

Mr. Bowden pointed out that Ms. Cutting was offering a course in women's literature in the fall, and that Mr. Lindfors would be offering a course in black studies, though not in the English Department. Mr. Bowden agreed that courses of this nature were not numerous enough, but that the committee was proceeding with caution in this area.

Mr. Sutherland remarked that one experimental course a year was not enough. He also observed that only two of ten new appointments to the English Department next year went to women, and that he did not know whether any appointments at all had been given to blacks.

Mr. Bowden answered that of seven people hired for permanent positions in the department, two were women. He wondered why it was necessary to have women as instructors in courses concentrating on women in literature.

Mr. Sutherland answered that women instructors seem to work out better in these courses. He also said that he had asked the E.C. to discuss its hiring policies with the Department, but that the E.C. had not done so. Mr. Sutherland said that the appointment of two women was not sufficient since the population of the campus is 50% female.

Mr. Bowden thanked heaven that he was not responsible for appointments. He also suggested that the vogue for courses exclusively in black literature had already passed, and that it might be better to include black literature in general survey courses.

Mr. Sutherland answered that it is very important to have these courses because of the great need to develop a critical apparatus in these areas. He agreed that selections from black writers should be included in survey courses, but he thought that there should be more of these selections.

Mr. Bowden said that recent anthologies include more minority literature, and that individual instructors are free to choose anthologies which are sufficiently representative.

Mr. Sutherland moved that the question of courses concentrating on minority interests be left open, and that the committee be instructed to provide such courses for the spring semester.

Mr. Bowden pointed out that in order to schedule such courses, some of those already on the list would have to be abolished.

Mr. Wilson suggested that, in the face of declining upper division enrollment, the department should reduce class sizes in the more popular courses rather than reduce the number of courses offered.

Mr. Bowden agreed that many popular courses fill up to the capacity of the classroom while others are sparsely attended. He pointed out, however, that instructors characteristically apply to teach specialty courses rather than the more popular general courses.

Ms. Lehmann said that reducing the American Literature Requirement to three hours would solve the problem.

Mr. Bowden, pointing out that many of those enrolled in the larger sections were students from other departments who were not enrolled merely to meet specific requirements.

Mr. Fletcher reported that more than 50% of the students in 338 and 337 were taking those courses because of requirements.

Mr. Keast, having received Mr. Sutherland's motion as a separate motion rather than as an amendment to Mr. Bowden's motion, asked for a vote on Mr. Bowden's motion. The motion was carried unanimously.

Mr. Sutherland moved that the question of courses concentrating on minority interests, specifically those concerning blacks, chicanos, and women, be left open, and that the committee be instructed to report in the fall on the possibility of adding such courses in the Spring.

Mr. Bowden said that there would not be enough time for full discussion, that there were certain deadlines that had to be met, and that it might be better to delay the question for an additional semester.

Mr. Sutherland said that many deadlines are arbitrary and not inviolable.

Mr. Parades seconded Mr. Sutherland's motion.

Mr. Velz reported that advising students he observed great interest in courses in minority literatures.

Mr. Bowden said that there would also be a problem of finding teachers for these courses.

Ms. Lehmann suggested that all that was needed was a woman.

Mr. Whitbread suggested a black chicano woman.

The motion passed unanimously.

Before proceeding to the next item on the agenda, Mr. Keast gave the department some figures on the recruitment of women faculty members. Of 949 applicants for positions in the department, 76.1% were men, 23% women. Of 192 dossiers requested, 70.3% were requested from men, 29.7% were requested from women. Of the 58 applicants interviewed, 65.5% were men, 34.5% were women. Of twelve offers of appointment, 58% were made to men, 42% to women. Of five offers of appointment made to women, only two were accepted. Thus, the ratio of women to men among the group to whom offers were made was nearly twice the ratio of women to men in the original pool of applicants. Because several women declined offers, however, the ratio of women to men among those who actually received appointments reflects more nearly the ratio of women to men in the original pool.

2. Mr. Keast briefly reviewed the recommendation of the General Faculty regarding the new 9-hour requirement in English, as summarized in the Department of English Memorandum dated May 8, 1973, explaining that it

would not be possible to implement this new sequence until the fall of 1974, but that in the meantime, with the department's approval of the nature of the courses, task forces would be assigned and specially funded to develop new syllabi, and pilot sections could be taught under the present rubrics 301 and 305 during the academic year 1973-4.

