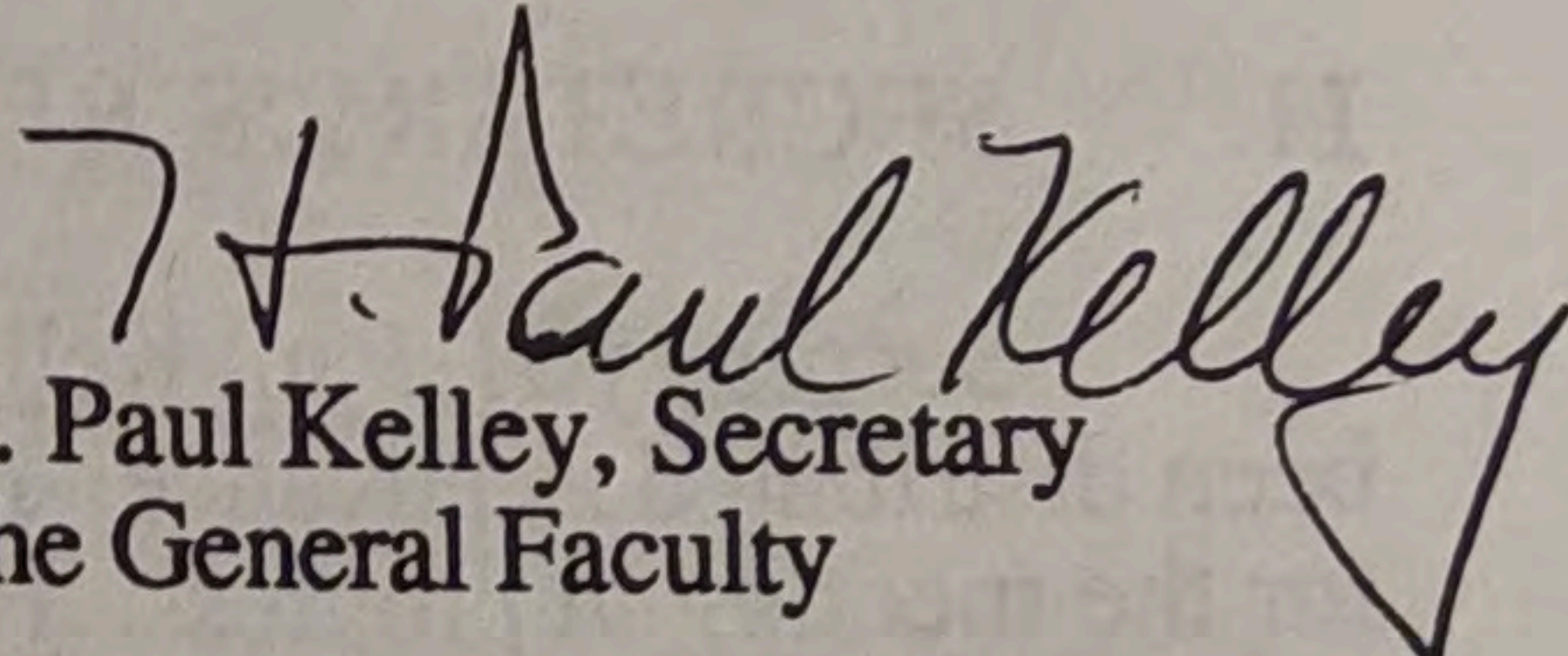


DOCUMENTS AND MINUTES OF THE GENERAL FACULTY
AND

DOCUMENTS AND PROCEEDINGS OF THE UNIVERSITY COUNCIL

The Minutes of the University Council meeting of October 19, 1992, published below, have been prepared for the immediate use of the members of the University Council and are included in its Documents and Proceedings. They are also included in the Documents and Minutes of the General Faculty for the information of the members.


H. Paul Kelley, Secretary
The General Faculty

MINUTES OF THE UNIVERSITY COUNCIL MEETING OF
OCTOBER 19, 1992

The second regular meeting of the University Council for the academic year 1992-1993 was held in Room 212 of the Main Building on Monday, October 19, 1992, at 2:15 p.m. Acting President William S. Livingston presided.

ATTENDANCE.

Present: Robert E. Boyer, Brian A. Bremen, Oscar G. Brockett, Patrick L. Brockett, Ned H. Burns, Caryn L. Carlson, Alan K. Cline, Donald G. Davis, Jr., Randy L. Diehl, John D. Dollard, John R. Durbin, Helen L. Erickson, Elizabeth W. Fernea, Gerhard J. Fonken, Alan W. Friedman, G. Karl Galinsky, J. David Gavenda, Stephen T. Gerald, Mark P. Gergen, Paul D. Gottlieb, Sue A. Greninger, Thomas M. Hatfield, Deanna E. Hayes, George K. Herbert, Martha F. Hilley, Ira Iscoe, John S. Jefferson, Robert C. Jeffrey, Sharon H. Justice, Manuel J. Justiz, Irene Kacandes, H. Paul Kelley, Vickas E. Khemsara, Robert D. King, Joseph E. Kruppa, William S. Livingston, Wendy B. Marks, John D. Martin, M. Sean Mast, Christine M. Maziar, M. Ray Mercer, Howard D. Nirken, Alba A. Ortiz, Patrick L. Parker, Karen L. Rascati, Edwin R. Sharpe, Jr., Brooke E. Sheldon, Lawrence W. Speck, William G. Spelman, Waneen W. Spirduso, Sharon L. Strover, Madeline C. Sutherland, William O.S. Sutherland, Linda M. Thibodeau, Delbert D. Thiessen, Michael P. Thomas, Jr., James W. Vick, Jon S. Whitmore, Patricia A. Wilson, Dolora A. Wojciehowski.

Absent: David M. Austin, Harold W. Billings (excused), Shirley F. Binder, Daniel A. Bonevac, Susan W. Clagett (excused), Eli P. Cox III, Kenneth R. Diller (excused), James T. Doluisio, G. Charles Franklin, Betsy S. Greenberg, Joseph M. Horn, Judith A. Jellison, Dale E. Klein (excused), J. Parker Lamb (excused), Guy J. Manaster (excused), Susan E. Marshall (excused), Robert G. May (excused), Deborah K. Morrison (excused), Peter J. Riley, Ricardo Romo, Stanley J. Roux, Jr., Dolores Sands (excused).

Alan T. Schauer, Max R. Sherman (excused), Joel F. Sherzer (excused), Christine L. Williams (excused), Robert E. Witt, Herbert H. Woodson, Mark G. Yudof (excused).

Total members present: 60

Total members absent: 29

I. APPROVAL OF MINUTES.

A. Minutes of the Meeting of September 21, 1992 (D&P 14411-14422/D&M 19931-19942).

The Minutes of the meeting of September 21, 1992 (D&P 14411-14422/D&M 19931-19942), were approved as distributed.

II. SECRETARY'S REPORT (D&P 14389-14410).

Secretary H. Paul Kelley (Educational Psychology) noted that his written report had been distributed in advance. He also announced two corrections to the Order of Business for the meeting in progress. First, on D&P 14381 the corresponding D&M page number should be 19921a, not 19922; and on the next page, D&P 14382, the corresponding D&M page number should be 19921b. Second, on D&P 14381/D&M 19921a, the questions to the President from the Faculty Senate (item IV.B) were new questions that had not been previously circulated; the page numbers that appear in parentheses after the heading for Item B should be deleted.

III. DISCUSSION OF SECRETARY'S REPORT.

There was no discussion of the Secretary's Report.

IV. QUESTIONS TO THE PRESIDENT.

A. Questions to the President Concerning the Proposal for a Division of Rhetoric and Composition (D&P 14342-14344/D&M 19917-19919), and

B. Faculty Senate Questions to the President Concerning the Proposal for a Division of Rhetoric and Composition (D&P 14381/D&M 19921a).

