned about the job market. The difference between a "B+" and a "B" may mean whether or not a student gets a job.

Senator L'Heureux said that there had been some negative comments made about striving for grades. He felt that that was not necessarily a

negative situation. Competition is not necessarily bad, including competition for better grades. The distinctions the proposed new system would provide would be appropriate, he felt.

Senator Myers said he would like to ask a few more questions about the poll of the faculty referred to. Was it a poll of the entire faculty or of a sample? Senator Vogel said that a questionnaire had been sent to a random sample of 900 faculty members. The response rate had been fairly low, 18%. Senator Myers ~~asked if the results were considered to be reliable.~~ Senator Duffy ~~answered~~ that it was assumed that most of those who did not respond felt they could live with the change.

Senator Chiasson asked what was the size of the sampling of students. The answer was between six and seven thousand students. The question was on the ballot for the election of Homecoming royalty. Senator Fahey pointed out that if 18% of 900 faculty members who had received the questionnaire had responded, and if 63% of the respondees had indicated preference for the intermediate grading system, this meant that about 100 faculty members had indicated they wished to have an intermediate grading system. It seemed to her it would be unwise for the Senate to change the University grading system on the basis of evidence that was not representative of a substantial proportion of the faculty.

Senator Fahey noted that the remark had been made that if an intermediate grading system were adopted a faculty member could still use just five grades. She pointed out that if the new system were adopted a grade of B would be interpreted as being B, not a B- or a B+ but a mark in between. If the two systems were blended, there could be considerable misunderstanding.

Senator Tomizuka said he liked to think that students study because they want to learn. He thought it was unfortunate if we were treating students as though they were unduly motivated by grades. He noted that some years ago Dr. Charles Ares plead for authorization by the Senate to have intermediate grading in the College of Law. The request was denied. We have "right to live" arguments as well as "right to choose" arguments. There are options in this world and there should be. Why could we not provide options here? The professor would simply tell students at the beginning of the term that the grading system to be used would have five intervals or it would have eleven. The students would know the circumstances under which they were working in a particular class.

Senator Butler pointed out that such an option exists now. Some professors opt not to use all the grades available, giving only A's, B's, or E's, for example.

Senator Tomizuka then moved to amend the motion before the body to provide that a professor would have the option to use either the regular grading system with 5 marks or the intermediate grading system with 11. Several seconds were heard.

Senator Peterson spoke in opposition as did Senator Fahey, who pointed out that there would be many disadvantages to mixing the two systems.

\* questioned the reliability of the results. Senator Duffy commented

Similarly, Senator L'Heureux and Senator Duffy spoke against the amendment. Senator Chiasson asked what was meant when it was said that some professors were not opting to use the full present grading system as it exists. Senator Butler and Senator Windsor said that some faculty members choose to use only grades of A, B, and E, or A, C, and E, for example.

Senator Kinkade spoke against the amendment. He said he felt the students' diligence in studying and preparing their recommendation was to be commended. If real accuracy is wanted, why not go to a grading scheme using a scale of 1 to 100? Senator Vogel said it was felt that a moderate system should be developed. Greater accuracy was desired, but it was felt that to go to a 1 to 100 scale would be impractical.

The question on the amendment was called for and the proposed amendment failed.

Senator Duffy called for voting on the original question. It was time to "bite the bullet" and initiate the new system, he said. Students should be appropriately rewarded. They want their grades to reflect the work they have done. He urged approval.

Senator Sigworth said he thought much of the discussion in opposition to the proposal was insubstantial. The faculty frequently is against something, he said, simply because it is different. "Why must we always wait for Arizona State University to try something first before we're willing to try? Let's be brave for once and do something." He told the students if they really wanted the University of Arizona faculty to adopt intermediate grading they should arrange to have it adopted first at ASU. Our faculty then would be sure to follow along shortly after.

Senator Aleamoni said he agreed heartily with Senator Peterson's remarks, Just by fractionating the grading scale from five intervals to eleven is not going to make it more accurate. How the points of the scale are defined is the critical point for having accuracy, whatever scale is used. "If we as faculty feel we can define eleven points on the grading scale and evenly maintain the distinctions with consistency, well and good. But if we think that we will have more accurate grading just because more points are available, we are misleading ourselves," he said.

Senator Tomizuka said he didn't like the intermediate grading system, and he would not use it himself. However he felt the faculty should have the academic freedom to use it if they wanted to.

Senator McCullough spoke against intermediate grading. He said it simply would not provide more accurate marking. As for graduate school admission, he was sure this procedure would make it more difficult than ever to determine graduate admissibility.

