

University Council debates creation of new Division of Rhetoric and Composition in College of Liberal Arts

By H. Paul Kelley
Secretary, University Council

Acting President William S. Livingston presided over the Oct. 19, meeting of the University Council, at which the only topic discussed was the recently approved proposal for a new Division of Rhetoric and Composition. Livingston asked Executive Vice President and

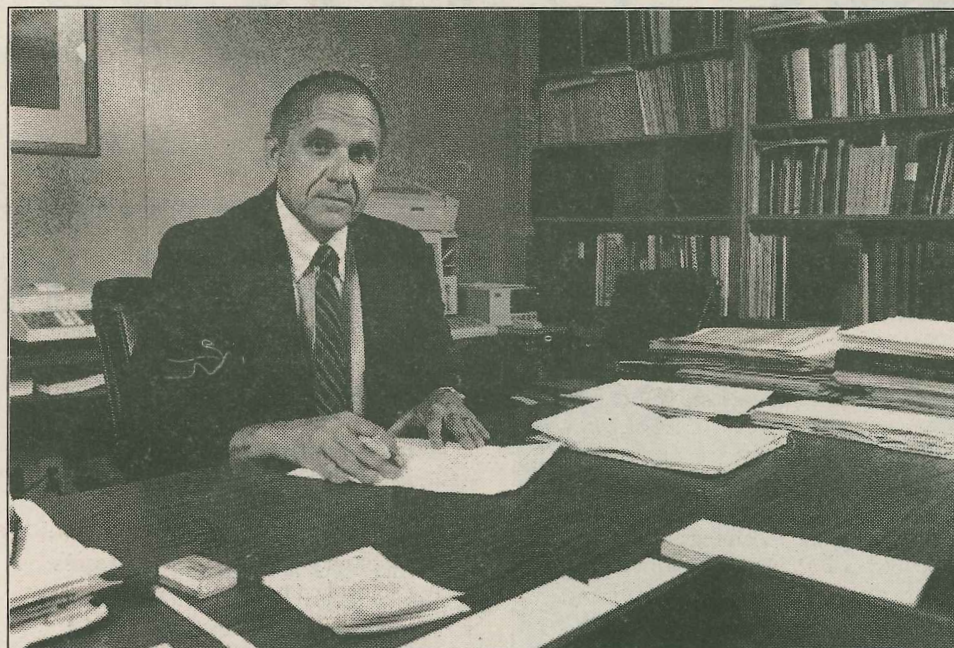
Kelley

Provost Gerhard J. Fonken and Acting Dean Robert D. King (Liberal Arts) to review how the proposal came about.

Fonken pointed out 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 [is therefore] not an actionable item that lies in the purview of the University Council, although...discussion of any matter is open to the wishes of the Council." He had distributed background material concerning the establishment of the Division prior to the meeting.

King's remarks were a shortened version of his written remarks, which will appear in the Minutes of the meeting. He first addressed the underlying issue that runs through each of the questions that John R. Durbin (mathematics) raised at the last meeting of the University Council. "The governance system in the Division will resemble the governance arrangements in place in such non-departmental teaching units [in Liberal Arts] as American Studies, Asian Studies, Latin American Studies, and Middle Eastern Studies.... 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...by faculty...."

In his written remarks, King next addressed the specific questions asked by Durbin. There will be tenured and tenure-track faculty in the Division, as well as lecturers and/or senior lecturers. Recom-



File photo by Larry Murphy

Dr. Robert D. King, dean of the College of Liberal Arts, believes the Division of Rhetoric and Composition will improve the writing skills of undergraduates.

mendations for appointments will be made by the faculty executive committee and the director to the dean.

The Division's budget will cover appointments of regular faculty who teach 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 percent 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; these will go to the dean and the president along with parallel recommendations from the faculty member's department in the case of joint appointment. "If the reward systems of the two units are in conflict (to quote Durbin), then we will adjudicate them — as we do now.... There is nothing new about this problem."

TA and AI appointments in the Division will be made as usual through negotiations among the Division, the English Department, other departments and programs (such as Comparative Literature), and the dean. We always try to balance conflicting demands: undergraduate needs come first, then graduate student needs, priorities of the faculty, and so on.