Ms. Hairston offered to answer questions regarding the Joint Recommendation of the Freshman and Sophomore Policy Committees, which were published in the May 8 Memorandum, p.2 and since there were no questions, she moved, with Mr. Moldenhauer's second, that the joint recommendation be accepted by the Department.

Mr. O'Loughlin asked the chair to clarify the role which TA's might play in departmental discussions of matters relating to courses they teach.

After consultation with Ms. Hairston and Mr. Megaw, the chair ruled that Teaching Assistants could speak on the questions and that Assistant Instructors could both speak and vote.

Ms. Hairston moved to offer the part of the joint recommendation concerning Freshman courses (Parts A through C) as a separate motion from Part II, which dealt with placement exams.

Mr. Moldenhauer seconded her motion.

Mr. Sledd pointed out the danger of spending a great deal of energy and money in developing a new course for Part C (304L) of the proposed new sequence and neglecting to develop effective programs for parts A and B.

Mr. Keast agreed.

Ms. Hairston's motion was called to a question and passed unanimously.

Mr. Moldenhauer explained the history of his motion to abandon the CLEP as an instrument of advanced placement in English 314K, leaving the College Board Advanced Placement English examination as the only uniform examination for receiving advanced placement credit in English 314K. He explained that in an earlier meeting, the sophomore committee had wanted to raise the CLEP cutting scores in hopes of eventually phasing it out as a placement exam, on the grounds that the kinds of knowledge tested by CLEP did not reflect the actual goals and methods of 314K. The APE, Mr. Moldenhauer argued, called for the same kinds of thinking and writing stressed in 314K. He thought the need for reviewing advanced placement procedures was particularly urgent in view of the impending 9-hour requirement.

Mr. Keast asked how much time would be required to implement the placement procedures outlined by Mr. Moldenhauer.

Mr. Moldenhauer answered that it could be done at the end of May, 1974, or even as early as January, 1974, though this latter date might result in inconvenience and injustice to some students.

Mr. Sutherland, recalling previous discussion of the matter in a departmental meeting, did not remember any general desire to phase out the CLEP. He thought that the department should provide reasonable placement procedures and that the APE, which is more expensive and less accessible than the CLEP, was not a reasonable procedure. He said that the function of tests was to measure results rather than procedures, and that if the APE could measure the results, it was irrelevant whether or not it reflected the classroom activities of 314K. He expressed doubt that the department would ever be willing to grade three hour written placement exams. Citing current trend toward allowing students to exercise more responsibility, Mr. Sutherland argued that he doubted that we could do much good for students whom we retained in courses simply by making it difficult for them to place out. Finally, he said that the APE was an exam for which students could prepare, whereas the CLEP was not.

Mr. Moldenhauer, referring to Mr. Sutherland's recollection of earlier discussion of the question, said that the matter did not come to a vote, but was tabled, pending further study of the exams in conjunction with the Measurement and Evaluation Center. However, Mr. Moldenhauer said that he was unable to obtain figures developed by M&E despite repeated attempts to do so.

Mr. Bowden remembered consultation with Mr. Kelley of M&E in which the correlation between CLEP scores and actual performance in 314K seemed fairly reliable. But he wondered whether or not the department should reconsider the placement procedures anyway, in light of the new 9-hour requirement.

Mr. Sutherland conceded that decreased enrollment would give the English Department less to do. Yet, according to his experience, students who placed out of 314K via APE registered for advanced electives in English.

Mr. Wilson said he thought that the CLEP was sufficiently reliable in identifying students who could do well in 314L without 314K, but he doubted that it measured achievements which justified exemption for all required study of English literature.

Ms. Potter said that those who are currently involved in teaching lower division courses seem to agree that it would be unwise to increase the probability of exemption from all courses in literature.

Mr. Sledd asked how many students might be expected to place out of 314K on the basis of APE scores. He said that we should not set up exemption procedures that won't exempt.

