

# American Plan benefits upped

Faculty and staff policyholders in the American Plan (American Community Mutual Insurance Company) will receive increased benefits at no extra premium cost, effective Nov. 1.

The Staff Benefits Division has announced these benefit improvements:

\*Surgical schedule, from \$600 to \$1,200.

\*Diagnostic X-ray and laboratory benefit, from \$100 to unlimited coverage.

\*Hospital in-patient consultation, from \$20 maximum per confinement to

\$50 maximum per confinement.

\*Radiation therapy, from \$300 to \$600.

\*Hospital in-patient medical coverage, from \$6 per day for 120 days to \$6 per day for 365 days.

\*Supplementary accident benefit, from \$300 to unlimited coverage.

Gary J. Posner, staff benefits director said that the upgraded benefits have resulted from American's "favorable group experience" with University subscribers. He noted that the plan will continue to provide total hospital

coverage for semi-private service coupled with many unlimited hospital extras for up to 365 days.

He emphasized that the benefit increases are automatic, and that no action is necessary by current policyholders. Policy amendments will be sent to all subscribers.

Posner also said that an open enrollment for insurance benefits will be conducted Oct. 26 - Nov. 6. Letters detailing the open enrollment will be mailed to all faculty and staff later this week.

## MSU Faculty News

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Oct. 20, 1970

# Minority counseling: The war on racism

By BEVERLY TWITCHELL  
Associate Editor, Faculty News

Inside the institution there is a fight against institutional racism.

Institutional racism: "Terminology on tests is a key," says Thomas Gunnings, assistant director of counseling for minority programs. "Students know the information, but really don't dig — understand — the jargon of the question being asked." Besides, he says, professors are also grading on grammar, punctuation, spelling, sentence structure, how the data are written, and professors don't "dig the jargon" of the students. Particularly of the minority student, who has, according to new assistant to the ombudsman Don Ensley, his own form of communication.

So part of the new counseling program for minority students is what Gunnings calls psychological preparation for tests. He says counselors deal with anxiety and teach students how to interpret test data, how to move from question to question and how to eliminate on true-false tests.

\* \* \*

ALL THROUGH high school, Gunnings says, minority students are told they are not equal. Special programs (Head Start, etc.) are provided for them.

Then "all of a sudden (in college) you're equal. Now you've got to compete

Support services expanded, page 3

with Grosse Pointe, with no special treatment . . . You can't do that to a human being," Gunnings says.

"You've got to make things unequal to make them equal."

"Things unequal" include:

— A special program for minority student counseling, with Black and Chicano counselors, some in the Counseling Center, some in Room 32 of the Union, some in residence halls, some in such academic buildings as Bessey Hall and engineering. And with hopes next year for an American Indian counselor.

So "students can come and get assistance in any academic way we can help them," Gunnings says.

— A new concept of a "moving counselor," whose responsibilities include being familiar with students' names, room numbers, classifications, grade-point averages, majors and home towns; knowing professors' requirements for each class



Counseling Center's Thomas Gunnings (left) and Henry Braddock, a graduate student in psychology.  
— Photo by Dick Wesley

taken by the students; knowing each student's major requirements; being able to counsel on financial, social and emotional needs, and on balancing class and study schedules.

Too many minority students are either underloaded or overloaded with "solid courses" (science, math, languages), Gunnings says.

"They don't realize that they have to get adjusted to this megaversity. And once they get behind, it's an uphill fight, and it's bad on them psychologically, especially with the financial and racial problems they're constantly worried about anyway."

The counselors are familiar with course requirements, he says, because the students are accustomed to being told twice that a paper is due or a test is

(Continued on page 3)

# Board approves overload pay policy

An eight-point statement outlining University policy on faculty overload pay was adopted Friday by the Board of Trustees.

Three items are recent changes in the overload pay policy.

To make the policy uniform during the summer, faculty on 10-months' appointment may receive during the summer 30 per cent of their previous year's salary, "plus any overload pay for which they would be eligible if carrying a full load."

Past policy prevented 10-month appointees from receiving more than 30 per cent of their previous year's salary

during the summer even if they were doing overload work.