There was faculty involvement in the making of this proposal; more was said about that later in King's comments. And Fonken had explained why the proposal had not been placed before the University Council prior to its announcement.

King then addressed questions presented by the Faculty Senate at this meeting:

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

It was reported in several locations,

including *On Campus* (May 11, 1992), that then-President William H. Cunningham had accepted the recommendation of the Committee on the Undergraduate Experience to establish a Division of Rhetoric and Composition in the College of Liberal Arts, and that Fonken and King were to explore the feasibility of establishing such a Division. Subsequently a number of Liberal Arts and English Department faculty members sought out the dean, and he sought out the opinions of other Liberal Arts faculty, including faculty from the Department of English. "Faculty from outside the Department of English were uniformly extremely enthusiastic about the proposal; faculty from English were, for the most part, opposed. Their most common concern was the effect this might have on support of graduate students, which in English often goes as long as five years, whereas less than three years is the more common length of support in other Liberal Arts departments. I personally don't see that much will change under the Division regarding support for graduate students in English: we still will need to teach so and so many sections of composition courses, and most of these will certainly be taught by assistant instructors from the Department of English.

"...The general proposal to create the Division originated in the Committee on the Undergraduate Experience, which had representation from all constituencies of 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 now has 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 the Division of Rhetoric and Composition is final. The exact form of its implementation and its structures is yet to be determined and will be decided by me in consultation with faculty."

3. Has the effect of the proposed new Division on the writing courses in individual departments and colleges other than Liberal Arts been discussed? King said that it has been discussed in meetings of the Deans' Council.

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 timetable for its work?

"The advisory committee...is now being constituted. 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 Four implies. It is being set up to work with me to establish these. 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, and I have tried to ease their concerns. Some faculty from the English Department have expressed to me privately their relief that the English Department can now devote the major part of its collective energies to the teaching of literature and the needs of English majors instead of engaging in prolonged and debilitating debates about the teaching of composition. I do not fault those members of the English Department who feel that way. It is a sentiment I think most of us in other departments with heavy service obligations can understand all too well."

King continued, "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 is this: to serve the writing needs of our undergraduate students better than we do at present.

Since the late 1960s 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. "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...debated...with acrimony and passionate intensity. At the same time, 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 write better! Do something about the teaching of

ON Campus

Vol. 20, No. 10 Week of Oct. 26, 1992

On Campus is published by the News and Information Service for The University of Texas at Austin community. Publication is weekly during the academic year, except holiday periods, and twice a month during the summer. Text from *On Campus* may be reprinted as long as credit is given.

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writing at the University!

"And that is what we have now 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; 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 of various numbers were offered; of these 78 were taught by faculty. In 1978-79, 441 sections of Freshman English were offered; faculty taught 48 of these.

'Why did we create the Division of Rhetoric and Composition? The simple answer is this: To serve the writing needs of our undergraduate students better than we do at present.'

-- Robert D. King
Acting Dean of Liberal Arts

"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 as more than one of the things that it has to do. The new writing division will, for the first time, give this college and university a place where writing instruction for undergraduates has priority over every other claim. It is clear from the concerns of administrators, faculty, the alumni, and students that undergraduates 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 throughout the University, for AIs and TAs, and for the graduate program in rhetoric and composition, where the English Department at The University of Texas occupies a well-earned leading position."

King concluded "with words of praise for the scholarly and teaching efforts of those faculty in English whose lives are devoted to literature and to literary criticism, many of whom are, publicly at least, opposed to the creation of this Division. 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



Fonken



Durbin



Bean



Spirduso

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 say, 'Let's get on with it.'"

Ira Iscoe (psychology) supported the establishment of the Division.

Frank D. Bean (sociology), Chair of the Committee on the Undergraduate Experience, reviewed the reasons why the committee recommended that such a division be set up in the College of Liberal Arts. "They were thinking about what the educational needs of undergraduates were, about which the committee heard from many, many people. If anything, they thought they were doing the English Department a favor." How the proposal gets implemented was for others to work out.

