

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

The Minutes of the University Council meeting of March 23, 1987, 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
H. Paul Kelley, Secretary
The General Faculty

MINUTES OF THE UNIVERSITY COUNCIL MEETING OF MARCH 23, 1987

The seventh regular meeting of the University Council for the academic year 1986-1987 was held in Room 212 of the Main Building on Monday, March 23, 1987, at 2:15 p.m. President William H. Cunningham presided.

ATTENDANCE.

Present: Ricardo C. Ainslie, Lear L. Ashmore, Lance Bertelsen, Julie H. Bichteler, Shirley F. Binder, David L. Bourell, J. Harold Box, Traci L. Bransford, Oscar G. Brockett, Ronald M. Brown, Cindy I. Carlson, Michael L. Cohen, William H. Cunningham, James T. Doluisio, David V. Edwards, Gerhard J. Fonken, Wallace T. Fowler, Alan W. Friedman, R. LaVerne Gallman, J. David Gavenda, William P. Glade, Austin M. Gleeson, Maureen M. Grasso, Alan Gribben, Thomas M. Hatfield, Judith A. Jellison, Gaylord A. Jentz, Sharon H. Justice, H. Paul Kelley, Robert D. King, James L. Kinneavy, William R. Koch, RoseAnn L. Kutschke, Jeanne M. Lagowski, J. Parker Lamb, James L. Larimer, William S. Livingston, John C. Loehlin, Reuben R. McDaniel, Jr., Melissa A. Mueller, Priscilla P. Nelson, Shirley B. Perry, Joy H. Potter, Dolores Sands, Diane L. Schallert, Blair G. Schlossberg, Edwin R. Sharpe, Jr., Max R. Sherman, Gideon A. Sjoberg, Raynard M. Sommerfeld, William O. S. Sutherland, Jr., Michael B. Triff, Roxanne K. Williamson, J. Robert Wills.

Absent: Lee E. Baker (excused), Donald J. Baumann, Jr., Lowell J. Bethel (excused), Harold W. Billings (excused), Allen H. Bizzell (excused), Robert E. Boyer (excused), Billye J. Brown (excused), Wayne A. Danielson (excused), Andrew S. Debelack, John R. Durbin (excused), G. Charles Franklin, Earnest F. Gloyna, Kenneth J. Hale, Elaine K. Horwitz (excused), Robert C. Jeffrey (excused), Lorrin G. Kennamer (excused), David R. Keyser, Kenneth W. Kirk (excused), Joseph E. Kruppa, Leon E. Long (excused), Ruth G. McRoy (excused), Alice R. Redland (excused), Henry A. Selby, Pamela J. Shoemaker, Martha S. Williams, Robert H. Wilson

and I get there late. ...It is upsetting to my schedule if I have to change my schedule by inserting an hour between every class. It lengthens my day by twice as much.

"I had spoken to Dr. Cunningham about these ramps when he had a pre-sidential open forum with the students, and we have been talking about it since. This is one of the ways that especially students who live in Jester would have a much easier access to the ... north side of campus because a lot of disabled students do live in Jester.... I think that these ramps are on the list to be done, but they are [lower in] priority [than] some other things.... We have 800 signatures of students that were gathered in two days in support of these ramps ..., [so I hope you can see that this is] a top student priority...."

Mr. Schlossberg said that he did not know the feasibility of ramp completion by June, 1987, but he hoped that the ramps would be built as soon as possible. President Cunningham said that it was his recollection that the funding for the project had been approved, but he promised to find out the status of the project and to do the best he could to meet the specified deadline.

The motion was then APPROVED by a voice vote.

F. STUDENT SENATE REQUEST FOR CHANGES IN THE SUBSTANTIAL WRITING COMPONENT COURSES WITHIN EACH COLLEGE AND SCHOOL (D&P 11089-11090). (REFERRED TO COMMITTEE)

Melissa A. Mueller (Students' Association) introduced a Student Senate request that substantial writing component courses within each college and school of the University be varied either by modifying the standard requirements involved or by providing enough seats in the classes to meet the demand of their own majors; the Student Senate also requested that the University Council take appropriate action to effect such changes.

