

DOCUMENTS AND MINUTES OF THE GENERAL FACULTY

MINUTES OF THE SECOND REGULAR MEETING OF THE GENERAL FACULTY
MAY 3, 1977

The second regular meeting of the General Faculty for the academic year 1976-77 was held on Tuesday, May 3, 1977 at 4:00 p.m. in the Lyndon B. Johnson Auditorium. President Rogers presided and some fifty members of the General Faculty were in attendance.

APPROVAL OF GENERAL FACULTY MINUTES

Rogers: The first item is the approval of the Minutes for May 4, 1976; October 19, 1976; February 23, 1977 - special meeting; March 3, 1977 - special meeting. These have been circulated. Are there any corrections or additions to the Minutes.

Sledd: I left you a statement which I would like to have included in the Minutes of this meeting so as to make some corrections in the Minutes of the March 3 special meeting.

STATEMENT OF MR. SLEDD entitled "Question of Personal Privilege by James Sledd, General Faculty, May 3, 1977:

Madame President, I must raise a question of personal privilege about the Minutes of March 3, 1977.

Page 12468 of the General Faculty Minutes, Madame President, represents Mr. James Kinneavy as saying that he had copies of the materials that I had sent to Speaker Clayton of the Texas House of Representatives, that he had heard my testimony "before the House," and that he had read my speech to the College of Humanities on December 13, 1976. He then went on to say (p. 12469) that I had called 398T as it was given in the year 1973-74 and the year 1974-75 a phony course.

That statement by Mr. Kinneavy, Madame President, was false in a crucial respect.

My testimony before a House subcommittee on August 30, 1976, includes the following statement: "For at least two full years, as I am fully prepared to prove, some of the 9 hours for which TA's were required to register were phony courses--and known to be phony." I supported that statement with a large number of annotated documents, which Mr. Kinneavy claimed to have read; and in those annotated documents there is the following precise limitation: "Read in conjunction with Document 8, Document 15 thus shows that in English a phony course was used to inflate graduate enrollment for two full years, from the Fall of 1972 to the Fall of 1974." The two years to which I referred were thus the academic years 1972-73 and 1973-74, not 1974-75 as Mr. Kinneavy falsely alleged; and I further testified, as the Daily Texan itself reported on August 31, 1976, that since the years of the phony course an effort had been made to make it real.

Mr. Kinneavy's statement was made despite his claim to have ready my speech to the College of Humanities on December 13, 1976. That speech was made necessary because the Humanities Newsletter for October had made a statement similar to Mr. Kinneavy's, suggesting that I had applied the students' labels, such as soft, phony, free ride, and joke to E.398T after the academic year

1973-74. In the Humanities meeting on December 13, I carefully corrected the Newletter's mistake, and once again provided, as I said, "some part of the evidence which none of my critics has faced yet." But Mr. Kinneavy, though he claimed to have heard my testimony to the House, to have obtained copies of my documentation to it, and to have read my speech to the College of Humanities, the proceeded to misrepresent that testimony once again.

Two other serious misrepresentations by Mr. Kinneavy need to be corrected here.

1. Mr. Kinneavy described what he called "the weakest version" of 398T, a version which he said existed particularly in the physical sciences and engineering. "Mr. Sledd," he continued (p. 12469), "has often accused the sciences of this kind of phony course." The truth is that I did not even know that such a version of 398T existed until I heard Mr. Kinneavy describe it. If I had known, I would most happily have shared my knowledge with the Legislature.

2. But the main thrust of Mr. Kinneavy's remarks is that by using the students' label phony for certain past versions of E398T I had allowed legislators to conclude that those versions had entailed "no effort whatsoever." The truth--again--is that I provided the Legislature with the English Department's own official proposal of E.398T and with the Department's own official description of the components of the course when it had actually been inaugurated. If Mr. Kinneavy indeed had copies of the document that I gave the Legislature, then he knew as he spoke that I had carefully provided that proposal and that description.

My statements to the Legislature were in fact considerably more accurate than Mr. Kinneavy's statement to the General Faculty--in at least three important ways.

2a. One of the allegedly three components of E.398T which Mr. Kinneavy specified was simply the TA's teaching of the elementary course. I not only specified that our TA's were teaching, as everybody knew they were. Obviously they would have been teaching if E.398T had never been dreamed up, so that the new course inflated enrollment by re-baptizing, as course-work, work which had not been called course-work before; but I also specified the conditions of the TA's teaching, which kept them--and still keeps them-- from giving their best performance.

2b. The second of Mr. Kinneavy's three components, the counseling system, was also fully described in the documents I gave the Legislature. I was more accurate than he because I further pointed out that the counseling system had existed two years before E398T was inaugurated, so that again enrollment was inflated by treating as course-work work which had not been so treated in the past, and because I added the significant information, omitted by Mr. Kinneavy, that participation in the counseling program was required of just some of the registrants for E398T, and by no means of all.

