

DOCUMENTS AND PROCEEDINGS OF THE FACULTY SENATE

MINUTES OF THE FACULTY SENATE

THE UNIVERSITY OF TEXAS AT AUSTIN

April 3, 1989

The eighth meeting of the Faculty Senate for the academic year 1988-89 convened in Room 212 of the Main Building at 2:15 p.m. on April 3, 1989.

Chair Alan W. Friedman (English) presided at the meeting.

I. ATTENDANCE

Present: Rosalie N. Ambrosino, Frank N. Bash, Mark E. Bernstein, Daniel A. Bonevac, Oscar G. Brockett, Ralph W. Cain, Cindy I. Carlson, R. Conrad Doenges, John R. Durbin, Fred P. Ellison, Wallace T. Fowler, Gary P. Freeman, Alan W. Friedman, R. LaVerne Gallman, William W. Gibson, Jr., Austin Gleeson, Anibal Gonzalez-Perez, David B. Gracy, II, Maureen M. Grasso, Susan G. Hadden, Linda J. Hayes, William L. Hays, Judith A. Jellison, Gaylord A. Jentz, Malia S. Johnson, H. Paul Kelley, James L. Kinneavy, Kenneth W. Kirk, Karrol A. Kitt, William R. Koch, Desmond F. Lawler, John C. Loehlin, David R. Maidment, Reuben R. McDaniel, Jr., Patrick L. Parker, Gene R. Powers, Brenda I. Preyer, Teresa A. Sullivan, William O. S. Sutherland, H. Eldon Sutton, Walter Wilczynski, Roxanne K. Williamson, Jack H. Wilmore, Paul B. Woodruff.

Absent: Lee E. Baker (excused), John R. Barbaret, Lance Bertelsen, Heather L. Carter, Evan B. Carton, Andrew M. Cooper, Nell B. Dale, Wayne A. Danielson (excused), Elizabeth W. Fernea, Mario J. Gonzalez (excused), Mark F. Hamilton, Joan A. Holladay (excused), Elaine K. Horwitz, Priscilla P. Nelson (excused), Maurice J. Sevigny.

Total members present: 44

Total members absent: 15

II. APPROVAL OF MINUTES

The minutes of the meeting of March 6, 1989 (D&P 3098-3108) were approved as circulated.

III. REPORT OF OFFICERS**A. Report of Chair**

Mr. Friedman announced the membership of the Committee to nominate faculty to serve on the Men's and Women's Athletic Councils and on the Co-op Board; the members include Fred Ellison, Karol Kitt, Eldon Sutton, and Alan Friedman. Nominations and volunteers are needed; names for consideration should be submitted to one of the members.

The second Senate Breakfast with the President has been rescheduled for Tuesday, April 25, at 7:30 a.m. Dean Doluisio has been invited to the breakfast to participate in an informal discussion on the work of his committee.

Mr. Friedman reminded the members of the problems of non- or poorly functioning standing committees, which explains, in part at least, why so little business has come to the University Council this year. At the Senate's request, the Committee on Committees has communicated directly with all members of the faculty this year requesting nominations and volunteers to serve on standing committees. Kenneth Kirk, chair of the Committee on Committees, and a Senate member, has taken a lead in this initiative.

Kenneth Kirk (Pharmacy) said that he has received many responses and that there will be an article on this matter in an upcoming issue of On Campus.

The AISD dropout problem continues to be a subject of some active consideration. We have begun to identify those who are concerned about this matter. Ideas or suggestions are welcome.

We have received assurances that Premium Sharing for faculty and administrators in ORP is not under legal threat.

A workshop jointly sponsored by CoFGO and the Coordinating Board will probably be held in the late fall.

The Senate officers will meet with Regent Chairman Beecherl, and President Cunningham on Wednesday, April 19 at 4:00 p.m. Thoughts and advice of any faculty member concerning matters to be discussed at that meeting are welcome.