At the request of Alan W. Friedman (English) privileges of the floor were extended to members of the faculty and some graduate students from the English Department, as well as Frank Bean (Sociology).

To begin the discussion on the new Division of Rhetoric and Composition, President Livingston called first on Gerhard J. Fonken (Executive Vice President and Provost) for his comments on the questions to the President..

Provost Fonken said: "In September I addressed that question to some extent. However, the Council did wish to carry it forward into the present meeting, given the absence of the President and Dean King, who could add to those responses. A very brief summary: my response was that the action to establish a Division of Rhetoric and

Composition is a matter that is in the purview of the College of Liberal Arts, subject to approval of the President; that action has been taken, the Division has been approved, and ... it is not an actionable item that lies in the purview of the University Council, although clearly a discussion of any matter is open to the wishes of the Council. The Council also asked for background material concerning the proposal which led to the establishment of the Division, and I provided copies of materials to [Secretary] Kelley; those have been distributed to you [with] a cover letter [D&P 14388].... The details of my comments in response to the questions at the last meeting are found in the Minutes of the September meeting."

President Livingston next called on Dean King for his comments on the questions.

Dean Robert D. King (Liberal Arts) submitted in writing for inclusion in these Minutes the comments reproduced below; the written comments were shortened by almost 50% for his oral presentation to the Council. [The questions posed by John R. Durbin (Mathematics) were addressed in Dean King's written comments but not in his oral presentation.]

"I will begin by addressing as briefly as I can those questions that John Durbin raised at the last meeting of the University Council on September 21, 1992. The governance system in the Division will resemble the governance arrangements in place in such non-departmental teaching units as American Studies, Asian Studies, Latin-American Studies, and Middle Eastern Studies (to cite only those units in Liberal Arts with which I am familiar). Thus, there will be a Director and an Executive Committee from the associated faculty, and all important decisions will be made by the Executive Committee and the Director resulting in recommendations to the Dean. They will be made in other words exactly as they are made in the comparable non-departmental units or indeed, for that matter, in established departments: by faculty. This essentially addresses the underlying theme of all of Prof. Durbin's implicit objections--faculty will make the decisions--but I would like to answer his other questions from the last meeting.

"There will be both regular (i.e., tenured and tenure-track) faculty in the Division and, if need dictates and financial means allow, Lecturers and/or Senior Lecturers. Recommendations for all such appointments will be made precisely as they are made today in departments and non-departmental teaching units, i.e., made (as stated above) by recommendations from the faculty Executive Committee and the Director to the Dean. A faculty appointment in the Division means exactly the same thing as a faculty appointment in, say, American Studies or Asian Studies means. [I do not know what Prof. Durbin means when he says, in one of his questions at the last meeting, that 'In traditional departments and colleges the tenured faculty is independent and serves at least [his emphasis] as a counterbalance to the chair or dean.' The concept is somehow alien to departmental traditions in Liberal Arts.]

"The Division's budget will cover appointments of regular faculty who teach in the Division and who elect to have their budgetary appointment full-time in the Division. Presumably some faculty who wish to teach occasionally or even regularly in the Division will retain their salaries in other departments as many of our faculty do, as I myself do: my salary is paid 100% from Linguistics, but I teach occasionally in Asian Studies and regularly every spring in Germanic Languages.

"The Executive Committee and the Director will make independent recommendations concerning tenure and promotion (this is established University procedure). These are transmitted to the Dean and the higher administration along with parallel recommendations from the faculty member's department in cases of joint appointment. This, again, is precisely what we do now in the case of all joint appointments. If the reward systems of the two units are in conflict (to quote Prof. Durbin), then we will adjudicate them--as we do now each promotion cycle and each budget preparation in dozens of cases. There is nothing new about this problem.

"TA and AI (Teaching Assistants, Assistant Instructors: i.e., graduate student teachers) appointments in the Division will be made in the time-honored way--through discussions and negotiations among all the interested parties, which in this case means the Division, the English department, other departments and programs (such as Comparative Literature) whose graduate students have traditionally found employment teaching writing courses in English, and the Office of the Dean. In this we always try to balance all the conflicting demands: undergraduate student needs come first (provision for enough sections to meet student demand within the funds available), then graduate student needs (meaning the desire to support the optimal number of students in the graduate program), priorities of the faculty, and so on. Conflicts exist inherently in these matters at present in every department in the College and no doubt in the entire University, and we all do our best to resolve them.

"Finally, to finish off Prof. Durbin's questions from earlier, there was faculty involvement in making this proposal, a point I return to further on. And Dr. Fonken has explained why the proposal for a Division of Rhetoric and Composition was not placed before the University Council prior to its announcement.

"Let me now turn to the questions put to the President today and add my own perspective to what Dr. Fonken has already said.

"1. How were the faculty of the English Department involved in the development of the proposal for the Division? Was this proposal, dated September 1, 1992, developed by a committee at least some of whom were faculty?

"It was reported in several forums and locations, among them *On Campus* (May 11, 1992), that President Cunningham had 'accepted' the recommendation of the Committee on the Undergraduate Experience that a 'Division of Rhetoric and Composition be established in the College of Liberal Arts that would be responsible for the administration, staffing, and teaching of first-year and advanced composition courses,' and that 'Provost Fonken is working with interim Dean of Liberal Arts Robert D. King to explore the feasibility of establishing' such a Division. In response to these announcements a number of faculty members, including in particular faculty of the Department of English, came to see me about the proposal. Additionally, I sought out the opinion of other Liberal Arts faculty, including faculty from the Department of English. Faculty from outside the Department of English were extremely enthusiastic about the proposal; faculty from English have been for the most part opposed. Their most commonly expressed concern was the effect this might have on support for graduate students, which in English often lasts as long as five years, whereas in other Liberal Arts departments graduate student support often is no more than a maximum of three years. I personally don't see that much will change under the Division regarding support for graduate students

19949
14444

in English: we still will need to teach so-an-so many sections of composition courses, and most of these will certainly be taught by Assistant Instructors from the Department of English.

"To conclude my answer to Question 1, the general proposal to create the Division originated in the Committee on the Undergraduate Experience, which had representation from all constituencies of the The University, including faculty and students. In 1985 a committee of the core faculty in rhetoric and composition from the English department including its most distinguished senior professor recommended the creation of what they termed the 'Writing Committee' which was substantively the same kind of entity that has now been adopted. The specific proposal that President Cunningham adopted was developed not by a committee but by me in consultation with Dr. Fonken.

"2. Is the decision to create the Division of Rhetoric and Composition as described in the proposal final, or do future discussions provide for modifications or even a decision against implementing the Division?

"The decision to create a Division of Rhetoric and Composition is final. The exact form of its implementation and its structures is yet to be determined. A committee advisory to me will shortly be put in place, and I will take the discussions in this committee very much into consideration as we proceed to implement the Division.

"3. Has the effect of the proposed new Division on the writing courses in individual departments and colleges other than Liberal Arts been discussed?

"The matter has been discussed at several meetings of the Deans' Council, and no one has spoken against it. Quite the contrary, the only effects mentioned by other deans regarding their departments and colleges were all favorable. I cannot speak for the other deans, but I think it is fair to say that they see a number of benefits for their students in the creation of the new Division.

"4. What is the status of the committee that will be appointed to establish guidelines and procedures for the new Division? Has it been appointed and is there a time table for its work?

"The advisory committee of which we are speaking is now being constituted. I wanted for obvious reasons to begin with a nucleus of representatives from the English department. I had asked for these by September 16; I received them Thursday, October 14. Members from other colleges and schools and other Liberal Arts departments are being appointed. I wish to point out that the committee is not being set up to establish the 'guidelines and procedures for the new Division,' as one reading of Question 4 implies. It is being set up to work with me to do so. I anticipate having the Division in place in time to assume responsibility for writing courses on June 1, 1993.

