

MINUTES OF THE SENATE
Department of English

Ruszkiewicz

4 December 1982

3:00-5:20 p.m.

Present: Moldenhauer (Chair); E. Bowden, Cable, Duncan, Endres, Farrell, Frost, Kinneavy, MacKay, Megaw, Meyer, Ohle, Renwick, Rodi, Ruszkiewicz, Simon, Spivak, Webb, Westbrook, Whitbread.

Absent: Flowers, Heinzelman, Kruppa, Reed, Saldívar.

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1. In response to a Senate member's query, the Chair announced that the department's governance documents make no provision for a member to send a proxy (substitute) to a Senate meeting. The Chair also provided additional information about the recently distributed memo concerning students' papers being turned in to Parlin 110.
 2. Don Graham, Chairman of the Undergraduate Course Committee, gave the committee recommendations for the department's course offerings for the Fall Semester of 1982 (distributed to Senate members prior to the meeting). He asked members to make the following changes:

Add 316K (Masterworks of Literature)

362L - (The British Novel After 1920: delete Cullingford's name

Delete 366K (Shakespeare: Selected Tragedies)

377K - The American Novel After 1920: Delete Hairston's name

371K - Contemporary Poetry: British and American, 1920-Present:
substitute Cullingford for Flowers

After some discussion, it was moved by Professor Graham (seconded by the Undergraduate Course Committee) that these recommendations be approved by the Senate. MOTION PASSED: 19-0-0.

3. Paul Meyer gave the report of the Lecturer Subcommittee, including a proposed resolution addressing the lowering of teaching loads of Lecturers (Appendix I). After lengthy discussion and several amendments (amendments included in Appendix), Mr. Meyer moved that the resolution be approved by the Senate, pending the changes in the numerical parts of the draft. MOTION PASSED 15-0-0.
4. There was no report from the Subcommittee on Teaching Awards.
5. Neill Megaw reported on issues concerning Teaching Load Credits including information as to their use in other departments and historical background. Professor Megaw moved, Kate Frost seconded, that the Senate form a subcommittee on TLC's composed of Megaw and other members of the faculty who accept his invitation to serve. MOTION PASSED: 14-0-0.
6. It was moved that the next Senate meeting be held in January 1982 on a date to be selected by the Chairman. MOTION PASSED: 14-0-0.
7. Meeting adjourned at 5:30 p.m.

Respectfully submitted,

Sherri Goode, Administrative
Secretary to the Chairman

APPENDIX I

Until 1979, the normal course load for English Department Lecturers (then called Instructors) was 4/3, a load considered excessive by most. In 1979, the course load was further increased [by 14.3%]*¹ to 4/4, perhaps to accommodate the dramatically increasing numbers of lower-division students. We feel very strongly that this increase was a mistake, one that does a disservice both to lower-division students and to the Lecturers who teach them. We feel that this is an opportune time to reverse the trend of imposing larger workloads on lower-division teachers. Last year President Flawn demonstrated his and the University's commitment to the quality of lower-division English by reducing the load of Assistant Instructors by 25% from 2/2 to 2/1. We applaud that move and suggest that it is now time to carry that commitment a logical step further and reduce the teaching load of Lecturers in the English Department by 25% to 3/3. As the following analysis shows, such a reduction would be reasonable in terms of the amount of time [required. It should be noted that all courses taught by Lecturers] ~~Lecturers-actually must-now-spend-teaching.--Consider-the-workload-of-the-English Department-Lecturer,-all-of-whose-courses~~¹ contain a substantial writing component.

* Amendments were made by vote of the Senate or by the authority granted by the Senate to the Subcommittee on Lecturers. For specifics, please refer to footnote numbers.

¹ Denotes change made by the Subcommittee on Lecturers. Bowden moved to delegate to the Subcommittee the responsibility for adjusting the mathematical argument. Motion passed 16-0-0.