Howard D. Nirken, speaking as a student rather than as President of the Students' Association, said that the University needs to concentrate on establishing the basic writing skills of students. "This is a good proposal. It shows that the University has care and concern for the basic skills that this institution needs to develop in its students." He hoped that the proposal would "not get caught up in the bureaucratic process of the University...."

Joseph E. Kruppa, Chair of the Department of English, thanked King for his remarks about the department. He described "some of the major problems that my colleagues have with this proposal and especially the manner in which it developed and the manner in which it appeared."

He said, "We know that the proposal for this Division came from the Committee on the Undergraduate Experience;...we heard about it mainly through *On Campus* on May 11...at the end of a long wish list..., as part of an agenda 'to improve the instruction in writing.' All the recommendations were accepted by the President, and he [said] that '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 and 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."

Kruppa continued, "On Aug. 18 Dean King sent the proposal to the president, and on Aug. 28 the president approved that proposal as one of his last official acts.... 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 didn't.

"On Sept. 1 I was presented with the proposal and told that it would be implemented by June 1, 1993. This was the first time I had heard about it. This was the first time I had seen it."

He said, "That 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."

He compared the proposal to "one that came from four members of the rhetoric faculty in 1985...written under different circumstances.... At the time that proposal was submitted to Vice President Fonken, then-Chair Bill Sutherland wrote, on June 17, 1985, to him that 'this program has no standing in the department.... 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."

Kruppa continued, "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, 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, section b, under 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. In the same section — 'Faculty appointments in the Division will be made by the Director, subject to the approval of the Dean.' We have been told that that has been changed, that there will be a budget council or executive committee. But...in the proposal [there is] no mention of a budget council [or] other departmental governing body which, according to the [UT Austin Handbook of Operational 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 all left conveniently vague. Does the Director simply tell a Chair that so-and-so will be joining your department?"

3. Kruppa went on to the next section, under "Structure.... The Director will administer the Division's budget and will be responsible for policy, curriculum, AI hiring,' etc. — a whole list of things.... 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. [On] 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...."

Kruppa concluded, "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 do not get] a true re-examination of the writing courses at this University. We get a proposal in which a composition czar or tsarina 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. I think these are serious issues. These are issues that should have been addressed before this proposal ever saw the light of day."

'This is a good proposal. It shows that the University has care and concern for the basic skills that this institution needs to develop in its students.'

-- Howard D. Nirken
Students' Association president

Waneen W. Spirduso, chair of the Faculty Senate, said, "The notion that one could leave in the spring and come back at the end of the 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. It seems to me [there are] people in this room who are passionately concerned about the Division and the content of the Division, but [there are] also people who are passionately concerned about the process by which this came about. Dean King indicated that 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 that the procedure itself is equally important...." Spirduso suggested that "it would be a healthy contribution to the whole process" of establishing the Division if English faculty could be included in a committee involved in "fleshing out" this proposal.

Fonken commented that the subject of a separate division or management structure for English composition is not new; the matter was described in a Dec. 1991 as well

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1992, to King establishing the Division and stating that its implementation rests upon development of "a detailed operating plan." He compared the Division of Rhetoric and Composition to existing centers such as the Center for Middle Eastern Studies, the Center for Asian Studies, and the Division of Biological Sciences, in which the directors recommend appointment of faculty, who usually have joint appointments in other departments. Differences regarding appointments — salaries, promotions — are resolved in discussions between center directors and the appropriate department chairs, or by the dean. Whether the Division of Rhetoric and Composition will have a budget council, an extended budget council, or an executive committee will be determined under an operational plan. He questioned whether the University Council can intrude upon the prerogatives of departments and colleges to decide [how] a department or a division should be governed.

Elizabeth W. Fernea (English), who teaches writing, said, "It is more than



Fernea

simply a management structure [that] we are speaking about.... The Division is not to be compared to other administrative units in the University, such as Middle Eastern Studies.... These units do include directors and...executive committees, but they do not establish the content of courses, develop appropriate syllabi, schedule courses, staff courses, and supervise teaching as well as make appointments. The departments themselves make appointments."

