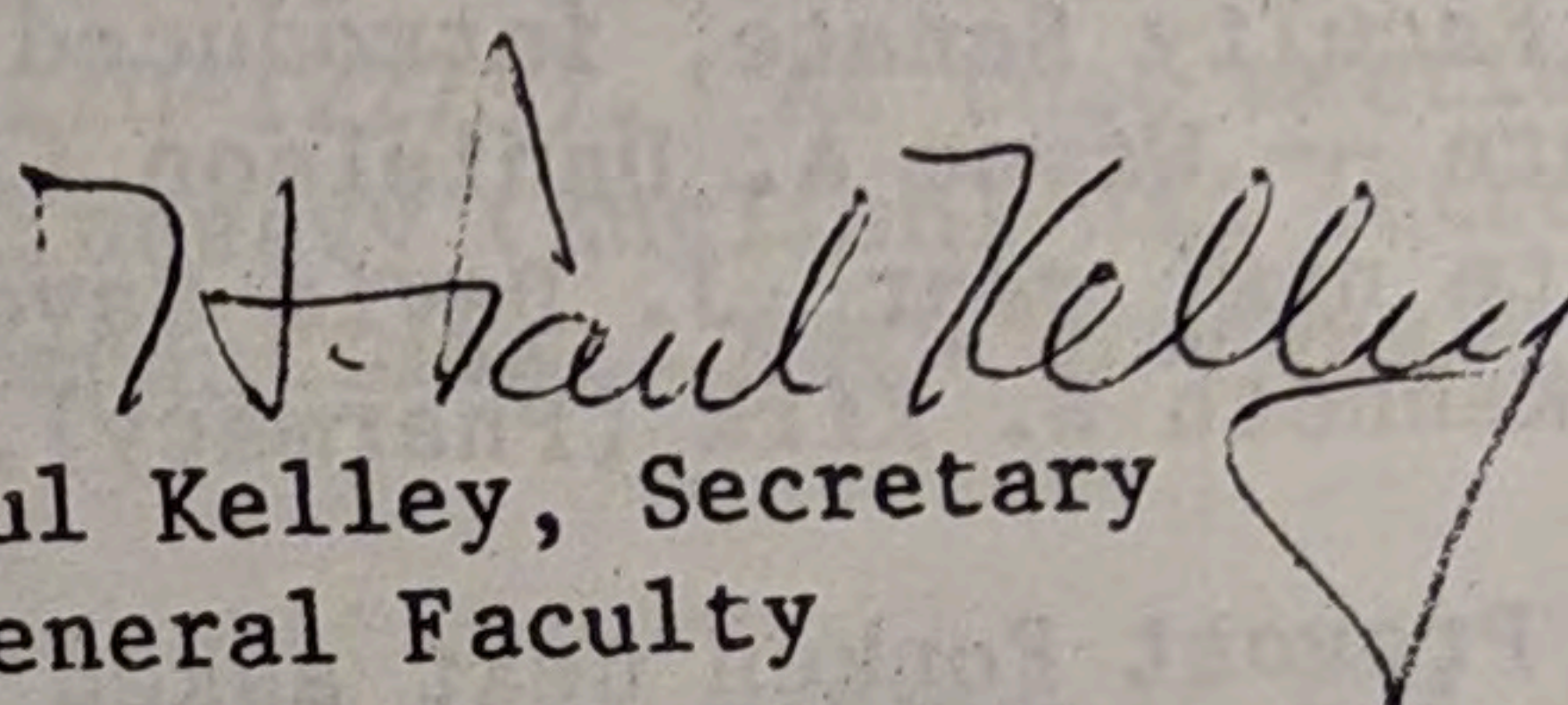


DOCUMENTS AND MINUTES OF THE GENERAL FACULTY
AND
DOCUMENTS AND PROCEEDINGS OF THE UNIVERSITY COUNCIL

The Minutes of the University Council meeting of May 8, 1989, 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 MAY 8, 1989

The fourth regular meeting of the University Council for the academic year 1988-1989 was held in Room 212 of the Main Building on Monday, May 8, 1989, at 2:15 p.m. In the absence of President Cunningham, Executive Vice President and Provost Gerhard J. Fonken presided.

ATTENDANCE.

Present: James Q. Aldrete, Frank N. Bash, Mark E. Bernstein, J. Harold Box, Robert E. Boyer, Oscar G. Brockett, Billye J. Brown, Ralph W. Cain, Evan B. Carton, Andrew M. Cooper, Wayne A. Danielson, R. Conrad Doenges, John R. Durbin, Gerhard J. Fonken, Wallace T. Fowler, Gary P. Freeman, Alan W. Friedman, R. LaVerne Gallman, William W. Gibson, Jr., Austin M. Gleeson, Mario J. Gonzalez, David B. Gracy, II, Maureen M. Grasso, Linda J. Hayes, Joan A. Holladay, Michael J. Hulbert, Robert C. Jeffrey, Judith A. Jellison, Gaylord A. Jentz, Sharon H. Justice, H. Paul Kelley, Robert D. King, James L. Kinneavy, Kenneth W. Kirk, Karrol A. Kitt, William R. Koch, Desmond F. Lawler, David R. Maidment, Priscilla P. Nelson, Patrick L. Parker, Gene R. Powers, Brenda I. Preyer, James P. Ray, Edwin R. Sharpe, Jr., Max R. Sherman, Waneen W. Spirduso, Teresa A. Sullivan, William O. S. Sutherland, Jr., H. Eldon Sutton, Walter Wilczynski, Roxanne K. Williamson, J. Robert Wills, Jack H. Wilmore.

