

Texas Tech University Faculty Senate Meeting #318 November 14, 2012

The Faculty Senate met on Wednesday, November 14, 2012 in the Senate Romm of the Student Union Building, with Faculty Senate President Daniel Nathan presiding.

Senators in attendance were: Agnello, Ballou, Barenberg, Batra, Bayne, Becker, Blum, Boal, Borshuk, Cristina Bradatan, Brashears, Brown, Cole, Collier, Coward, Davis, Decker, DiPoppa, Dolter, Gaines, Gilliam, Held, Juan, Kvashny, Lastrapes, Lee, Levario, Loewy, Marks, Meek, Mills, Mondt, Monroe, Nathan, Peaslee, Perl, Pongratz, Rice, Shi, Smith, Stodden, Surlles, Syma, Chris Taylor, Todd, Valle, Watson, Weinberg, Wong and Wood. Senators excused were: Adams, Costica Bradatan, Bradley, Buchheit, Cochran, Drager, Duffy, Kucera, Lauderdale, Ramkumar, Ross, Swingen, Colette Taylor, Wang, Whitfield and Wilde.

- I. Call to order – Dr. Daniel Nathan, Faculty Senate President**
- II. Recognition of guests**
- III. Approval of minutes**, Meeting #317, October 10, 2012. Some changes were recommended and minutes will be redistributed at the next Faculty Senate Meeting.
- IV. Speaker: Donald Dyal, Dean of Libraries-Effects of the Changes In Student Fees on the Library Budget**

Dean Dyal spoke to the Senate about the budget cut to the Library.

Batra: I noticed recently that some of the key journals in my field are no longer available. I wondered how those decisions are made. Is it in connection with the subject librarian who was equally surprised when I told her about it? How are those decisions made about what journals or what book budgets need to be cut?

Dyal: I was not aware that we had cut any journals at all. That is news. Can you give me a list of those?

Batra: Yes.

Dyal: I will look into that.

Batra: Thank you

Dyal: Are you sure that they have not gone online?

Batra: They were already online and I tried to access them. The online subscription was no longer available to Texas Tech Libraries. And I do not know how that happened.

Dyal: I cannot answer that, I'm sorry.

Loewy: Do you consider these cuts problematic and if so is there any potential solution?

Dyal: The answer to the first is yes. The answer to the second is that I do not have decision making power over my budget. I do not know of a dean on this campus who does. The individual who made the change is no longer here. I'm not even entirely sure why the cut was made to be frank. I have heard several things. Just for the record, the cut was \$10 a student. \$350 to \$340. There is another dynamic that is going on. That I think is just as problematic as the cut itself. I have spoken about this before. There is an accelerating erosion, and I am not opposed to the cause of the erosion, I am opposed to the erosion. There is an accelerating erosion of the budget owing to the fact that many of the students no longer pay the fee. The reason they do not pay the fee is because they are exempt from the fees because of various and sundry reasons. That exemption means that a smaller and smaller group of students, mostly undergraduates, are paying a larger portion of these fees. Not just the library fee but all fees. That is the system that we have here. I have spoken out about this for many years. The first time was over ten years ago when the library fee was substituted for what was a state budget. Presently there is not a penny of the state money in the Library budget. We pay all of our fringe, we pay everything. That has some advantages and it has some huge disadvantages. One of the disadvantages is a strategic issue. Mainly it costs almost a million dollars every year of new money just to do the same thing we are doing without any addition. Just to do the same stuff we are doing it requires an addition because of inflation. Also since rumor has it we may get a raise again next year that also comes out of our back pocket. There is no money forthcoming from the university for that. So that million dollars when over the last two years you have had a million four cut, becomes problematic. And next year what will have to happen is we will have to do something serious. What that serious thing will be we are studying; we are looking into.

Loewy: Does online availability mitigate your problem in any significant way? Online availability of books does that mitigate your problem at all?

Dyal: No, not in the least. I mean it mitigates some of the problem. We are not saving a huge amount of money by putting things online. We are held hostage by a series of vendors and a series of individuals who if we choose to have the material then we pay for it. The thing about online books is that they are actually cheaper than the journals to maintain and sustain. Because, more often than not when you purchase a book, whether it's a physical volume or an online volume you purchase the book. Once you have purchased it, you've got it. It is there and it is not going away. With a journal you are at the mercy of whoever publishes that journal. Elsevier now controls 70% of the scientific publications in the world. If they were an American company, I suppose you could bring them up on anti-monopoly charges or some such thing. But they are not an

American company. They control most of the knowledge that is published scientifically in the world. So again we are hostage. That is the real issue, is the journals.