Mr. Friedman informed the members about a meeting he attended this morning, an open hearing of the House Higher Education Committee, chaired by Wilhelmina Delco. He said that legislation was unanimously approved that would raise the ceiling for student fees at U.T. Austin; establish the Texas Education Opportunities Grant Program to provide work/study opportunities based on financial need; insure that all faculty members speak English adequately; allow any state agency to market its bonds as college savers. The committee, on a 6-1 vote, recommended that the cap on tuition waivers for out-of-state students who are awarded competitive scholarships be raised from the current 2% and restored to the previous 10% level. A bill to place a non-voting student on each Board of Regents was approved; a similar bill to create faculty regents was postponed for lack of a quorum.

B. Report of Vice-Chair - no report

C. Report of Secretary

Maureen Grasso (Home Economics) complimented Ken Kirk for his memo soliciting faculty nominations to serve on standing committees and she hoped that a similar memo would be forthcoming next year from the chair of the Committee on Committees. If that was not possible, she suggested that the Senate members consider soliciting names of colleagues so they can be nominated.

She announced that this was the Week of the Young Child, and that the U.T. Child and Family Lab School was celebrating its 61st anniversary. She encouraged former students and others to participate in the open house at the lab school. She gave a brief update on the Committee on Child Care.

IV. OLD BUSINESS

Joseph Lagowski (Chemistry) outlined briefly the report from the Educational Policy Committee [Attachment A, D&P 3139-3141], which was responding to the substantial writing requirement in the Fowler Report. He gave a brief historical background of the substantial writing requirement component courses and the recommendations set forth by the Educational Policy Committee. The recommendations address accessibility of courses; flexibility in how the courses are formulated; accountability -- the actual number of courses offered; and resource availability -- e.g., T.A. support, workshops.

Teresa Sullivan (Sociology) asked whether the intent of the flexibility recommendation was to abolish the distinction between lower division and upper division distribution of the substantial writing component -- 3 hours lower division and 3 hours upper division. The answer was yes.

David Maidment (Civil Engineering) commented on the substantial writing courses offered in the College of Engineering. He explained that in recent years specific faculty who teach communications, including writing and speaking, were hired to teach these courses.

James Kinneavy (English) asked if the Senate was going to take action on the report today. Alan Friedman replied that it was simply a preliminary discussion to the action that will need to be taken at the next University Council meeting.

James Kinneavy commented on the flexibility recommendation. "If the committee recommends that the university's substantial writing component requirement be fulfilled by passing any two courses each of which is certified by the Dean to fulfill the criteria, could freshman English be one of the courses?"

Mr. Lagowski said that it could.

Mr. Kinneavy said that, in that case, this recommendation would eliminate substantial writing component courses, as "sophomore English" could also be used in place of the writing program. He summarized substantial writing component programs at other institutions and said that the success of a substantial writing course program depends upon the T.A.'s, and that we need more T.A.'s to help with the courses.

Joseph Lagowski agreed with Mr. Kinneavy that if you take one of these recommendations by itself, then the substantial writing requirement is jeopardized, but that was not the intent of the committee. He said that the dean has to certify the courses, and if the Dean of Liberal Arts does not certify the freshman courses, then they will not be part of the substantial writing requirement. What the committee wants is to broaden the number of courses available, and the way you broaden them is to have the colleges provide more courses.

Brenda Preyer (Art) expressed her concern that there simply are not enough writing courses on this campus and that fact needs to be dramatically brought out. "I think we are in a serious crisis situation and that we need to say that. Whether anything happens or not is another question." Ms. Preyer didn't think that providing a list of courses would have any impact on the situation. She commented on the lack of support from the administration; somehow changes need to be made to make the courses more palatable, possibly by increasing the teaching credit points.

James Kinneavy expressed his opposition to the tenor of the document since it puts the decisions in the hands of the deans. He would like to take the decision out of the hands of deans and put it back into the hands of the faculty.

Eldon Sutton (Zoology) commented on the negative incentives for a faculty member to offer a substantial writing component course; assistants are not provided, and no alteration of teaching load is made. He thought the whole situation was pointless until some device was arrived at by the administration to provide positive incentives rather than negative incentives.

Gary Freeman (Government) said it would be difficult for the College of Liberal Arts to meet the access recommendation because they are having a difficult time just meeting the demands of graduating seniors for upper division courses. With the influx of students transferring from other colleges to Liberal Arts and with no ability to control the influx, it seems to be an empty, though tough recommendation for the College to meet without making any provision for paying for the courses or increasing faculty lines.