Absent: Rosalie N. Ambrosino (excused), Lee E. Baker (excused), John R. Barbaret, Lance Bertelsen, Harold W. Billings (excused), Shirley F. Binder, Daniel A. Bonevac, Ronald M. Brown, Cindy I. Carlson (excused), Heather L. Carter, William H. Cunningham (excused), Nell B. Dale (excused), James T. Doluisio (excused), Fred P. Ellison (excused), Elizabeth W. Fernea (excused), G. Charles Franklin, Anibal Gonzalez-Perez, Susan G. Hadden, Mark F. Hamilton, Thomas M. Hatfield, William L. Hays, Elaine K. Horwitz (excused), Malia S. Johnson, William S. Livingston (excused), John C. Loehlin (excused), Reuben R. McDaniel,

Jr. (excused), Kevin F. Morrow, Shirley B. Perry (excused), Paul A. Schweizer, Maurice J. Sevigny, Michael J. Whellan, Martha S. Williams, Robert E. Witt (excused), Paul B. Woodruff, Herbert H. Woodson, Ronald E. Wyllys (excused), Mark G. Yudof.

Total members present: 53 Total members absent: 37

At the request of Provost Fonken, Alan W. Friedman (English), Chair of the Faculty Senate, introduced the newly elected officers of the Faculty Senate -- Wayne A. Danielson (Journalism), who will be Chair of the Faculty Senate next year; J. David Gavenda (Physics) who will be the Vice Chair; and Kenneth W. Kirk (Pharmacy), who will be Secretary.

Provost Fonken next asked Mr. Danielson to comment. Mr. Danielson replied: "... I would just like to say that this is a big responsibility to follow after such an outstanding Chair as we have had, and we will do our best. There is an old Chinese blessing that says, 'I wish you an uneventful life.' As a young man I could not understand that; I could not think of anything less interesting than having an uneventful life. But as I grow older I appreciate it, and so my ... wish for the Faculty Senate next year is that we have an uneventful year."

Provost Fonken responded: "There is another old Chinese saying ... 'May you live in interesting times.' I rather expect ... that you will live in interesting times...."

I. APPROVAL OF MINUTES.

A. MINUTES OF THE MEETING OF APRIL 17, 1989. (Delayed)

II. SECRETARY'S REPORT (D&P 12305-12315).

The Secretary's Report had been distributed in advance (D&P 12305-12315).

III. DISCUSSION OF SECRETARY'S REPORT - None.

IV. QUESTIONS TO THE PRESIDENT.

A. QUESTION CONCERNING THE STATUS OF PREMIUM SHARING FOR GRADUATE STUDENT EMPLOYEES.

Alan W. Friedman (English) asked about the status of premium sharing for graduate student employees. Provost Fonken said: "I am informed that there is no definitive additional information available. The matter is still being pursued very vigorously in the Legislature, and that is the extent of my knowledge. President Cunningham, I think, will inform those of you with whom he has contact as things progress and the events unfold."

V. SPECIAL ORDERS - None.

VI. PETITIONS - None.

VII. UNFINISHED BUSINESS.

A. REVISED RECOMMENDATIONS CONCERNING SUBSTANTIAL WRITING COMPONENT COURSES (D&P 12298-12301). (AMENDED AND APPROVED)

Provost Fonken reminded the Council that at its April 17 meeting Joseph J. Lagowski, Chair of the Educational Policy Committee, had introduced recommendations concerning the "Fowler Report" recommendations about substantial writing component courses (D&P 12270-12273). At that meeting Teresa A. Sullivan (Sociology) and James L. Kinneavy (English) had introduced modifications of the Committee's recommendations. Both proposals had been discussed at length.

Provost Fonken continued: "There was a question raised at the last Council meeting about the marginal cost of a proposal to provide one Teaching Assistant to each aggregate of 20 students enrolled in the substantial writing courses. Professor Kinneavy has done some rough estimates as to what those costs might be. I have also developed some very rough estimates of that. Mine are perhaps more conservative than Professor Kinneavy's; I am not quite certain of that. Looking at the available data, and these data are somewhat uncertain, in Fall of 1988 there were over 8,000 students registered in substantial writing courses. I recognize that some of those courses currently have TA's, but we had no accurate count of which do and which do not. But if one estimated that there were no TA's and simply 8,000 students with one TA per 20 students it would take 400 TA's. If they were paid at minimum [salary], which is \$3,000 per semester, ... the cost would be [1.2 million dollars] per semester, about 2.4 million [dollars] per year. Clearly those are just drawn on the grounds that there are no TA's currently serving those courses, and making the assumption that each course would be required a TA and that each TA would be half time. Those are subject to a lot of uncertainties.

"Approaching it differently, there are somewhat over 300 substantial writing courses. Some have multiple sections. This was fall of 1988. Again, estimating perhaps 400-some sections you can come out with, using the Educational Policy committee estimate that one-third of the substantial writing courses had a TA and two-thirds did not, ... two-thirds of the 400 sections would be 300; if each one had a half-time TA we would have 300 times \$3,000 for a minimal cost of about \$900,000 per semester, or \$1,800,000 per year. One can move those numbers around rather substantially.

"Let me call on Professor Jim Kinneavy ...; he has made his own cost estimates and would like to offer some comment on them...."

James L. Kinneavy (English) said: "I do think that my figures are in the same ballpark as Mr. Fonken's. My assumptions are a little bit different. I talked to the person who makes out the salary estimates for TA's in our department, and she gave me a figure of \$3,600; but to that I have also added the \$1,035 for the premium sharing, and consequently I am looking at a [total of] \$4,600 for a TA if the premium

sharing goes through (which I think it will in some way or other). A higher-level ... TA gets \$5,100 instead of \$4,600, so I simply took an average of \$5,000 per TA per semester. That is higher than [Mr. Fonken's] figure; that explains some of the difference in our estimates. Also I did not go by students, I went by sections; and I took this current semester.

"With that I think I can just walk you through [the material in the paper I distributed to Council members]. The general drift of this particular paper is to try to show that we cannot continue to do what we are doing right now -- that is to say, supply a TA at ... 20 hours a week for every one of these courses. That would break the bank, I think. I will just run through this [paper] and answer any questions afterwards."

Mr. Kinneavy then read from his paper entitled, "The Use of TA's in Substantial Writing Component Courses." The paper is reproduced below in its entirety.

