

## DOCUMENTS AND PROCEEDINGS OF THE FACULTY SENATE

MINUTES OF THE FACULTY SENATE

THE UNIVERSITY OF TEXAS AT AUSTIN

April 29, 1985

The ninth meeting of the Faculty Senate for the academic year 1984-85 was held in Room 212 of the Main Building at 2:15 p.m. on April 29, 1985.

Chairman Waneen Spirduso (Physical & Health Education) presided at the meeting.

## ATTENDANCE

I.

Present: Barbara Becker-Cantarino, Simon J. Bernau, Lowell J. Bethel, Julie H. Bichteler, R. H. Bing, Allen H. Bizzell, David L. Bourell, Ben H. Caudle, Kathleen F. Conlin, Wayne A. Danielson, Wm. C. Duesterhoeft, Maureen M. Grasso, Alan Gribben, Vickie L. Hampton, Ira Iscoe, H. Paul Kelley, George B. Kitto, J. Parker Lamb, Clarence G. Lasby, Steve Leslie, Joan I. Lidoff, Jane C. Marcus, Rueben R. McDaniel, Jr., David M. Rabban, Walter L. Reed, Bonnie Rickelman, Ramon Saldivar, Diane L. Schallert, Leonard G. Schulze, RoseAnn Shorey, James H. Sledd, Charles A. Sorber, Waneen W. Spirduso, H. Eldon Sutton, James W. Vick, Claire E. Weinstein, Lewis R. Wiman.

Absent: Edwin B. Allaire, Lear L. Ashmore (excused), Mark B. Baker, Gerard Behague, F. Stefan Bertram, Terrell Blodgett, Thomas D. Boyd, Randall Charbeneau, Betty S. Flowers, Gaylord A. Jentz (excused), Eleanor W. Jordan, E. L. Lundelius, Jr., Jack Otis (excused), Alice Redland, Robert E. Witt (excused).

Total members present: 37 Total members absent: 15

## II. APPROVAL OF MINUTES

A. The Minutes of the Meeting of April 1, 1985 (D&P 2197-2203) were approved as circulated.

## III. REPORT OF OFFICERS

A. Report of Chairman

Ms. Spirduso called on Charles A. Sorber to present his Nominating Committee's slate of candidates for appointment to the Men's and Women's Athletic Councils.

Mr. Sorber (Civil Engineering) reported that his Committee (other members Lowell Bethel, Allen Bizzell, Claire Weinstein) recommended that for the Intercollegiate Athletics Council for Women two appointments were needed, one for a three year term and one for a four year term. These should be made by the President from the following:

Lowell J. Bethel, Associate Professor, Curriculum and Instruction  
 Patricia A. Cain, Professor, School of Law  
 James W. Dietrick, Associate Professor, Accounting  
 Susan J. Grobe, Associate Professor, School of Nursing  
 Phillip B. Gough, Professor, Psychology  
 Linda H. Hayes, Associate Professor, Aerospace Engineering and  
 Engineering Mechanics  
 Barbara E. Williams, Assistant Professor, School of Social Work

The Senate APPROVED this recommendation.

For the Intercollegiate Athletics Council for men Mr. Sorber's Committee recommended one appointment from the following:

William C. Powers, Jr., Professor, School of Law  
 Waneen W. Spirduso, Professor, Physical and Health Education  
 Richard L. Tucker, Professor, Civil Engineering  
 James W. Vick, Professor, Mathematics  
 Jack L. Whitehead, Jr., Associate Professor, Speech Communication

The Senate APPROVED this recommendation.

B. Report of Vice Chairman - No Report

C. Report of Secretary

Mr. Bernau MOVED that the Faculty Senate meetings scheduled for the summer months should be cancelled.

The motion CARRIED.

#### IV. OLD BUSINESS

A. Faculty Senate Response to Committee Report on Teacher Education at U.T. Austin (D&P 2121-2122).

Mr. Vick (Mathematics) explained that he had asked for extra time with this matter because he thought it extremely important. He did not expect detailed discussion today but he did want to highlight a number of differences between the recommendations of the ad hoc Committee on Teacher Preparation and the reply by the College of Education. Among these were: the recommendations for developing more programs in classroom management and discipline; the differences between requirements for a major in certain subjects and a teaching concentration in those subjects; the issue of graduate students teaching upper division courses in the College of Education; and the need for a five year program.

Mr. Vick then stated two motions to amend the suggested Faculty Senate response on D&P 2121-2122.

Motion A was to amend the first paragraph of the response by deleting the phrase "for the most part" so that it would now read:

The Ad Hoc Committee on Teacher Preparation raised excellent questions and provided constructive suggestions pertaining to the issues facing the education of teachers here at U.T.

Motion B was to replace the entire final paragraph (on page 2122) by the following:

The Faculty Senate urges prompt action on those recommendations supported by the response of the College of Education. The recommendations on which differences exist should be referred to the proposed standing committee on Teacher Education, and that committee should be asked to specifically address these questions in its annual report to the President.

