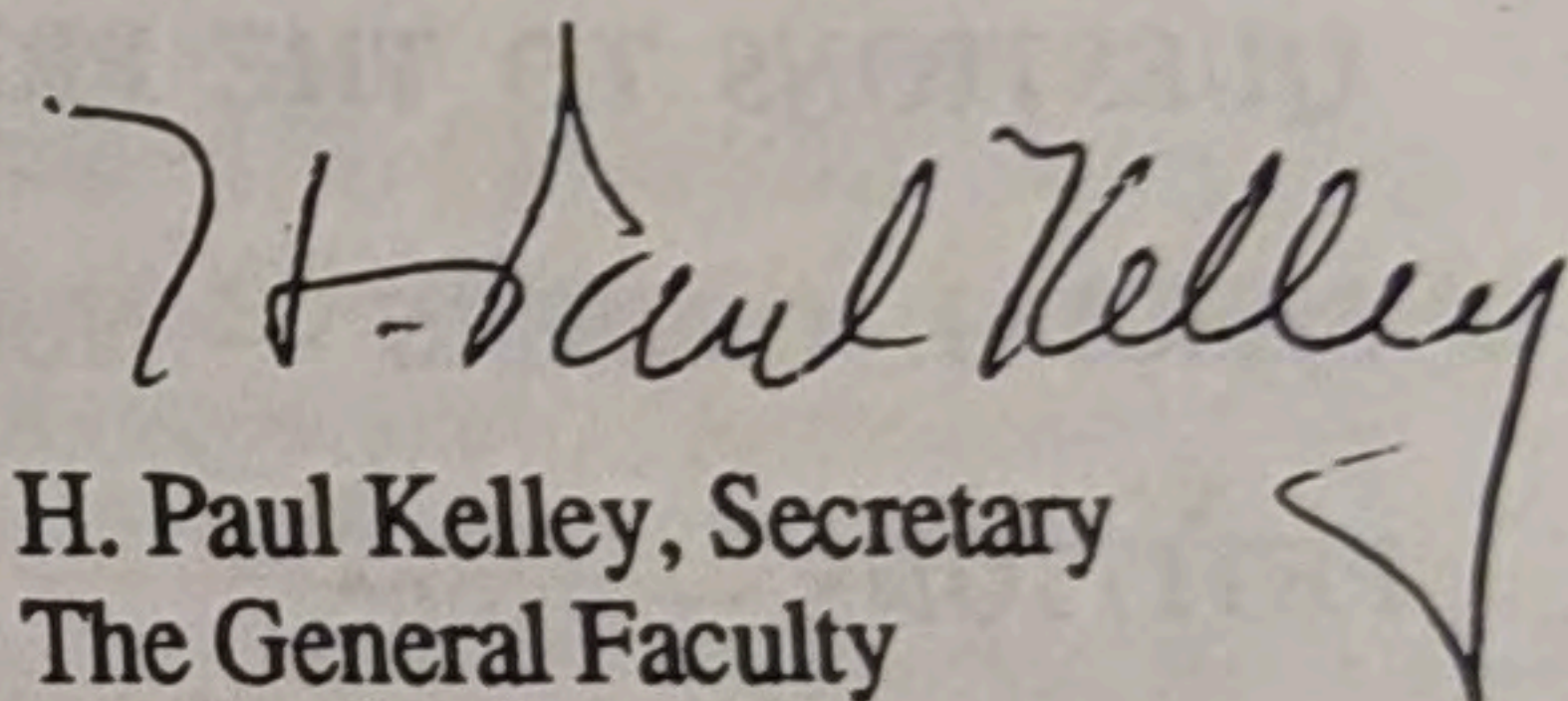


DOCUMENTS AND MINUTES OF THE GENERAL FACULTY  
AND  
DOCUMENTS AND PROCEEDINGS OF THE UNIVERSITY COUNCIL

The Minutes of the University Council meeting of November 16, 1992, published below, have been prepared for the immediate use of the members of the University Council and are included in its Documents and Proceedings. They are also included in the Documents and Minutes of the General Faculty for the information of the members.

  
H. Paul Kelley, Secretary  
The General Faculty

MINUTES OF THE UNIVERSITY COUNCIL MEETING OF  
NOVEMBER 16, 1992

The third regular meeting of the University Council for the academic year 1992-1993 was held in Room 212 of the Main Building on Monday, November 16, 1992, at 2:15 p.m. Acting President William S. Livingston presided.