The policy also stipulates that administrators (chairmen, directors, deans and administrative-professional staff) receive pay for overload work "related to their professional discipline, but not for work related to their administrative position."

In the past, the University had to make exceptions in order to pay administrators for off-campus overload service.

Another item provides that the rate of pay for overload work "should be standard for each academic rank" and that it should be "based on actual class

hours or contact hours, with a built-in factor for preparation."

Overload pay for off-campus teaching had been based on an individual's actual salary. Assistant Provost Herman L. King pointed out that a faculty member's regular salary is based on a variety of factors, not all of which would be relevant to his ability to teach an off-campus course. He said that the new policy is more logical and more manageable, and it will help encourage young faculty to do off-campus teaching.

\* \* \*

OTHER ITEMS in the policy, effective Sept. 1 are:

\* "Overload pay should be limited to overload work related to instruction and service."

\* "Overload pay should be available only through continuing education."

## Scranton Report

The long-awaited findings of the President's Commission on Campus Unrest — the Scranton Report — contained a number of references to the role and responsibilities of faculty in this era of campus unrest. Excerpts are on page 4.

# Retirement pay hikes for some

Increased benefits have gone into effect for faculty under the University's non-contributory retirement plan.

Effective July 1, persons already retired under the plan received an across-the-board \$300 annual retirement salary increase, provided they selected option 1 of the plan. Proportionate increases went to those who selected survivor options 2, 3 or 4. Maximum annual salary under the plan was increased from \$3,000 to \$3,300.

Details on the benefit changes are available from the Staff Benefits Division.

Only faculty who came to MSU prior to 1958 are likely to be affected by changes in the noncontributory plan. The faculty voted in 1958 to adopt the TIAA pension plan, and most persons then switched to TIAA participation while retaining credit for their years of service under the noncontributory program.

Faculty in 1958 who would have been disadvantaged by changing over to TIAA were allowed to remain exclusively under the noncontributory plan.

\* Continuing education's scope should expand to include "such programs as Head Start, Upward Bound, Kellogg Farmers, labor and industrial relations training programs, etc."

\* "Any full-time faculty member is eligible for two days per month (16 hours per month) of paid consulting time or overload pay time, regardless of his other duties."

## Urey speaks here tonight

Nobel Laureate Harold C. Urey will deliver a public lecture tonight (Oct. 20) at 8 p.m. in Room 108-B of Wells Hall. He will discuss the origin and composition of the moon.

Urey, professor at the University of California and recipient of a Nobel Prize in chemistry, is perhaps the world's most noted authority on study of the moon. He is on the campus to address a national conference of planetarium directors.

His talk tonight is cosponsored by the Geology Club of the geology department and Abrams Planetarium.

He will also present a seminar today at 2:30 p.m. in 322 North Kedzie.



First PBK scholar here this week

Paul L. MacKendrick, professor of classics at the University of Wisconsin, will visit the campus this week for a series of lectures and seminars sponsored by the United Chapters of Phi Beta Kappa.

MacKendrick is the first visiting scholar for MSU since the University's Phi Beta Kappa chapter was chartered in 1968. The program was begun in 1956 to enable undergraduates to meet noted scholars in a variety of disciplines.

MacKendrick's visit here includes public lectures at 8 p.m. Thursday in 108B Wells Hall and at 8 p.m. Friday in the main gallery of Kresge Art Center. The latter is under the auspices of the Central Michigan Society of the Archaeological Institute of America.

He will also meet with students and faculty in the romance languages and humanities department.

MacKendrick, a member of the Wisconsin faculty since 1946, spent three years as professor - in - charge of the summer session of the School of Classical Studies at the American Academy in Rome.

As a Guggenheim Fellow in 1957-58, he worked in Italy on Roman civilization, and in recent summers he has done research on the Romans in Spain, Portugal, Germany and France.

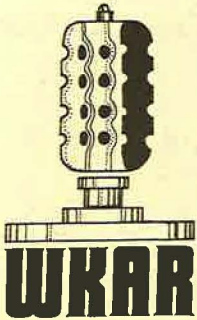
He is a past president of the Classical Association of the Middle West and chairman of the board of directors of the National Humanities Faculty.