2c. The third of Mr. Kinneavy's three components was "a series of optional lectures," of which Mr. Kinneavy said that "Mr. Sledd gave some." I can recall talking briefly at exactly one such meeting--not at "some"--and that one a meeting which could not possibly deserve the honorific title lecture; but my point now is that my documents for the Legislature described those optional "lectures" and that I emphasized that for them neither attendance nor any work

was required and that no grades were given.

Mr. Kinneavy's own statement, coupled with official documents of the English Department, is thus a confession that as I said in the same meeting of the General Faculty and as I told the Legislature, some TA's in English in 1972-73 and 1973-74 were required to register and pay for a course in which they did no work. For all the registrants in E398T during the two years of which I have spoken, all the components of the course together, so far as I can determine, were mainly work which TA's had already been doing before E398T was inaugurated and which they would have had to do whether or not the University chose to inflate enrollment by requiring the new course. If Mr. Kinneavy objects to the label phony, which I borrowed from the students, then students and faculty who are quoted in my documents offer him an extensive choice of substitutes: dummy course, filler, fraud, free ride, joke, legal fiction, non-course, paper course, soft.

I now request, Madame President, that as a matter of personal privilege this present statement, of which I left a copy in your office yesterday, be included in the Minutes of the present meeting, so that at least one particular misrepresentation of my statements to the Legislature will not escape correction. The proper response to my charges concerning E398T is not to misrepresent them so insistently but to face the abundant documentary evidence which supports them. I repeat the invitation to discuss the evidence publicly with which I closed the General Faculty's meeting of March 3, 1977.

Rogers: All voting faculty members should be seated in the center section. If you are not voting faculty you should sit in the side sections.

Are there other additions and corrections to the Minutes? If not, they stand approved as circulated.

SECRETARY'S REPORT

Rogers: The next item is the Secretary's oral report. Bill Francis.

Francis: This will be repetitious to some of you who were at the Faculty Senate yesterday but I want to repeat it so it will be in the Minutes. In the recent poll that I took relative to the Memorial Book Fund, we had over 70% of the 384 who replied vote to continue it. I received several excellent suggestions on how to improve the implementation of this. A committee has been appointed by the Senate consisting of Robert Brooks, chairman, and Vincente Cantarino and Waneen Spirduso to review all of the comments that I received and then we will see how we can handle the Memorial Book Fund in a proper dignified manner.

AGENDA

O'Neil: President Rogers, could you please give us the order of the agenda so that those of us who have special items could fit them in at the appropriate time?

Rogers: I will be glad to. We have completed the approval of the Minutes and the Secretary's oral report. The third item is the election Report of the activities of the General Faculty. The fourth item is the Annual the review of the English requirement and the sixth is Questions to the President.

ELECTION OF THE SECRETARY OF THE GENERAL FACULTY

Rogers: The next item is the election of the Secretary of the General Faculty. Dr. Delevoryas will report for the Nominating Committee.

Delevoryas: The Nominating Committee wishes to nominate Professor Bill D. Francis for a second year as Secretary of the General Faculty.

Rogers: Is there a second?

From the audience: Second.

Rogers: All in favor say aye. I believe you were elected by acclimation.

ANNUAL REPORT

Rogers: That brings us to the fourth item, Annual Report of the Activities of the University Council by Bill Francis.

Francis: The report has been circulated. There are a few minor corrections that will be made when these Minutes come out. (The corrections are: D&P 6793, the first line under Appendix should read "Attendance Record of the University Council, May 1, 1976 - April 15, 1977." D&P 6793, the 1 before Paul Kelley's name should be deleted.)

Is there any discussion of that report?

REVIEW OF THE ENGLISH REQUIREMENT FOR THE B.A., PLAN I (failed because of lack of quorum which puts it automatically in the University Council)

Rogers: The next item is the Review of the English Requirement for the B.A., Plan I (D&M 12496-12503). Dr. Maxine Hairston will make that presentation.

Hairston: Thank you. President Rogers appointed me chairman of the ad hoc Committee to Review the Change in the Lower-Division English Requirement which was voted by this faculty on February 6, 1973. The legislation provided for a review committee to meet this spring and evaluate the change. That committee consisted of Professor Pincoffs from the Philosophy Department, Professor Little from the Physics Department, Professor Howard Miller from History, Professor James Hitt from General and Comparative Studies, and myself from the English Department. We decided that our charge was primarily to decide whether reducing the English requirement from 12 hours to 9 hours had adversely affected the performance of the students. We were concerned then with the amount of English that was being taught and the kind of freshman English that is being taught, because part of the change in the requirement mandated that the second semester freshman English course have two options; one - composition and literature, and one - composition rather than logic. We recognize there is widespread concern among the faculty about student writing. We investigated reports from the Los Angeles Times and the New York Times, consulted the survey that Professor Sledd did two years ago, and supplemented this with a survey of our own that was very brief. We asked the faculty how they felt about the reduction in this requirement. The faculty, as a whole, is not satisfied with the way students at The University of Texas write. Trying to find a way to improve this situation is somewhat more difficult. The Committee decided that it is very difficult to establish the causes of the decline in writing skills that is a phenomenon which has spread across the country. The reasons apparently are as much cultural as they are educational. We also found that writing is an extremely difficult skill to master or to teach. The problem then is very serious and it is also very complex. The Committee