Mr. Sutton (Zoology) reminded the Senate that we were discussing a response to be made to President Flawn.

Mr. Iscoe (Psychology) was not sure there had been enough debate for the Faculty Senate to be sure what it was talking about. While teacher education was important to all, he did not want us drawn into a College quarrel. Certainly the University of Texas should produce a superior product, or get out of the business. The College of Education was more than just for the education of teachers.

Mr. Bernau (Mathematics) urged the Senate to vote and get on with its business.

Mr. Vick's motions A and B were voted on separately and CARRIED.

B. Discussion of President Flawn's answers to Questions from Mr. Sledd Concerning the Waiver of E 346K.

Mr. Sledd (English) had already provided the Faculty Senate with two documents on this issue. The first document had been circulated as D&P 2190-2192. The second had been circulated informally and is reproduced here as part of the record.

Statement for the Faculty Senate, April 29, 1985  
 By James Sledd

You have received from Professor Bernau, or will find attached, the following relevant documents: (1) my questions to the President for the Council meeting of March 18, along with the President's answers; (2) [from Professor Bernau] a documentary history exposing the failure of the President's answer to the first of those questions, which concerned E. 106K and E. 206L; and (3) my questions to the President for the Council meeting of April 15. Because these last questions were neither acknowledged nor placed on the agenda, I did not attend the meeting of April 15 but instead went to the Capitol for the hearing on the proposed increases in tuition. Professor Bernau has volunteered the information, however, that the President answered just one part of just the last of those four questions, denying that the requirement of E. 346K was waived because the administration did not want to provide the money to support the writing program. If Mr. Bernau's report is accurate, I cannot easily square the President's answer with earlier statements by Dean Robert D. King and Professor W. O. S. Sutherland. On December 3, 1982, Dean King wrote: "No large, public university is ever going to supply to an English Department enough regular positions to hire everyone it needs on tenure track." On February 13, 1985, The Daily Texan quoted Professor Sutherland on the dropping or waiving of E. 346K: "This course costs over a million dollars a year, and in the midst of this budget crunch, let's make sure of what we're doing."

The difficulty that I have with those three statements is like the difficulty which I usually have with administrative answers to my questions, and I am reminded of Professor Bernau's comment on answers obtained from the Department of English -- that no two of the answers agree. I believe that dissatisfaction with the proffered answers is inevitable because, as I have said, the so-called "waiver" of E. 346K is in fact one part of a more general attack on the composition program and because the ultimate responsibility for the whole fiasco lies with President Flawn and his administrators. In ignorance or disregard of the internal politics of the English Department, they pushed through a new set of requirements in English, refused adequate support for the new program, botched the promised "enrollment management" (which had been the great attraction of the program for the Department's majority), paid no attention to public warnings when the program at once got into trouble, and finally used the "budget crunch" and an unjustified plea of "urgency" to remove the program's keystone. The results have been that the English Department is now more bitterly divided than ever, its graduate students are in revolt, its lecturers have been butchered, its undergraduate students have been deprived of much-needed instruction, and the faculty's supposed authority over the curriculum has been made a farce. An administration which can provide millions for Admiral Inman and his MCC and which can happily see tuition multiplied has wrecked the composition program in less time than it took to build it.

I want now to show (a) how good answers to some of my questions destroy the reasons which have been alleged for "the decomposition of English" (Professor James Kinneavy's phrase) and (b) how public documents support the painful history which I have just recounted.

1. Professor W. O. S. Sutherland, according to the Texan of February 13, said that he had recommended that E. 346K be dropped (first) because "the original University Council legislation that set up 346K" (emphasis added) gave the English Department so much to do that it could not staff the course adequately, (second) because "this course costs over a million dollars a year," (third) because students have not taken the variants of the course which were relevant to their disciplines but instead "have taken variants that fit their schedules." I destroyed the third of those reasons by my second question of April 15, which cited my own experience at registration and showed that the English Department's own "Guidelines for Advising" say specifically that "students are not required to take the variant slanted toward their particular discipline." President Flawn, I judge, destroyed the second of Professor Sutherland's reasons by his statement that it was not the administration's unwillingness to spend money which caused the waiver of E. 346K.