ATTENDANCE.

**Present:** Harold W. Billings, Daniel A. Bonevac, Robert E. Boyer, Brian A. Bremen, Oscar G. Brockett, Ned H. Burns, Caryn L. Carlson, Susan W. Clagett, Alan K. Cline, Donald G. Davis, Jr., Randy L. Diehl, Kenneth R. Diller, John D. Dollard, John R. Durbin, Helen L. Erickson, Alan W. Friedman, G. Karl Galinsky, J. David Gavenda, Stephen T. Gerald, Mark P. Gergen, Paul D. Gottlieb, Betsy S. Greenberg, Sue A. Greninger, Thomas M. Hatfield, George K. Herbert, Martha F. Hilley, Joseph M. Horn, John S. Jefferson, Judith A. Jellison, Sharon H. Justice, Manuel J. Justiz, Irene Kacandes, H. Paul Kelley, Vickas E. Khemsara, Robert D. King, Joseph E. Kruppa, J. Parker Lamb, William S. Livingston, Guy J. Manaster, Wendy B. Marks, Susan E. Marshall, John D. Martin, M. Sean Mast, Robert G. May, M. Ray Mercer, Deborah K. Morrison, Howard D. Nirken, Alba A. Ortiz, Patrick L. Parker, Karen L. Rascati, Peter J. Riley, Dolores Sands, Edwin R. Sharpe, Jr., Brooke E. Sheldon, Lawrence W. Speck, William G. Spelman, Waneen W. Spirduso, Sharon L. Strover, Madeline C. Sutherland, William O.S. Sutherland, Linda M. Thibodeau, Delbert D. Thiessen, Michael P. Thomas, Jr., James W. Vick, Jon S. Whitmore, Patricia A. Wilson, Dolora A. Wojciehowski, Herbert H. Woodson.

**Absent:** David M. Austin, Shirley F. Binder (excused), Patrick L. Brockett, Eli P. Cox III (excused), James T. Doluisio (excused), Elizabeth W. Fernea, Gerhard J. Fonken, G. Charles Franklin, Deanna E. Hayes, Ira Iscoe (excused), Robert C. Jeffrey, Dale E. Klein (excused), Christine M. Maziar (excused), Ricardo Romo, Stanley J. Roux, Jr., Alan T. Schauer, Max R. Sherman (excused), Joel F. Sherzer (excused), Christine L. Williams (excused), Robert E. Witt, Mark G. Yudof (excused).

Total members present: 68

Total members absent: 21



## I. APPROVAL OF MINUTES.

## A. Minutes of the Meeting of October 19, 1992 (D&amp;M 19945-19967/D&amp;P 14440-14462). (APPROVED)

The Minutes of the meeting of October 19, 1992 (D&M 19945/D&P 14440-14462), were approved as distributed.

## II. SECRETARY'S REPORT (D&amp;P 14430-14439).

The Secretary's written report (D&P 14430-14439) had been distributed in advance.

## III. DISCUSSION OF SECRETARY'S REPORT — None.

## IV. QUESTIONS TO THE PRESIDENT — None.

## V. SPECIAL ORDERS — None.

## VI. PETITIONS — None.

## VII. UNFINISHED BUSINESS.

## A. Resolution Concerning Distinguished Speakers/Visitors (D&amp;P 14384-14387). (TABLED INDEFINITELY)

This item had been carried over from the October 19, 1992, meeting of the University Council because there had been no quorum present when it had come up for discussion at that time.

Secretary H. Paul Kelley (Educational Psychology) reminded the Council that it had approved the Resolution Concerning Distinguished Speakers/Visitors (D&P 14384-14387) several years ago and had referred it to a standing committee which no longer existed; then last spring the Council had voted to recall the Resolution for further consideration. The motion on the floor was that the Council again approve the Resolution.

G. Karl Galinsky (Classics) MOVED to table the motion, and the motion to table was seconded.

Howard D. Nirken (Students' Association) said that he had spoken with the student representative who had moved last spring to recall and re-approve the legislation. "The intent of the motion ... from eight years ago ... [seems to have been to request that] the University work towards bringing more public lectures [and] famous speakers to campus. ... The Texas Union has a Distinguished Speakers Program committee; ... I think [it] would be [better] if the University could move more towards working with that ... committee...."