concluded, however, that although 50% of those who responded to the Committee's questionnaire about changing the English requirement would have voted to restore the twelve-hour requirement, that is, reinstitute this three hours sophomore English, that there was no evidence that adding the three hours of sophomore literature to our curriculum would improve the writing. Therefore, we do not recommend that we go back to the old English requirement of twelve hours for the Plan I degree. We do recommend that all faculty across the entire University make it a part of their concern to try to improve student writing. We feel strongly that getting students to write competently cannot be simply a concern of the English Department. I think Professor Mourelatos pointed out at a faculty meeting two years ago that you cannot expect the English Department to take full responsibility for people's writing anymore than you can expect the Philosophy Department to take full responsibility for their thinking. Nevertheless, it is a problem of the English Department; the Department is trying to cope with it. The Freshman English Committee, after Mr. Sledd's survey, has specifically added some components to the required composition courses hoping to strengthen certain skills that the General Faculty felt were deficient. There is no doubt, I think, that we need to increase our effort, and when I say we, I am speaking of the English Department as well as the faculty. We all need to increase our efforts to improve student writing. The upper-division English courses are one move in this direction. We also have asked President Rogers to appoint a committee that will be specifically concerned with finding ways in which general writing instruction across the University can be improved. Our recommendation is to continue with the nine-hour requirement as it is presently constituted.

Rogers: Thank you. Are there comments on this matter?

Cardona (Spanish and Portuguese): I would like to ask members of the Committee if they looked at what is being done at other institutions who are concerned with the same problem? In recent articles of the Chronicle of Higher Education some institutions are taking some measures about improving the writing of the students. Cornell, for instance, appointed a Dean of Writing. I do not know whether that is the right solution or not but I am curious whether you looked into that.

Hairston: Yes, we have. I have spent quite a bit of time on the telephone talking to other institutions across the country. It is evident, I think, that some of them are doing more than we are. For instance, the University of Iowa at Iowa City has a Writing Skills Center that is open to everyone in the University, from freshmen through graduate students. Harvard has instituted this kind of program. I talked to LSU at Baton Rouge this afternoon. They have instituted an extensive remedial English program and are able to give credit for it. I do not know if you were aware of it, but the state of Texas' laws prohibit us from giving non-credit remedial courses. Any course we give must be a credit course towards a degree. That has been one of the difficulties, since we are bound by the law. We also have talked to people who have a greater English requirement than we have - the University of Iowa requires eight hours instead of six. We are in touch with people at other universities and find they have the same kinds of problems. Some of them, I think, are making more progress than we are.

Sledd: I think that most of all that I need to say is said by this audience. Here we have a serious discussion of a serious requirement and we cannot get 100 people to turn out for it. That shows what we care about undergraduate education. Let me give you a bit of history. The twelve-hour requirement was reduced to nine for two main reasons. First, it was that our freshmen wrote so well that they no longer needed the first composition course. That statement was made and pushed by the Office of the Dean of Arts and Sciences at the very moment when entrance scores were beginning a very obvious and substantial decline. The second

reason for the reduction was that the twelve-hour requirement was not working. The Gibbs Committee, who made that charge, pointed out that the English Department had too many students, too many TA's, that the TA's themselves were called upon to teach composition and rhetoric in which they themselves had usually had no training, that University budgetary policy forced late appointment of TA's who had only Bachelor degrees, and that the University devoted its best resources to the upper-division and the graduate school. There was then a debate which went on for approximately two years. At one point over 60 members of the Humanities faculty voluntarily signed a public protest. They said the freshman's knowledge of the English language, and I quote: "Is already so openly inadequate that any reduction in the present requirement would be grievous." But the administration and the English Department were insistent on this reduction. The University then proceeded to make things worse. Morale among English TA's was the lowest on campus, as a survey by the Graduate Student Council subsequently showed; but we put in English 398T which we baptized as alleged course work, work which the TA's would have done anyway. We gave them that promise in advance. Mr. Kinneavy's description of the course at the last faculty meeting proved that we kept that promise. A substantial number of the TA's are required to take that course and pay for it. They got no instruction. They did no work. Morale went down. The administration then demanded that all teaching assistants take nine hours, nine real hours this time, while they were teaching up to six hours. It has been obvious for years that that will not work. There have been numerous complaints from a number of departments in the Humanities that it does not work. But that nine hour rule is still in effect, which puts the University in a very embarrassing situation. Down in the Legislature when a rule to regulate the use of TA's is proposed or when a work load is proposed, the University shouts, "Our departments are too diverse for that. We must preserve diversity." But here on campus when we say, "Look, the English TA has a special burden; he can't carry nine hours," the University shouts, "We must have a uniform rule." In other words, we shout whatever is convenient. The ranked faculty in English continues its refusal to teach freshman. In the spring of 1975 Professor Megaw and I tried to get a rule passed that each member of the faculty would teach one course in composition at any level, it could be a graduate course, every three semesters. That was indignantly rejected. Our Graduate Adviser made the immortal statement, "Composition stinks." At the present moment 80% of the freshmen and sophomore sections in English are taught by TA's. Now given that dismal history of indifference and evasion by faculty and the administration, it is not in the least surprising that the composition program is not working well. It is predictable that the report which is now before us is what it is - another evasion. To put the case most briefly, despite a vast amount of work by a small number of people, freshman English at UT Austin is not producing results which justify the continued existence of the course in its present state. The reporting committee makes no defense of the program, acknowledges that the faculty is dissatisfied with student writing, recognizes that a slight majority of the respondents to its questionnaire want a return to the twelve-hour requirement, but then recommends that the present requirement remain as it is and, God Save Us, that another committee should be appointed. You will recall that this report was scheduled for the spring of 1975. It was delayed for two years, and now we get a nothing report.