Teaching four courses per semester, a Lecturer typically

--teaches-100-400-students-(4-classes-x-25-40 students-per-class)	=-12-contact hours/wk.
--corrects-700-900-essays-(50-essays-per-week-x 20-30-minutes-per-essay)-	=-15-25 hours/wk.
--prepares-170-hours-of-lectures-(assuming-2 different-classes-x-3-contact-hours-per course-x-2-hours-preparation-per-contact hour)	=-12-hours/wk.
--spends-100-150-hours-in-student-conference	=-7-10-hours/wk-
	TOTAL--=-46-59-hours/wk-

[--teaches a minimum of 100 students (actual average ca. 125)	= 12 contact hours/week
--corrects a minimum of 700 essays (50 essays per week x 14 weeks), at 20-30 minutes per essay	= 16:40-25 hours/week
--corrects a minimum of 75 tests at 10-15 minutes/test	= 0:50-1:20 hours/week
--prepares for 168 lecture/dis- cussion meetings (including preparation of syllabi, tests, handouts), at 1:30-2 hours preparation per contact hour	= 9-12 hours/week
--spends 100-140 hours in stu- dent conferences	= 7-10 hours/week
	TOTAL = 45:30-60:20 hours/week] ¹

These figures suggest that on the average, a Lecturer spends 53 hours a week [exclusively on the conducting of these four classes.] on-strictly-teaching-and-teaching-related-activities.¹ Such a load obviously permits [virtually] no time for [extensive reading, for]¹

scholarly [investigation and writing, for detailed course revision or development of new curricular proposals, or for unhurried intellectual exchanges with] ~~pursuits, curriculum enrichment, or intellectual exchange with~~¹ colleagues. Such activities we take to be essential professional obligations for the university faculty member. A 25% reduction in [the present teaching load for Lecturers would allow them some time for those activities, since the average time for the conduct of classes alone would be reduced to approximately 40 hours per week.] ~~this load would limit the time required for teaching to a reasonable 40 hours per week and would enable Lecturers to devote at least some time to their scholarly interests and families.~~²

A survey of the Lecturers supports [these] ~~the given~~ figures. One Lecturer in his second year at UT reports:

By the end of this semester I will have graded 720 essays and 115 tests, prepared 84 lectures and made 168 presentations, and kept 100 office hours. Allowing myself a mere 15 minutes to grade a paper and but two hours to prepare a lecture, I calculate I make around \$7 an hour; a 3/3 load would give 20 minutes a paper and \$9 an hour. . . . I respectfully suggest that the students at this university deserve teachers with more than 15 minutes for their work and 5 minutes for their visits. I want to teach as effectively as possible. A 3/3 load is a step in that direction.

The other statements that appear in the following appendix testify that, given the 4/4 course load, the number of students per class, and the amount of writing required, the Lecturers cannot do an adequate job of teaching lower-division courses without working much more than 40 hours a week. As a result, Lecturers are forced to compromise their teaching [or] their scholarly careers, ~~or their personal lives.~~² It is our considered opinion

² "and families" and "or their personal lives" deleted by motion proposed by Whitbread. Motion passed 14-1-1. The rest of this amendment was made by the Subcommittee.

that reducing the teaching load of Lecturers is necessary to safeguard and improve the quality of lower-division teaching and to release Lecturers from the unfair and unreasonable burden they are presently under.

As long as the Lecturers are required to teach four courses, their workload will only permit them to engage in the immediate classroom activities of their profession. Most of them will be unable to keep up with their profession by reading recent scholarship, by going to conferences, or by writing scholarly materials themselves. In other words, they will constitute a [special faculty subgroup, some 60 persons strong, carrying a] displaced community college [teaching load, an arrangement injurious to our image as a research university committed to] ~~faculty,--some-60-persons-strong, which-denies-the-very-nature-of-a-university-faculty,~~ the union of teaching and scholarship.³

³ The entire last paragraph was an amendment proposed by Dr. Kinneavy. Acceptance of the addition of this paragraph was moved by Megaw; motion passed 15-0-1. Megaw later moved the changes in the last sentence. Motion passed 15-0-0.