My third question for April 15 greatly weakens Professor Sutherland's first reason by destroying his criticism of the University Council. The University Council did not require every student to take 346K. On the contrary, it was President Flawn who vetoed the Council's specific provision that other departments should be authorized to set up "equivalent courses in writing ... as a substitute for English 346K" (Documents and Minutes of the General Faculty, 14190; Documents and Proceedings of the University Council, 9456; emphasis added); and it was nameless administrators who decided that transfer students could not transfer a second semester of freshman English as the equivalent of E. 346K. Long after the Council had acted on the opposite assumption (D&P 9078), the English Department's own applauded spokesman (Professor Kinneavy was enthusiastically commended by the Department on April 24, 1981) reversed his explicit earlier assurance and announced the decision (all previous written statements to the contrary notwithstanding) that a second semester of freshman English would transfer as a course with "a substantial writing component" but not as the equivalent of 346 (original transcript of Council meeting of December 13, 1982, p. 14). Professor Kinneavy spoke of that rhetorically timely decision in the first person plural and commended it highly, as if the English Department had shared in the making of it; but when I insistently asked the President who had been the decision-maker (D&P 9042-9043, 9065-9066, 9078-9079, 9127-9128), eventually he answered, "I do not suppose anybody made that decision." Instead, the President went on, a long-established policy had operated, forbidding the use of a freshman course as the equivalent of a junior-senior course. He did not explain why the long-established policy had not been invoked in two years of previous discussion and legislation. It was the administration, then, with the knowledge and approval of the English Department's spokesman, that denied the English Department "one of the big logistical savings" which the English Department had been promised from the new requirements (original transcript of Council meeting of December 13, 1982, p. 14); and presumably only the English Department itself failed to promptly implement the exemption policy for 346K which the Department's own legislation had specified (Minutes of the Department of English, May 1, 1981; James Kinneavy, "The Decomposition of English," p. 3). Professor Sutherland tried to make the Council his scapegoat.

But though Professor Sutherland was wrong to blame the Council for the botched logistics, he was right to emphasize the logistics which the English Department and the administration botched, for a reduction in enrollment in English courses and hence the elimination of the lecturers were the prime attractions of the new English requirements for the Department's literary majority. It should always be remembered that when the

English Department began its attempt to formulate those requirements, Professor Max Westbrook "surmised that the English Department as a whole would never agree to one definition of the 'content' or 'purpose' of freshman composition, and ... moved that the Department proceed to the study of logistics. The motion was seconded and obtained general assent" (Minutes of the Department of English, February 1, 1980; D&P 9024-9027). Such internal disagreement, I believe, is the real reason for Professor Sutherland's recommendation against 346K. The writing program was the brainchild of one faction within the Department, and Professor Sutherland has wrecked that program -- by now a University program -- to satisfy the opposing faction.

2. Less embarrassing reasons, however, have been consistently alleged. In his letter to the members of the English Department on February 15, Professor Sutherland complained that the lecturers who taught most sections of 346K gave over 84% of last fall's students either A or B. Perhaps untenured staff are indeed tempted to give high grades because they are punished for low evaluations by grade-hungry students, yet the grades in E. 346K are not so far out of line as Professor Sutherland suggests. In the English Department's meeting of March 21, 1980, Professor Lester Faigley reported that for the ten previous years, 87% of freshmen who could not make the relatively low exemption score still got grades of C or above in freshman English and that "the overall UT GPA for all courses at all levels is 2.8" (much closer to B than to C). In any event, required courses should not be waived or abolished because of grade inflation, which is known to be widespread.

Still another reason from Professor Sutherland comes much closer to the truth. The University Council, he said in his letter of February 15, had actually approved two writing programs, both the program including E. 346K and the Vick Committee's roughly simultaneous proposal of a "Substantial Writing Component requirement." That remark points again to the English Department's internal conflict between the old-established Empire of Literature and the new but challenging Empire of Rhetoric. The Vick Committee's proposal essentially removed composition as a separate subject from the University curriculum. Because the Vick Committee considered E. 306 a remedial course (Professor Karl Galinsky reporting from the Senate in On Campus, November 9-15, 1981, p.7) for which "students with sufficient high school preparation should be able to obtain credit ... by advanced placement" (D&P 8155), the Vick Committee formulated its "writing requirement in terms of courses" beyond 306. Specifically, the Committee recommended "a normal lower-division English sequence such as E. 307 [literature and composition] and E. 314K [sophomore literature]," followed by any six hours of "upper-division courses certified to have a substantial writing component." A student who took 307 and 314K would "simultaneously be satisfying 6 hours of literature" [emphasis added]; and if the student accepted the Vick Committee's recommendation, took those two courses, and followed them with two upper-division "substantial-component" courses in her or his major field, "the entire writing requirement (beyond [the remedial] E. 306) could be absorbed into other areas" (D&P 8155). That is, since President Flawn has said that UT Austin does not offer remedial courses, no courses in which writing is the central concern need remain under the Vick proposal. There would be no Empire of Rhetoric.

In contrast, the actually adopted English requirements, to which Professor Sutherland objects, require both E. 306, a course in rhetoric and composition which Professor Kinneavy maintains is not remedial (Minutes of the Faculty Senate, February 2, 1981, p. 1521), and E. 346K, "Writing in Different

Disciplines," a course in "expository writing" (bulletin of the College of Liberal Arts, pp. 93, 97; emphasis twice added); and at the same time the actual requirements abolish the Vick Committee's recommended E. 307, the freshman course in which students wrote about literature. In fact, the committee of the English Department which first framed the requirements which in essence were actually adopted stated its aim quite clearly: "The committee hoped for a situation where the English Department is the center of writing instruction for the entire university" (Minutes of the English Department, March 23, 1980; emphasis added).