Rice: Can you speak to the use of technology in the library? Not so much the use of the Digital Media Studio, but the stuff on the first floor that has really changed the way that the first floor is being used? Is it being used a lot?

Dyal: One of the things that I routinely tell the other deans and Provost, anyone who will listen is if you think of the library as a collection of information resources, you are not thinking about the library correctly. The library has not been that for years. What the library is, is a suite of services. And oddly enough, I have data to support this but did not bring it with me, the least used service in the library is the circulation of books. That is the least used service in the library. The vast majority of the users of the library, be they physically present in the library or external at some locale undetermined, is about the services of the library. Not necessarily the information services. It is other services. When I came here in 2001 we were circulating around 750,000 books a year. There were about 400,000 people physically coming into the building. Last year we circulated fewer than a quarter million books. There were over four million people in the building. We have clocked between the hours of 10 and 1 am consistently over 10,000 people in the building during the big semester. That in and of itself sounds like a lot of people but there are only 4000 seats in the building. What are those other 6000 people doing? If you come up to the building, you will see where they are. They are all over the floors. They are all over everywhere. People sit cross legged at the computers because they do not dare go to the restroom because someone is going to take their computer. The building is actually overwhelmed physically. That is one of the chief complaints that we get from students. The second complaint is, I can't find a quiet place to study in the library. We instituted a service which is an online service where you can actually go online and find where there is a vacant computer so you do not have to go roaming around searching for one. Maybe that is a roundabout answer to your question but when we installed that service on the first floor we had to elbow students out of the way who wanted to use it before we had installed it. I think that is a good thing. There was a line of people waiting to jump in and figure out how to use that. We thought we would have a bunch of tutorials to teach them how to do this. But they were all over it. We never taught a tutorial one. We have gone back and taught some individual groups how to do some things that they were unaware the technology could do. By the way, that is the only array like that that exists in the United States. There is no other situation like that anyplace. We were the first ones to do that. Texas Tech University Library was also the first library install instead of copiers, scanners. Every library now does that. We were the first that did that six years ago. We frequently lay tracks we don't follow other peoples tracks.

Held: You said that budget decisions are above your pay grade. What can we do to impress upon those who do make those decisions the essential nature of the library services.

Dyal: I am not sure that that is the issue. What happens is the decisions are made without consulting the deans. That is what happens. My understanding and if someone knows something better than this, correct me, there was a need to keep the rise in the cost of student experience at Texas Tech at a certain level. So one fee needed to go up or something needed to go up and another fee therefore had to go down. And someone threw a dart at a board and made an intelligent decision, I don't know how it was done. But we were the ones who went down so that this other thing could stay on par. Why was the library chosen? I don't know. I wasn't asked and no one solicited my opinion I do not think that anyone solicited Bob Smith's opinion. I think it just happened. I heard about it after it already occurred. That is a fairly typical process.

Held: It does seem ironic does it not that we just got into NRUF and one of the criteria is the quality of our library.

Dyal: Yes, but we already were an ARL. We were already there.

Held: Are we in jeopardy from being dropped from ARL?

Dyal: No, in fact, right now as of the latest statistics, which were from 2010-2011, we are the highest ranked level we've ever been. We are 37th in the nation. UT is 23rd, A&M is 24th. We are ahead of Purdue, and MIT. U of H is 72nd, Rice is 96th.we won't be that with the next round because we have dropped considerably off that peak so we will probably bounce down into the 50s. Right now actually we look really good. But those are historical numbers, not present day.

Held: May I just make a suggestions that if you sense the radar is about to show a hurricane ready to hit the mainland, maybe you could portray for the community at large the destruction that the hurricane may cause and therefore at least alert us early enough to take action rather than after the fact as the library disintegrates to rescue it from oblivion. In other words, if our ox is going to get gored, if our journal subscriptions are going to get cut, would you let us know how many and when before this happens?

Dyal: Yes

Coward: What are the largest budget categories you have is it the staff salary, the maintaining of the building, what are the top three?