Let me provide a few facts now after giving you some history about the situation, facts which the Committee had in its possession but are not provided. Number one, the English Department's own figures, which were sent to me by Dean Stanley Werbow on January 6, 1976, as a defense of the freshman program, show that a substantial number of TA's in English have only Bachelor degrees. The Southern Association said a number of years ago that people with only Bachelor degrees should not teach at the University level. We continue to hire them. As many as 43% of all TA's

who teach freshman English, according to the Department's own figures, have come to us with no previous teaching experience, as many as 64% with no experience at the college level, and as many as 39% here come with no previous training in pedagogy. Yet those same TA's, on the average, have been required to teach as much as 1.75 sections while taking nine hours, and getting paid for a twenty-hour week.

Number two. Student evaluations of freshman English courses, as reported by the Department itself, have shown that about 25% of the freshmen are uncertain or negative about the value of the freshman program, and in retrospect, our students grow more negative as they advance toward their degrees. The survey which I set going, and which Measurement and Evaluation conducted in the spring of 1975, showed that a clear majority of sophomores refused to call their freshman English even so much as moderately helpful and seniors who called the course not at all helpful were almost four times as numerous as the minority of less than 10% among the seniors who called the course very helpful; of a total of over 1,500 respondents from all classes, freshmen through graduate, it was only among the freshmen that a majority called the course moderately helpful - 132, or very helpful - 65. When all of the classes were taken together, 57% of the responding students found the course only slightly helpful or not helpful at all.

Number three. In the spring of 1976 the English Department conducted its own evaluation of freshman English. It concluded that our freshmen are not learning the basic conventions of the English writing system so that a substantial majority of them would flunk the simple test that is required for admission to sophomore journalism. When grades on 77 essays written before the semester were compared with grades on 77 essays written after the semester, it was discovered that during the semester the average performance actually declined from C+ before the course to C- after the course. When teachers of the course were asked their opinions, 77 replied, and I quote: "The course seldom or never improves and there is the present state of the required courses in English composition. History and description combine in overwhelming justification of one plain conclusion: the present English requirement is not working. In the past nine years, four different people have directed freshman English and as one of the four, I know that all four have worked very hard. I know, too, that many TA's have worked conscientiously, my own son among them. No amount of individual devotion, however, can rescue a system which is ailing from its prime foundation. We have over 30,000 undergraduates on the campus, less than 9,000 graduates counting the Law School, yet as the Gibbs Committee said in October of 1971, this University gives its best resources in curriculum development, funding, and staffing to upper-division and graduate rather than lower-division programs. As for the English Department in particular, it uses the lower-division courses to support more TA's than it has ranked faculty so that TA's, as I have said, teach 83% of its freshman and sophomore sections, while at the same time they provide warm bodies for graduate classes which otherwise would sink or collapse. The English Department lives parasitically off a program that it really will not support. It is time for a basic change. If this University is going to require freshmen and sophomores to take English courses, it must give those courses enough money, and a good enough staff to make them reasonably successful. At the present it does not, and we have reached the beginning of classes unable to appoint even TA's because the budget was not made available on time. If the University believes that the ability to write good English prose is important, then good writing has to be taught everywhere and not just in English. On that point, I am happy to say that Professor Hairston and her Committee are absolutely correct. I am unhappy to report that at the last meeting of the defunct Students' Committee on the Student's Use of English, I made that same point and I was instantly answered by a well-known professor in another department,

"We won't teach writing. That's your job. We will concern ourselves with our student's writing when they become our graduate students and hence our future colleagues, and not before." If the University continues its refusal to meet its plain obligation, then the next session of the Legislature will make this present session look like a garden party. When the Legislature hears that to discuss the English requirement we could not get a hundred members of a faculty of well over a thousand, there is going to be more trouble. I regret to say that the Hairston Committee wasted a great opportunity. There is nothing for it now but still another committee. This committee had better come up with something because otherwise we are going to be in very deep trouble.