President Livingston commented, "The University [has] all kinds of devices to bring public lectures, including University-wide committees with little budgets here and there to do it; the notion to refer this to this to a committee that never had that as a function in the first place seems to me bizarre. The Public Lectures Committee was never a program committee; it had a little budget and it helped other programs eke out their funds...."

The motion to table the resolution was APPROVED unanimously by voice vote.

## B. Proposal to Delegate Authority to Approve 1992-1993 Degree Candidates (D&amp;P 14383). (APPROVED)

Secretary Kelley MOVED that, in accordance with the rules approved by the Board of Regents, the authority of the faculty to approve degree candidates for the academic year September 1, 1992, to August 31, 1993, be delegated to the respective deans. The motion was seconded and APPROVED by voice vote.

## VIII. REPORTS — None.

## IX. NEW BUSINESS.

## A. Recommendation from the Faculty Senate Concerning the Creation of a University Council Committee to Examine the Undergraduate Writing Program (D&amp;P 14428-14429). (APPROVED)

Waneen W. Spirduso (Kinesiology and Health Education), Chair of the Faculty Senate, reported that the Faculty Senate was recommending that the University Council create a committee to examine the undergraduate writing program and to make recommendations for its improvement. The purpose of the recommendation was to investigate the undergraduate writing program, to seek answers to the many questions raised about it in recent discussions, and to make recommendations for its improvement. A part of the rationale for the recommendation was that, in order for the faculty to have confidence in the committee, the committee members should be determined by the Administrative Committee of the University Council; that committee consists of the President, the Secretary of the University Council, the Chair of the Faculty Senate, the Vice Chair of the Faculty Senate, the Secretary of the Faculty Senate, and two members of the Faculty Senate.

In the Faculty Senate discussion the arguments for the recommendation had been that (1) an intensive study of the writing program is an appropriate function for both the University Council and the Faculty Senate; (2) how we teach writing at the University is a University-wide concern, and it should be carefully studied by a committee that represents wide-ranging units of the University; and (3) the development and approval of the Division of Rhetoric and Composition was implemented without adequate input from the faculty. The arguments against the recommendation had been (1) that the use of the Administrative Committee of the University Council, or any other committee created by the University Council, for this purpose would be inappropriate because the primary responsibility for the teaching of writing is properly housed in the College of Liberal Arts; and (2) the Dean of the College of Liberal Arts had already established a committee to develop the Division of Rhetoric and Composition, and that committee was planning to study these issues.

The recommendation had been approved by the Faculty Senate 29-9, with 18 members not voting or absent; in percentages, that was 52% for, 16% against, and 32% non-voting or absent.

Ms. Spirduso then MOVED that the University Council create a committee to examine the undergraduate writing program and to make recommendations for its improvement. The motion was seconded.

To begin the discussion, President Livingston called on Dean Robert D. King (Liberal Arts) for his comments on the motion.

Dean King said: "Before I say anything about this particular motion, let me report on what the Advisory Committee that I have established has been doing. At the time that President Cunningham approved my recommendation to transfer responsibility for the writing program to the Division of Rhetoric and Composition, we wanted to have a faculty committee that would give input to me as we proceeded to set it up. I asked for those names and wanted to start with names from the English Department. The English Department, through its chairman, recommended six names to me, and I put all of those people on this committee.... Four members are from the rhetoric and composition group that is most directly



concerned with these writing matters: James Kinneavy, Lester Faigley, John Ruszkiewicz, and Linda Ferreira-Buckley. In addition, ... the English Department recommended Evan Carton, who is graduate advisor, and Terry Kelley, who is an associate professor.

"I appointed five members to the committee from outside the Department of English. From other departments in the College of Liberal Arts I appointed [Professor] Randy Diehl, from the Department of Psychology, and [Professor] Daniel Bonevac, who is a member of the University Council and Faculty Senate [and] Chairman of the Department of Philosophy. From outside the College I appointed from [the College of] Business, Professor Jack Lord; from [the College of] Engineering, Professor Emeritus Howard Rase; and from the College of Natural Sciences ..., [Professor] Ernest Lundelius ....