Dyal: The top one is acquisitions which is close to 10 million dollars a year. Which is about half the budget. The staff salaries are a little bit below that. We are unusual in ARL libraries in that our salary line is actually less than the acquisitions line. That is not the norm for ARL libraries. If you add those two together that's about 95% of the budget. The new services that we launched tend to be with donated money. The music lab was done with donated money; the 3D animation lab was done with donated money. That is how the new services get launched. There generally is not enough money in the budget to launch a lot of new stuff.

Howe: One of the issues perhaps is that our funding model which presumes the library is a support suite of services for the students, overlooks the fact that for many humanities disciplines the library is basically our laboratories where we have our materials to work with. As we move to flagship status in Texas and receive some money for that is there any argument that we might start to fund that faculty status component by using an extra million or two out of the funding that we are getting as we move toward our Tier One research status. In some ways asking the students to pay what are basically faculty expenses for our research projects is not being fair to the students. This is a university expense on which the students are having to pick up the tab.

Dyal: That is correct. I also do not think it is a sustainable funding model. What happens when in order to sustain the present level of services, the library fee goes to \$400 or \$500? That is within your lifetime or my lifetime. That will happen. I do not think that is a sustainable model. Particularly when, as I mentioned earlier, a smaller corpus of students are paying the freight. But again, I was not invited to the table to discuss that. In some ways, you are talking to the wrong guy.

Speaker: Bob Smith, Provost-Report on Dean Search Committees

Provost Smith passed out a one page handout then went on to discuss OP 32.16 Faculty Recruitment Procedure, OP 32.03 Appointment of Academic Deans, Associate or Assistant Deans and Department Chairpersons, OP 32.01 Promotion & Tenure Standards & Procedures and OP 32.17 Faculty Appointments & Titles.

Boal: I was surprised by the OP with respect to chairpersons. As a faculty member that's the one position that I'm concerned about and it seems we have no voice according to the OP. The dean recommends to you who is going to be our department head.

Smith: The dean will always describe to me a process whereby he or she will be talking with the faculty. I cannot imagine coming forward with a name sort of out of the blue.

Boal: I can think of a few occasions.

Smith: Well maybe that has happened in the past. At least in my time, the ones that have been brought to my attention, typically the dean will say, 'well here's what I did, here are the different candidates, here's why I think one might work better than another'.

Boal: I'm surprised faculty do not formerly get to vote. I just served on the Promotion and Tenure Committee in our college. Nothing is more important to us than the colleagues we work with and who is our chairperson is very important to us. To not formally have it in the OP that we get to vote on who the chairperson would be

Smith: That is something that can come forward.

Nathan: So, Senator Boal, you are suggesting maybe an OP change that would allow faculty to vote.

Batra: I second that suggestion. We just had in the English department a nationwide search for a chair. I think maybe all of the faculty, maybe they didn't know about the OP. I was still surprised when we were told we could make recommendations but we could not vote. One of the problems we encountered was that two of the candidates turned us down and the third candidate to who the job was offered was not a candidate of general choice. But because we were not allowed a vote that could not be considered. Eventually the offer was offered to the third candidate yet it did not work out. We now have an excellent interim chair. So things worked out for us. My concern is the very one you have stated. If you are not allowed a vote then really we have no formal representation in the chair search process. A process which is going to impact us all as a department for maybe the next ten years or five years.

Smith: Again I have no objection to that. If it comes forward I will advocate for it if that is the will of the body.

Collier: We have ended up with a variety of different scenarios with chairs in our particular department where the person who was chosen was not the choice of the faculty. That has happened on three separate occasions in the ten years I have been here. Also in the current situation where we are in a chair search we were promised a national search and we understand now that the national search committee is off and they are just taking applications. How should we go about raising concerns about this and etcetera?

Smith: Can you remind me of your college?

Collier: Human Sciences.

Smith: And the particular chair in question?

Collier: Department of Design.

Smith: Many many times when I talk to deans about chair searches a pivotal concern is if you are going to go outside it will often cost you a lot more money. Whether the administration of the college feels they can afford to up the ante as it were. I do not know this particular search that you are eluding too and I think that Dean Hoover has talked to me a little bit about it but I do not know all of the most recent conversations that have gone on about that but clearly there should be a conversation and way of having your feelings known to the dean. It would seem to me that if the body politic in a particular department just asked the dean to visit with them that is a very courteous thing to do and I think that would be very helpful to the dean. If that hasn't happened I would encourage that you seek that kind of meeting. So you can review where you think the dean is or where she thinks she is. Have you had that conversation?