Senator Myers said that the University catalog explains the grading system. We would need a grade-by-grade description of a new grading system. What language is going to be used to describe each different grade? Senator Kellogg said that if the proposal passed the catalog would indeed have to show

what each different marking meant, in the way the present catalog shows A, B, C and D to symbolize Excellent, Good, Fair, and Poor.

Senator Jones said that we are all motivated by goals in life. A student's grades help him or her reach those goals. However that is not the only reason the proposal should be approved. Grades also show how well one has mastered a piece of subject matter. Intermediate grades would make it possible more accurately to indicate just how much a student had learned, for they would provide a means for better assessment, she believed. Many faculty members mark their students according to a point scale and it would be easy to convert the point scale to the new grades.

The question on the motion was called for. There were 25 "no" votes and 21 "yes" votes and the motion failed.

UNDERGRADUATE COUNCIL REPORT ON UPPER-DIVISION REQUIREMENTS FOR GRADUATION: The next item on the agenda was to have been the Undergraduate Council report on upper-division requirements for graduation. Senator Chiasson objected to this item's being acted on at this meeting since he felt that there had not been ample time for Senate members to become aware of objections to or other opinions about the matter on the part of their faculty colleagues since it was reported in the December 2 issue of the "Curriculum" bulletin. He moved that consideration of this matter be postponed until the January meeting. Several seconds were heard and the motion carried with one negative vote heard.

UNDERGRADUATE COUNCIL REPORT ON ADMISSIONS STANDARDS: The Senate next considered several proposed changes developed by the Undergraduate Council relating to admission to the University as reported in "Curriculum" bulletin Vol. 9, No. 20, issue date of November 29, 1982. This included the provision that the mathematics entrance requirement would become 3 high school units instead of 2 starting in the fall of the 1985-86 school year. Another proposal would include an additional alternate basis for admission, on appeal, for students not ranking in the upper 50 per cent of their high school graduating class and not meeting the minimum entrance test score requirement. The proposal also included a revised description of the additional subject units recommended for admission. It further included editorial changes in the material describing the procedure for the removal of entrance deficiencies and it included a provision that students transferring to the University from other institutions with fewer than 48 units would be required to provide high school transcripts and have their high school subject matter pattern checked.

Senator Duffy moved that the statement on the admission of transfer students be amended to show that students transferring from other colleges and universities should be aware that the grade point average earned at their former institution does not transfer to the University of Arizona.

Senator Epstein moved that consideration of this item be postponed until there had been more time for the faculty to study it in the "Curriculum" bulletin. There were several seconds to this motion.

Ms. Kellogg noted that there were now two motions on the floor. She

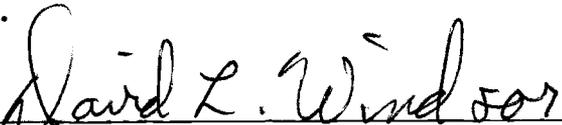
ruled that the motion to postpone would prevail. She explained further that the "Curriculum" bulletin frequently contains material that would not take effect if there were negative responses from faculty members to the "Curriculum" office by the indicated deadline, even if the Senate had acted meanwhile. The question was called for on the motion to postpone and the motion failed.

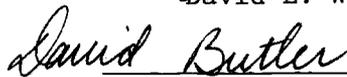
Ms. Kellogg then ruled that Senator Duffy's motion was in order and there were several seconds. Parliamentarian Sankey and Senator Windsor pointed out that Senator Duffy's motion actually related to editorial matters and did not propose substantive change. Senator Windsor said the point of the motion was very much in order and the motion carried.

\* There were no objections to the proposed changes in admission requirements. It was moved and seconded to approve the changes and the proposals were approved.

Senator Myers said that he thought the poor attendance at the Senate meetings resulted in part from the rather remote location of the Senate chamber. He suggested a more central location be found if possible. Senator Kellogg said that the Executive Committee would take this question under consideration.

Senator Kellogg wished Happy Holidays to all members of the Senate and the meeting adjourned at 4:30 o'clock.

  
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David L. Windsor, Secretary

  
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David Butler, Assistant Secretary

MOTIONS PASSED AT MEETING OF DECEMBER 6, 1982:

1. Approval of motion to postpone Senate consideration of Undergraduate Council report on upper division requirements for graduation.
2. Approval of motion to publish in admission section of catalog statement that grade point average earned by students attending other institutions before transferring to the University of Arizona does not transfer to this institution.
- \* 3. Approval of motion to approve revised requirements for admission to the University as reported in "Curriculum" bulletin Vol. 9, No. 20, issue date of November 29, 1982.

ACTION ITEMS PENDING:

1. Further consideration of Revised Code of Academic Integrity.
2. Undergraduate Council report re requirements for bachelor's degrees at the University of Arizona.

\* Regents adopted own admissions standards May 1983