Thus, when the administration forces, including both Dean Vick and Professor Kinneavy, united to argue that two vastly different proposals were altogether compatible, they papered over a crucial disagreement which has now proved to be disastrous (D&P 8156, 8277). The administrators should at least have prepared for trouble after the Senate later voted for the Vick proposal and four to one against the proposal for which Professor Kinneavy was the spokesman (Minutes of the Faculty Senate, December 7, 1981, Appendix, pp. 1681-1682). But Professor Kinneavy always insisted, in defiance of the evidence (including the unanimous opposition of the student members of the University Council [D&P 9080-9086]), that faculty and student support constituted a "mandate" for the proposal which built the Empire of Rhetoric (D&P 9029-9033).

3. As my second question for April 15 points out, Professor Kinneavy has asserted, as I have done, that the dominant faction in the English Department is now dismantling a writing program which the Department only recently approved and University legislation formally established (Kinneavy, "The Decomposition of English," *passim*).

The political issue between the two factions is the employment of large numbers of lecturers, whom the dominant faction (especially its younger contingent) sees as a threat to the professional status of the literati. Professor Wayne Lesser made this fact plain in a letter to colleagues in the departmental senate before Dean King abolished that body and muzzled the Department: "Lecturers," Professor Lesser wrote, "perform professionally legitimate and significant work within a sub-professional employment track. It is this sub-professional track -- and the kind of restrictions it demands of those who serve in it -- which threatens the department's full disciplinary function in this university, the traditional professorial tracks, and the new Ph.D. from our own department. The protection we seek from the professionalization of restricted employment is admittedly based upon self-interest, upon an attempt to conserve a particular professional status we believe is necessary to sustain the department's vision of itself and its role in liberal education." Professor Kinneavy's reply, from the rhetoric faction, is that the lecturers who are needed to staff E. 306 and E. 346K should be retained and slowly moved into the status of "regular faculty members" ("The Decomposition of English," p.2), thus guaranteeing eventual rhetorical domination.

Despite its present rejection, Professor Kinneavy's answer is justified. The action of Professor Sutherland and Vice-President Fonken unquestionably brutalized the lecturers, whom the literary faction first used, then abused, and now pretends to cherish. That action wrecked the current semester of E. 346K, in which both lecturers and students have been understandably disheartened; and the abruptness of the action had the further consequence that lecturers learned first from *The Daily Texan* that their next year's jobs had been wiped out when it was too late to hunt for others. Yet as recently as December 3, 1982,

Dean King had written: "We will doubtless continue to need substantial numbers of lecturers for the next several years at least."

The doctrinal difference which accompanies the political issue between the English Department's contending factions is whether or not writing about literature is the best way to learn to write; and the forces of the Empire of Literature (who in general are not much inclined to consider the career needs of their students), maintain vehemently that it is (even though they intend to teach E. 316K, a course which the Vick arrangement would include among its twelve hours of "writing," in sections of two hundred or so). In an unpublished letter to *The Daily Texan* on February 25, Professor Charles Rossman denounced E. 306 and 346K (courses which the English Department proposed and fought for as late as January, 1983), calling them ill-conceived, impractical, ineffective, remedial, boring, mechanical, stillborn, hated, etc. Continuing his denunciation of the writing program whose adoption the English Department had publicly applauded, Professor Rossman went on: "Rarely has educational policy been so clearly made in the name of students for personal ends. The truth is that English 346K suffers from grave theoretical as well as practical problems. The course was probably a mistake from the outset, and it should be abandoned for good. What is more, English 306, the required freshman course, suffers from even worse problems. Kinneavy is entirely correct that it is under attack within the department. He is wrong only in lamenting that attack, rather than applauding it."

Rossman's own proposals are to be found in a letter to a lecturer who had questioned his attitude toward "the lecturer problem" (which Professor Larry Carver claims that the dominant faction has now solved in gutsy fashion). To his earlier adjectives for the writing courses which Deans Weinstock and King had strongly supported and President Flawn had approved, Professor Rossman added *mindless, stupid, and foolish*. "Let's get rid of those stupid courses altogether," he said. "And let's insist, above all, that we don't allow professional education to usurp humanistic education. Make the engineers and business majors take our literature courses, and make them write in those courses, too."

Since Professor Rossman is richly scornful of "faculty whose careers are based on theorizing about 'composition'" (the contemptuous quotation marks are his), one wonders how Professor Gribben can claim (D&P 9993) that the English Department "is fully committed to offering a program in composition." It was Professor W. J. Scheick of the English Department who said, within living memory of even a young child, "Composition stinks" (D&P 6899). It was administrators of the English Department, during adds and drops this very spring, who instructed graduate students to advise freshmen that all sections of E. 306 (rhetoric and composition) were closed, though in fact some of those sections had only half their usual quota of twenty-five students. The AIs were instructed instead to "sell" freshmen "on the idea of taking E. 303," by which (I take it) the AI who gave me this signed statement means *Humanities 303*, which Professor Carver teaches and directs (Course Schedule, pp. 200, 232; for E 303 as a label for HMN 303, see Carver in *The Daily Texan* for February 25). I add without comment that on May 5, 1980, "Mr. Gribben urged the department to take strong measures to promote the proposal" whose scuttling he now defends (Minutes of the Department of English, May 5, 1980) and that Professor Carver (*Texan*, 2/25/85) brags on the enrollment in HMN 303.