Collier: Yes, on three separate occasions.

Smith: So you are just at a point where you would prefer to have a national search and the dean doesn't feel its?

Collier: We were promised one and now it looks like we are not getting one.

Smith: Well, not to defend anything, I don't know all the facts and I think it should be clear that since I have been here I want as much authority at the college level. I don't want to micromanage any college. We hire deans that are supposed to really know what they are doing and advocate strongly so they should be making most of the decisions. It could be there is a change in the financial situation. I don't know. Have you asked that kind of question?

Collier: The Dean hasn't been available to ask that sort of question.

Smith: If that's a concern I would be happy to talk to her.

V. Old Business: University Councils/Committees & Liaison Reports:

Study Committee C-OP on Administrative Searches; Alan Barenberg Study Committee C presented a Draft of the Senate Resolution on Presidential Searches presented by Senator Barenberg. A handout of the draft Senate resolution on Presidential Searches was made available to Senators at the meeting.

Nathan: So your identification of a quarter of the search committee and a quarter of the advisory council that percentage is roughly reflective of the pattern you saw with other presidential searches. Is that correct?

Barenberg: Yes I think. Looking at these searches it seems to be about in the middle. Some of them have much more faculty representation some of them a bit less.

Smith: Having had a lot of experience not personally necessarily dealing with presidential searches but watching them throughout the country over the years, one of the issues that you raise of does that presidential candidate come in and do a presentation. The one challenge you face there of course is when you want to hire a president they typically either come as a sitting president from another institution or provost. Those are the two biggest pools for president. The problem you have in going very public if you tell a candidate he or she has to sort of announce who they are, before they are actually designated to be the president that they won't stay in the search. That is a challenge you face. Now, having said that, in most states even when you are the exclusive candidate I think there is typically like two or three weeks that the board has an opportunity to sort of think about it and they could pull the award back. It is very unusual that that would happen but there is an opportunity in most instances to be able to have that person come and interact with the faculty. Frankly that often

happens. When Guy Bailey became the president recently at the University of Alabama, as we all know he stepped down, he did do that before he was actually blessed as the President of the University of Alabama. That is not uncommon. How much time between the choices or how much time between the decisions can be very short. In the case of Alabama I think it was within hours. There are other places where the candidate will come to campus and maybe a day or two or three later so if there was an extraordinary faux pas on the part of the candidate, which was either embarrassing or compromising to the institution the board would have an opportunity to pull the offer. So those are just some considerations when you think about presidential candidates.

Nathan: For clarification that was not part of the committee's recommendation.

Barenberg: No. I think that our general discussion was that having a formal written formulation of how the committee should be constituted was extremely important because there is nothing. Second that faculty be recognized as one of the key constituencies that would have a quarter of the [vote]. Because there are no formal written rules, they tend to change. There may be a larger pool or a smaller committee. There is this advisory committee. So we added to this recommendation that the faculty be part of the advisory council if that happens is that is something that is included in the final formulation that the regents will come up with.

Nathan: It is not uncommon particularly for presidential searches to consist of one committee rather than two committees. Sometimes when it's one committee it tends to be a much larger committee.

Comments or questions for the committee? This is a resolution and needs to be voted on. It does not need a second because it is on the floor. Because it is a committee proposal one presumes the members of the committee seconded the resolution so we do not need a second from the floor. We should actually vote on it. Before we move to the vote do I see another question?

Wong: Do we have to stipulate that faculty members are not necessarily part of the administration because I think sometimes faculty members are also deans and I'm not sure that that is what the faculty senate would like to propose.

Barenberg: The language here is nominated by the faculty senate. So the faculty senate would decide and that leaves leeway in how the faculty senate can decide. The faculty senate could say we will poll all the faculty, we will take nominations and have an open vote or there could be a number of different ways in which we do it but it is the faculty senate that would have responsibility. We thought that that answers that particular concern.

Nathan: Other comments?

Marks: Briefly and number one that the regents and governing board, perhaps we can drop and governing board.

Nathan: Probably should read Board of Regents and Chancellor. I do not know who actually drafts the regents rules.

Smith: Drafted typically by attorneys and then it goes to the Board. The Board will have to approve. But it would be officially the Texas Tech University System Board of Regents is the governing board for Texas Tech University as it is for the other sister institutions.