"The committee met once, approximately two weeks ago; we will be meeting again on Wednesday.... The initial meeting of the committee was extremely promising. We had a productive session. There was, quite frankly, very little rancor and recrimination. We discussed what the best form of this Division should be.... [The committee] agreed that we [would] not discuss these matters publicly....

"I will be naming a director of the Division. I have already asked for recommendations from members of the English Department. I will also be discussing that specifically with members of the rhetoric and composition group, and I expect, ... shortly before or after December 1, [to announce] the Director of the Division of Rhetoric and Composition. ... The Division will be in place to assume the responsibility for writing courses as of the beginning of the summer semester — in other words, June 1, 1993....

"I am going to vote against the proposal that has been made here for a variety of reasons. I think to state the reasons here would be redundant ...; I simply do not see that this other committee is necessary."

Robert G. May (Accounting) said: "I plan to vote against the motion as well.... Although the resolution is cloaked in good words ..., I think it is just fundamentally obstructionist. I think the purpose is to resist the organizational change that has already been set in motion. It will do no good except to confront a process that is already in motion with criticism, as opposed to constructive cooperation to see this through and make sure that we do solidly define and implement a program of writing instruction for all the undergraduate students on this campus. I find some of the reasons for not doing this — for example, the suggestion I read in the newspaper that writing should be tied to literature — ... very unpersuasive; I do a lot of writing, and none of it is related to literature....

"I think it is important to have a [program of writing instruction for all undergraduate students] on campus. It is not as if there was no input to the administration; the administration has taken the recommendation of a committee composed of faculty and other stakeholders in the undergraduate experience on this campus and decided to do something about an aspect of undergraduate education for which we are assailed and mistrusted by the public, by students, and by faculty in departments who teach upper-division substantial writing component courses. I would like to see the matter settled with an organizational unit that is responsible for this, and only this, objective on campus. And I would like to see the faculty get behind the administration [and] make this work. I am sure that the governance issues can be worked out in an equitable manner within the English Department once we cease to consider whether it should have been done or should not have been done."

John R. Durbin (Mathematics) said that he would vote for the motion. "I find the arguments given by the English [Department faculty members at the last meeting] more convincing than the arguments given by Dean King and Vice President Fonken....

"Some of us will find this a good idea and some, not so good. I think that this is certainly is a good idea, as far as the symbolism [is concerned]. I think it is great to be able to tell the world that we are doing something about the teaching of writing. Why we have to go against the wishes of the, as we been told at least, vast majority of one of the most important and largest departments on the campus has not been made clear to me.

"The [Committee on the Undergraduate Experience] was charged with coming up with ideas. It had one member from the English Department. [Its members] did not hear the arguments the English Department has against [creating a Division of Rhetoric and Composition].... If the University, over the next few years, finds it necessary to cut programs, I hope they do not take this as a model of good procedure in University governance...."

Mr. Durbin then expressed concern about the issue of due process. He said: "The University has due process for faculty members; if they are accused of something, there is a grievance procedure. The English Department has been accused, explicitly and by implication, of not fulfilling its responsibilities. It has been accused in the Faculty Senate of teaching politics rather than writing. It has been accused of grade inflation. I think it has been slandered, and I do not think [that] is right. I do not think the way it has been treated by the administration is right, and I certainly do not think the way it has been treated in the Faculty Senate is right. I do not know how we can get out of that in a fair way except [to] have some committee outside of the one that is dealing with the details in the College of Liberal Arts...."

Alan W. Friedman (English) said that the motion had been submitted in good faith and that it was supported by "a virtually unanimous Department of English, most of its TAs and AIs who have indicated their position on this, [and] the only elected body of the faculty on this campus, the Faculty Senate. The motion is not meant to be obstructionist [or] partisan. We did not ask for an English Department committee. We did not ask for a Liberal Arts committee. We did not even try to predetermine what the committee would look like. We [thought] that the Administrative Committee could best do that, working with all interested administrators.

"I would submit that the substantive and procedural questions, which are major ones and should be of great significance for everyone on this campus — faculty, students, and administrators — ... have not been answered, and ... they are not being taken seriously. If those questions are not serious, I do not know what the University is all about. What we have ... here is a conclusion for restructuring prior to analysis of the problem and prior to including in that analysis, and in the procedures, the very faculty and graduate students who are supposed to make this work. The English Department faculty [and its AIs and TAs] have not been involved in this process. The Liberal Arts faculty have not been involved in this process, not because they do not wish to be, but because they have been excluded.