4. I return, now, to the first of Professor Sutherland's reasons for his recommendation that E. 346K be dropped or

(euphemistically) waived as a requirement: "There is no way we can be assured of enough qualified staff to teach this course in our expanding university" (Sutherland to "members of the Department of English," February 15). The Texan for February 18 quoted Vice-President Fonken as saying much the same thing: "The English department was unable to provide the number of courses and instructors required."

I vividly recall Vice-President Fonken's irritation when I opposed the adoption of the now scuttled English requirements in the University Council in 1982, as I would oppose them now if a move were made to reinstate them; and it was President Flawn himself who said in the Council on January 26, 1981 (D&P 8185), that resolution of the curricular issues raised by the Vick Committee's report was the Council's most important work for that year "or perhaps for many years." Consequently I am puzzled both by the nature of the "urgency" which prompted the waiver of E. 346K and by the administration's abject failure, if such "urgency" did indeed come to exist, to take adequate measures to prevent it. On March 23, 1981, Professor Kinneavy assured the Council (D&P 8292) that "at the present time we can handle, very effectively and efficiently, 9 hours" of writing courses in the English Department; in the fall of 1983, the English Department successfully staffed 258 sections of composition; the Department abolished four well-subscribed composition courses (307, 308, 310, 317K) to make room for 346; and my first question to President Flawn for April 15, 1985, indicates that lecturers should be easily available.

Vice-President Livingston (D&P 9993) perhaps inadvertently implied that "urgency" might be created by delaying needed action until "the Course Schedule had to go to press." I am as sure, however, that that implication was unintended as I am sure that the administration had ample and repeated warning, throughout the past five years, of impending difficulty. Not to bore the Senate with my own familiar periodic warnings, to one of which my fourth question for April 15 makes reference, I will limit myself to a quotation from Professor Wayne Rebhorn, speaking to the English Department on March 28, 1980. "The basic issue" of staffing, Professor Rebhorn said, "had been avoided" in the English Department's planning for new requirements; "if extra money is not forthcoming, how does the department staff composition courses?" Mr. Rebhorn concluded that "the problem will not go away," and indeed it didn't.

I have to conclude that the "urgency" which has been cited to justify the abrupt waiver or dropping of E. 346K consisted in the administration's refusal to provide money or people-power for composition courses which it nonetheless insisted on requiring. The most recent boastful issue of On Campus leaves me distinctly cold. If we have to talk about "urgency," let's talk about the urgent need for improving student writing. Professor Maxine Hairston reported to the University Council on May 16, 1977 (D&P 6896) that "both Professor Sledd's survey and the comments on the poll taken this spring reveal wide-spread faculty dissatisfaction with their students' writing ability." Professor Hairston went on to say that "in the 1977 poll, 50.8% of 870 respondents "favored a return to the twelve-hour English requirement" and that 89.2% opposed reducing the composition requirement at the freshman level; yet the administration forces proceeded to reduce the freshman requirement to a single course by abolishing E. 307 and E. 308, abolished both sophomore composition courses (E. 310 and E. 317K), and did not provide adequate support for the nine-hour requirement which remained. The motto for such inaction might be "Millions for MCC, but nothing much for literacy."

5. Members of the Senate and Council have, of course, been

repeatedly assured that the fiasco of the English requirements is only a family quarrel within the English Department and that no issue exists for the Council to act upon. Painful contradictions follow from those assurances. Vice-President Fonken told the Council that "the prerogative to offer a course or not offer a course rests with the faculty in a given departmental area" (my copy of the original transcript of the relevant tape); President Flawn has said (supported by Vice-President Fonken) that "it is within the authority of the Deans [of whom Vice-President Fonken is not one] to permit substitution or waiver [of] specific degree requirements," which the Council would not consider unless a catalogue were changed (D&P 9992-9994); Vice-President Livingston has said (D&P 9993) that he knows no limit on the duration of a waiver; yet Dean King (to justify his removal of graduate students from voting membership in departmental committees) has recently asserted that "authority over the curriculum is vested in the faculty" (letter to W. O. S. Sutherland, April 4, 1985). My conclusion, since I cannot believe contradictories, is that the faculty, its Senate, and the Council have precisely as much -- or as little -- authority as the administration finds it convenient to allow.