Howe: Just a point of information, usually this Senate is officially advisory to the President of the University. In this case what the resolution is proposing is something that goes beyond the Presidents grade, that is we are making a recommendation to the system to adopt a regents level OP. Are we familiar with the procedure for how to do this? This is somewhat unusual than normal protocol.

Nathan: An alternative would be of course to recommend that the President present it to the Chancellor and the Board of Regents this recommendation. So that would be within our standard purview. Would the committee accept that provision?

Barenberg: I think so, yes.

Nathan: Do you think we need to vote on it?

Howe: No, I think this is just what kind of envelope it goes in.

Nathan: Other discussion?

Kvashny: Call for the question.

Nathan asked for all in favor of this resolution from Committee C. This resolution passed.

Study Committee A-Digital Measures Report; John Gilliam

Senator Gilliam spoke to Senate members about the Outreach and Engagement measurement instrument that has gone out for the last several years.

Nathan: This is just a report, it is not a resolution, not a recommendation. Solicitation of comments and questions from the Senate?

Gilliam: It would be appropriate for them as a result of no disagreement to incorporate this page into Digital Measures.

Nathan: The one question is does anyone have any objections to this being incorporated within Digital Measures?

Held: I would just like it entered into the record that this is voluntary and not required.

Gilliam: It is. Yes.

Nathan: Other questions?

Faculty Status and Welfare Committee-report on OP 64.10; Lewis Held

Senator Held spoke to the Senate about the email that was sent out regarding the revisions proposed to OP 64.10. Vice Provost Elbow was asked to explain what the revisions entail.

Held: The committee looked at all the changes, deliberated and voted unanimously with one abstention due to family matters to endorse it. So it comes to the Senate with our blessing.

Nathan: Questions or discussion at all?

Monroe: Call the question.

Nathan: Question has been called. All those in favor of accepting the recommendation of the Faculty Status and Welfare Committee with regards to OP 64.10.

Motion passes.

VI. New Business: Resolution of Concern & Support for Dr. Guy Bailey

President Nathan asked Senator Meeks to read a resolution of concern and support for Dr. Guy Bailey.

Nathan: Is there a second to the motion for good wishes to President Bailey?

Gilliam: Seconded

Nathan: It is seconded.
That's also passed.

New Student Learning Outcomes for Multicultural Requirements-Mary Francis Agnello and Gary Elbow

Vice Provost Elbow spoke about the new student learning outcomes for multicultural requirements.

Nathan: If you do not have a copy of this and someone would like it read SLO's read to you, anybody like to hear them? Discussion or questions for Senator Agnello or Vice Provost Elbow?

Wong: I'm a little concerned. I understand that it is multicultural but basically under this rubric virtually any class in History would count. For instance, I teach European history. When I teach European Second World War between Germany and Italy and France and England, those are different cultures. They speak different languages. Even when I teach history of modern Italy there are over two hundred dialects and regionalisms and is that acceptable? Is that the intent of the multicultural agenda? Because I'm wondering if the agenda wasn't to look at underrepresented voices or marginalized groups. Right now for instance, Alan Barenberg who teaches Soviet Russia, I don't even know how many ethnicities there are. We could legitimately make the argument that it is awareness and knowledge of global differences between one or more global societies so I think that what you are trying to do is limit the number of courses. I'm just asking what the intent is here. Otherwise there are a number of courses that would fit under this and I'm thinking that the intent of this is really to look at marginalized groups, underrepresented voices, ethnicity, race, gender, sexuality, poverty. Those sorts of issues.

Nathan: Clarification. So the proposed requirements are not the ones you just read Senator Wong on the existing?

Wong: Yes. But still even amongst those that are the proposed multicultural student learning outcomes, cultural biases, stereotypes those are all discussed in virtually every single history class.

Agnello: We have a rubric that we have yet to assemble that we are going to look at. So in a few days we will be sending out a call for the courses. The courses will be scrutinized and if they meet the requirements or the criteria on the rubric then the courses can qualify. I think that within the verbiage that you see here that the things that you describe are there. You know it's not perfect it's also off-putting to always be talking about race, class, gender, all those kinds of things. So we tried to make it somewhat broad and somewhat inclusive and we thought with the rubric we really probably could eliminate a lot of the course, but probably there will be many and I'm suspecting that a lot of faculty are going to be submitting even more syllabi than we have seen in the past. In the spring, starting in February, we will be reviewing the syllabi. I think the intention was to get rid of some of the classes that were maybe too broad and sort of out there and maybe really a stretch. But in the long run, even though folks who had those classes can resubmit, and try to entertain these criteria. I think that one of the key things that maybe Gary did not mention was that we ought to say is that the problem was that we couldn't really justify to SACS that we were able to measure the last two criteria. So we thought that these three were more measurable within the context of various classes. We don't really have a problem with talking about all of those areas that you are discussing in all of those courses in history. So you know we may be disappointed in what we get. We thought this was somewhat limiting, a little bit more specific and yet conclusive.