"Given the importance of the use of TA's in SWC courses, it is critical that they be used in the most beneficial manner. Let us consider three different plans, two currently in use.

"PLAN A. Simply to assign a TA to one small class, as is done in some of our departments at the present, is a very inefficient use of the TA, since TA's are usually hired to work for 20 hours a week. The TA corrects $3 \times 20 = 60$ themes in the semester, assuming a small class of about twenty students.

"PLAN B. Twice as efficient as this is the allocation of a TA for 10 hours a week to one small class and 10 hours a week to another -- or, 20 hours a week to a larger class with 40 students. This approximates the Michigan model.

"PLAN C. Three times as efficient as PLAN A would be the allocation of a TA to three small classes at $6 \frac{2}{3}$ hours a week each -- or divided between several larger classes. This would still be a feasible workload.

"RELATIVE EFFICIENCY OF THE THREE PLANS. It might be helpful to establish a comparison with Assistant Instructors who teach their own classes, as in freshman English composition courses. They teach an average of 37.5 students per semester (50 one semester in two classes and 25 the next semester). They conference and correct about 6 regular themes a semester; they also correct one or two in-class themes, grammar exercises, and reading quizzes; and, of course, they plan and teach the course. In effect they conference and correct $7 \times 37 = 259$ themes a semester.

"By comparison, PLAN A TA's correct only $3 \times 20 = 60$ themes a semester (assuming a small class of 20 students) -- one-fourth as many as the AI's. PLAN B TA's correct $3 \times 40 = 120$ themes a semester, one-half as many as the AI's. PLAN C TA's would correct $3 \times 60 = 180$ themes, about three-fourths as many as the AI's.

THE COST. Let us take the current semester. We are offering about 397 SWC courses, but some of these are cross-listed and some of them are second-semester freshman English classes, which should not require a TA. This reduces the figure to about 360 courses. Most of these are small classes, I believe (this is a conjecture -- I have no solid evidence).

"If PLAN A were to be implemented, it would cost 360 (number of TA's) X \$5,000 (the average TA semester salary) = \$1,800,000 a semester or \$3,600,000 a year.

"If PLAN B were to be implemented, it would cost half of PLAN A because half as many TA's are required: \$1,800,000 a year.

"If PLAN C were to be implemented, it would cost one-third the cost of PLAN A: \$1,200,000 a year.

"Some TA's are currently being used (the administration's impact statement about the three suggested motions of Sullivan and Kinneavy might supply an accurate number). Consequently, some of this money has already been planned for. If one-third of the current courses use TA's according to PLAN A, no additional funds would be needed if PLAN C is adopted." [End of paper.]

"Not too many additional funds would be needed if PLAN B is adopted. So I think it is feasible for us to consider adopting ... PLAN B, or at worse ... PLAN C, and rescuing these courses and giving the incentive that I think teachers need.

"Let me just conclude by two remarks. I think deans and department heads can realize by ... this study that the current system is not possible to implement fully. We have to go to a partial system per course, per small course. With regard to numbers, and this is to answer [Mr. Sutton's] question last month, the 360 courses are offered by approximately 58 agencies. (An agency is not always a department -- like Women's Studies, or something like that.) That means if the [10 hours per week for each class] proposal is carried out, this would average out to about 3 TA's per department [for 60 departments, or] 180 TA's. That does not seem to me too big a problem. I even looked at [the Department of] English, which offers more substantial writing courses than any other [department].... By the time you take away the second-semester freshman courses and the cross-listed courses, English could survive this with even four or five TA's. So I do not think that this is as big a burden numerically as it looks..."

Provost Fonken next called on Joseph J. Lagowski (Chemistry), Chair of the Educational Policy Committee, to present a set of Revised Recommendations Concerning Substantial Writing Component Courses (D&P 12298-12301) prepared and distributed after the Council's April 17 meeting. Mr. Lagowski said: "The revised recommendations you have before you are essentially based upon the discussion that the [University

Council] had two weeks ago ...; for those of you who were not in that discussion, [let me] go over this very briefly.... On [D&P 12299] we simply have a statement of the SWC requirements as they exist now. On the next two pages we discussed, as in the original recommendations, four areas of concern: access, flexibility, accountability, and resource availability. Let me go through the recommendations one by one to give you a feeling for how they have changed, if at all they have changed.

"In the case of access, ... '1. The Committee RECOMMENDS that each college or school be directed to offer sufficient courses to allow all of its majors to satisfy The University's Substantial Writing Component requirement within that college or school.' That is a recommendation that has not changed since the last document you saw, and there was no comment from the [Council] on [that] point.

"In terms of flexibility, ... there are a few [important] changes which the committee accepted that the [Council] suggested we make. '2. The committee RECOMMENDS that The University's Substantial Writing Component requirement be fulfilled by passing any two courses (except English 306 and English 316K), each of which is certified by the SWC committee of the college or school in which the course is offered to fulfill the criteria previously established....' [That is a change.] 'One of the SWC courses must be an upper-division course.' That [is] a change....

"In accountability, [the Council added substantially to] the original EPC recommendations, and we do not disagree with anything that was added....

'3a. "The Committee RECOMMENDS that the Course Schedule indicate the number of spaces available in each SWC course after the room number. This will enable the college or school SWC Committee to plan for the required number of students in the college or school. It will also give students a clear notion of the availability of classes." That is fundamentally what EPC wanted in its earlier recommendations, that somehow the information [get] to people who are concerned. We, in our earlier recommendation, were more concerned with the administration and the faculty using this information, but the University [Council] recommendations were such that they thought it would be as important, in fact more important, to put the data in front of the students, and we agreed.

'3b. The committee RECOMMENDS that each college or school SWC Committee establish a method of periodically monitoring the quality of the writing in SWC classes in a way that respects the anonymity of teachers and students.' EPC did not address this issue, but we think it is a marvelous idea if somebody can figure out how to do it. We see great problems, but it is not our job to decide how to solve those problems. It is a very good idea, and we have no objection to that.