Bill Sutherland (English) thought that the reason substantial writing component courses are not working is that they have simply been

recommended with little pressure by the deans to see that enough courses are being offered, and therefore many students cannot find courses that interest them and that are offered in their fields. Mr. Sutherland recommended that the substantial writing component courses be certified by the dean of the college in which the course is offered, thus preventing a dean in one college from declaring a course in another college to be a substantial writing component course. He also said that the way we are going to get teaching assistants is by making them a part of the normal operating procedure, as the Fowler Report recommended -- specifying a number of teaching assistants that would be appropriate for a particular class size. "There needs to be some kind of incentive to persuade people to teach these courses," such as more points for the course or teaching assistants.

Alan Friedman asked Mr. Sutherland about his recommendation to have the deans certify he substantial writing component courses; might the Dean of Liberal Arts under extraordinary pressures of declining resources feel pressed in a given year to certify freshman English as a substantial writing component course?

Bill Sutherland replied, "It seems to me there ought to be a very clear understanding that we do have an English requirement and that the substantial writing component requirement is something in addition to that, especially those at the upper-division level where it is so valuable for students to write about the subjects that they are working on."

Alan Friedman asked Mr. Fowler if he wished to comment.

Wallace Fowler (Aerospace Engineering/Engineering Mechanics) said the committee wanted to get some incentives for faculty members to teach these courses. There was a declining interest in teaching the courses because the faculty members were finding that their classes were filled with students who didn't want to be there; they were unable to get any other course. The committee was trying to find ways to create incentives and the 4.5 teaching load credit was one of the possibilities recommended. The committee made a number of recommendations and left it to the Educational Policy Committee to make recommendations to the administration. It was not the intention of the committee to consider the English courses as part of the substantial writing component courses. The committee felt strongly that the substantial writing component courses should be offered within the college, and in many cases within the department, and that there should be one offered at the upper-division level within the department.

Teresa Sullivan (Sociology) said she has taught a substantial writing component course in a department whose policy forbids T.A.'s to be assigned to the course, and in the four years that she has taught the course, she has had 3 sociology majors. Ms. Sullivan believes that she is offering a service largely to colleges other than her own. She thought the accountability recommendation was a useful one because many substantial writing component courses are cross listed in more than

one department; it appears that many courses are being offered, but in fact, one course is being counted four times and there are not four times as many seats. She expressed concern about the issue of the overlap of requirements, not just with the English requirement, but with other requirements. It is not clear to what extent a substantial writing component course may be met simultaneously while meeting a different requirement; it would be useful to have that clarified. Ms. Sullivan suggested that the members amend the recommendations at the University Council specifically to exclude English 306 and 316 as substantial writing component courses as there is otherwise no guarantee that at some future date these courses might not be included. She expressed disappointment that the Educational Policy Committee did not comment further on the other recommendations of the Fowler Committee about changing the incentive structure for the substantial writing component courses. "I think ultimately we cannot change things until we change the incentive structure."

Desmond Lawler (Civil Engineering) asked for clarification of recommendation 3 from the Educational Policy Committee.

Joseph Lagowski replied that Recommendation 3 was designed for people who are trying to determine the total number of places. The idea was to allow those making the decisions with regard to the number of places available in each department or in each college to know up front so that they plan accordingly; this information can be forwarded to the academic administrators so they can see if there are enough courses to meet the demand or do whatever they can to make more courses available. The problem stems from the fact that nobody knows how many courses are available, how many places there are until after the fact. Mr. Lagowski commented that this issue should not be left in the hands of the deans; it is currently in the hands of the deans and the process is not working. The spirit of Recommendation 1 says that the burden of offering substantial writing component courses should be spread across the University; it is all of the colleges that are going to make it happen, not just the College of Liberal Arts. He commented on how the College of Engineering was meeting its substantial writing component courses -- they found the resources, and they produced a system in which the engineering faculty, with help from specialists, are meeting the requirements. The Educational Policy Committee was not sure that giving more teaching credits would necessarily be an incentive because many of the faculty already have an overload of teaching credits. "A better incentive would be to provide the resources through teaching assistants."