She agreed that "this proposal does have great symbolic value. One of the symbolic values of a Division of Rhetoric and Composition is to marginalize it to outside the rest of the University; we are separating it from the rest of the University. The assumption is that writing can be taught separately from ideas, which is...like saying you can teach carpentry by providing the tools but not the wood."

James A. Kinneavy (English) congratulated King for "a very honest and sincere concern with composition." He approved the intent, if not all the details, of the proposal.

As an historical point, he wanted to correct the implication that, because he recommended 7 years ago the Committee to Handle Writing Issues, he approves this particular Division. In 1985 the English Department had voted to require, but not teach, English 306. "There also was not strong support in some sectors of the English Department for the graduate program in rhetoric and composition. I think that a good deal of that has changed in the intervening 7 years. [First], the current E306 program the department voted for unanimously. I have been here for 30 years; that is the only unanimous vote that I can remember being taken on a

substantive issue in the history of the department. Secondly, there is very strong support for the graduate program in rhetoric and composition from the current English Department."

Kinneavy said, with regard to his reaction to the proposed Division, that he "was appalled at the loose procedural aspects of the proposal." He regards the substantive issue as the most important issue. He had discussed it with King, who he thinks "is not at all trying to destroy or hurt the graduate program in rhetoric and composition. But my theoretical concern is still the same. I think 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." He has seen attempts at other universities to separate a graduate program in rhetoric and composition from a lower-division managerial effort. "None of them has worked.... The separation of theory from practice I always think is wrong, and I think that this is happening in this particular case. Literary theory and rhetorical theory...are very closely allied.... Unless some kind of a 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."

Vickas E. Khemsara (Cabinet of College Councils) questioned the validity of the proposal, since the English Department does not seem really to support it. He also agreed that the process of supporting the proposal did not seem to go through the right channels.

Fonken referred to an earlier inference that the director of the Division could create courses or make faculty appointments. The faculty would design courses, not the director, and appointments would be made on the basis of recommendations of both the Director and the appropriate chairs. The same would hold true of promotions and salary increases.

G. Karl Galinsky (classics) commented, "Although there are very legitimate concerns about the procedures, I would say they were not hasty, given the long, long-standing nature of this particular issue. I think [the proposed Division] has a lot of support around campus."



Galinsky

Evan B. Carton (English) argued that the debates that this English Department, as well as other English departments around the country, have had over the best ways of teaching writing "have been enabling, not debilitating." He hoped that those "who have the most 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."

King responded to Kruppa's comments, reiterating that the proposal was "a

statement of principle,...with the structure to be built around it." He said that the committee mentioned by Spirduso is in the process of being appointed. He has started with representatives from the English Department, including members from the rhetoric and composition group, as well as members who oppose the proposal. There will be members from other colleges and also from other departments.

He said, in reply to Fernea, that there would be the same kind of structure in the Division of Rhetoric and Composition as exists in the Centers of Asian Studies and Middle Eastern Studies: a director, faculty who propose courses, and committees set up to study those courses.

Alan W. Friedman (English), referring to responsibilities of the Council in this area,



Friedman

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.

He said, "We have been told by various speakers today that this is a matter of extraordinary import and concern to the entire University community, on one hand, and on the other hand we have been told that this is a matter for the College of Liberal Arts and perhaps even for only one department within that.... We need to know what is being implemented here, what is being proposed, what the implications are. Does this document...imply extraordinarily large, substantial changes for this University?... If it [does]...it ought to be handled in the proper way."

Friedman continued, "We were told at the last [Council] meeting...that there are no curricular implications to this document.... We are talking about improving students' writing. You cannot improve students' writing if you do not make curricular changes and rededication of enormous resources, I submit, to teaching of writing on this campus...."

"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, with a proposal, an outline for it, that is being repudiated even as we are asked to consider it. We need to know what it is we are considering. And, as I have indicated, it is certainly within the authority and the purview of the University Council [to consider it]."

Friedman summarized some of the questions that had been raised both today and by others outside the Council: "If the proposal is so self-evidently worthwhile, why was the department not consulted — the department which has to have primary responsibility for seeing that this works? Why was it, in fact, kept ignorant of most

of the developments? 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?... Why were the graduate students, who teach the bulk of these courses, not included in the deliberations? Why was there no college-wide discussion? 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 assure 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 in fact 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 counter-productive? 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?... 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?"