"The suggestion for the Division did indeed come from a committee, but it came from ... an 'idea' committee ... which had absolutely no discussion of how this idea would be implemented.... The full committee endorsed the concept ... without ... considering the implications of what they were recommending. And they did not ... intend for this to be implemented without departmental involvement, without the involvement of the appropriate faculty, without it going through at least as much serious consideration as the pilot program for [the proposed] University 101 [course] has gone through — a far less radical change in the undergraduate curriculum.

"A properly constituted University committee ... is essential if we are to get beyond where we are now. The committee, just to name a few areas, would need to consider what kinds of criteria for evaluating writing we are talking about. How do we know? How can we measure the concerns and failure in the present system? How will we know if we have improved by changing the structure? What are the costs involved? (The number floating around at my end of campus is something like half a million dollars, in terms of minimal cost for establishing this; I do not know if there is any substance to that whatsoever, but no one has spoken about it at all.) Who will be the faculty in this program to teach some 4,000 students over the course of a ... year in something like 200 different sections, to use Dean King's numbers? ... The English Department, which has said it does not think this is a good idea and does not think it has been properly involved? Or will an entirely new faculty be hired to do this, and if so, at what cost, and where will that money come from?

"One thing has happened, besides the convening of Dean King's committee, since this Council last met to discuss this — a new president of this institution has been appointed. I think it is a serious mistake to expect a new president and a new dean of the college to come in at exactly the wrong moment, in terms of an extraordinarily important controversy taking place on this campus, and to be told it is a 'done deal...."



Go ahead and implement this, no matter what it costs, no matter what opposition there is, no matter what professional advice you are getting from the people in the field who are not convinced this is the way to go.' I think that is a [terrible] thing to do to a new president and a new dean. I think we have an obligation to help ... President Berdahl and whoever the new dean will be to succeed and not to fail. I think we are setting them up for failure if we force this in at exactly the moment when they are coming in. I would urge that a committee that this body has confidence in, that reports back to this body, [and] that works with the new administration can begin to do the job properly ...."

Donald G. Davis, Jr. (Library and Information Science) added: "One of the things that attracted me in this recommendation was the fact that its intent is to look at undergraduate writing throughout the University and not only [at] the courses that will be taught by the new division. I thought that the resolution was well framed to move ... beyond what the Dean's committee will be doing in the implementation of the new division."

Dean Herbert H. Woodson (Engineering) stated: "I am going to vote against this motion for a couple of reasons. First of all, the idea [of the creation of the division] was not put through 'in the dead of night.' ... The Bean Committee [report] came out some time ago .... When [Executive Vice President and Provost] Fonken asked us for our reactions to that report, I circulated the report to my chairmen [and] asked them to check with their faculty and give us some feedback. I think we wrote Dr. Fonken a response that was longer than the report itself, because my faculty had looked very carefully at [it], and that was one of the recommendations that we warmly endorsed it. I think we have had plenty of time for faculty to look at that, and I think that the process has been followed in a rather orderly way. I guess I take a little exception to Alan Friedman's implication that there are some crooks that are putting it together and that we need some honest people to straighten them out, or slow them down, or stop them, or something like that. I think a very orderly process [has been followed by] honorable people."

"The other thing the resolution refers [to is] that they are going to examine undergraduate writing at the University. It turns out that something like a little over 10 years ago, when my predecessor was in office, ... the English department stopped teaching technical writing. We required technical writing; our accreditation organization requires that we have technical writing.... My predecessor ... established a technical communication program within the College of Engineering ... [and] we now have a technical communications program, including technical writing, that is the envy of the country. We have other colleges of engineering coming to look at how we do this. The people who teach the technical writing are highly qualified.... Now is this committee that you are going to establish going to come over and look over our shoulder and begin to tell us what we did wrong with our own writing program, that we were forced into in the first place?"

"For those two reasons, I am going to vote against this resolution."