Mr. Moldenhauer said that the department had already set a cutting score of 3 on a scale of five for a D in 314K. A score of 4 or 5 would give credit with an A for both 314K and 314L. He said that students who were able to plan far enough ahead of time for the annual APE exam would have an advantage over the others. He thought that the cost of \$27.00 was a bargain, considering the expensive design and grading procedures, the possibility of being exempt

from as many as two courses with attendant savings in textbook fees. Though he thought the infrequency of the APE was indeed a disadvantage, he suggested that the Department develop its own examinations similar to the APE, offer it more frequently, and pay instructors to grade it.

Mr. Sledd asked who might take the APE.

Mr. Keast said that anyone who wants to take the test and pays for it may take it. He wondered whether the cost and the infrequency of the APE would discourage students who might have been willing to take the CLEP.

Mr. Megaw, recalling testimony of CLEP experts, reported that the test seemed to be a reliable indicator of future performance. Referring to Ms. Potter's earlier remarks, Mr. Megaw said that the University has decided that it will be possible for students to place out of all literature courses, and that the responsibility for that decision no longer rests with the English Department. Mr. Megaw suggested that the CLEP be retained, that figures be kept on the results, scores adjusted as necessary, and a small task force assigned to develop a machine gradable exam.

Mr. Kepler reported that in his experience many students who had placed out of 314K by means of CLEP did not know even the fundamentals of poetry.

Mr. Moldenhauer, referring to Mr. Megaw's remark about CLEP's ability to predict future performance, suggested that SAT scores, parental income, etcetera, might provide just as reliable a prediction. He objected to the concept of courses as obstacle courses which students must be allowed to avoid if possible. He pointed out that the 9-hour requirement would, in effect, make the CLEP an entrance exam to upper division English, and that the failure rate in these courses would have to be increased if students were so liberally admitted.

Mr. Sutherland asked that more information be developed before making a decision.

Mr. Sledd moved that Mr. Moldenhauer's motion be tabled with the stipulation that the Department work actively to secure data that will enable it to decide the issue.

Mr. Cline seconded the motion.

After an indecisive voice vote, Mr. Sledd's motion was carried by a show of hands, 17 to 12.

Ms. Hairston pointed out that the Department should check deadlines for making decisions which would be reflected in the publications of calendars and other materials.

3. Mr. Keast introduced the third item on the agenda by explaining that the College of Humanities had requested the Department of English to reaffirm its approval of the teacher certification program described on pages three and four of the May 8 Memorandum. The Department had approved the program as a certification program in 1970.

The Department was also asked to study the program as a degree program, in the light of the new 9-hour requirement, and in the light of other problems, including the content and description of specific courses listed and the problem of requiring of some students more hours than can be legitimately applied toward a degree. Mr. Keast explained that the matter had not come up for discussion sooner because he himself wanted time to study the issue fully and because the program would be affected by the new 9-hour requirement, which was, until recently, still under discussion.

Mr. Keast suggested that the matter was too complex for discussion and substantive action at this meeting, and offered to appoint a committee to study the question and report to the Department. But for students who are now seeking teacher certification through this program on the basis of the earlier authorization, Mr. Keast proposed that the Department retroactively approve the program for teacher certification for 1972-73 and approve for certification for 1973-74, while the substantive issues are being considered.

Mr. Bowden offered Mr. Keast's proposal as a motion and Mr. Cline seconded.

Mr. Kinneavy pointed out that retroactive approval might not be necessary because the earlier approval was not subject to a time limit.

Mr. Keast said that the approval was intended to assure students currently enrolled that the study of the program as a degree program did not imply disapproval of it as a certification program.

Mr. Kinneavy agreed that a study by a committee would be appropriate, provided that those students currently enrolled and approaching graduation would not be adversely affected.

Mr. Keast said that problems regarding degree requirements for students currently enrolled could be handled through the undergraduate advisor.

After brief discussion, the following motion, proposed by Mr. Bowden, was called to a question:

that Mr. Keast appoint a committee to study the Composite English and Communications Program for the Bachelor's Degree, Plan I, and to report to the Department at the first meeting in the Fall, and that this same program be retroactively approved as a certification program for 1972-73 and approved as a certification program for 1973-74.

The motion was carried unanimously by voice vote, and the meeting was declared adjourned.

James C. Raymond  
Recorder