Finally, resource availability:

'4. The Committee RECOMMENDS that sufficient resources be made available (1) to the Center for Teaching Effectiveness to organize and conduct regular workshops to train assistants for SWC courses and (2) for the provision of adequate TA support for the faculty teaching SWC courses. The University should request specific moneys for this so that other uses of TA's are not preempted.' In this particular instance we had a diversion between what the [University Council] wanted to say and what EPC wants to say. It is our interpretation that the [Council's] suggestions were too specific for a policy committee to make -- [for example,] they were prescriptive in terms of the way that one would go about making provisions for adequate TA support for the faculty teaching SWC courses. So we prefer... to be more generic in our recommendations and not so prescriptive.

"That is the substance of the revised recommendations."

Provost Fonken ruled that "the motion has been made [and seconded] to adopt the [revised] recommendations of the Educational Policy Committee as laid out on D&P 12298 and following pages."

Teresa A. Sullivan (Sociology) MOVED that the Council consider Revised Recommendations 1, 2, 3a, and 3b as one motion, and that it later consider Revised Recommendation 4 as a second motion. The motion to sever was seconded and then APPROVED by voice vote without discussion.

With regard to Revised Recommendations 1, 2, 3a, and 3b, H. Eldon Sutton (Zoology) said: "The question of adequate writing on the part of our students has been with us a number of years now. I think the idea of courses with a substantial writing component is a very noble one. I think it has failed. We are now being asked to fine-tune once again a machine that is missing a critical part. I think there are a number of reasons why one should abandon the whole idea of substantial writing component courses. To begin with some philosophical ideas, first the English Department. I know I disagree with some of my colleagues in thinking that there are aspects that can better be taught in zoology, for example, or in accounting, but in my experience good writing is good because the people know how to write. Pedestrian writing takes refuge in specialty jargon and cliches Certainly the good writers in zoology are good writers because they know how to write, not because they know zoology, or know how to write zoology.

"Second is a matter that is a little bit, perhaps, more practical, and that is that the recommendations require that the grade for the course be influenced by the writing component. In other words, if I perceive that a particular student writes extremely well, I might give that student an A instead of the B he deserves in zoology ... or, of course, he might have gotten a C when in fact he deserved a B. In other words, we are being somewhat misleading if we give grades for composition that ... are labeled according to the subject matter in which they are awarded.

"There are some logistical and monetary considerations that I think we have heard a little bit of today. We have heard a bit of how much it is going to cost; we have not heard where the money is coming from. But if there was not money to provide the extra teaching required within the English Department, I do not know of any reason why we should expect that that money will be available to pass out among all the other departments on campus. It is going to cost money however we go about it.

"If that money is available ... I am not absolutely sure that this would be my top priority. Frankly I am right in the middle of grading term papers in a course that is not a substantial writing component course; I am very impressed with how well these students, mostly seniors, can write.... I think if we are going to [require some minimum level of writing skill, then we should focus our efforts] on those students who do not meet [that minimum] and not ... require [students who are already] able to write [to take substantial writing courses].

"[With regard to] sources of the TA's, I am somewhat mollified by the numbers provided by Professor Kinneavy, [but] I still shudder to think which of our zoology TA's I would assign the job of grading compositions. Recently we have been more concerned with getting them past the [spoken] English test so that they can have student contact, and our department is certainly not the worst in that regard. Many of them are good writers, but they have come to Graduate School to be involved in teaching zoology, and that is where their expertise is. The English Department, I am sure, is not prepared to provide TA's for the entire campus, and until someone can identify where all of these additional trained TA's are going to come from, I am going to be very skeptical that it is a workable solution.

"One final comment concerns directing deans and colleges to offer courses with specific content. I realize that that is always a negotiable sort of arrangement. We do teach service courses, usually because incentives are built in for us to do so rather than because we are directed to do so; but I would consider that something to be avoided if possible.

"What I would really like to do is to refer the whole thing back to the Educational Policy Committee and say, 'Do not come back again until you have a workable solution that we will all pass unanimously.' I recognize the difficulty in referring back to committee any report telling them it is no good, do another one unless that committee has a clear reading of the sentiments of the group. In order to achieve that sentiment ... one possibility is to offer a substitute motion, and I will do that. [I MOVE that the Council substitute for the motion on the floor a motion] that the requirements for courses with substantial writing components be deleted from all degrees. Should that [substitute] motion be successful, I would ... hope that there would be a subsequent motion to refer to the Educational Policy Committee a question of coming up with appropriate requirements in English for all degrees at the University." The motion to substitute was seconded.

Michael J. Hulbert (Students' Association) commented: "... I think that ... the present system obviously is not workable. I cannot tell you the number of people who have come to us that are delaying their graduation because they cannot get classes, and in many cases they are substantial writing component courses. That is just not a fair situation for students, and I think it is one that needs to be dealt with.... I think that the Council really needs to take a serious look at how resources can be applied to this....

"If you want a ... viewpoint from an engineering major who gets less opportunity to write than other majors, I feel like it is a very important part of my curriculum, and I would really hate to see those kinds of requirements leave. At the same time I think that just sending it back and forth into committees is not going to help the students; we are going to have another semester where more students will not be able to graduate because they cannot get their substantial writing component courses. I think it is ... time that we have to look at how we are allocating these resources.... I would really urge the Council to support changes to this substantial writing component program that would give it the kind of economic support that will make it a good program...."

Evan B. Carton (English) supported Mr. Hulbert's remarks and spoke against the motion to substitute. "While the English Department can and does teach writing, ... both in terms of its resources and in terms of ... the number of students on this campus, it cannot alone satisfy the needs of this university ... with respect to the writing competence that we desire of our students. It particularly can not do that when students ... are led to believe, by such proposals as the substitute motion ..., that writing skills are an idiosyncratic and slightly pre-verse demand of the English Department alone that really bear little relationship to their studies in other departments. The fact of the matter is that a student who writes clearly and articulates his ideas clearly reflects an ability to think clearly, and while writing per se may not be the primary subject in each of our academic disciplines, presumably we all do share a stake in clear thought well expressed, and presumably all of us on the faculty are at least as [well qualified as master degree candidates in the English Department] to evaluate such performance."