Wong: I'm not against—I am completely for a multicultural requirement. I am concerned that even with trying to tighten it, there are a lot of courses on campus that would count for the multicultural requirement and I'm not sure that—I mean I don't have the rubric in front of me.

Elbow: Let me point out that with respect to this reading that almost all of your regional history courses which are the 3-4000 level, and we will be strongly discouraging that. We want to get primarily introductory level courses as we have done with the core. So I think that gives you a choice. If you've got a course that you really want to be multicultural then you can reduce it to the sophomore level and present it. The multicultural requirement was established at a time when there was a lot of concern about having a multicultural requirement and it was not as strong as it should have been.

Cole: I am in the Foreign Languages Department and thinking about the rubric as well, a lot of our course would be categorized as multicultural. The concern that we have, and I think that this has come up before, is that a lot of our sophomore courses in languages are languages courses. They are still trying to build their language skills. Most of the courses that would have the multicultural component would be at the 4000 level. I know trying to keep the courses to 3000 for example but that might hurt us as well because for a lot of our students they actually get their 4000 level requirements in language at the same time they are meeting multicultural requirements as well. Are they going to keep that in mind once we figure out all that stuff?

Agnello: I think we are going to keep a lot of things in mind and it is not perfect. I think we are also going to ask people to come and talk about these courses at some point and to meet with the committee and talk. We haven't done it yet so I think anyone who is learning language needs to be taught and it is such a minority of people in this country so I think that is wonderful and maybe should count as multicultural. I don't have a problem with that.

Batra: I agree with what you just said. In the English Department, we are not teaching 2000 level courses because graduate students are teaching those courses. We are not encouraged to teach those courses so a lot of our course load is 3000 and 4000 level courses. I used to teach a course which Mike Borshuk also used to teach. It is called 3387 Multicultural literatures. I used to teach it as South Asian literatures, Mike used to teach it as African American, Cordelia Barrera teaches it as Chicano literature and as a result of the 3000 level courses being taken out of multicultural pool of courses, our courses are not making and so at that point we start to wonder whether case by case exceptions need to be made. Because these are really important courses, a course in African American literature, a course in Chicano literature, a course in Post-Colonial literature, these count as multicultural courses. And like you, the students are not getting the benefit of the expertise we were hired to impart to the students. So our multicultural literacies are not being put to use to the service of the students because 3000 and 4000 courses are not part of this pool of courses.

Elbow: They are not currently serving that purpose either.

Batra: They are not currently. Yes.

Agnello: I think we are facing the same thing in the College of Education. The class that I have taught almost every semester since I have been here is probably going to be taught by assistants starting in the spring. So there is a lot of thinking that we have to do about this and I think we will be talking to people and saying come and talk to us.

Nathan: Also sounds as if there's different issues with the multicultural courses than there are with the core courses so the restrictions you see for core courses may not be appropriate ones under multicultural.

Peaslee: Just as a clarification, why Gary is it that the 2000 level is the preferred level for these courses?

Elbow: The idea of a core curriculum and multicultural one that's not in the core and is related to the core is that you get students at the beginning when they are coming in to the college program. Ideally they would be through with the core by the time they get to the junior level. I know that ideal doesn't always fit but that is the way it is supposed to.

Borshuk: I was just going to add to what Kanika Batra was saying about these English courses. I recognize they are not currently in that pool of courses but I think what Kanika was trying to say is if those courses aren't going forward they are really in jeopardy. We have really discovered frankly because of the student demographics at this university that a little bit of encouragement to take South Asian writers or African American literature or Chicano literature or Asian American literature--these are all courses that we've offered under that 3000 level number and they really are in jeopardy without some administrative encouragement I think. And you were talking about looking forward how they belong in there.

Batra: I do not offer that course anymore. I've stopped offering it for two and a half years now because I know there are limited sections of that course available and the courses won't make if multiple sections are offered.