Friedman said 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 students can have confidence in to do a thorough analysis of the current situation, to work with everyone who is affected by this and claims to have an interest in it — and I submit that's the entire University community, and to find a way to improve what we all care about, the teaching of writing on this campus.... If that were the suggestion, I think there would be enormous cooperative effort...from the entire University community."

He felt the committee should be a University Council committee. At the appropriate time, he intended to make two motions: First, to suspend the June 1, 1993, implementation date, and second, that such a committee of the University Council be established.

Nirken favored keeping the June 1 deadline.

William O. S. Sutherland (English) said, "What has been proposed is a very strange and by no means routine kind of structure. What we [have] in the English Department [is] an executive committee [that] makes appointments,...promotions, etc.... What is

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Conflict between graduate, undergraduate education among topics reviewed by Graduate Assembly

By Dr. Rose Ann Loop
Secretary, Graduate Assembly

The first meeting of the Graduate Assembly was held Oct. 14. The elected members of the assembly were introduced. Ex officio members in attendance included dean William S. Livingston. The invaluable assistance of Assistant Dean Audrey Slate and Winona Schroeder to the work of the Graduate Assembly was recognized by Chair Richard Cherwitz (speech communication).

Cherwitz reported on recent actions of the UT System Faculty Advisory Committee (UTSFAC), to which he and Waneen Spirduso are appointed by virtue of their service as chair of the Graduate Assembly and president of the Faculty Senate, respectively. The UTSFAC recommended to Chancellor Cunningham that faculty input should be an important component of the overall review process that Regental policy requires for all administrators. In addition, it was recommended that regular reviews be conducted for all administrators below the rank of president or its equivalent. Cherwitz indicated that several other items will be discussed by the UTSFAC during 1992-1993. These include the relationship between the new performance based budgeting procedures and standards of academic excellence, and the role of faculty in evaluating academic programs prior to any elimination or downsizing actions by institutions. Cherwitz noted that two matters previously considered by the UTSFAC are now being discussed by the Coordinating Board: changes in formula funding and proposed limitations on the maximum number of semester credit hours that can be earned by doctoral students.

Use of Graduate Record Examinations

Charlotte Kuh, executive director of the GRE Program gave a special report to the Assembly on the use of the Graduate Record Examinations. She acknowledged the limitations for all standardized tests, but noted that GRE scores can identify bright students who, for a variety of reasons could be overlooked in a traditional admission process. Dr. Kuh dispelled some myths about the GRE: (1) The GRE measures intelligence. (2) GRE cut-off scores can be used to eliminate appli-

cants from an over-large pool. (3) Everyone with a good GRE score will successfully complete a graduate program. (4) Standardized tests such as the GRE are biased against women and minorities. (5) Standardized tests are a way for Educational Testing Service to make money. In the future, Dr. Kuh predicted the standardized GRE will be shortened and additional tests with writing, diagnosis, constructed response, natural language and reasoning in context will be added.

New graduate programs

Livingston reported on activities regarding new graduate programs. The MFA in Writing, the MFA in Film and Television Production, and the MS in Economics were approved by UT regents during the summer. The PhD/MA in Molecular Biology, the PhD in Medieval Studies and the PhD/MS in Computational and Applied Mathematics will be considered in October. The PhD in Architecture and the Ph.D. in Community and Regional Planning will be considered at a future meeting.

Livingston expressed concern at the increasing frequency with which he encounters the notion that graduate education and research are luxuries enjoyed by the faculty that have little benefit to the taxpayers. This apparently escalating conflict, between graduate and undergraduate education on the one hand and teaching versus research on the other, should not be dismissed lightly. As the result of shifts in formula funding from graduate to undergraduate education directed by the legislature, UT will lose close to \$1.5 million. Livingston expressed fears that these trends may impair the undergraduate and graduate educational mission of the University, damage contributions to advanced technology and research and obstruct our ability to create a well-educated citizenry. This anti-research attitude is pervasive and seems to be growing.