Kinneavy: In lieu of the committee, I move the adoption of the Committee's recommendation.

Rogers: Motion has been made. Is there a second? (Seconded from the audience.) Made and seconded. All in favor say aye.

Question from the audience: Are we voting that the Committee's recommendations be accepted, and was the Committee's recommendation that the President appoint another committee to explore ways of improving writing among students on campus?

Hairston: Madame President, I would like to move the adoption of the report first, that was included in the report.

Rogers: The motion is the adoption of the report. Is there a second to that?

Hairston: The Committee second it.

Boyer (Spanish and Portuguese): I would like to urge my colleagues to vote against the motion to adopt the report in the hope that we could receive the report. It seems to me that we should not move to adopt this report because it is not a complete report and it has some internal weaknesses. I must confess that I was puzzled when I read that report. The Committee begins by defining its charge in a rather narrow way on the one hand, that is it decided that it should inquire essentially not how much English but whether a reduction to nine hours had been harmful. It seemed to me that the questionnaire the Committee sent out in that connection left a good bit to be desired in the first place. The options that were wanted were not all there. But after having done that, the Committee then, on the other hand, enlarged its charge to offer a recommendation and strangely enough that recommendation came in the form of a proposal that we do something that the majority of the faculty had advised against. The Committee has concluded that there is no evidence that three more hours would improve writing. But this is to make a recommendation on the absence of information, on the absence of evidence rather than on evidence. There was no comparative study, at least as far as the Committee report shows. The Committee also refers to the national decline in writing ability and uses this as an argument to show that whatever we try to do here will not be effective. It seems to me that this is defeated from the beginning. There is no reference to difficulties that we know exist within the Department of English and that we, in many cases, sympathize with. But since those problems do affect the situation, would it not be preferable for us to have a committee report at a later time that would take those things into account, face them squarely, and go on from where we were. I urge you to vote against the motion.

Smith (Astronomy): Dr. Sledd will perhaps be surprised, in view of our frequent differences on issues, to find that I do support most of what I have heard him say today. But it seems to me we have two issues.

The first one is the question of whether the English requirement should be changed. It is not clear to me from anything I have heard today that adding to the English requirement would help. In fact, it might make the situation worse, as far as I can see. If it is not premature, when we come to that portion of the discussion, I will certainly be forced to vote against the English requirement at this time.

Dr. Sledd knows that I consider it regrettable, if not even reprehensible, that his discussions with the Legislature have conveyed the impression that the entire University suffers from the problems that occur in English. I do agree with him that, insofar as those statements which he has made today are true, they constitute a very difficult situation. It is not clear from the report that we have heard today that these problems have been studied. I would hope that we only can accept the report and that construction action can be taken to try to resolve the problems within the English Department.

Hairston: I would like to respond to some of these comments. As Professor Sledd knows, he and I agree about many of the priorities that he has discussed. The problem in the English Department is, indeed, complex. The Committee did not think that it was their prerogative to tell the English Department how to teach their courses. I think this is a matter that must be solved within the Department and within the University. The teaching assistant problem is very, very difficult. It may be much more difficult both from legislation and from the decrease in enrollment. I am very concerned about how we are going to staff our lower-division courses in the next few years. If we were to increase the English requirement, I think we would just aggravate our problems. We do not now have adequately trained people in the English Department to teach the number of writing courses that we would like to offer. Therefore, I can only say that I can see no simple solution to this problem. The Committee simply concluded that it would do no good to tack another three hours, unspecified hours, on to the English requirement. Now, if the faculty would like to require an upper-division composition course, or would like to change the second semester composition to an upper-division level, then I think this is a different proposition. I think that the Committee will have to have much more time to investigate the consequences of such a change before any such recommendation could be made.

Michael (German Department): I think we are talking now about two different things. On the one hand we are talking about the difficulties of the English Department, and on the other hand what we want for our students. I think these things should not be mixed together. What we need for our students is one matter, what the English Department is doing is another matter combined with how the administration should then support the English Department in order to solve the difficulties. If I understand the Committee Report correctly, the report recommended everything should stay as it is. That is not a solution for a difficult problem. I think we should definitely do something about it, and then, of course, the English Department has to get some ways by which it can solve the difficulties in teaching lower-division English.