"Mr. Kinneavy said: "I am a bit mystified [that Mr. Sutton admits] that we do not know much about these courses and then he concludes that they have failed. I do not really think that they have failed. I said at the last meeting of the Council that offering 400 courses a semester ... it is a marvelous achievement. Any other program that I know of across the country pales by comparison. Michigan offers 75 courses a semester; Arizona offers 135 courses a semester. This is the biggest, and has the potential of being the best, writing-across-the-curriculum ... program in the country. I do not think it is a failure; there are weaknesses that have to be worked on...."

"As [Mr. Sutton] well knows, I am not a person who has said that

we cannot teach such courses in the English Department. I fought for the English 346K [course requirement] as well as anybody did, and I lost that fight; so we [now require only] two substantial writing courses and English 306. That is really all we have left out of a five-course proposal; English 316K is not always a substantial writing course. If we drop these courses as [Mr. Sutton] suggests, we are technically left with English 306, one course; that is not enough for this institution. I have taught writing at this institution for 26 years; we need more than that. Nearly everybody needs more than that."

David R. Maidment (Civil Engineering) commented on the financial implications of the recommendations. "I know we have severed the motion such that the financial implications come second, but ... when we are deciding on a substitute motion which has financial implications I feel they deserve some comment.

"Some of you may know that in the faculty research assignment competition last week there were 45 awards made out of 120 applications. The amount of money that is involved in those awards is equivalent to ... Plan B, which we are now considering. So the funds that would be consumed by Plan B, if it were subsequently adopted, if they were moved out of the faculty research assignment program would eliminate it completely. There were 75 applications for faculty research assignments for which there were no funds to be supported, so one faculty member in 40 in our university received a faculty research assignment in the latest competition. Or, to put it another way, the funds that are being proposed here would go a long way [toward solving], if not completely solve, the graduate student health insurance benefit problem for which the major problem is the allocation of money.

"So even though, if we lived in the best of all possible worlds, I would love to see all our students write, and I love to write myself, I am wondering here whether we have the financial capacity to support TA's in the 400-course program at this university at this time."

Provost Fonken thanked Mr. Maidment for his comments but noted that they applied more to Revised Recommendation 4, which would be dealt with separately, than to Revised Recommendations 1 through 3b.

The motion to substitute then FAILED by voice vote, and discussion returned to the Educational Policy Committee Revised Recommendations 1 through 3b.

Alan W. Friedman (English) said: "As a result of the discussion at the last Council meeting, there were a couple of items that I thought might have been included in the EPC report that are not here, and I would like to offer two of them as amendments. I will offer them one at a time. Then I have ... a friendly amendment [to offer].

"[In Revised Recommendation] 1, I would like to MOVE the addition of the words 'by Fall 1990' after the first four words of line one, so that it reads 'The committee RECOMMENDS that by Fall 1990 each college or school....'"

The chair of the Educational Policy Committee ACCEPTED that amendment and incorporated it into his motion.

Mr. Friedman: "[In Revised Recommendation] 2, I would like to add the following sentence at the end: 'One of the SWC courses must be in the student's major.'"

The chair of the Educational Policy Committee accepted that amendment and incorporated it into his motion.

John R. Durbin (Mathematics) expressed the wish that "committees would not be allowed to accept things on the behalf of the rest of us... [This proposed change] worries me. We already have, under Recommendation 1, that colleges offer enough courses to handle their students, so that ... will make different parts of the University carry their part of the burden. But now we are putting a burden on the student to match that student's schedule to the substantial writing courses. I can imagine our department offering enough courses to handle all of our students and yet not offering enough to make it convenient, or even possible sometimes, for a student to get those courses in that department. The courses in mathematics where it would be a good idea to have a substantial writing component ... are pretty limited, and given how tight students' schedules are sometimes, I am just bothered by that last change. You can advise me on what to do about that. I guess it is part of the motion now. Should I come back later and raise it as an amendment?"

Provost Fonken said that he might choose to re-amend it at a later time. "Let me offer a ... question back to Professor Friedman; would it be your intent that it be a course in the student's major at the time the student was in that major, since students do change majors periodically?" Mr. Friedman replied: "No, not necessarily; ... if a student, for example, [takes] a writing course in mathematics at such time [as] the student is not a mathematics major and then becomes one, I would think that would satisfy the intent of the motion."

Provost Fonken then asked: "Conversely, if the student had taken a course while a mathematics major but subsequently changed to engineering, the course would not count?" Mr. Friedman said: "I would think it still could."

Dean Robert C. Jeffrey (Communication) spoke to the parliamentary issue raised by Mr. Durbin. "If someone objects to the committee accepting, then the committee cannot accept [the amendment]. It seems to me [Mr. Friedman] will have to [propose this amendment] as a motion"

Provost Fonken accepted Dean Jeffrey's parliamentary interpretation and acknowledged that he had not asked the Council if there were objections to the committee chair's acceptance of the proposed change. Therefore he again asked the chair of the Educational Policy Committee if he accepted the change.

Mr. Lagowski pointed out that "this is one of the difficulties of trying to over-specify all the details of how this writing requirement is going to be expressed in different places." He then declined to accept the amendment because he did not understand its ramifications in individual departments.

Mr. Friedman then MOVED the addition of the following sentence at the end of Revised Recommendation 2: "One of the SWC courses must be in the student's major." The motion to amend was seconded.

Mr. Durbin spoke against the amendment. "I think it would put an undue burden on students to try to match their schedules to courses in a department, especially a department where there really are not that many courses that are good for having a substantial writing component."

Dean Jeffrey also opposed the amendment. "I think it would be almost impossible to administer and certainly would take a great deal of time. This whole question about when the students took the course and what major they were in, particularly if they switched majors two or three times, [would cause real problems]. I think it would be an administrative nightmare."