"I have been meeting regularly with faculty of the English department singly and in groups since the beginning of the semester. I have met in particular with the core faculty of English most directly concerned in their scholarly and research interests with the teaching of composition. Professor Kruppa, chairman of the department, has communicated to the department on several occasions my desire to hear from faculty troubled by the creation of the new Division. Most of the faculty from English who have come to see me have done

so in response to these entreaties. The most frequent concern expressed to me by those faculty who have come to see me is what effect the new dispensation might have on support for graduate students in English. (Which as I said I imagine will be minimal.) Some faculty have expressed to me privately their relief that the English department can now do what the majority of its faculty do best--can devote the major part of its collective energies to the teaching of literature and the needs of English majors instead of engaging in prolonged, debilitating debates about the teaching of composition. I do not fault those members of the English faculty who feel that way. It is a sentiment I think most faculty in other departments with heavy service obligations can understand all too well.

"Let me now turn from these procedural questions to the overwhelming question of substance: why did we create the Division of Rhetoric and Composition? The simple answer, which I will elaborate upon, is this: to serve the writing needs of our undergraduate students better than we do at present.

"English departments at all large universities in this country have always balanced the teaching of writing--traditionally their most basic responsibility--with the teaching of literature. Prior to the 1960's and 1970's the teaching of composition was the major service responsibility of a Department of English, and a major portion of English department assets here and elsewhere--number of faculty, number of staff positions, number of graduate teaching assistants, maintenance and operation funds--were generated by the department's responsibility for teaching composition.

"Since the late 1960's every English department at every major university in the land has had to wrestle with the conflicting demands made between the teaching of writing and the teaching of literature. The majority of faculty are trained in literature and literary theory, not composition. The highest rewards of the discipline go to those who achieve eminence in literature. How do we reconcile these developments in the profession of English with the basic responsibility to teach writing? Every university has struggled uneasily with the resolution of this fundamental tension. Some have simply abolished required courses in composition. Some maintain a composition requirement on the books but exempt all but a tiny percentage of entering freshmen from having to take it. Some universities have set up separate composition departments, some have set up units within the English department which vary in their degree of autonomy, some universities assign teaching of writing to the departments other than English, and so on. Some, like the University of Minnesota, with its Division of Composition and Communication, have done essentially what we have now done, with results that have been widely praised. If you are looking for models of what to try, you can find any model you want by looking at what other universities do. Some arrangements work well, some work poorly, some hover between disaster and success. The common thread running through successful composition programs is the commitment and dedication of the faculty and administration.

"I have been at The University of Texas since 1965, and not many years have ever gone by that 'the teaching of composition' or 'Freshman English' have not been topics of concern and University debate. How to teach composition, whether to teach it, how much composition to teach, who should teach it--scarcely five consecutive years have gone by that these questions have not been raised and debated with acrimony and passionate intensity. The debates at The University of Texas on these matters have not been in substance different from such debates at our peer institutions; but they have been sharper, more acrimonious, and more visible. This at the same time that demands from every

quarter for more attention to writing have increased by the year. Students, alumni, leaders in government and business, law faculties, graduate faculties--all have joined in a single cry: Give us UT graduates who can write!

"I was not a party to those discussions in the Committee on the Undergraduate Experience which culminated in the recommendation to establish a separate Division of Rhetoric and Composition. But I know without a shadow of a doubt that it was this sense of frustration which fueled this recommendation: Do something about the teaching of writing at The University!

"And that is what we have done. The English department has many concerns of which the teaching of writing is only one. That is proper, that is understandable. But it is no longer good enough. The teaching of writing has become a symbol of the dedication of a public university to its most basic educational missions, and in this we have a problem. Nothing speaks more eloquently than the statistics here. In the current semester 71 sections of Freshman English (not counting Plan II) are being offered (E 306, 306Q, 309K, 309L, 309M); of these none are taught by faculty, either tenured, tenure-track, Lecturers, or Senior Lecturers. In both semesters of 1991-92, 144 sections of Freshman English were offered; of these 3 were taught by faculty. In 1990-91, 155 sections of Freshman English were offered, and 6 were taught by faculty. The year before it was 172 sections and 5 faculty. These recent years contrast unfavorably with earlier years. For example, in 1979-80, 522 sections of Freshman English were offered (E 306, 306Q, 307, 308, 308Q, 310); of these, 78 were taught by faculty. In 1978-79, 441 sections of Freshman English were offered; faculty taught 48 of these.

"A serious writing program needs the commitment of administrators and faculty with a professional stake in the improvement of undergraduate writing. English has hired and supported such people over the decades, but the department itself has not and never will be able to regard its writing program (responsible for hundreds of courses) as anything more than ancillary to its primary concern with literature and literary theory. The new writing division will, for the first time, give this college and university a place where writing instruction for undergraduates has priority over everything else. It is clear from the concerns of administration, faculty, alumni, and students that students at this university must have better and more professional training in writing. I look to what this division will be able to do for lower-division students, for upper-division students, for faculty and students in Substantial Writing Component courses, for assistant instructors and teaching assistants, and for the graduate program in rhetoric and composition where the English department of The University of Texas occupies a well-earned leading position.

"Let me conclude with words of praise for the scholarly and teaching efforts of those faculty in English whose lives are devoted to literature and literary criticism. I take a great deal of pride in the faculty of the Department of English, a very large number of whom have been recruited and promoted during my years as dean. Your articles appear increasingly in the best journals, your books with the best presses. Nothing will change in your world with the creation of this new Division except that you will no longer need to bear a burden of guilt for perceived inadequacies in the writing program. I am aware that there are interesting and fertile connections between literary and rhetorical theory, but these ties can easily be maintained in a writing division which, nonetheless, focuses on teaching undergraduates how to write. I urge you to give the Division a chance."

President Livingston next called on John R. Durbin (Mathematics), who declined to comment until he had read the written version of Dean King's comments.

Ira Iscoe (Psychology) expressed agreement with Dean King's comments and said: "I think it is time to accept the Division, not to be in micro-management, and to let the Division proceed in the best interest of the students of The University of Texas."

Frank Bean (Sociology), Chairman of the Committee on the Undergraduate Experience, said: "Since that Committee's name has been invoked in this whole debate, I thought it might be good if I came and spoke briefly to what the Committee saw as the rationale for this recommendation...."

"Let me say three things. First, ... the Committee consisted of 36 persons representing ... many constituencies in the University. There were faculty, students, ex-students of the University, and staff on the Committee. The Committee was enthusiastic about all of the recommendations made to the Administration, including this one. ... We did not get into details of implementation, but we did recommend that such a Division be set up in the College of Liberal Arts.

"The second thing I would like to say echoes something that [Dean] King has already said, and that is the symbolic importance of writing and learning to write as an aspect of the undergraduate educational experience...."

"We did not really think about the English department in this proposal as a department. We were thinking about undergraduate education, what the educational needs of undergraduates were, which we heard a lot about from many students and ex-students. We thought we were doing the English department a favor...."

"In all seriousness, we really did want to emphasize this, because we thought it was important for the students and their education. That was the main rationale behind our recommendation; how it gets implemented, what the governance procedures are, etc., that is for others to work out...."

Howard D. Nirken (Students' Association) said that he was speaking as a student, not as President of the Student Association, because he did not know what his constituents felt about this proposal. "The one thing the University does need to move on to and concentrate on is establishing the basic writing skills of students.... This is a good proposal. It shows that the University has a care and concern for the basic skills that this institution needs to develop in [its] students. I do not think this proposal should get caught up in the bureaucratic process of the University. That is not saying it should be implemented right off the bat without the care and concern of the faculty of the English department, maybe speaking with Dean King and other people who would like to join in and give some further recommendations to enhance this proposal. But I do not think the University should take a step backwards in trying to abolish this, or trying to make it even weaker. It is a solid proposal, and it will improve writing skills at this university for students."