Kinneavy: I would like to correct a possible false impression that has been generated, the impression that the English Department is not doing anything about it. Under Mrs. Hairston's regime, which lasted for four years, and in the last two years, at which time I have directed the freshman English operation, we have continually tried to better the teaching and the offerings of the freshman English program. At the present time, for instance, we are offering fourteen different varieties of freshman English in order to handle the heterogeneous nature of these offerings. Most of the faculty do not know the heterogeneous nature of these offerings. We have been trying out an experimental lab with self-paced courses for

about three years and watching some of the unfortunate results of that experiment along with some of the happy results. We are thinking very seriously of proposing to the faculty next year a 406 or a 506 for people who are coming in with an ECT below 450, instead of a 306. At the present time approximately one-third of our students come in with an ECT above 550 and are exempted the first semester. There are 70% below that, but of that 70% approximately 35% are between 450 and 550. One-third of our students now are coming in below 450. This is a large drop, and it has happened in the last six or seven years. That is what is creating many of the problems of our freshman English program. This is a phenomenon that is happening across the country and Maxine mentioned three or four studies; I can mention fifteen. This is a national phenomenon. We are trying the lab and we are trying other kinds of experiments in the freshman English program to see if we can cope with this difficulty. We have also another massive problem and we do not know the solution to it yet. We are thinking even of trying corporate grading. The problem is grade inflation. Sixty-eight percent of the students in freshman English last spring got A's or B's. Spring is when we let in some of our provisional students. This just does not correspond to the realities. Grade inflation is a phenomenon of the whole University, as all of you know. So we have a problem with grade inflation while at the same time we are thinking seriously of corporate grading. I would not like to leave the impression that we are not trying things out, that we are not aware of what's happening across the country. As a matter of fact, our program is one of the most experimentally rich in the country at large. I hope that that does clear up some misapprehensions that may have been created by some of the remarks this afternoon. We intend to keep on experimenting. For instance, we took twenty-five sections last spring of all types, stratified according to type, and then randomized, and we tried to look at the compositions before and the compositions after. The reason there was no improvement at all was because we did not get a decent reliability factor with our graders. That is very difficult to get. You cannot simply say they didn't learn anything if you do not have a reliability factor among the graders.

We did try, though, and we are going to try again this fall. So, I would like to support the recommendation of the Committee because I am aware, as Mr. Sledd himself says, that the previous four directors have worked hard at this. This is not a static program. It is a fairly dynamic program. It is a fairly highly respected program across the country. Our TA training program is one of the better ones in the country.

Megaw: I respect the position of people on both sides of this issue who have grappled honorably with it. I share, however, Dr. Sledd's amazement that there should be such a pitifully small turnout of the University faculty for the meeting today. And I am scandalized, moreover, that there is not a larger representation from the English Department present. We are the honorable, very small fraction, who have taken the time to come and deliberate this crucially important matter for the University and I think we would be spoiling our reputation for virtue if we took formal action at this time. We are obviously far short of the required quorum, and if we were to endorse the recommendations of the Committee, I think we would be doing the English Department, and indeed the Committee a disservice because we would be shoveling a little dirt lightly over what is a continuing serious problem. I think we simply must make the University faculty attend to this absolutely imperative question of what are we going to do about the English requirement and the improvement of the teaching of composition. I therefore respectfully call the chairman's attention to the absence of a quorum.

DeCamp (English and Linguistics): Both Mr. Sledd and Mr. Megaw have placed those of us in the room as among that small elite who do seem to care about undergraduate education. However, I have been sitting here

waiting and hoping, but vainly and without much hope of hearing one issue addressed. I would like to know whether it was even discussed by the Committee. This is the issue of language, that is writing instruction, for our international students. International students on this campus are a large constituency, they are not a few. They pay the tuition, they pay our salaries, and we have them in our classes. They make our classes so that we can teach the courses we like to teach but we do nothing for them. We have a small program of special sections of freshman English for directing the teaching assistants and the teaching assistants who get stuck with teaching these students, these courses are not effective. For the student who enters at the advanced level, particularly the graduate student, we have no provision at all. He gets no help from RASSLE, and there is no course offered which can provide him with the kind of assistance he needs. I think anyone who has had any dealings, at any level, with the international students knows that a very large proportion of them are highly intelligent, very capable individuals who have language handicaps with which we should be dealing. In the last month I have found myself in the extremely uncomfortable, embarrassing position of having to vote the rejection of a student graduate program even though the student was obviously a superior graduate student. The reason was that the whole projected program was so badly written, there were grammatical errors even in the proposed title of the dissertation that it was not acceptable. Afterwards the question was discussed, "What can we do for the student?" He has no place to go. John Walter, Chairman of the English Department, is very sympathetic. He has frequently taken on students almost on a tutorial basis for this. But unless we have a provision to get around the requirement that we must have ten warm bodies at the same level to fill out a class, there is nothing legally he or any of the rest of us can do except to continue on a sort of private tutorial basis in our office and only a few are carrying all the load for the international student. I would like to ask Professor Hairston whether the foreign student component was even discussed by the Committee, and if it was, why was it not mentioned in the report?

Hairston: No, Professor DeCamp, it was not.

Rogers: Dr. DeCamp, why did you say they could get no help from RASSLE?