To provide a background for the request, Ms. Mueller pointed out "that about 25% of the students in substantial writing component courses in the English Department are Communications majors. The average class size is around 35, but some classes can be up to 50 students. I talked to a girl today who was in a classroom that only had 30 seats but had 40 students, so every day there were people sitting on the floor in that classroom. I think that this overcrowding leads to frustration of the students and frustration of the teachers. It also leads to problems with adds and drops, problems with registration, students running ... across campus to every single department saying, 'I will take anything, just as long as it says substantial writing component.' Students are thrown into the upper-division classes where they do not have any background.... I also have heard a lot of stories about students signing up for courses and then [finding] out that their college will not accept [the courses] as substantial writing courses [even though they are] listed in the catalogue that way. Or they show up for class the first day and they are

told that the class is no longer a substantial writing component [course]. Students are signing up for four classes at a time just hoping that they will get one [in order] to graduate on time. I think that the substantial writing course requirements have been a good idea, but I do not think that [they have] been handled by each college in the best way. I think that students have been caught in the middle trying to satisfy these requirements.

"There are two ways to interpret the [Student Senate request]. One is modification of the requirement. Many courses are close to being considered substantial writing component [courses], but the requirements [are not quite met]; so if the requirements could be modified or relaxed in some way, then I am sure that a lot of other courses could be considered substantial writing component [courses]. I know that in the College of Engineering there are a lot of technical writing classes that [do not meet] the specific requirements but [do require] a lot of writing; they could be considered substantial writing component [courses].

"[Another way to interpret this request would be to] encourage [each college] to develop courses in their own college to take care of their own majors; students in their own college enjoy the privileges of being a major in that college, and knowing the teachers, knowing where to go. Students wandering around the English Department begging teachers to get into their classes -- I just do not think that is part of what I hope my education would be.

"We understand that the Deans Council is currently discussing this problem, but we decided to make this motion in hope that it would bring about quicker results. We understand that [it is too late to change anything for next fall,] but hopefully by spring the colleges could increase the number of substantial writing component [courses] they have in their own colleges or try to find out [other] ways to work towards this goal. We just want to send the message that students do care about these courses and the writing requirement, and that we do not want it lessened in any way; but we would like to alleviate this problem...."

Reuben R. McDaniel, Jr. (Management) MOVED to refer the request to the Educational Policy Committee for its consideration.

Gerhard J. Fonken (Executive Vice President and Provost) said: "I do not take issue with referral to the committee, but I would like to call to the attention of the faculty that we have dealt with the issue of courses with substantial writing components for a number of years, and in my opinion, we as a total faculty have not dealt effectively with that issue. We all owe a bit of thinking time to this problem, each one of us. We should not fall into that comfortable position of saying, 'Let a committee cogitate this for a few months and come back and give us advice.' It is a matter that should concern every single faculty member. We have not done it well. There is a considerable need out there on the part of students. The idea of courses with substantial writing com-

ponents was received and endorsed by this body with great enthusiasm a number of years ago, but the process has been quite inadequate. So I would encourage you all, even though this goes to the Educational Policy Committee, to provide to that committee very thoughtful comments. We are all going to need some help on this thing."

Alan W. Friedman (English) said: "I was the only English Department member on the General Education Requirements Committee that drew up this proposal in its original form. As [Provost] Fonken says, it was adopted with enthusiasm, or what looked like enthusiasm at the time, by the University Council, and then put into practice. And I agree with him completely that it has been put into practice in a way that has been far less than satisfactory from everybody's point of view, not just from the point of view of the students, it seems to me.

"President Cunningham, if I am correct, you said at a recent meeting of the Faculty Senate that you were going to appoint a committee to investigate the effectiveness of that committee's report and its implementation. I wonder if that committee has been appointed, if it is going to be looking into this issue, and I also wonder what the effect of the passage of [Mr.] McDaniel's motion would be. When would we get it back, what would be its relationship to the committee that you are talking about appointing...?"

President Cunningham responded that the Committee in question would be appointed within the week and that it will address this issue. "At the same time, if the committee has the advice and counsel of [the Educational Policy Committee], as far as I am concerned that would be fine as well. So I think whatever the Council wants to do is appropriate."

The Council then APPROVED the motion to refer the Student Senate request to the Educational Policy Committee.

G. STUDENT SENATE REQUEST FOR CHANGES TO DISCOURAGE THE USE OF MULTIPLE CHOICE EXAMINATIONS (D&P 11091). (REFERRED TO COMMITTEE)

Michael L. Cohen (Cabinet of College Councils) introduced a Student Senate request that the use of multiple choice tests be discouraged by the faculty at the University and if used, the professor should have an item analysis; the Student Senate also requested that the University Council take appropriate action to effect such changes.

Mr. Cohen said that "discouraged" really means that "we want to encourage other forms of testing. I would like you to think back [to] a little recent history. The whole reason we have a substantial writing component [course requirement] right now at the University is because of a consensus that believed that the University was not offering enough writing ... opportunities to the students and that felt [students should] not leave the University without that skill...."