Joseph E. Kruppa (English) said: "I want to thank my friend [Dean] King for those kind remarks about the English department; that is very nice to hear from you."

"Let me suggest some of the major problems that my colleagues have with this proposal and ... the manner in which it appeared.

"We know that the proposal for this Division [of Rhetoric and Composition] came from the Committee on the Undergraduate Experience. We ... heard about it mainly through *On Campus* and mainly at the end of the spring semester, and *On Campus* on May 11. [Buried in item eighteen,] at the end of a long wish list, [the Division] was suggested as part of an agenda to 'improve the instruction in writing.' All the recommendations were accepted by the President, and ... 'the deans have been asked to provide data from the departments and colleges regarding the success of the earlier writing requirements.'

"All of this came at the end of the spring semester as we headed into summer, and one assumed that the matter would be discussed and explored fully, that this data that was asked for would be presented to the departments, [that] we would have time to talk about it, that appropriate committees would be formed, and that full-scale systematic academic consultation would take place. On August 18, Dean King sent the proposal to the President, and on August 28 the outgoing President approved that proposal as one of his last official acts.

"As one who has been around here, like [Dean King], since 1965, I am used to summer surprises. I almost hate to read the paper in July and August -- the University machinery seems to go on a feeding frenzy when the weather turns hot. Amazing things have happened to the English Department in summers; with so many faculty away, one would think that important matters, like this Division, could wait until the regular session, until we had time for full consultation, until we had time to look at all this data that was asked for. But we did not. On September 1 I was presented with the proposal and told that it would be implemented by June 1, 1993. This is the first time I had heard about it, this is the first time I had seen it.

"This is the immediate history. And that is Problem #1: there was no systematic consultation with the English Department faculty on this matter, even those most involved, the rhetoric interest group, were not involved in the process, except sporadically. They were not asked if this was a good idea and, if it were a good idea, what form it should take.

"The proposal does resemble one that came from four members of the rhetoric faculty in 1985. That 1985 proposal was written under different circumstances, as I think Professor Kinneavy can tell you. [On June 17, 1985,] the time that proposal was submitted to Vice President Fonken, then-Chair [William O.S.] Sutherland wrote to Vice President Fonken [that] 'this program has no standing in the department. I was not aware it was being prepared. I expect they have taken a very general suggestion by Bob King and given it their own interpretation. Indeed, I am sorry that they did not first work with the committee I have appointed to bring a program into the University Council. At least their figures would have been more realistic.' Vice President Fonken responded the next day ...: 'I agree fully with your view that proposals concerning the writing program or any other academic endeavor will be given formal standing only if developed by the appropriate faculty and transmitted via the conventional academic channels.' The vast majority of my department would like to see the same concern for academic procedures now.

"But what about the document itself, now that we have it? Even though we have been told that it is just a proposal, just a set of suggestions, it is so fraught with problems,

and so fraught with tiny horrors, that many in my department feel that the whole matter received, at best, a cursory study. Let me suggest some of the most troubling aspects from the viewpoint of [my] faculty:

"1. On page 2, b. Staffing--'The Division will be responsible for staffing undergraduate writing courses and any related 398T courses.' One wonders how a Division like this, under the direction of one person, can assume the responsibility for supervision of a graduate course like English 398T and take that away from the [Graduate Studies Committee] of the English Department?"

"2. Same page, same section--'Faculty appointments in the Division will be made by the Director, subject to the approval of the Dean.' We have been told this will be changed, that there will be some sort of Budget Council or Executive Committee. But that was in the proposal, one director, making faculty appointments subject to the approval of the dean. No mention of a Budget Council or other departmental governing body which, according to the [*Handbook of Operating Procedures*], has authority for appointments. The next sentence mentions that the 'Director shall consult with the chair of the faculty member's department and the Dean prior to making an appointment,' but that is left conveniently vague. Does the Director simply tell a Chair that 'So-and-so will be joining your department?'"

"3. Bottom of page 2, II.b. 'The Director will administer the Division's budget and will be responsible for policy, curriculum, AI hiring, etc....' Again, placing ... curricular responsibility in the hands of one person, a director, totally undermines the academic role of the faculty and its responsibility for educational matters.

"4. Page 5. The Rationale is full of unproven generalizations about the English department, about the success of the graduate program, and about the projected Division. The idea at the bottom of page 5, that E306 and E309 should constitute a 'sequence,' is hopelessly naive. Most of the people taking E309 either place out of E306 or take it elsewhere. The real problem here, one that we [introduced] in the mid-80's, ... [is] the status of E306 itself, how E306 is used, how people place out of E306. The resources we pour into a course where the majority of the students leave The University of Texas and never get a degree here, the provisional program and its drag on the diminishing resources of the University--these are the problems that should have been addressed by a properly constituted academic committee before a Division of Rhetoric and Composition was even contemplated. Instead, we get, to quote a local wag, Lawrence Welk music rather than a true re-examination of the writing courses and the writing program at The University of Texas. We get a proposal in which a composition czar or czarina makes hiring decisions for the English department and controls the curriculum, a situation in which courses that are labeled English courses are controlled by an individual outside the ordinary academic procedures of the English department. If this is proper academic governance I shudder to think what improper governance looks like."

Waneen W. Spirduso (Kinesiology and Health Education), Chair of the Faculty Senate, commented: "There are quite a number of faculty who are concerned about the faculty governance issue and the procedures by which this Division was created. Many of the things that [Mr.] Kruppa has said have been echoed by faculty in many colleges. The notion that one could leave in the spring and come back at the end of summer and find a new Division in one's department or college with little knowledge about it is a little

anxiety-producing for all faculty. We have people in this room who are passionately concerned about the Division and the content of the Division. We also have people who are passionately concerned about the process by which this came about. Dean King indicated it was just a procedural matter and that the matter of real substance was the Division itself and how it was constituted. There are many people who believe the procedure itself is equally important...."

"While it has been announced that it is an action that will take place, [and] most of us believe that there are people in this room who privately and publicly think that the Division is a good idea, ... anyone reading this document can see that there is great concern for the faculty who may be caught up in this Division in some type of conflict with regard to promotion, tenure, merit raises, the assignments of T.A.'s, etc. It seems it would be in the best interest of the Dean and the College itself to develop some way that the faculty could contribute to the fleshing out of this proposal and that there could be some way that some English faculty could be included in the committee that will flesh this out in a way that English faculty feel ... they could have confidence in.... It may be that it would be a healthy contribution to the whole process to allow [the] English faculty to elect two or three faculty representatives to this process.

"I hope that in our discussion this afternoon we can divide the two issues, of the nature and content of this Division as opposed to the faculty governance issue and the way that this Division was brought about."

Provost Fonken replied: "Rhetoric is always lots of fun. I think what we are looking at here is those who are opposed to this concept are clearly opposed and will rationalize that opposition on any grounds.

"It has been stated that this came as a total surprise, with some Machiavellian effort made on August 29 or thereabouts to do something or other. This proposal is a rather old one; the subject of a separate Division, or management structure if you will, ... for English composition ... goes back years and years. Professor Kruppa spoke about being surprised. The matter was laid out rather well in the December issue of *On Campus* [and] again the May issue of *On Campus*. [On June 10, 1992] *The Daily Texan* said, 'English Department Could Be Redesigned.' It begins with 'U.T. faculty member criticized an administrative Division to separate writing classes from literature classes in the Department of English.... Joseph Kruppa, Chairman of the Department of English, ... said the relationship of writing and literature requires a more unified approach [and that he did] not want a separate division for rhetoric.' So, at least in June it was already under active discussion by individuals...."

"As to issues of governance and the like, no, they were not addressed.... The division is established; its implementation rests upon development of an operating plan. There have been allusions made to, 'Oh dear God, the poor faculty, what are they going to do? Some monstrous czar of the writing Division is going to do all these terrible things.' We have many monstrous czars. They chair the Center for Middle Eastern Studies, the Center for Asian Studies, the Division of Biological Sciences, etc. Do they have faculty? Yes, they have faculty in those Centers. Is there a Director of those Centers? Yes, there is a Director. Does the Director recommend the appointment of those faculty? Yes, the Director does.... Most [Directors] have joint appointments in other departments.