DeCamp: The reports which I have heard, both from students and faculty members who have talked with the people at RASSLE, is that the RASSLE people say that they are not equipped to deal with this. They do not have people with required special training and simply do not want them. There is nothing which they can do to work with them.

Rogers: Dr. Iscoe, do you want to speak to why foreign students cannot get help from RASSLE?

Iscoe: Madame President, the issue of foreign students getting help with English at RASSLE has been discussed for years. RASSLE's purpose is to assist students who know the English language and to improve their skills in the English language. Once RASSLE takes on the teaching of English, it steps into an academic area. We do not have the people to teach the various languages; we are not English teachers. We have discussed it from time to time with the English faculty and with the International Students Office. I do not want to give the impression that RASSLE is not interested. It is. However, its fundamental duty is in the dissemination of the improving of the skills of students who already know the English language.

Rogers: There is a minimal requirement for students who come here, but the integrity of the testing in some of the foreign countries has

been violated so often that those scores do not always mean anything. That is a problem that needs to be addressed. Since Dr. Megaw called for a quorum, I think we cannot vote on this issue but if anyone else has a comment he wishes to make while we are here, we will be glad to hear it.

Sledd: I might just ask a question for information. I do not know the answer. I have been told an answer which I hope is not true. The question is this, "Are the instructors, the TA's who teach Q courses for foreigners required to take English 398T and then told not to attend the class because it offers nothing that can be useful to them?" That is the story that is going around the Department. I would like to know really if it is true.

Kinneavy: I can answer that. The teachers who teach the 306Q's, 308Q's, 310Q and the 317Q are put in the special charge of Mr. Larry Banchemo because their syllabus and their program is so very different from the syllabus for the other 398T classes. They do not attend the 306-398T classes or the 307 or 308-398T classes. They meet with Mr. Banchemo.

Sledd: Then I guess the answer is they have to take 398T. They get nothing from 398T but they are supervised by Mr. Banchemo, who has been doing that a long time and working very hard at it. I knew that

DeCamp: I have talked to most of the teaching assistants involved in the Q courses. They do enroll, they are required to enroll for 398T. They are told that their meeting is with Mr. Banchemo. Mr. Banchemo teaches a full load. As I say, he is a very conscientious and very dedicated individual but in addition to teaching a full load, he has the supervision of this crowd of courses and the training of a group of TA's, most of whom have never had any experience in any kind of teaching, much less the specialized kind of teaching which, as Mr. Iscoe pointed out, does require special expertise and special training. The teaching assistants involved in this are caught in between. They get no 398T instruction. They get supervision in their general classroom by Mr. Banchemo. Mr. Banchemo attempts to visit the classes, puts in long hours in his office talking with them, and counsel them when they get into difficulties. They do not receive anything which by any stretch of the imagination could be called organized instruction as the regular freshman English TA's now apparently do in the English Department.

Livingston: Madame Chairman. If we take no action because of a lack of quorum, we neither reject nor accept the report of the Hairston Committee, what will the Hairston Committee do next?

Rogers: The report goes back to the University Council automatically in such a case.

O'Neil (Curriculum and Instruction): I want to first of all ask the body present to bear with me. I do think what I have to say, although it may seem somewhat overpersonalized, does have its importance throughout this institution.

Rogers: I do not believe that that is in order. It is not on the agenda unless you have a question to ask.

O'Neil: I do have a question that has about three or four prongs to it. If I may proceed?

Rogers: You may proceed with your question.

O'Neil: If I could read it as I have it here, I could change it into a question at the outset. I do have a central question, and if I have to go to it bluntly it will seem very much out of context. If I go to it the way I have prepared it, it will be far more distinct and to the point.

Rogers: Let me ask the Parliamentarian.

Nelson: It is hard to know just exactly what the form of the question is going to be until he presents it.

O'Neil: I called in advance* of this meeting and was told that I could speak to this body. I have simply been attempting to ask a question or two for the last half of a year.

Nelson: In view of the fact that the agenda item is "Questions to the President" I think it would be a distortion of that particular label for it to take on the form of an affirmative statement rather than a question.

O'Neil: Let me pose it as a question then, and I apologize to the group for debating the point. I do have a lot more to say than I will be saying in the question I will ask. The question will be very much to the point: Why, over the course of my presence at this institution, close to six years, having served in an administrative capacity for five of those six years, never having to ask the President of this institution to come to my defense as a program direction, why am I not getting full response to very well-founded, well-intended concerns at low administrative levels?

As I stated in my letter of December 24, Christmas Eve, I, as a professional stand tall and intend to do so for the rest of my professional life, why out of this concern for individuals who may be weaker or less fortunate than I, have I been unable to speak to the President of this institution when all other recourse has been closed to me? Why is it that she has been so remote? Why is it that she has lacked in her commitment to me as an individual, and her representatives have lacked in their commitments to me as individuals, to respond to the concerns? What is the role of this institution to the individual, as a key fiber to a large bureaucratic organization? That is my question.

Rogers: Because it was my judgment that other people could handle your concerns better than I could.