Joseph E. Kruppa (English) said: "... I want to talk about the selective history that Dean Woodson just gave you. When we were ... deciding we could not [offer] technical writing, that the demands that course placed on us, along with the other writing courses we were trying to teach in the early [1980's], were simply beyond our abilities and beyond our resources ..., we went around and systematically consulted with people, [including an associate dean of the College of Engineering].... [We] told him we were thinking of doing this and warned him that ... technical writing ... had become much too complicated [and] too demanding on a department like ours, and we said that we were going to have to stop [teaching it]. [We told him that Engineering] should start thinking about [offering technical writing in its own college]. You picked up the slack quite well. But we did tell you about it; we just did not pull the rug out from under you, and that is a very unfair characterization."

Mr. Kruppa then MOVED that privileges of the floor be extended to Robin Hass, head of the Association of Graduate Students in English. The motion was seconded and approved.

Robin R. Hass (Association of Graduate Students in English) said: "I would like to preface my comments with the fact that this document is a work in progress. It has been voted on once by the graduate students, and we are in the process of amending it. As it is, it speaks for a substantial proportion of the

[Association of] Graduate Students in English, but has not been formally put to a vote." She then read the following statement:

The Association of Graduate Students in English would like to express its concern with the proposed Division of Rhetoric and Composition. These concerns stem from a commitment to and a participation within our chosen profession.

The relationship of the teaching of composition and rhetoric to literature is currently in debate in almost every department across the country. Our awareness of the nature of the debate and the implications and repercussions of such a division as per this national debate lead us to believe that a) the magnitude of the debate renders suspect any attempt to resolve this issue without consideration of the current conversation and b) perhaps more to the point, we feel that this debate (i.e., the interplay between literature and rhetoric) has proven fruitful for the discipline and allowing the debate to continue (even in a vocal UT English Department) should not be viewed as a liability when, in fact, conversation of this nature generally leads to intellectual growth rather than stagnation.

Furthermore, not only is the debate being waged on a national level, but it is also of an academic rather than administrative nature. Considering that this debate is a national one, any attempt to resolve it on a local level will necessarily involve curricular as well as administrative decisions. And since this division will directly affect pedagogical practices, the input of English Department faculty must take precedence in determining these issues. The faculty in this department are nationally acknowledged experts in this field; moreover, the majority of these experts have publicly stated that this division is not the best way to solve the issues at hand. Furthermore, the English Department is well aware of the fact that we can improve the quality of writing instruction at this university. Actions over the past few years have been focused along these lines, and, in fact, recent course evaluations for the E306 courses have indicated marked improvement. Not only do the members of our faculty realize that there are areas in need of improvement (which they have addressed), but they also have long lists of ways that the department can improve writing instruction. The creation of a division is not included on these lists. Indeed such interference by non-experts seems dangerously close to a breach of academic freedom.

Something that may not seem obvious for those who do not reside in this department and who are not experts in the field is that a number of innovative and nationally recognized entities have arisen from the unique intermingling of the "literature" and "rhetoric and composition" faculty and graduate students. Examples of these activities include the English Department Computer Research Lab and the Pedagogy and Values Symposium held last spring. Any alteration in the department structure stands to jeopardize the intellectual richness and productivity of our community which is, undoubtedly, reflected in the quality of our teaching practices.

Howard D. Nirken (Students' Association) said: "[At the last University Council meeting] we spent about two hours on the ... Division of Rhetoric and Composition proposal. What it basically all came down to is that [some members of the Council] wanted Dean King to set up a committee where there



was faculty and representation of the English department, and he has done so. [Further discussion of the Division of Rhetoric and Composition] should be [addressed to] members of that committee. However, ... separate from Dean King's Division of Rhetoric and Composition, this university does need to examine the undergraduate writing program, across the board. And I think [that examination by] the departments, who best know what ... courses are being taught in their departments that do focus on these writing components, should be implemented...."

William O.S. Sutherland (English) said: "I think what this proposal does is separate the issues. [The College of Liberal Arts] committee is discussing the structure, and [the proposed University Council] committee would discuss the quality of the way the writing program is being conducted. It seems to me that is a very important thing to do."

"I had not realized [that] a report on the [College of] Liberal Arts committee [would be made at this meeting]. [Is] that committee under the [Texas] Open Meetings Act? [Some] people have asked me whether they could attend meetings of that committee."