Susan Hadden (LBJ School) suggested broadening the number of courses that would fulfill the substantial writing component to include some courses that had a single term paper of 15 to 20 pages, as well as ones that have a series of shorter papers.

Gaylord Jentz (M.S.I.S.) asked if there is any limit on enrollments in the substantial writing component courses. Mr. Lagowski

said there was no specified limit, but there was a natural limit -- anyone who had taught one of these courses recognizes that you cannot deal with more than a certain number, and so there is a natural limit; the courses by definition become small.

Mr. Jentz asked about the average size of a substantial writing component course. He wondered if the requirements that we are asking for are actually being fulfilled. Mr. Lagowski replied that every college has a board that certifies what is actually being done.

Mr. Friedman commented that one of the most important recommendations of the Vick Committee was that the substantial writing component classes be limited in size. The actual size was debated and the committee agreed to the phrase "small size"; that phrase was dropped by the University Council when the document was approved.

Roxanne Williamson (Architecture) suggested that the Educational Policy Committee consider making a change in Recommendation 1 from college to department; that each department be directed to offer sufficient courses.

Teresa Sullivan informed the members of the procedure followed in the College of Liberal Arts regarding the substantial writing component courses. She said the issue of workload points would make a difference; there are a number of faculty in the humanities who teach three undergraduate courses and their workload would be more manageable if they received the graduate multiplier. She acknowledged that in those departments where there are large graduate programs, the workload formula is not an issue, but it is an issue for a number of departments.

James Kinneavy said that large classes can be accommodated with the help of teaching assistants. He cited the model program at Michigan as an example.

H. Paul Kelley (Educational Psychology) made a procedural comment. This legislation will be classified as major legislation and will be discussed at the next University Council meeting, but it will not be voted on until the May meeting. He urged the members to read the committee's final recommendations and to offer any amendments at the April University Council meeting.

V. NEW BUSINESS -- None

VI. COMMITTEE REPORTS

William Hays (Educational Psychology) informed the members of the progress of the questionnaire from the Promotion and Tenure Committee. He asked that members forward their responses directly to him so they can be included in the analysis.

A. Report from the Library Committee (D&P 3109-3115) - John Loehlin

John Loehlin (Psychology) summarized the report from the Library Committee. He MOVED that the first six recommendations from the report be accepted. The recommendations included: 1) That the Faculty Senate request an annual briefing concerning the status of the library, including a review of new technologies and services which are under consideration or are currently being implemented; 2) That the Faculty Senate Library Committee include a section on new technologies and services in its yearly report to the Senate; 3) That departments be encouraged to ask for annual briefings on specific areas of concern by their designated subject bibliographer; 4) That each faculty member be sent a directory of bibliographers listed both by name and by subject area; 5) That each faculty member be sent information describing the database search services, including points of contact in the library for obtaining information on databases in various fields; 6) That the Faculty Senate continue to encourage cooperation between the faculty and the university libraries. There was no discussion and the motion carried.

John Loehlin then summarized the second part of the report which dealt with the problem of missing items. He MOVED three recommendations for part 2. The recommendations for part 2 included: 7) That there be a wider dissemination of the publication Borrower Info to acquaint faculty with changes in rules regarding renewal, returns, and charges for lost items; 8) That users be made more fully aware of the avenues to contest and appeal adverse decisions regarding lost items; 9) That the General Libraries review the procedures for the replacement of lost items, to insure that the bulk of the funds derived from charging users for lost books are in fact spent for the replacement of the books lost. When it is not feasible to replace a particular item, the funds should, if possible, be spent for another item in the same subject area.

Desmond Lawler (Civil Engineering) thought that replacing a lost book may not be the best use of the money; he questioned whether it was appropriate to buy a book that nobody is ever going to look at again in lieu of one that might have a lot of demand.

John Loehlin said the committee felt that the borrower may be misinformed as to how the replacement money will be used, and that this was a "truth in advertising" issue. The decision of the committee was to recommend that the library see whether most of the time that what the user thinks is happening does happen, that books are replaced; but we recognize that this won't always be an appropriate reaction.

Desmond Lawler asked for clarification of the argument not to replace the missing book. Discussion continued between Mr. Lawler and Mr. Loehlin until a friendly agreement was reached to amend the wording to include "feasible or desirable" because it might be highly desirable but not feasible in many cases to replace the book. Mr. Loehlin heard no

objections from his fellow committee members and accepted this change in wording. The motion was approved.