O'Neil: They have not. May I please have an audience with you?

Rogers: No. I do not have my appointment secretary here.

O'Neil: Thank you.

Rogers: Are there other questions? Yesterday the Faculty Senate, according to what I read in the paper this morning, was very much concerned about the new faculty work load that has been written into the Senate version of the Appropriation Bill. I can not tell you how that will finally come out. But at this point the House version of the Appropriation Bill has in it the rider that says that a committee will be appointed, made up of Senators and Representatives and members of the academic community, to study this problem over the next two years and make recommendations. We think that is the best of any possible world that we might get, if that stays in there, because it gives us an opportunity to have some of those people on our campus to see what we are doing, how we do it, and why we do it the way we do. This is not to say that we are always right. We are going to make some changes in this

* Professor O'Neil did contact the General Faculty Office and was told he could ask a question of the President without submitting it in writing. He was also told if he wanted to say anything else he would have to ask for a point of privilege and the faculty would have to vote on it.

institution. As long as that version of the rider is in the House Appropriations Bill there is a possibility, at least, when it goes to Conference Committee that that Bill may override the one that is now in the Senate Bill. As I said, I do not know how it will come out but all is not lost at this point. We still have an opportunity at least to have the House version included in what becomes the final Appropriation Bill.

Are there other questions or comments?

O'Neil: I have a couple of questions. I wished to bring these up in private audience. May I bring them up at this time?

Rogers: Yes, ask your question.

O'Neil: As I said at the outset, I had hoped not ask these questions publicly. But I ask why is there in existence at this institution a confidential, secret file which is used by the President and her representatives in making decisions regarding promotion, and salary and merit increases? The case in point, the sequestering of funds for the University Extension Division. That is my most solid case.

Question number two. Why is it in this institution that there are individuals, administrators at middle levels, that have, and I have evidence of this, linkages with Central Intelligence Agency in carrying out their mission? Those are the two questions. Can you answer those, please?

Rogers: I did not understand the second one.

O'Neil: The first question you understand?

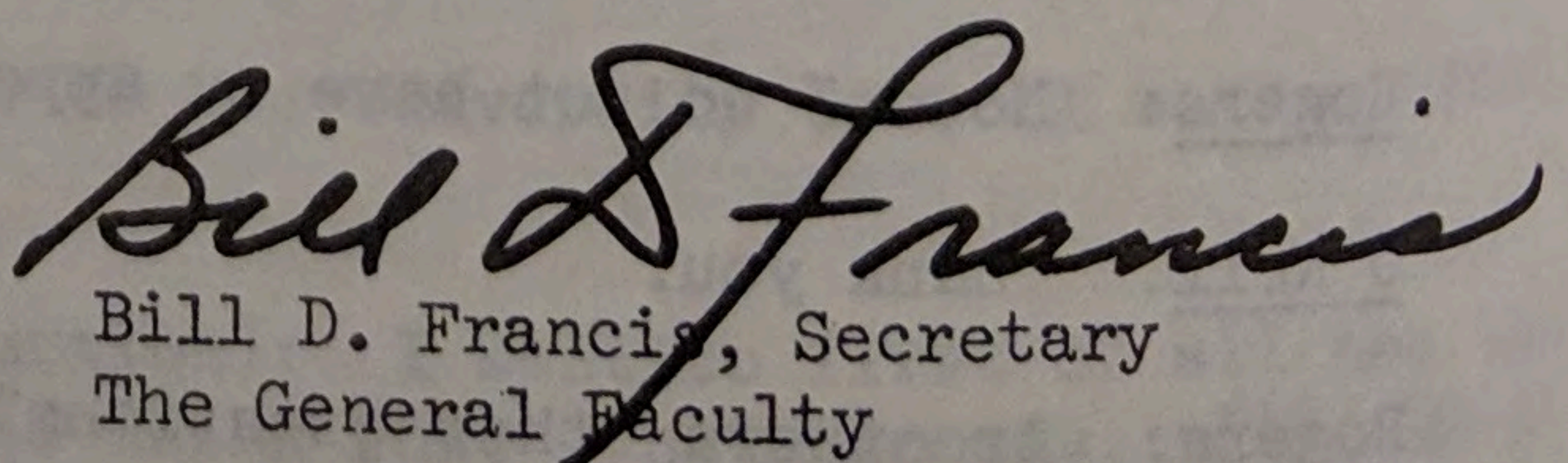
Rogers: Yes, I think so.

O'Neil: The second is why is it that there are individuals at administrative levels, middle level administrative positions in this institution who are liaisons with the Central Intelligence Agency, and why is it that you are not knowledgeable of these individuals?

Rogers: To answer your first question first, the President has no secret files. To answer the second question, I know of no one who has liaison with the Central Intelligence Agency.

Are there other questions? If not, thank you for coming.

The meeting adjourned at 5:05 p.m.


Bill D. Francis, Secretary
The General Faculty