At last to have done:

Members of the faculty are often adjured to trust their colleagues and their superiors. The adjuration never comes until trust has been thoroughly shaken -- at which point the adjuration becomes a damaging plea to ignore reality. The history of the English requirements which I find in official documents and in my memory of my own long-term involvement is essentially a history of administrative blundering. To such blundering, university governance from the top down, on the model of the giant corporation, is peculiarly liable, because the model deprives administrators of needed criticism and uninhibited counsel. I have abandoned hope, however, that the University of Texas at Austin is presently capable of offering courses in composition which are fit to be required. A wide selection of elective courses in both composition and literature, living or dying by their perceived utility to students, seems to me a better alternative than either the continued anguish of unsupported requirements in the English Department or the doubling of present problems by the creation of a separate division of composition, equally unsupported.

James Sledd

April 22, 1985

Question To The President From Dr. Sledd for the March 18, 1985 University Council Meeting:

Question 1: "What is the status of the following English courses: a. 106K and 206: Are they presently being offered? b. 316K: Does it have 'a substantial writing component'? c. 346K: When--if ever--will the requirement of this course be reinstated?"

Response:

a. The authority to offer or not to offer English 106K and 206L rests with the English Department. The Spring 1985 Course Schedule shows a section of E 106K (hours to be arranged) and a section of E 206L (hours to be arranged). Both courses were open through the add and drop period but were then cancelled due to a lack of student enrollment.

b. The English/writing component of the various undergraduate degree requirements specifies three English courses (E 306, E 316K, and E 346K) and two additional courses certified as having a 'substantial writing component.' The 'substantial writing component' certification is not used in conjunction with the three required English courses; nevertheless, the English courses include writing.

c. E 346K is still a degree requirement; it is still in the catalogues of all the schools and colleges offering undergraduate degree programs. Since E 346K will not be offered in the 1985-86 academic year, the Deans are taking steps to permit substitutions or waivers of this course requirement as may be appropriate to specific degree programs under their jurisdiction until such time as the necessary instructional services can be provided. This matter will be reviewed by the English Department and the College of Liberal Arts during the 1985-86 academic year.

Question 2: "How, why, and by whom were the decisions taken which have drastically altered the program in writing formally approved by the University Council, the President and the Board of Regents; and did those decisions either violate the legal or customary rights of the faculty and the Council or breach contractual obligations to students established by University bulletins?"

Response:

Four courses relating to this requirement will remain available to undergraduate students in 1985-86: two required English courses and two required courses certified to have a substantial writing component. The recent action regarding E 346K defers the offering of the fifth required course.

"The action to defer offering E 346K in 1985-86 was based upon the recommendations of the Dean of Liberal Arts and the Chairman of the Department of English. Dean King informed us that the College and the English Department were not prepared to implement fully the instructional program in E 346K in the 1985-86 academic year. Since the Deans have jurisdiction over student programs of study and degree requirements (General Information bulletin, page 51) and thereby the authority for substitution, waiver, or deferral of specific degree requirements, this matter was discussed at the February 11 Deans Council meeting. There was unanimous agreement among the Deans to formulate actions appropriate to their colleges/schools for permitting substitution or waiver of the E 346K requirement until such time as the necessary instructional services can be provided. A follow-up memorandum was sent to the Deans on February 13, 1985, from the Office of the Vice President for Academic Affairs and Research confirming this discussion and requesting information on the college/school actions to be undertaken to implement substitutions or waivers.

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[These questions to President Flawn were submitted for the University Council meeting of April 15, 1985; but since they may neither be answered nor distributed in the Council's agenda and minutes, I am duplicating them for other distribution.]

James Sledd  
April 6, 1985

1. Among the reasons given for waiving the University requirement of English 346K was the assertion (attributed by The Daily Texan on February 18 to Vice-President Fonken) that the English Department could not provide the required number of instructors. Since that number was apparently no greater than the Department has had in the recent past (see Professor James Kinneavy's recent calculations for the Faculty Senate), since many veteran instructors are presently available in Austin, and since Texas Southmost College in Brownsville had over a hundred applicants this spring for a single appointment in English, many of them with Ph.D.'s and publications, what special reason made U.T. Austin incapable of recruitment?

2. Vice-President Fonken's waiver of the requirement of English 346K was supported and allegedly recommended by Professor W.O.S. Sutherland, who said that since "students take the sections that fit their schedules," not the sections that most nearly match their majors, "the basic premise upon which the course was built has been ... lost." But both Professor Kinneavy's statement for the Senate and my personal experience in registration show that students' patient efforts to register for the proper sections were frustrated because the English Department had not scheduled sections to match the students' needs; and in fact the Department's own "Guidelines for Advising," distributed in October, 1984, say specifically that "students are not required to take the variant slanted toward their particular discipline." Do these facts support Professor Kinneavy's assertion that administrators in the English Department are deliberately dismantling a writing program which the Department approved and University legislation formally established?