Borshuk: Right. My teaching schedule has changed two semesters in a row because those ethnic American literature courses are not making.

Wong: And that goes back to I think why I'm questioning it. In the History Department we have an AAL requirement, Asia, Africa, Latin America requirement and what we found was that students were trying to take the Vietnam War which is about U.S. intervention in the Vietnam Conflict to make up for that AAL requirement. Eventually we cleaned up all of our books and I think that is where my concern is. That we need to define multicultural very very carefully because I think the tendency would be for our students to take Western Civilization that's very very familiar and it could count towards multicultural. It's certainly different cultures and different groups and different

stereotypes and you have poverty and different socioeconomics. But I think that the point of it is to push students, to encourage students to take classes like African American literature or a History of Lynching or the History of China. That's why I am just wondering if it couldn't be tightened up a little bit more or if we could at least see the rubric. To see what the requirements are.

Marks: As you have explained it is modeled on the core courses which would suggest that it be done earlier in the college career. However, the very first distinction you made was that it is not a core requirement it is a graduation requirement. As a graduation requirement, that would seem to throw it later. That would put the emphasis later. It may well be that there is no essential argument. There's no tension between what seems to be a faculty desire to allow 3000 and 4000 courses. And what this actually is, which is a graduation requirement.

Elbow: Let me provide a little bit of background that might clarify some things. At the time that this requirement was created we had a 47 hour core curriculum. And that meant that there wasn't room for this in the core. And we also had even back then issues with total number of hours in majors even though we had 120 hour limit. So the decision is made to let the multicultural requirement be a graduation requirement. Creation of the requirement was in response to some very nasty things that had happened with students at Texas Tech. So the other way it was to be incorporated without creating too much damage was to allow certain courses in the core that were appropriate to serve both as multicultural and as core. You know that there are certain core curriculum courses that satisfy the multicultural requirement. We don't intend to change that. That allowance will continue to go on that policy. The background to this is that the multicultural even though it's a graduation requirement really was considered at the time and I think it still is to be pretty parallel to the core curriculum.

Coward: I think what I was trying to say is that if it is a core course we need to consider these are freshmen and sophomores that are taking it so is it possible for the faculty who wants to offer a course to consider maybe changing your courses to make it a 2000 level course.

Batra: We are not encouraged to teach 2000 level courses because those are the bread and butter of the graduate assistants in our department. So we have I think only one 2000 level course which faculty can teach. Which I am teaching regularly. For one to offer a multicultural course which will not make given the changed requirements I think ultimately it becomes an issue of faculty retention and student attraction as well. If there are a bunch of courses which help attract students, a bunch of courses that help faculty impart their areas of interest to students in the manner in which they were hired to do it is a larger question than core curriculum or multicultural or graduation requirements. It's a much wider issue.

Coward: Could someone explain why the faculty are not encouraged to teach those courses?

Batra: There are graduate students who are also employed by the department who need to be teaching certain courses to retain their graduate assistantships.

Cole: In our case it is impossible in the second year 2000. They are still mastering the language. We will have to probably teach that course in English which defeats the purpose of what we are trying to do in foreign languages. Of course we also face the problem that if we wanted to offer a course in say Latin American Lit, there might be certain texts that are not available in English translation so we wouldn't be able to offer the course in translation. So it creates a problem, at least in our department. We have to first build their competency in language in order for them to be able to interact at a higher level. At least that is the problem we will have in foreign languages.

Agnello: I do not have a lot of bureaucratic control here at Texas Tech but I can take all of your concerns to the committee and I am sure that we can discuss and try to address some of your concerns. See if we can't reach some kind of resolution that might be a little bit more satisfactory.

Nathan: Could you bring back from the committee the rubric as well?

President Nathan asked if there was any other new business.

Held: I did not want Senator Boles suggestion to be forgotten. So I am going to request if not move that the Agenda Committee consider assigning as a task to my committee, the Faculty Status and Welfare Committee to consider revising OP 32.03 on Academic Deans, Associate or Assistant Deans, and Department Chairpersons to incorporate faculty votes. If that needs to be a motion, fine, if the agenda queen will go ahead and assign that to us informally—however you want to handle that is up to you.

The task was assigned to the Faculty Status and Welfare Committee.

VII. Announcements-None

VIII. Meeting adjourned at 4:43.