"How does one reconcile differences between the evil czar of a Center for Asian Studies (or something) and the academic home department of the individual faculty member? That is done routinely; it is been going on for years. They are resolved by discussions between Center Directors and appropriate Department Chairmen. When they cannot come to a reasonable accommodation, the matter passes to the Dean. And this applies to salaries and promotions and hirings, etc.

"As to whether this Division of Rhetoric and Composition would have a budget council or an extended budget council or an executive committee, that was all to be a part of the operational plan. I would question very seriously if the University Council begins to intrude upon the prerogatives of the departments and colleges to decide whether a department should be governed by an executive committee or a conventional budget council or an extended budget council. This would be a novelty. Those things usually reside with the colleges, schools, and departments."

Mr. Bean added one more comment to his earlier remarks. "I would go back to the so-called Vick Committee in 1980-1981, of which I was a member, as well as the Fowler Committee which re-examined the recommendations and implementation of the Vick Committee recommendations, as well as this most recent Committee on the Undergraduate Experience. [That] this is a University-wide issue, rather than a single department or a college issue, ... came home to our committee over and over again. It is part of what I meant when I said I think we should not underestimate the symbolic importance of writing and the teaching of writing in the undergraduate educational life.

"What this all means is this is important, not just in an organizational sense; it is important in a very broad educational sense. This recommendation may have implications for certain departments that need to be worked out, but this is something that really concerns the whole University. We heard in the committee over and over again from representatives of other colleges about how they were not able to get the kind of writing instruction that they felt like their students needed. In some instances these colleges were moving to set up their own instructional devices and organizational forms to accomplish this. The Committee on the Undergraduate Experience ... thought there were some weaknesses in that. One of the reasons we wanted ... to recommend a Division; or something specific, was to try to provide a potential for reaching beyond the boundaries of one college in doing this kind of instruction in rhetoric and composition. It is not that the English department or some other department might not be able to do that. But it seemed to us from our experience in the University the last 10 or 15 years, as members of the Vick Committee and the Fowler Committee and other committees, and as representatives of many colleges and departments through the University, that the English department was interested in and busy (and nobody faults the English department for this) doing many other kinds of things, particularly the teaching of literature and working on graduate programs. We thought by having this sort of Division there was a potential for not only improving writing but for doing so in a University-wide context, and that this organizational form could begin to reach out to other colleges--could begin to reach out to the College of Engineering, to the College of Business, could maybe someday teach Technical Writing, etc. That is why we wanted to recommend the Division, and one of the reasons we were so particularly enthusiastic about the idea."

Mr. Kruppa replied to Provost Fonken's remarks: "I was quite aware that recommendation had come out of the Committee on the Undergraduate Experience; that is

not the point. I knew about the recommendation; I opposed the recommendation when it came out as an idea. I still do not think it is a very good idea.

"What I am objecting to is the manner in which something that is very, very important and has University-wide implications is carried out over the summer with what I see as insufficient consultation with people involved academically. That is my major objection, apart from my objections to the Division itself. I think in some ways we need to do something like, if not a Division, at least some sort of writing program. There are ways of doing that. My first objection was to how it was done, how it was carried out."

Elizabeth Ferne (English) said: "I teach writing, [and] I have one brief comment based on Dr. Fonken's comments. We all care about writing, and we all care about what is best for students. What we are doing needs to be considered with some seriousness. It is more than simply a management structure we are speaking about.

"In Professor Fonken's directive, the Director or the Division is not, as he suggested, to be compared to other administrative units in the University, such as Middle Eastern Studies, Asian Studies, etc. These units do include Directors and Executive Committees, but they do not, and I repeat not, establish the content of courses, develop and approve appropriate syllabi, schedule courses, staff courses, and supervise teaching as well as make appointments. The Departments themselves make those appointments. So I think that what we are talking about, not only in terms of faculty appointments but in establishing the contents of courses, [is] something quite a bit different than a management structure.

"Secondly, ... I think writing is desperately needed to be taught. Yes indeed, this proposal does have great symbolic value.... We are separating [the Division of Rhetoric and Composition] from the rest of the University. The assumption is that writing can be taught separately from ideas, which as I would suggest, and only slightly facetiously, is like saying you can teach carpentry by providing the tools but not the wood."

James L. Kinneavy (English) began by "congratulating Dean King for, I think, a very honest and sincere concern with composition. I might make a Biblical recommendation to other deans and administrators: 'Go thou and do likewise'. That does not mean, however, that I approve of all the details of the proposal; I approve of the intent. I think that Dean King is really seriously trying to improve composition.

"Before I get into my reaction to the proposal itself, let me get into the history. I would like to make a correction. The implication that, because I recommended seven years ago a committee to handle writing issues, that implies that I currently approve of this particular Division is a very large implication which I cannot personally buy into.... Things [have changed since eight years ago.] What has changed? In 1985 the English Department had voted, ... to require but not teach English 306; that is a strange proposition, but that was voted on by the English department. There also was not strong support in some sectors of the English department for the graduate program in rhetoric and composition. I think a good deal of that has changed in the intervening seven years.

"[First, the department voted unanimously for] the current E306 program. I have been here for 30 years, [and] that is the only unanimous vote I can remember being taken on a substantive issue in the history of the department.

"[Second], there is very strong support for the graduate program in rhetoric and composition from the current English department. I think that will continue to be supported.... The implication that one vote or one recommendation seven years ago implies another different one now ... is not very accurate.

"My reaction to the proposal for the Division ... was [that] I was really appalled at the loose procedural aspects of the proposal. I am not going to go into those details; I think that [Mr.] Kruppa and [Ms. Spirduso] have made very serious recommendations about that. I do not think it is responded to adequately when [Provost] Fonken says this was a conceptual matter; if it was a conceptual matter, it certainly was a very immaculate conception.

"With regard to the substantive issue, ... the most important issue, I did talk to Dean King about certain substantive issues having to do with the Division, and he listened ... in one respect; he is not at all trying to destroy or hurt the graduate program in English in rhetoric and composition, and I commend him for that. But my theoretical concern is still the same. I think that it is unwise to separate, even managerially, a conceptual basis for a program and the implications of that conceptual basis at a lower-division level. I have seen about five or six attempts ... across the country to separate the graduate program in rhetoric and composition from a lower-division [program], and none of them has worked....

"The separation of theory from practice I always think is wrong, and I think this is happening in this particular case. Literary theory and rhetorical theory ... are very closely allied; basically they often draw from the same sources.... Consequently, unless some kind of provision can be made to tie in the graduate rhetoric program to the teaching at the lower-division level, in a very substantive way, I am still concerned about the implications of this program.

"The current program which the Department has voted for unanimously is going along very well. Dean King tells me he is not had any complaints about the subject matter of English 306 for almost a year. That is a phenomenal record, too. We have done a good deal about the provisional program in the past year; the sequence of courses we are working on, too. The program is really in fairly good shape at the moment....

"I would like to close by saying I hope that Ira Iscoe is wrong. I have been here not as long as [he has], but I have been here for a long time, and I think we have done a good deal for composition and rhetoric in this university; and I am rather proud of it."

Vikas E. Khemsara (Cabinet of College Councils) commended the creation of the Division of Rhetoric and Composition, but he expressed concern that the English department does not support it. "If you want to get writing across to students, it has to come from the English department, because that is one of their main goals. If the English department does not really support something like this, then I begin to question the validity of such a proposal. The Bean Committee and the other committees that were spoken about did ... support ... the idea but not the specific proposal, and that is the problem. The other problem is ... the process.... [I] generally [agree] that it did not go through the right channels.... Overall I do commend the faculty and the administration, especially the administration, [for] coming up with this idea. As a student I have not really gotten the experience I would have liked in terms of writing. I am glad that there has been a change,

but the change does not seem to have come about in the right way."