Related to this issue was the July announcement of the Commissioner of Higher Education that formula funding for doctoral students would be limited to 80 hours past the Masters degree or 110 hours past the baccalaureate degree. This change, if enacted, would cost UT approximately \$10 million. Livingston recently served on a committee to review this proposal. The committee suggested a compromise that it

Elected members of the Graduate Assembly

<p>Chair—Richard Cherwitz (Speech Communication) Chair-elect and Chair of the Academic Committee—Katherine Ahrens (Germanic Languages) Secretary—RoseAnn Loop (Human Ecology) Chair of the Administrative Committee—Guy Manaster (Educational Psychology), Chair of the Admission and Enrollment Committee—Mark Alpert (Marketing Administration), Joel Barlow (Chemical Engineering) Oscar Brockett (Theatre and Dance) Melba Crawford (Mechanical Engineering) Diana DiNitto (Social Work) Lee Fontanella (Spanish and Portuguese) Richard Furlong (Civil Engineering) Tom Griffy (Physics)</p>	<p>Marvin Hackert (Chemistry) Gaylord Jentz (Management Science/Information Systems) Ken Kirk (Pharmacy) Reuben McDaniel (Management) Francis Miksa (Library and Information Science) Bruce Palka (Mathematics) Patrick Parker (Marine Science) Wayne Rebhorn (English) Bonnie Rickelman (Nursing) Cynthia Shelmerdine (Classics) Carlota Smith (Linguistics) Richard Swallow (Architecture) Kenneth Tolo (LBJ School of Public Affairs) Baxter Womack (Biomedical Engineering) Elected student members of the Assembly are: Marie Green (Speech Communication) Brendan Guilfoyle (Mathematics) Katie Tovo (American Civilization) Jodi Vendor (Geography)</p>
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felt should eliminate any abuse of the system while providing sufficient flexibility to doctoral students. The committee recommended an upper limit of 160 hours of funded formula doctoral hours per student. Final action on this matter has not yet been taken, but it will be considered by the Coordinating Board in October.

Bonnie Rickelman observed that the 80-hour limit would restrict PhD students in Nursing to four semesters of formula-funded credit after fulfillment of required courses.

Graduate enrollment figures

Associate Dean Teresa Sullivan gave preliminary graduate admission and enrollment figures. 5,502 students, or 32 percent of applicants, were admitted to the

Graduate School as of Aug. 29, 1992. Of these, 41 percent were from Texas. Admissions of African Americans were up 20 percent and of Hispanics, 12 percent. New graduate students numbered 2,822, an increase of 4.6 percent.

In other action, the Graduate Assembly approved a motion to recommend acceptance and implementation of a MA with a major in Post-Soviet and Eastern European Studies. A motion to change the doctoral concentration in Operations Research and Industrial Engineering to doctoral major status was approved.

Motions to change the major name from Drama to Theatre to be consistent with the departmental name and to eliminate the PhD in Playwriting were approved.

Division of Rhetoric and Composition spawns questions

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.... "

He described problems regarding tenure involved in mixing graduate faculty members, involved in teaching in an intellectually substantive program, with those who teach freshman courses in a composition program. "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, any more than the Psychology Department would want to have a clinical psychology committee and a theoretical psychology committee."

John S. Jefferson (Students' Association) said he thought the proposal was good, but he opposed the June 1, 1993, deadline.

Dean Brooke E. Sheldon (Graduate School of Library and Information Science) agreed that the Council is concerned with educational policy, but she pointed out that there is a difference between that and educational implementation.

"While I fully believe in faculty consultation,...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 of all the members of the English Department?"

M. Sean Mast (Cabinet of College Councils) emphasized that students need a focus for writing. He wondered whether a division like this can help writing courses in other colleges and whether this proposal would separate rhetoric and composition courses from literature courses. He thought the proposal an excellent idea,

however.

Livingston reminded the Council: "This action has already been taken. The dean has made a recommendation to the president. The president has approved it, instructed the dean to work out the details, and the dean has now sought to create a committee that will work on those details... This is 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."

The University Council will meet next on Nov. 16.