William O. S. Sutherland (English) spoke in favor of the amendment. "It seems to me that the substantial writing component courses are moving in exactly the right direction for writing. We should not separate writing from the subject matters in which we are working. What we are teaching in our classes, I think, is teaching our students to do zoology or [to] do literature or to do psychology, and that includes a number of processes. It includes reading and thinking and planning and acting, and then it also includes talking about your subject and writing about your subject; and as Bacon says, 'Writing makes a precise man.' And writing is an important part.

"I think perhaps the way the substantial writing component requirement is stated [is] a little bit misleading, because it makes it sound like an English requirement. When we first began putting this requirement into effect, I [met with] the committee ... who made up the requirement and ... spoke against this kind of statement of the requirement. It seems to me that it ought to be more discipline-specific. I think we are teaching people to write in zoology; I think we are teaching people to write in psychology; and I think that some of the vocabulary ... in some of the social sciences is an anathema to people who teach English, yet it is absolutely essential for the people who are writing in those disciplines.

"So I think writing in the student's major is a very important principle. I think if it is not possible, then the deans always have the authority to ... make exceptions.... But it seems to me this is an important principle to think about and to implement."

Mr. Sutton asked: "Suppose a student has an undetermined major; does that mean that the student cannot in fact take a substantial writing course during any of the period that he has an undetermined major?" Mr. Friedman responded: "No, because the student has several substantial writing component course requirements. This addresses only one of them."

Jack H. Wilmore (Kinesiology and Health Education) said: "One of the concerns that I have would be whether the departments now have the resources to handle this new requirement.... I think just to dump this on departments where they do not have the teaching assistantship support would be catastrophic. I think that needs to be looked at very carefully."

Judith A. Jellison (Music) agreed with the intent but spoke against the motion for two reasons. "One, we do not currently have the data to suggest what students are now doing in relationship to their major, and I would suggest that they would probably choose to take a writing course in their major if given the flexibility of their schedule. [Second], we are trying to provide more opportunities for students to have the flexibility to satisfy this requirement, and it seems to me that this requirement makes it more difficult and tightens the parameters by which they might satisfy this requirement."

Maureen M. Grasso (Home Economics) said: "In Home Economics we currently offer six SWC courses. Now our students have the opportunities to take these. Under Mr. Friedman's amendment these courses would not be appropriate for all our students because these courses are not offered in several specific majors, but are offered under the field of home economics. So in that case we would be eliminating some students from the opportunity of writing in their own field."

Mr. Friedman's motion to amend then FAILED by voice vote, and discussion returned to Revised Recommendations 1 through 3b, as previously amended.

Mr. Friedman said: "This is the one I intended as a friendly amendment. Under [Revised Recommendation] 3a, I do not understand the second sentence. I am going to suggest two possible ways of reading it that I understand, and if one of those is acceptable to the committee, then that will be my friendly amendment. I understand it either to mean, 'This will enable the college or school SWC committee to plan for the number of students in the college or school' or '[This will enable the college or school SWC committee] to plan for the number of required courses in the college or school.' I do not know what 'the required number of students in the college or school' might be...."

Mr. Lagowski indicated that he would accept the first wording proposed by Mr. Friedman and amend the second sentence in Revised Recommendation 3a to delete the word 'required'.

Brenda I. Preyer (Art) observed: "I do not really understand why that sentence is there; once the Course Schedule is printed, the planning had better be done by then.... I would suggest ... removing the sentence entirely."

Mr. Lagowski replied: "There are actually a number of ways that the Course Schedule develops. Obviously that information is in the hands of the faculty and the administration well before it is printed, so I do not think it is necessarily true that it is all over with; because if that information is in the copy that goes in, it is obvious that if there are discrepancies, the administrators can do things about it at that point. If it is a question of removing that, I do not think we would like to have that removed, because I think we want everybody concerned with the process of understanding where the writing components are and how many there are. Everybody in that process would be able to see what was happening."

Provost Fonken commented: "I have little right to say anything up here as Chair of the Council; however I would view that second sentence as being [a] rationale for the actual recommendation and not a part of the recommendation itself...." He then asked if there was any objection to Mr. Lagowski's accepting the suggested deletion of the word "required"; in the absence of any objection the amendment was ACCEPTED and incorporated into the motion.

Revised Recommendations 1-3b, as amended, were then APPROVED by voice vote, and the Council turned to consideration of Revised Recommendation 4.

Ms. Sullivan commented: "I suggested that these items be severed because it is clear that we have the greatest disagreement between the Educational Policy Committee and those of us who spoke in the Faculty Senate on this issue, and it is ... a difficult issue. What we have just approved [are] really institutional incentives. They are directed principally at Department Chairs and Deans; they are not directed principally at individual faculty members.

"What the Fowler Committee tried to do was to build in incentives that were directed to individual faculty members. By and large their recommendations were rejected by the Educational Policy Committee, and Professor Lagowski may want to explain to us why that was; but for those of you who do not happen to have the Fowler Report with you, I would like to quote from their conclusion and recommendations. 'Another action which could be taken to encourage faculty to become involved in SWC courses is to increase the teaching load credit for large SWC courses. A formula, based on the amount of SWC content, the enrollment, and the TA resource assigned to the course would be needed. The problems associated with the implementation of the Substantial Writing Component are the most serious associated with the current Basic Education Requirement. Lack of adequate resources and the resulting adverse faculty attitudes are the primary problems.' [D&P 11728].

"I feel that those problems which are [called the] most primary by

the Fowler Committee are precisely the ones the Educational Policy Committee has not chosen to take up with us today, and that is one of the reasons that Professor Kinneavy and I made our substitute motion at the last Council meeting, principally so that we would have those on the floor before us again. To refresh our memory about the specific recommendation the Fowler Committee made, they recommended that incentives be offered for teaching SWC courses -- for example, 4 1/2 points instead of 3 points [of teaching load credit] for a three-hour course, furnishing a Teaching Assistant in large classes, or limiting enrollment in SWC courses. All of those are recommendations that the Fowler Committee laid on the table. The Educational Policy Committee did not choose to pick them up; what Professor Kinneavy and I want to do is put them back on the table."