Provost Fonken, in response to earlier comments, replied: "Back to the subject of this evil director who is yet to be named for the Division of Rhetoric and Composition; there was some inference that this individual would have vast powers to create courses, etc. I suppose one can at least conjure that up, [but] I have not known a faculty that will stand still for a department designing a course; that is usually done by a faculty member.

"What I think is happening here is, one is taking a document which ... briefly outlines the structure of things and inferring all sorts of evil motives to it. The Director of American Studies indeed looks after ... the American Studies courses. Does the Director actually design each course? Certainly not; the faculty who are involved in American Studies take care of that. As to appointments of faculty, for ... many years ... I have signed off for the institution on ... appointments of faculty ... based on the recommendation of the Director of the Division of Biological Sciences and the Chairman of Zoology, or [of] the Director of the Center for Asian Studies and the [Chairman of the] Department of History, etc. The same applies to promotions and salary increases. These things interplay between departments and these instructional Centers. It is really quite unremarkable.

"There seems to be an inference ... of some evil motive involved in all this. I have great respect for those who disagree and who say the Division will not work.... There may be good reasons for those views, and perhaps it will not [work]. [But] I think there is more ... here than that; there is some allusion to some kind of evil being created, perhaps personified in this director, who will rise up out of the ground with horns and do all sorts of evil things. I have been at this place a lot of years, and I have never seen a chairman, dean, or even a president who was empowered to do so many evil things. I am surprised."

Karl Galinsky (Classics) commented: "We get hung up on a lot of technicalities here, because the phrasing that is used here for the director of the Division seems very similar to what we are using for the chairmen of departments, for the deans.... Ultimately they are responsible for the curriculum, they are responsible for hiring.... It is not implied here, at least I did not take it as being implied, that this would be a sort of sole, autocratic operation; I think [it is] simply standard *Handbook for Operating Procedure* language that is used here....

"The main thing to come back to ... is really this, that it is time to see the forest for the trees.... This is not a new problem; ... it has been discussed over the years.... [It is a good thing that] the administration [has] finally [had] to take steps [that] many of us support, that many students support.... I do not think [that] the administration acted in a lot of haste.... In terms of the reaction of the English department, it is entirely understandable. It is a matter of departmental self-interest ...; when a program is about to be taken away from you, you do not expect anyone to stand up and cheer. The 'concern' of the English department for this program ... is simply contradicted by the statistics that have been cited here. If you have three sections out of 150 staffed by faculty members, just do not tell me about a great deal of interest that is being taken here in undergraduate education...."

Evan Carton (English) responded: "The English department is and has been interested in the teaching of writing. I believe it is true for all of us that we teach writing,

we grade writing meticulously, we teach logic, we teach critical analysis, in every single course we teach.... I was pleased at Dean King's positive remarks about the department, too. But to some degree the claim that the debates that this department has had over the years ... over the best ways of teaching writing ... have been debilitating ... is inaccurate; [they have] been enabling. If nothing else, that record of debate and concern and contention indicates precisely how seriously this department has always taken and continues to take writing and writing instruction.

"I would comment about the separation of the intellectual and pedagogical, the substantive issues ... from the procedural issues ..., that in fact these issues can to some degree be separated. It seems ..., in the document that we have seen so far and the rhetoric we have seen so far about this Division, as if there has [not] been any intellectual or pedagogical content, any substance, offered or discussed. As I read this document, there has not been any indication of exactly what would change, how these courses would be taught, and what the content would be. I hope, as this process develops, precisely the people who over years have shown the most interest and expertise in the teaching of writing will be consulted and included in the decisions that go into defining precisely what the substance, what the pedagogical and intellectual rationales of changes in the writing program, will be. That is what we are all interested in....

"One of the [procedural] concerns that many in the department have had ... has to do with the fact that the claim that splitting off courses in composition would ... enable them to be taught more effectively under the new structure has simply been asserted--a claim that not only was not made in consultation with the members of my department, but which was presented with no evidence amassed or presented to show that these courses are taught poorly now, no evidence offered to support the claim that re-structuring will make a positive difference, no vision articulated of how these courses should or would differ from what they are now, no data ... gathered from other institutions to compare the effectiveness of various ways of organizing and administering these courses. These are all things this department would genuinely like to participate in, but that again should have been advanced at the outset before the categorical decision was made to go this very undefined route, undefined except precisely in the most abstract and structural bureaucratic terms....

"Adding to [Mr.] Kinneavy's comments about the quality of the teaching of writing throughout the department, but particularly in the freshman program ..., our graduate students in fact teach freshman writing by and large very effectively.... The ... student evaluations [of courses and instructors] bear that out. For spring semester of 1992 the average course evaluation for English 306 was 2.9, the average instructor evaluation was 3.2--excellent numbers, I think, for a demanding, intimidating, and required freshman class populated by students who enter the University with mediocre to weak verbal scores and skills. There are many other indications of the effectiveness with which our graduate students who, presumably ..., would be the ones who would continue teaching in this program, is that our students have increasingly given papers at some of the major conferences on rhetoric. And their intellectual labors have been intimately connected with their teaching labors..., as [Mr.] Kinneavy suggested when he talked about the very close connection between the undergraduate program in writing instruction and the graduate program in rhetoric and literary studies in our department.

"I do not think there should be any dismissal of the seriousness of the lack of consultation and development of any kind of real pedagogical, intellectual, substantive

rationales for this program, which I hope will be developed. They need to be developed first before any definitive structure is established for the program. It does not seem the faculty members at this university can have any questions about the significance of the concerns that the members of the English department have, particularly when here again today Dr. Fonken seems to have suggested that *The Daily Texan* story constituted official notification and consultation with the English department about a major change in programs.

"I hope the definitions will shift as we have a larger role in determining precisely what this course is about, how it will improve writing (which is a goal of everybody), and how the best people who can advise on this matter can be included in the process. What currently this will entail is a situation [that] I present to you to ask ... you how you would respond if it were in your own department--where courses offered in your department, retaining your department numbers, counting toward your major..., would be conceived, staffed, and administered by a structure impervious to any currently constituted bodies or procedures of departmental governance. It has nothing to do with some evil czar; it has something to do with a fundamental, structural principle of departmental governance, professional procedures, and ... the guidelines and by-laws of this university. Those are the issues, I think, in addition to the substantive ones, [that] need to be addressed for this thing to work, and many of the people in my department want it to work if we are involved in it as anything other than people who are not informed of the program's original design or intent and are expected to rubber-stamp it belatedly."

President Livingston: said: "The QUESTIONS TO THE PRESIDENT are limited to 30 minutes, [and we have now been discussing them for more than an hour]. I am going to ask Dean King, who has been waiting [for the floor] to go ahead, and then I am going to bring the discussion to a close."

Dean King responded to some of the speakers' comments: "To [Professor] Kruppa I would say it is very easy and very unfair to take a document and then criticize it in the way you have done. Where I was specific, you have criticized me for being specific; where I was vague, you have criticized me for not being specific enough. [You] can always do that when you do not want to accept something; I understand that, I have done my share of that, too. That was a statement of principle, if you like, with the structure to be built around it.

"To Dr. Spirduso, the Committee you were talking about actually is in the process of being appointed. I wanted to start with the English department, for them to have representatives on that committee before I moved to appointing other people. I asked for those names a month ago; I got them last Thursday. They include not only Prof. Kinneavy [and] other members of the rhetoric and composition group, they also [include] people who are opposed to this, like Evan Carton. I will be adding members from other colleges and also from other departments.

