

Freshman English Policy Committee Meeting

September 23, 1977

Calhoun 323, 3:00-4:00

Members present: Kinneavy, Trimble, Cameron, Ruskiewicz, Wainwright,
Creel, Henry, Saldivar, Haney

Agenda: (not in order of consideration--starred items deferred)

- * Departmental staffing procedures
FEPC meeting time
- * Grade inflation
- * Freshman Office experiments report
Counselors' teaching requirements
- * Report on dropping the ECT
- * Committee appointments
Duties of Apprentice/Master-teacher faculty

1. As the agenda was considered too full for complete consideration of all items, the committee decided to take up those which were pressing and which we could dispense with quickly.

2. Assuming that his topic could be dealt with in short order, Jim Creel gave a short explanation of his reasons for wanting to teach Sophomore literature next spring when he may be counseling for E307. He noted that it would be advantageous to him to have at least one literature/course on his vita; he further noted that unless he teaches 314L variant Chicano literature, it will not likely be taught. Creel also spoke for David Hall, who has requested permission also to teach 314L (Creative Writing) while counseling in 307, and then absented himself from the meeting room for the rest of the discussion. Henry recalled the Hall and Chip Dameron had proposed and drafted the course in creative writing; Dameron taught the course last year, and next semester it is Hall's turn.

In the discussion that followed, Cameron and Henry pointed out that existing policy of the FEPC requires only that a counselor "must have taught the courses for which he provides counsel within the two preceding years or teach them while he is a counselor." Kinneavy questioned whether ~~mmmm~~ the immediacy of teaching the course for which one is counseling is not important, citing his own experience this semester in teaching E398T without teaching E306 concurrently. He further said that Larry Carver had felt the same discomfort the first time he taught E398T for the E307 TA's without teaching the Freshman course, too. However, neither Henry nor Wainwright said they felt out of touch with their counselees when they taught courses other than those they counseled for. Kinneavy mentioned as an aside that, as we will lose seventeen TA's out of the counseling/398T program in the spring, we may need less counselors, anyway; if we were to prefer to have counselors teach the course the counsel for, then we might use that as a criteria for deciding who counsels and who doesn't. The committee agreed that while such might become policy in the future, we should vote presently only on the request by Creel and Hall to be exceptions to the current tradition. Trimble then moved that Creel be

allowed to teach E314K even if he is chosen to be a counselor in the spring; Henry amended the motion to include Hall. The motion passed without negative votes. The committee agreed that Hall and Creel should not take the vote to mean they had been approved to counsel in the spring; decisions of that sort will be made at a later date when we consider all applicants together.

3. Kinneavy reviewed some specific cases as preface to the topic of the duties and responsibilities of the Apprentices/Master-teachers, pointing out that he has avoided quantifying the jobs because of the difficulty of doing so given the fact that the Apprentices are answerable to so many people. Noting that Susan Wittig had expressed interest in giving the Apprentices duties in the lab, Kinneavy said that Dean Werbow had said that such would make their duties far too fragmented. Trimble then recalled his conversation with Wittig after the faculty meeting this week; she had questioned him about whether a policy statement regarding Apprentices/Master-teachers had been drafted, suggesting strongly that the FEPC discuss the issue before she (as emissary from the Graduate Office) be forced to step in. Kinneavy then pointed out that we are thus caught between the two deans' offices, the one looking at TA's as teachers and the other looking at them as graduate students. Trimble said that the main problem with the arrangement as it now stands is the three "bosses" of the Apprentices: master-teacher, E398T professor, and counselor.

Kinneavy explained that, as he had envisioned it, the Apprenticeship would acquaint inexperienced TA's with the syllabus, giving them some introduction to teaching, grading, individual counseling, time management, current texts, etc. He noted that the Hostenback Committee of the Texas House last year had complained loudly about our using inexperienced people as full-fledged TA's; he had submitted a proposal to Werbow in the spring suggesting the use of Apprentices, and had been quite surprised when the Dean approved. Kinneavy pointed out the difficulties in specifying hours per week except to say that they should put in ± 10 (two observations each of E306 and E307, class preparation for teaching duties, some grading, etc.). Haney suggested that we establish a list of skills that Apprentices should master rather than trying to quantify the amount of time they should spend. Trimble advocated a much more specific statement of time and duties both to tell ~~him~~ the Apprentice what was expected of him and to avoid his potential exploitation. Haney suggested that we draft a single document that explained the duties and responsibilities of both Apprentices and Master-teachers.

Kinneavy asked for a volunteer committee to consider the question further and bring a proposal to the next meeting; Creel, Trimble, and Wainwright agreed to serve on the committee.

4. Items on the agenda not discussed were postponed until the next meeting. Kinneavy suggested that a discussion of departmental class assignment procedures and committee appointments be given precedence over the other items. The meeting adjourned promptly at 4:00.