Mr. Kinneavy added: "To achieve that end, I [MOVE] to insert, [immediately after] Recommendation 4.(2) ..., this [sentence]: 'In general, the Committee recommends that for every 20 students in a SWC course, the teacher be offered the services of a TA at half time, ten hours a week, or one-third time, six and two-thirds hours per week, depending on the circumstances.' It is actually asking people to implement what I called Plan B in my earlier set of suggestions.

"I would like to say again ... that [the success of] every program like this that I know of depends upon the TA's. The Michigan program is very, very [successful] because the TA's are trained by a composition board; [it] takes about half of a semester, but it does not even have to be that long. They are trained how to grade [and] how to conference with students; they can be trained that way in each individual college in addition to using the Center for Teaching [Effectiveness]. But the success of the program depends upon the TA's,.... I think a fair amount of the money is already allocated; I do not think it is as impossible as it may sound...." Mr. Kinneavy's motion to amend was seconded.

"In response to a question from William R. Koch (Educational Psychology) Mr. Kinneavy explained that ten hours per week is one-half of the amount of time for which a TA is usually employed, although ten hours is customarily referred to as one-fourth time.

Wayne A. Danielson (Journalism) commented: "I do not understand an amendment that begins 'In general' and ends 'whenever possible.' I will be happy to vote for it, but it sounds like that is turning the Ten Commandments into the Ten Directives or the Ten Guidelines. Most deans that I know would be happy to have that amendment, because 'in general' and 'when possible' does not occur very often."

Mr. Kinneavy responded: "I was aware of those qualifications, ... I am aware of some of the problems that Eldon Sutton raised, and I am aware that this can not be done maybe next fall; consequently, that is why I put the qualifiers in."

"I also put the qualifiers in because TA's are used very differently in different departments. I think TA's are used very inefficiently in some departments and by some people, and very efficiently by others. I put the 'depending on the circumstances' in because TA's are used for ... things other than grading and conferencing for papers. I think that it would depend upon the sensitivity and the knowledge of the departmental chair [as to] whether a person gets a half time TA or a third time TA."

Mr. Friedman agreed with Mr. Danielson. "[Mr.] Kinneavy's numbers are persuasive.... Therefore I would like either to urge the movers of the motion ... to put in their plan C, or I would offer an amendment myself ... to get rid of the qualifiers and simply make it a TA of one-third [time,] six and two-third hours, ... for each 20 students."

As modified by Mr. Friedman, Mr. Kinneavy's proposed amendment read: "The Committee RECOMMENDS that for every 20 students in a SWC course the teacher be offered the services of a TA at one-third time, six and two-third hours per week."

Mr. Kinneavy agreed to accept Mr. Friedman's modification of his proposed amendment; "I think that it makes the proposal more attractive financially. I know who it is not going to be attractive to, TA's. Sometimes ... you would have to put a TA working with three teachers...; that can become cumbersome. However, to get the thing [adopted, Ms. Sullivan] and I are willing to go along with it."

At the request of Desmond F. Lawler (Civil Engineering), in the proposed amendment the phrase "one-third time" was changed to the more customary "one-sixth time."

Ms. Preyer spoke against the proposed amendment. "I am appalled by this whole situation. I think that the faculty are talking about somehow solving this problem that we perceive that we have, and I am not sure that it really should be perceived as a faculty's problem; I think it is a University's problem.... We are saying that we are going to pay a TA one-half time to handle [the] 16 pages or so total writing output per semester plus conferences [for each of 60 students]. I think that is unreasonable; I think it would be right for the TA's to rebel. I really think this is not the way to go."

Mr. Hulbert asked if "this is perceived as being a minimum, or that is just the way the TA's will be assigned now?" Ms. Sullivan replied: "Yes, I think it is understood as a minimum, and that is why the qualifier is 'for every 20 students.' There are substantial writing component courses now that enroll 40; there is one in the Department of Astronomy that enrolls over 60; and so presumably this would increment the TA time accordingly."

"I would ... like to respond to Professor Preyer's comment, too. This is at the discretion of the teacher, and not all faculty are going to use TA's to [do] grading in quite the way that Professor Kinneavy figured out when he was doing his ciphering. Indeed if I had the services of a TA in my substantial writing component course, I myself would do all of the editing, but I would appreciate a TA to proctor the exams and take care of the examination grading and so on. And I think that many of us who teach SWC courses feel that way about it; it is not so much the burden of editing, it is the editing on top of everything else. Part of the experience of the SWC is you have an experienced faculty member working with you on your writing, so I do not think it is necessarily the intent of this to put all of that burden on the Teaching Assistants."

Mr. Lagowski noted: "The discussion we have been having ... is precisely why EPC was not interested in trying to specify in detail how the support for the substantial writing component requirement should be. We wanted to simply say 'provision of adequate TA support,' because 'adequate' is in the eye of the beholder. I really think my committee would prefer ... to delete the statement [being proposed]. I do not think [the EPC members] would recommend [any of] the details that are being offered as amendments ... because they are adamantly opposed to the details that are involved here. I understand the basis for those details, but I do not think that is the purview of the Educational Policy Committee to try to spell out details. If this Council thinks it should spell out details, you should do it yourself and not [expect us to do it]."

The Kinneavy motion to amend, as reworded by Mr. Friedman, then FAILED by voice vote, and discussion returned to Revised Recommendation 4.

Ms. Sullivan said: "I would like to turn now to another explicit issue, which is the issue of teaching load credit. As the Fowler Committee recommended and as we discussed at the last University Council meeting, faculty members who teach substantial writing component courses incur substantially greater work loads but without necessarily any commensurate recognition. I would therefore like to propose a motion which is not as specific as the one I proposed last month, but it is in the spirit of the Fowler Committee.... [I MOVE that a second paragraph be added to Revised Recommendation 4 that says:] 'The University Council RECOMMENDS that the University develop and seek approval for a formula to increase the teaching load credits associated with SWC courses.' The motion was seconded."