3. Professor Sutherland is critical of the University Council: "We were given to understand when the Department approved the course in 1978 [the date is mistaken] that the new requirement (specifically E. 346K) would call for less staff than the old. Yet the legislation that appeared on the University Council floor differed markedly from that passed in the Department. It called for every student to take this course...." In fact, however, the Council's legislation stipulated that the Council would be "authorized to approve equivalent courses in writing, offered by individual departments, as a substitute for English 346K" (D&M 14190); and the Council acted on the explicit assurance, by the English Department's spokesman, that "transfer credit for a composition course beyond E. 306 satisfies this requirement" (D&P 9078). Would you recount the subsequent legislative history which cancelled the stated authorization and assurance (D&P 8849, D&P 9127)?

4. At the Council's meeting of January 23, 1984, I asked three questions concerning the contrast between the bright promises which were made by the English Department's spokesman before the new English requirements were enacted (with the Department's full knowledge and expressed approval) and the Department's full soon as it set about the implementation of the new requirements, that they presented "substantial problems, significant difficulties, and great challenges" (D&P 9542). The proffered answers included a statement by Professor W.O.S. Sutherland: "I think it would be a great mistake to make plans long ahead of time and stick to those plans; I think that would be rigid and authoritarian, and I think we must learn as we go along" (D&P 9543). Since Department, Council, and administration thus had full warning, over a year in advance, of trouble ahead for the new requirements, did the English Department and the administration indeed act on the assumption that planning to avoid the trouble was undesirable? Was the requirement of E. 346K waived because the administration did not want to provide the money to support the writing program?

Mr. Sledd said that he had stated his beliefs and provided the facts to support them. It was up to others to search their own hearts.

V. NEW BUSINESS - None

VI. REPORT OF COMMITTEES

A. Report of the Faculty Senate Committee on Academic Honesty (D&P 2174-2189).

Ms. Weinstein (Educational Psychology) presented her Committee's report. The Committee had found some extremely serious problems. Formal discipline procedures were surrounded by myths. Informal procedures were subject to frightening inconsistencies. Plagiarizing an assignment, for example, could lead to any penalty from a zero grade to an F in the course to a formal expulsion hearing.

The Committee had two major recommendations, both of which follow:

We recommend that a committee be constituted by the University Council to examine and provide strong guidelines for improving communication between the faculty and personnel in the Dean of Students' Office. Additionally, we recommend that the committee explore ways to improve faculty confidence in the disciplinary procedures currently in place and the manner in which they are implemented in the Dean of Students' Office. We would recommend that the proposed committee to be appointed by the University Council be made aware of the surveys mentioned in the previous paragraph and the very useful information in them.

In addition, we recommend that a committee be constituted by the Faculty Senate (1) to conduct the proposed survey of informal procedures currently being used, and (2) to provide concrete recommendations for faculty desiring to handle academic dishonesty problems on an individual basis.

In discussion of the first recommendation Mr. Sutton thought that the standing Committee on Discipline Policies could handle this matter. He was also doubtful that a faculty committee could promote communication between an administrative office and the general faculty.

Ms. Weinstein explained that the standing committee dealt more with policy issues and formal procedures, and had not had much success with the communication issue. A new committee with a specific charge was the best idea her committee had been able to find.

After some clarification of where the recommendation should be addressed the first recommendation was voted on and APPROVED.

Ms. Weinstein then presented the second recommendation which was APPROVED without further discussion.

B. Report and Recommendations of the Faculty Senate Committee to Review the University's Policies on the Use of University Facilities (D&P 2193-2196)

Mr. Rabban (Law School) explained that his committee had found three major areas of concern.

The first was Regents Rule VI, Sec 7.26. This rule (quoted on D&P 2193) essentially prevented the advocacy of civil disobedience on the University of Texas campus. The Committee found this a bad educational policy and also contrary to the United States Constitution. The Committee's first recommendation therefore was the repeal of this Rule and consequent change in the General Information bulletin.

The second area of concern was to do with restrictions on meetings of organizations to which faculty belong (for example a local chapter of a scientific society). The Committee found: that the restrictions on such meetings were excessive; the requirement for sponsorship by the University President was unnecessarily burdensome; treating such organizations in the same way as predominantly student organizations, and placing them under the jurisdiction of the Dean of Students was inappropriate. A previous committee had recommended abolition of the sponsorship requirement and the Faculty Senate and University Council had concurred. President Flawn had not approved the recommendation. In spite of this the requirement is largely ignored and not enforced. The Committee recommended the elimination of the sponsorship requirement in Regents' Rule III, Sec. 32 and the exemption of Faculty Organizations from the procedural requirements of the General Information Bulletin, Sec. 10-201 to 10-203. The Committee had no objection to a simplified application form for the use of University facilities.

The third area of concern was about restrictions on access to University property by members of the general public. The key issue here, and the one which had led to the formation of Mr. Rabban's Committee, was the demonstration of March 1984 during a speech on campus by Henry Kissinger. A preliminary injunction issued at the time by Judge James R. Nowlin indicated that certain of the University's rules governing public access were unconstitutional and that others might be unconstitutional too. Mr. Rabban cited other instances where the University position seemed inconsistent with the Judge's ruling. The Committee recommended that the University develop new rules for access by the general public modeled on existing rules at other first class universities. (Those at Princeton were particularly cited.) The thrust of these should be to provide generally open access subject to reasonable restrictions.