John Loehlin discussed the final two recommendations. He MOVED that the recommendations be approved. The recommendations included: 10) That a continuing review be made of the distribution of resources between traditional services and new technologies; 11) That the faculty continue to support more adequate funding for library personnel, for book and periodical acquisition, maintenance and restoration, and for the exploration and implementation of new information technologies. There were no questions or discussion, and the motion carried.

B. Report from the External Relations Committee (3088-3097) - William Koch

Bill Koch (Educational Psychology) informed the Senate of two bills pending in the Legislature (D&P 3088-3097). He MOVED that the Senate endorse each bill separately. There was no discussion on either bill, and the motions were approved.

Mr. Koch said that he would find the proper channels to communicate the results of the Senate's endorsements.

C. Report from the Committee of Former Faculty Senate Chairs - Reuben McDaniel [Attachment B, D&P 3142]

Reuben R. McDaniel (Management) said that no action needed to be taken in regard to his report. He said that the committee essentially responded to inquiries and made responses to the appropriate people.

D. Report from the Committee on Budget (D&P 3117-3122) - Oscar Brockett

Oscar Brockett (Drama) said that his report today was an informational one. The committee will be reporting next month on another part of the report. "We have been working on two things. One was to gather this information, which is given to you here; the other was to ask the deans of the colleges what they are doing about input from faculty for the budget for the coming year. I haven't gotten the information for that second part yet and expect I will have enough to make a report at the next meeting."

E. Report from the Committee on Faculty/Student Concerns - Conrad Doenges

Conrad Doenges (Finance) informed the Senate that the Faculty/Student Concerns Committee has met about three times. The committee decided that their major item of business should be an investigation of the quality of education on the lower-division undergraduate level, in large part because of the problems that were arising from closed classes, unavailable classes, class sizes, etc. They looked into

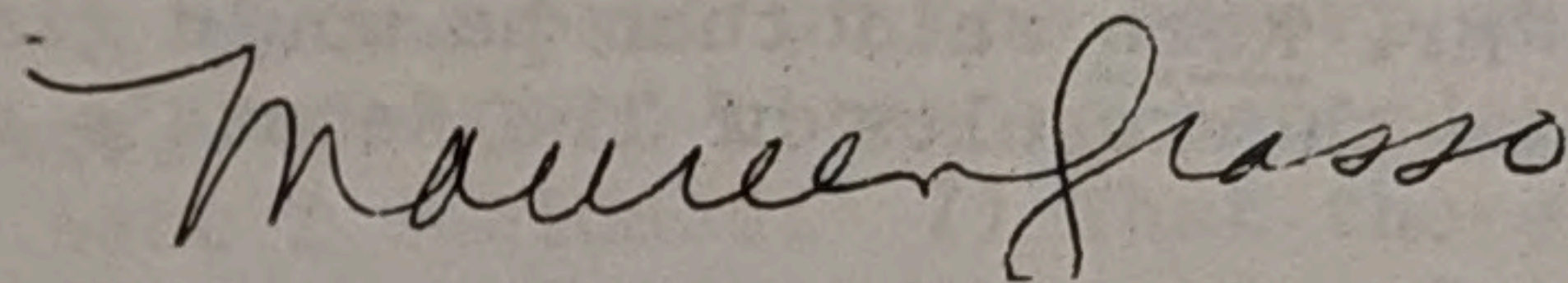
this and discovered that there were some serious problems, but that there were at least five, if not more, other organizations working in the same area. The committee was unable to develop a separate niche that they believed would be appropriate for an independent investigation, and instead are simply waiting to review the results and reports of these other bodies.

VII. OTHER ITEMS

A. Announcement of Upcoming Items on the University Council Agenda - H. Paul Kelley

H. Paul Kelley informed the members of possible items for the April agenda of the University Council meeting. Included in this agenda are the work from the Educational Policy Committee and one or two items of routine business that have been carried over from previous meetings.