Ms. Sullivan continued: "This amendment is not particularly detailed in its recommendation; it does not commit us to any particular multiplier, or even to creating the multiplier, but opens the way to address this issue further. I think that was one of the most important recommendations of the Fowler Committee, and I think it deserves further consideration by us. I appreciate Professor Lagowski's feeling that his committee should not deal with issues that are not, properly speaking, policy. I fear in this body, however, at some point we can no longer evade

our responsibility to deal with those issues. For whether [we are] here by election or by appointment, we are here to help make general guiding policy for the University, and the issue of teaching load credit, which is an important individual incentive for faculty members, is one that we need to address.

"Right now, we have by our earlier actions today put upon department chairs and upon deans the responsibility for insuring that there are more substantial writing component courses. What we have not done so far is to offer any incentive for any individual faculty member to offer those courses. In the absence of such an incentive, we know who is going to offer those courses -- it is going to be our untenured colleagues, those who are the most defenseless ... in fighting back the demands that more SWC courses be taught. And we have seen the proliferation of SWC courses in some departments relegated entirely to non-tenure track faculty or to untenured faculty, some of whom now teach two substantial writing component courses every semester with really no recognition at all. And so I would make a plea for this on behalf of those of our colleagues who may not be represented here among us, but who are likely to bear the brunt of the recommendations we have already passed today."

Mr. Durbin spoke against the amendment. "I am sorry the previous amendment did not pass; it seemed to me that it got to the heart of the matter much better than this one does. I am opposed to this amendment. The teaching load formula is, it seems to me, just something we have to live with, and to try to refine it so that it fits every case where a faculty member is going to have to work harder than a faculty member might in some other course is not a good idea. There are a number of courses that are hard to teach, and some are easy to teach; and a substantial writing component course is just one factor in that. We probably know people who teach the same course every semester year after year and really do not put that much into it; I do not think we should start looking at that sort of thing too closely. If we really want to make it easier for teachers who teach these SWC courses, then it seems to me we should go back and offer them all TA's."

Mr. Sutherland spoke in favor of the amendment. "In a previous discussion the comment was made that [faculty members] have lots of [teaching load] points, that we do not need extra points; that may be true in some departments, but it is not true especially in those that teach a large number of lower-division students. I think if we believe this is important, if we really care about this, then we have got to show in some way that we do care about it. And while this is a 4.5, say, amount which was discussed earlier, [it] is not without some cost to the University. I think we have simply got to show that we want faculty members to teach these [courses], and we have to have something besides the appreciation expressed by the chairman of the department."

Ms. Sullivan noted: "One quick answer to Professor Durbin's comments that indeed some classes are harder to teach and so on, and we cannot endlessly amend the teaching load requirements -- that is certainly true, but Policy Memorandum 3.101 currently lists nine adjustments and two exceptions. We already recognize a large number of exceptions and adjustments to the teaching load credit formula; they have already been enacted. If we consider substantial writing component courses to be important, and it seems to me that our first vote today reaffirmed our belief that they are important, then we have the obligation to implement them, and part of that implementation involves not only offering incentives (or offering sticks, really) to deans and department chairs, but also offering some carrots to some of our colleagues. Changing the work load credit is not a carrot that is very attractive to those of you who come from departments with large graduate programs; you already have available to you the graduate multipliers. So, for example, it is of no interest whatsoever in the Law School. It makes a big difference, however, to those who are teaching in the undergraduate classes, and particularly in those undergraduate departments where there may not be a large number of graduate students to be supervised. For them this is a very useful incentive, and it is one that I strongly urge you to consider, particularly in light of the rejection we have already made this afternoon of additional TA support."

Kenneth W. Kirk (Pharmacy) spoke in favor of the amendment. "As a member of the Fowler Committee from last year, we really felt this was important, because our Committee was told when we first met that all our work was to be done under the assumption of no additional resources being provided. That was made very clear to us. And so our Committee worked with the idea that ... additional TA's would be nice, but apparently that is not going to happen, and so what is an alternative? ... our Committee was very aware of the problem of faculty not wanting to teach the SWC courses...."

"It would have been nice if we had passed something that specified the amount of TA support, and then this amendment would not be necessary. But we defeated that motion, and so I see this now as a backup to the fact that somewhere we have got to create some incentives or we have passed ... some motions that faculty are just going to turn their back on except those who cannot turn their back ... and will be told to do it.... I think it is very important that we support this amendment."

The Sullivan amendment was then ADOPTED by voice vote.

There was no further discussion, and Revised Recommendation 4, as amended, was APPROVED by voice vote.

VIII. REPORTS - None.

IX. NEW BUSINESS.

A. PROPOSED AMENDMENTS TO THE U.T. AUSTIN HANDBOOK OF OPERATING PROCEDURES CONCERNING SELECTION AND EVALUATION OF DEPARTMENT CHAIRPERSONS (D&P 12302-12303). (APPROVED)

Alan W. Friedman (English) MOVED that the Proposed Amendments to the U.T. Austin Handbook of Operating Procedures Concerning Selection and Evaluation of Department Chairpersons (D&P 12302-12303) be approved. "[This item] comes from the Faculty Senate's Governance Committee.... The motion is essentially procedural and not substantive.... [There are] three points within this: First,... the procedures for consultation shall be formally communicated in writing to the faculty affected. Second, there shall be some time allowed for faculty to comment to the dean on the procedures. Third, ... the recommendation from the dean to the President shall be accompanied by a statement of the consultative process employed."

The motion was seconded and, without further discussion, APPROVED by voice vote.

X. REMAINING QUESTIONS TO THE PRESIDENT - None.

XI. ADJOURNMENT.

The meeting was adjourned at 3:45 p.m. The next regular meeting of the Council is scheduled for Main Building 212 on Monday, June 19, 1989, at 2:15 p.m.

[Following the adjournment, William R. Koch (Educational Psychology) informally spoke briefly to his colleagues on the Council.]