President Livingston responded that, since the committee is preparing a recommendation to the University administration, its meetings probably would not be subject to the Open Meetings Act, but he suggested that Vice Provost Patricia Ohlendorf be asked about the matter.

G. Karl Galinsky (Classics) said: "I would like [clarification of] the intent of [the proposal] .... On the face of it, I think it is ... very reasonable.... I think the whole issue of writing is an important one .... It transcends the current controversy over the [implementation of] the Division of Rhetoric and Composition.... It would have been even more welcome three years ago, when the English Department had very little inclination to let anyone from outside [that] department participate in the discussions [that] were underway at that time to radically alter the content of English 306. So [my question is this:] Is this motion primarily intended to obviate, or to slow down, ... the implementation of this Division, or is it really [a] separate [matter, in the] way that some of us have defined it here?"

Ms. Spirduso replied: "I think that the intent of the motion is to look at the entire writing program at [UT Austin], and the Division of Rhetoric and Composition may be a part of that [program]."

Mr. Friedman added: "As the person who actually wrote the motion, I suppose I should answer the question as well. The motion has no hidden agenda.... It does not address the issue of the Division. But it seems to me that ... if a proper job is to be done, the Division is now part of the mix of that which will have to be examined by [the University Council] committee.... I would hope that such a committee would be established, would be put in place, would be given the resources to do the job properly, and would report back as expeditiously as possible to this body so that intelligent, professional decisions can be made."

M. Sean Mast (Students' Association) said: "I admire the intention to look at the writing programs at the University. I agree that a lot of them are lacking; ... a lot of the substantial writing component courses go through the motions of fulfilling those requirements [but] do not really teach students anything about improving their writing skills.... [However,] I question the ability of a University-wide committee to look at all the writing component courses across campus. As Mr. Nirken pointed out, this ought to be [done] on a departmental basis for two reasons. First, ... the workload is just huge to look at all the different [substantial] writing component courses and whether each department is fulfilling it is obligations.... [Second], I question whether some people will want a University committee peeking over their shoulders ... and telling them what they are doing right or doing wrong. I would advocate ... looking at all the different writing component courses on a departmental level...."

Vickas E. Khemsara (Cabinet of College Councils) favored the proposal, pointing out that it would not hinder the creation of the Division of Rhetoric and Composition but would "only help in making this transition in a smoother way."

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14487

Brooke E. Sheldon: (Library and Information Science) commented that Mr. Friedman was arguing that the English Department should have more voice in matters of detail. It seemed to him that Dean King's committee would receive more direct input from the English Department than would the proposed University Council committee.

The motion to create a University Council committee to examine the undergraduate writing program and to make recommendations for its improvement was then APPROVED by a vote of 34-27.

**B. Report to the General Faculty Recommending that the UT Austin General Faculty Rules of Procedure for Major Legislation Be Amended (D&P 14425-14427). (INTRODUCED; CARRIED OVER TO NEXT MEETING)**

G. Karl Galinsky (Classics) presented a proposed report to the General Faculty recommending that the UT Austin General Faculty rules of procedure for major legislation be amended so that, once the University Council has acted on major legislation affecting University-wide undergraduate curriculum requirements, the legislation shall be submitted to the General Faculty for action by a mail ballot. He said the proposed change would be, basically, "a matter of facilitation. The General Faculty, by statute, already has the final responsibility over the curriculum.... The basic issue here ... is ... that [it] would be very useful to have a mechanism by which we really do involve [all of the faculty].... This does not favor any particular point of view, any particular individuals, [or] any particular faction...."

President Livingston noted that the proposal was presented for discussion at this meeting of the Council and will be presented for action at the Council meeting of December 8, 1992. If approved by the Council, the rules change would then be recommended to the General Faculty at its next meeting in October 1993.

J. David Gavenda (Physics) said: "I am opposed to this [proposal]. I think that we have a well-established form of representative government to develop legislation here, and I do not think that systems that try to use referenda to pass legislation are very successful. I think the general public, which in this case would be the General Faculty, is usually pretty uninformed about details of ... legislation. In fact, when I [ask] my colleagues about some of the issues we are working on, they say, 'The reason we elect you to go to the Council is so that you will do the homework and find out what the issues are, and we trust your judgment....' I would hate to see [the referendum system] instituted here at the University. The present system of having a protest when people feel strongly about an issue I think is proper, and I think it works well...."