VIII. ADJOURNMENT



Maureen M. Grasso, Secretary
The Faculty Senate

ATTACHMENT A

Report of Recommendations from the Educational Policy Committee

INTRODUCTION

The University Council at its meeting of 5/9/88 (DNP 11934) voted to refer the "Fowler Report" (DNP 11715) to the Educational Policy Committee (EPC) for review and to make recommendations. Although the "Fowler Report" incorporates a review of the Basic Education Requirements, the University Council apparently was most interested in questions arising from the Substantial Writing Component (SWC) requirements.

Accordingly, EPC makes the following recommendations on the SWC at this time; the remaining items in the "Fowler Report" on the Basic Education Requirements will be forthcoming.

SWC Requirements

The present SWC requirements can be traced to a letter (23 September 1983) from (then) President Flawn establishing an ad hoc committee to develop a statement of University-wide minimum criteria, which were recommended by the Vick Committee as a part of the Basic Education Requirements, for certifying SWC courses. The report of the ad hoc committee was approved by President Flawn (14 November 1983) and implemented by a memo (17 November 1983) to the academic Deans from (then) Vice-President for Academic Affairs Fonken. The SWC requirements currently in effect are as follows:

"Each course certified as having a substantial writing component must include at least three writing activities per semester, exclusive of in-class quizzes and examinations. These three or more writing activities must total approximately 16 typewritten, double-spaced pages (about 4,000 words). A major re-writing of a paper (requiring additional original writing, not merely editing) can be considered a separate writing activity.

During the course, each student must receive a timely and detailed critique following each writing activity concerning the quality of the student's written expression and ways in which the paper can be improved.

The quality of the student's written expression must be an important component in determining the student's course grade."

EPC agrees with the general premise which led to the inclusion of SWC within the Basic Education Requirements, but believes that the experience gained from the five (5) years since the institution of these courses indicates some adjustments need to be made in the details of expressing the SWC within the University community. These details involve access, flexibility, accountability, and resource availability.

Access

EPC believes that students too often encounter severe difficulties in gaining admission to current SWC courses. The following recommendation is an attempt to provide more SWC courses and to level out the load in each college.

1. "The committee RECOMMENDS that each college be directed to offer sufficient courses to allow all of its majors to satisfy The University's Substantial Writing Component requirement within that college."

Flexibility

The EPC concluded that the most important aspect of the criteria established for SWC courses was the total experience prescribed by the published criteria, and not the number of credit hours involved. The intensity of the experience currently is established by the number of courses that have been required under the previous guidelines, which are expressed in terms of numbers of credit hours. The EPC believes that much is to be gained in terms of availability of courses, if the offerings could be made more flexible. Accordingly,

2. "The committee RECOMMENDS that The University's Substantial Writing Component be fulfilled by passing any two courses each of which is certified by the Dean to fulfill the criteria previously established [i.e., three or more writing activities totalling approximately 16 typewritten, double-spaced pages (about 4,000 words); a major rewriting of a paper (requiring additional original writing, not merely editing) can be considered a separate writing activity]."

Accountability

One of the more serious problems with the current SWC courses is the paucity of details concerning the availability of SWC courses for planning purposes. Accordingly,

3. "The Committee RECOMMENDS that the Office of Institutional Studies make available to the Provost and the Deans a summary of SWC courses, by college, that are planned for each college. The survey should include, by college, an estimate of the number of students that could be accommodated within these courses."

We anticipate that such a survey, which could be produced at the time a final announcement is produced for a given semester, would be a useful document for administrative-level discussions and negotiations to assure that the spirit of the SWC expressed in recommendation 1 is equitably fulfilled as far as is possible.

Resource Availability

Because the expression of the SWC within different colleges often requires the training of assistants to help evaluate the "English" associated with the SWC, several members of the Committee indicated that part of the early successes in the early SWC courses arose from the availability of training workshops for this purpose. The Committee agreed that the training workshops associated with SWC courses be regularly given.

4. "The Committee RECOMMENDS that sufficient resources be made available to the Center for Teaching Effectiveness to organize and conduct regular workshops to train assistants for SWC courses."

Finally, the Committee discussed each recommendation associated with the SWC in the Fowler Report. Other than the issues associated with statements 1, 2, and 3 (above) the Committee did not support the other recommendations mentioned in the Fowler Report.