"To Dr. Fernea, I cannot agree with you, at least about Asian Studies. You mentioned Middle Eastern Studies. The fact of the matter is that in Asian Studies (I am a member of that department) you have the same kind of structure in place that we are talking about here; you have a Director, you have faculty who propose courses, you have committees that are set up to study those courses. The same thing is true in Middle Eastern Studies; the same thing will be true in this as well.

"To Dr. Kinneavy and the question of other universities, anyone who has ever looked into that knows [that] you can find anything you want to at another university in regard to the teaching of English. You can find what we have proposed here; the University of Minnesota has a [Division of] Composition and Communication that is almost precisely what we have, and [it] is widely praised. At the University of Wisconsin ... they decide in advance how many students they are prepared to teach in freshman composition and adjust the cut-off scores so that they teach exactly that number; such cynicism could not sell in the State of Texas. [At the University of California] at Berkeley, the English department has nothing to do with composition. At [the University of] Michigan, most of the teaching of composition is assigned throughout the university. You can find anything you want to by looking at other universities.

"To Dr. Carton I would say that what you have done is present the kinds of arguments that those of us who have been around a long time have in fact heard, and yet we do not see much progress in the direction of getting a department that focuses all the time on this issue of writing. The debates I call ... debilitating, you call ... enabling; I suppose one has to make a choice there."

President Livingston said: "I know that many of you would like to continue the discussion, but I cannot do it; I am going to bring it to a close with one or two remarks."

Mr. Durbin interpolated: "The ORDER OF BUSINESS says, 'QUESTIONS TO THE PRESIDENT. (Limited to 30 minutes unless extended by vote of the University Council).' ... I know many people probably do not want to hear any more of this, but it is an important issue, so I ... MOVE that we extend debate for twenty more minutes." The motion was seconded and APPROVED by a vote of 26 to 17.

Alan Friedman (English) spoke next. "I would like to summarize where I think we are, and then I would like to ask President Livingston a question as to when a MOTION on this subject might be in order...."

"We have heard a lot of contradictory things today, and I think it ... important to sort out some of the contradictions. With regard to the responsibilities of the University Council in this area, [on page 16, the UT Austin *Handbook of Operating Procedures* says that the Council] 'specifically shall have authority to consider the following: a. All matters of educational policy. The Council shall set up the necessary machinery and procedure for enlisting the aid of the faculty in developing educational policies for the entire University, except in the area of graduate education.' We have been told by various speakers today that this is a matter of extraordinary import and concern to the entire University community on the one hand, and on the other hand we have been told it is a matter for the College of Liberal Arts, and perhaps even for only one department within that [college]. I think these contradictions need to be put next to each other and seen for what they are.

"We have been told that the current document that has been proposed is the one that is up for [consideration] and when we look at it we are told, 'Well, no, that is not really quite what we meant at all.' I think we need to know what is being proposed, what the implications are. Does this document, as many of us read it, imply extraordinarily large, substantial changes for this university? If [it does not], I do not know what the argument is all about; if it [does], it seems to me it ought to be handled in the proper way. Just think of where we actually are. We start with a deadline--[by] June 1, 1993, something is going to

be implemented; this document, or something else, will be put in ... place. We were told at the last meeting when it was suggested that the document be looked at by the Educational Policy Committee that there are no curriculum implications to this document. If not, then what are we talking about? We are talking about improving students' writing. We cannot improve students' writing if you do not make [curriculum] changes and [rededicate] enormous resources ... [to the] teaching of writing on this campus."

"Frank Bean mentioned ... the Vick Committee that looked at undergraduate writing on this campus and [at] substantial writing courses.... I was the only member of the English department on that committee. I was responsible, if that is the right word for it, for the original document that [recommended] the substantial writing component courses. But what people tend to forget ... is there were a number of items attached to that recommendation that we argued needed to be implemented if there was going to be a chance for those courses to be successful; among them was the commitment of enormous resources from this institution for the teaching of writing. We argued that T.A.'s needed to be hired who would work with small classes to teach writing. None of that was implemented. So what you got [when the substantial writing component courses were implemented] was the appearance of significant change but not the substance that would [have] allowed that change to be successful. And I submit we are getting something similar in this case.

"As [Mr. Bean] has said here, and as [he] and other members of the Committee have told me [in private, the Bean] Committee never looked at the substance of its implications. It took as a matter of faith that changing structure would change substance. There is no argument for that, there is no analysis for that, there is no rationale offered that the one would follow from the other. The Committee was an idea committee; it was specifically excluded from considering the details of implementation. The analogy that I was offered by a couple of members of the Committee that I spoke with was the creation of the 'University 101' Pilot Program, although this was considered far more significant and substantive. Let me read to you from the Secretary's Report ... what happened to that recommendation: 'Referred by University Council at its meeting on February 17, 1992, to Dean of Students Office and to Educational Policy Committee for their consideration; transmitted to both groups on March 16, 1992. Educational Policy Committee recommendations endorsed and referred to *ad hoc* Committee to Consider the Creation of a 'University 101' Pilot Program by University Council at its meeting on May 11, 1992, and transmitted to Dean of Students on May 19, 1992,' presumably for her consideration. It is still apparently being considered and discussed because it has great implications, but it has far fewer implications than this proposal. This is a radical restructuring of some of the fundamental activities of this institution. It is backwards, I submit, to start with a deadline [for] implementation and with a proposal, an outline for it, that is being repudiated even as we are asked to consider it. We need to know what is it is we are considering, and, as I have indicated, it is certainly within the authority and the purview of the University Council to do just that.

"Let me summarize some of the questions that have been raised both today and by the others outside this body. If the proposal is so self-evidently worthwhile, why was the [English] department not consulted--a department which has to have primary responsibility for seeing that this works? Why was it, in fact, kept ignorant of most of its development? Why did it learn about much of it through the newspapers? Why has no one met with the department to discuss the proposed Division? Why were the rhetoric and composition

faculty not involved in drafting it, since they are so marvelously successful at their professional expertise, [as] we were told today? Why were the graduate students who teach the bulk of these courses not included in the deliberations? ... Why was there no college-wide discussion; and why, when the matter was raised in the University Council, were we told that there was college-wide discussion when, in fact, the college faculty was never involved in this at all, except perhaps in one-on-one meetings? Why is it being imposed in this way, whether the intentions are good or not? I submit that the way this is being done will insure that the worthy ends are not met. How much will it cost? Where will the money come from? Why is the document unaccompanied by cost analysis? Why is there no analysis of how such programs work (or have failed to work) on other campuses? Why is no evidence offered to support the contention that writing will indeed be improved? What is the logic behind the assertion that administrative changes will lead to improved quality of teaching and student writing, when ... the professionals in the area have suggested that to sever the writing program from the theoretical and graduate parts of rhetoric and composition will be counterproductive? And has (and in what ways, if it has) the current writing program failed? By what standards will the teaching of writing be measured in the future so that we know whether or not the Division has been successful? Will we again be offered an assertion that we are doing a better job because we have put in a structure that we think is good? Why have all the numerous questions and doubts that faculty have raised about the proposal not been taken seriously, not been fully addressed in substance and detail and convincingly?

"It seems to me that we are in an extraordinary situation where over the course of a summer a department comes back to discover a Damocleian sword hanging over its head, and it is told this split will happen. Imagine if the mathematicians returned at the end of the summer [and] were told theoretical mathematics was going to be split from applied mathematics, 'and we will allow you, yes, to have a committee that will help us to implement this destruction which you believe will do great harm but we know will do good if you will only cooperate with us.' And you can make that analogy in your own departments; each of you think for a moment-- suppose the classicists returned at the end of the summer and were told that Greek mythology would no longer be connected to Roman mythology because some administrators, without consulting the affected faculty, [had] decided the affected faculty could teach their individual subjects better if [they were] separated from each other and not part of the same unit anymore. This is a funny way to run a university, it seems to me--to start by saying that the professional experts in the field are not the ones who are included in the decision-making process that they will be told to implement better than they can do with the way they think is best. What you are saying is, 'We hold these faculty members in contempt; they are not deserving to be part of this process, but they will do a wonderful job of implementing it once it has been imposed on them.' That is the logic that we are hearing today.