Voting took place on each of the three Committee recommendations separately. All three were CARRIED.

C. Report from the Committee Reviewing E. 346K (D&P 2172-2173).

Ms. Spirduso reported for the Committee (Herself, Reuben McDaniel, Simon Bernau, Steven Leslie and David Rabban). The Committee proposed four position statements for consideration and possible approval by the Faculty Senate. These position statements had been circulated as (D&P 2172-2173).

The first position statement concerned the process by which the decision was made to waive E. 346K. It was APPROVED with two voting no and two abstentions.

The second position statement concerned the waiver of E. 346K. Amendments were accepted from Mr. Sledd and Mr. Caudle (Petroleum Engineering) to change the second sentence of the statement to show that the University Council's intent to approve substitutes for E. 346K had not been approved by President Flawn. As a consequence of this E. 346K or an equivalent course was now a part of every catalog requirement. With this amendment the second position statement was APPROVED.

The third position statement concerned the process by which a solution to the E. 346K problem might be found. It was APPROVED.

The fourth position statement concerned appropriate issues for the Faculty Senate. Mr. Sledd was concerned that the expectation of collegial consensus could foreclose options that a Dean might wish to pursue. Mr. McDaniel (Management) assured him that he did not think the expectation of collegial consensus foreclosed anything. After this exchange the fourth position statement was APPROVED.

D. Report of the Faculty Senate Committee on the Use of the Course-Instructor Survey (D&P 2134-2171).

Ms. Shorey (Home Economics) reintroduced her Committee's report which she had summarized at the last meeting. The Committee had found no consistency in the way that college and departmental administrators require or use the Course-Instructor Survey. Administrators should be reminded that the CIS is only one of what should be several evaluative tools. The survey does seem to provide faculty with necessary feedback and the participation rate of 50% - 80% seemed satisfactory. Faculty needed to know about the administrative effort to set up out of class student evaluations of all courses. Faculty should also realize that the statistical summaries from the CIS are open records but the students' written comments are not.

The Faculty Senate then ACCEPTED the report.

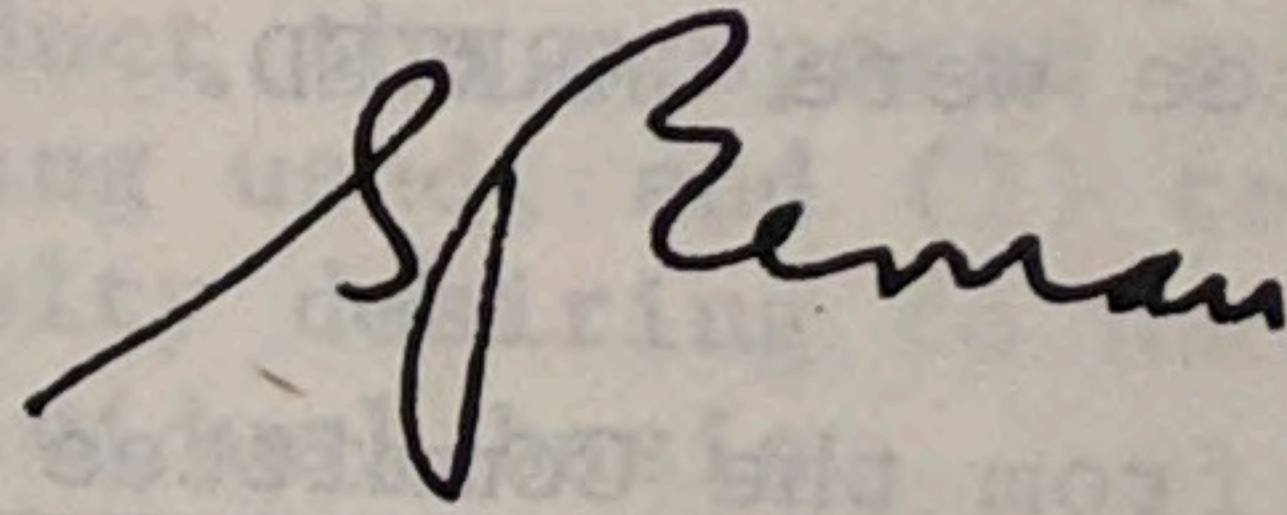
E. Transmittal of E. 346K Position Statements.

After some discussion it was agreed that the four position statements on E. 346K should be forwarded to Vice President Fonken for his information.

This concluded the business of the Faculty Senate for 1984-85.

Mr. Iscoe rose to thank Ms. Spirduso for her service as Chair of the Faculty Senate for 1984-85. He referred specifically to her fairness from the chair and the work she had put in. The Faculty Senate endorsed Mr. Iscoe's remarks with prolonged APPLAUSE.

The meeting then ADJOURNED at 3:50 p.m.



Simon J. Bernau, Secretary  
The Faculty Senate