W.O.S. Sutherland (English) added: "I must say that I am taken aback a little bit that there will be [only] one statement prepared by proponents and one by opponents. I thought one of the very interesting features of the multicultural debate was the letters from all the faculty members. There seemed to me to be all shades of opinion there that ... opened some very interesting issues. I am not sure how you would decide who [would prepare] a statement for and who against, but ... that is a limitation that I would hate to see."

Mr. Galinsky responded that the proposal was open to an amendment in that regard. "As far as I am concerned, the more opinions that [are] circulating the better.... I agree with you; I think that was one of the most informative things about that last debate that we had. We had every shade of opinion there, and I would certainly like to see that preserved...."

"As far as Mr. Gavenda's comments are concerned ..., we are talking about a very limited range of specific issues. [We are] not talking about the everyday business that comes before the University Council; we are talking about curriculum legislation. In every college, the entire college faculty is consulted and votes on any curriculum changes in that college. When we have legislation affecting the curriculum for the entire University, it is only proper that the entire faculty of the University be consulted...."



Alan W. Friedman (English) spoke to the last paragraph of the Rationale statement that accompanied the proposal (D&P 14427), which was as follows:

The proposed amendment covers changes in the requirements per se (e.g., the addition of requirements, as was the case with the multicultural proposal), but not changes in administrative structure (e.g., the proposed Division of Rhetoric and Composition).

Mr. Friedman said: "I submit that what we have been debating [at the] last couple of meetings cannot simply be dismissed in a parenthesis at the bottom of the Rationale with regard to this motion. The whole question about the Division [of Rhetoric and Composition], about the writing program on this campus, and about how these issues are addressed and implemented and what the substance of these changes are has to do, many of us have argued, with curriculum.... In his official capacity, [the] Secretary of the [General] Faculty will be responsible for classifying the legislation as major or otherwise, and I do not think his hands can be tied by an 'e.g.' at the bottom of the Rationale; ... the majority [of the University Council members] have just [voted on] the previous motion that they should not be. The framers of this [proposal] seem to want it both ways.... I think there is a contradiction ... in what is being proposed, and I would suggest that, at the very least, the Rationale will have to be changed if this is to have a chance to be implemented."

John R. Durbin (Mathematics) said: "It seems to me that this [proposal] would have short-circuited the meeting we should have had on multiculturalism, and I think it is a shame we did not have that debate that day; it was brought to an end rather quickly and unfortunately, I thought. I think it was good we had a mail ballot on that, and I can see that at times it would be good to have such a thing, but I do not see what is good about this. I am going to vote against it."

Mr. Galinsky responded: "The intent [of the proposal] was not to cancel out discussions. Quite the opposite." He indicated that the wording would be changed to state that the usual procedures, including a General Faculty meeting, would be followed, but regardless of what happens at that meeting, there would be a mail ballot at the conclusion of discussion. "I am not opposed at all to broadening out the debate.... [Let the protests be published [and] circulated to the General Faculty [and] have a meeting, but at the end of that meeting the [issues would be decided by a] mail ballot."

Mr. Durbin said he preferred meetings with open debate. If a mail ballot was wanted after such a meeting a motion to that effect could be made and voted on at the meeting. He was still going to vote against the proposal.

Dean Robert D. King (Liberal Arts) commented: "I am in favor of this.... [The University Council] is not a representative body of faculty and student opinion. The Faculty Senate is still less a representative body of faculty opinion. I think that something that affects every student at this university should be submitted to a mail ballot. It is that simple. I am not afraid of the referendum.... I think something like multiculturalism last year ... [that] is going to affect every student, and by extension every faculty member, at the University ought to be voted on by a mail ballot instead of [by] the few people that come to faculty meetings or to unrepresentative groups."

There was no further discussion, and Mr. Galinsky had stated that a revised form of the proposal will be presented for action by the Council at its next meeting.

X. REMAINING QUESTIONS TO THE PRESIDENT — None.

XI. ADJOURNMENT.

The meeting was adjourned at 3:25 p.m. The next regular meeting of the University Council is scheduled for Main Building, Room 212, on December 7, 1992, at 2:15 p.m.

Distributed to members of the University Council on January 28, 1993.