"It seems to me that two things [are required]: we need to suspend the threat of an implementation of who-knows-what, and we need to establish a committee that the faculty and the students can have confidence in to do a thorough analysis of the current situation--to work with everyone who is affected by this, who claims to have an interest in it (and I submit that is the entire University community), and to find a way to improve what we all care about, the teaching of writing on this campus. That would make sense, and I think that if that were the suggestion that there would be enormous cooperative effort not only from my department, but from the entire college and the entire University community. I think it should be a University Council committee; I think it should report back to this

body, which has authority in educational matters to make recommendations.

"I would like at the appropriate time, Mr. Chairman, to make those two motions: ... (1) that the June 1, 1993, date be suspended, and (2) that such a committee of the University Council be established."

Mr. Nirkin asked: "Why cannot we just work to set up this committee and come up with some solid recommendations to implement this plan on June 1st? We have all heard this is going back and forth, over and over again; let us have people who are concerned with this proposal work with Dean King, keep this body informed on a monthly basis, to work for that June 1st deadline.

"I think [Mr. Friedman] made a good point. We came up with a great proposal last year [for the 'University 101' Pilot Program]; it was supposed to be implemented in the fall. Where is that program? That is what happens when a lot of things get caught up in a bureaucracy. [But] why cannot we just stick to the June 1st deadline...?"

William O. S. Sutherland (English) commented: "I am sorry that [Mr. Galinsky] has suggested that this is all self-interest, because it certainly is not. Those of us who have worked with the writing program have [done so] not because there was any particular profit in it, but because we wanted to work with it and we thought it was important.

"What I would like to say to the University Council is that this is a matter that is of interest to every college that has any interest in its undergraduate education.... I would like to make clear that what is involved is not a writing program, what is involved is primarily Freshman English--that is, English 306 and 309.... You have to remember that approximately half the students or fewer take English 306. If you want to improve writing you will do what I suggested to the administration some years ago--[you will say that the level of writing proficiency that English 306 students now must attain will have to have been attained in the future before students enter UT Austin]; then you will let everybody have a [higher level] writing course. But that takes a lot of courage to do, and something that just kind of works within the structure is easier to do. But I would like to say that it is of interest [to] every college on this campus, and I am delighted to see that the administration has made a gesture toward undergraduate education; I am just sorry there is no money connected with it.

"The other thing I would say that makes this of interest to every college is that what has been proposed is a very strange and by no means routine kind of structure. In the English department ... we have an Executive Committee [that] makes appointments (with the proper approvals) [and] promotions.... Now what is proposed here is that there be two committees in the English department, both of which will be making appointments and both of which will be recommending for tenure.... Now let me tell you what happens when ... that happens in a department. Michigan State split its department [into a] composition program and an English department. Then Michigan State decided, as most of these other places that have split things off have decided, that it was not working, so they decided to meld the two programs back together. Well, you can imagine what happens when a department that has a graduate program and is an intellectually substantive department in that sense comes up against a program that has been giving people tenure for [teaching at that low a level].... I am not saying that we should not give tenure for teaching ..., but that [level] of teaching is not what you give tenure for in a major university.

"So I think ... this whole thing really needs more consideration ... from people who ... know something about it, from people who have visited places. You cannot find anything you want to out there; there are programs you can visit that have tried to do this. I think the English department has offered to work on this; it has offered, if it looks like a good thing, to shift its structure. It just does not want two committees hiring assistant professors of English and trying to give tenure to associate professors of English anymore than the Psychology department would want to have a clinical psychology committee and a theoretical psychology ... committee.

"So I think both of these issues are of great importance and really need to be looked at and thought about."

President Livingston announced that the twenty minute limit had been reached and that there were three people on the floor waiting to speak. He said that he would recognize those three people, ask them to be brief, and recognize no others beyond that.

John S. Jefferson (Students' Association) said: "I am caught in a dilemma. I believe that the proposal is a good proposal and [that] it has many positive points; however, [I am opposed] to the proposal. [First,] as a student, I would not like to see the thirst for a writer to be replaced by technicality; I believe that ... the technicality and the thirst can still be there.... [Second,] since there are so many problems I just cannot advocate June 1st being the deadline; it simply is not feasible, and it does not make sense to me."

Dean Brooke E. Sheldon (Library and Information Science) said: "It is true, as Mr. Friedman has pointed out, that this body is concerned with educational policy, but there is a difference between educational policy and educational implementation. It seems to me that this is a problem that has been around for quite sometime, and while I fully believe in faculty consultation ..., I think that there is a certain prerogative that administrators have ... to suggest a structure for implementation. I think it is ... out of line to suggest that Dean King did not have the right to go ahead and suggest something that might work. Why not give it a try, with due consultation from all of the members of the English department?"

M. Sean Mast (Cabinet of College Councils) said: "I think this is an excellent idea.... The students need a focus for writing. I graduated from here with a B.B.A. and a B.A. in Liberal Arts, [and I] took about 24 hours in substantial writing component courses, some of which were sorely lacking.... What I would like to address are a few of the issues that ought to come up in future deliberations. First ..., can a division like this truly help other colleges' writing courses without stepping on their toes...? Second, the issue has come up whether this would divorce the rhetoric and composition from the literature courses, [and that] alarmed [me]; how can you teach a literature course without having [students] write anything? So I feel it is either a nightmare or an absurdity, and I do not think that there is any way possible [to] teach a literature course without teaching composition there along with it. I do not feel that those concerns need to be addressed [now], since they will automatically [be addressed in] future deliberations on an excellent idea [that] ought to be implemented by June 1st."

President Livingston ended the discussion with the following comments: "I would say to the Council only that this action has already been taken. The Dean has made a recommendation to the President, the President has approved it [and has] instructed the Dean to work out the details by [June 1, 1993], and the Dean has now sought to create a

committee that will work on those details. It is no good complaining about the details, since the committee has not yet met, let alone worked out its agenda. If my own opinion is worth anything, it is that this a considerable opportunity, not only for the University, but for the Department of English, who I think will probably benefit more than others by whatever is worked out in terms of a new Division of Rhetoric and Composition. Dean King has a charge now to work out these details. I trust that he will do his best, and that the committee he appoints will do its best, to accomplish what is best for the good of the University. In any way I can help him or that committee to speed their work and to make it more effective, I will certainly try to provide."

Delora Wojciehowski (English) raised a Point of Order. "I thought we were going to have an opportunity to vote on [the two] motions that were [mentioned] by Alan Friedman. Is there any way that we could do that?"

President Livingston ruled that the appropriate time for such motions to be made would be under NEW BUSINESS.

V. SPECIAL ORDERS--None.

VI. PETITIONS--None.

VII. UNFINISHED BUSINESS.

A. Resolution Concerning Distinguished Speakers/Visitors (D&P 14384-14387).

Secretary Kelley reported that the Resolution Concerning Distinguished Speakers/Visitors (D&P 14384 - 14387) had been returned to the floor of the University Council for further consideration. "You may recall this is [legislation] that was originally [submitted] a number of years ago, was referred to a standing committee of the University which [no longer exists], and (as a result of questions about the legislation) has now been brought back to the floor of the Council for action. It requires no motion; it is Unfinished Business of the Council [that] is now on the floor."

Before discussion could begin, Karl Galinsky (Classics) asked if a quorum was present. After a count was made, President Livingston ruled that there was no quorum, and the meeting was adjourned at 4:02 p.m.

This item, and the other item remaining on the ORDER OF BUSINESS will be carried over to the next meeting as UNFINISHED BUSINESS. The next regular meeting of the University Council is scheduled for Main Building, Room 212, on November 16, 1992, at 2:15 p.m.

Distributed to members of the University Council and to members of the General Faculty who want minutes on November 12, 1992.