Wednesday, Oct. 21: 7 p.m. . . . "Beethoven: Sonatas for Violin and Piano," first in a series featuring violinist Paul Zukofsky and pianist Gilbert Kalish.

Friday, Oct. 23: 7:30 p.m. . . . "If I Am Elected . . . " . . . " U.S. Senator Philip Hart and Mrs. Lenore Romney field questions from live studio audience.

Sunday, Oct. 25: 4 p.m. . . . Paul Lodico, Socialist Workers Party candidate for U.S. Senate. 10 p.m. . . . Gubernatorial opponents William G. Milliken and Sander M. Levin are questioned by the studio audience. 11 p.m. . . . "NET Playhouse" is a 90-minute film documentary tribute to Helen Hayes, first lady of the American theater.



Tuesday, Oct. 20: 11:30 a.m. . . . (AM) "Ways of Mankind," award - winning radio essays explaining anthropology to the layman.

Friday, Oct. 23: 1 p.m. . . . (AM) "Drug Abuse and the Law," a discussion with Jerome Jaffe, Mitchel Ware and Helen Howlis.

Sunday, Oct. 25: 9 p.m. . . . (FM) "Beethoven: The Man Who Freed Music," first in a series on Beethoven and his music.

Monday, Oct. 26: 1 p.m. . . . (AM) U.S. Senate candidates from the Economic Club of Detroit.

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Board rejects new committee

Faculty bylaw amendments which would have created a University Committee on Faculty Compensation and Academic Budget were rejected by the Board of Trustees last week.

Trustee approval for bylaw amendments is not normally required, Provost John Cantlon said in introducing the proposal, but since this proposal involves University administration, "agreement is needed for effect," he said.

The proposal called for a new standing faculty committee that would study and make recommendations on budget allocations to "the various academic functions and activities of the University," on the level and structure of faculty salaries, other compensation, and on salary adjustments.

The committee would also have assumed some duties of the current faculty affairs committee(which would have been dissolved) regarding faculty personnel policies and grievance procedures.

The proposal was defeated (6-2) primarily because of Board concern over releasing its authority to the committee while maintaining responsibility for any actions.

Trustee Stephen R. Nisbet expressed concern over "continued diminution of the board's authority without release from this board's responsibility."

"Groups want to get in on board action without the responsibility," he said.

"Little by little the board is giving away its power in many fields."

Cantlon replied that "the faculty frequently feels that a combined judgment from a broader spectrum on priorities would be an enhancement."

Trustee Clair White called the proposed procedures "reckless and dangerous."

"This is obviously a well-studied effort to have governance and collective bargaining simultaneously," he said. "If you're going to handcuff me into this box, you're going to have to get the money (for the University) too, because I've lost my posture as a representative of the public."

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ALSO DEFEATED (5-3) were bylaw amendments which would have made University Faculty Tenure Committee decisions "involving interpretation of tenure rules and in cases involving deviation from tenure rules" binding on the administration (including the Board) and on the faculty member concerned.

Trustee Nisbet again expressed opposition to being bound and to having the Board's authority cut.

In other actions, the Board:

- Approved a five-year priority list for capital construction. The 26 projects (published elsewhere on this page) include 17 for which the Universtiy is

requesting funds during the 1971-72 fiscal year.

- Approved the merger of two departments - food science, and human nutrition and foods - into the single Department of Food Science and Human Nutrition. Jacob A. Hoefer, professor of animal husbandry and associate director of the experiment station, will be acting chairman.
- Named Lawrence T. Alexander director of the Learning Service.
- Appointed Nolen M. Ellison, associate director of the Center for Urban Affairs, as assistant to the president.

Dickens lecture

Philip Collins, Professor of English at the University of Leicester, will deliver three talks here this week. The first will be Wednesday at 3 p.m. in the Green Room of the Union on "A Tale of Two Novels: 'A Tale of Two Cities' and 'Great Expectations' in Dickens' Career." Wednesday at 8 p.m. in 137 Akers Hall, he will discuss "Wonderful the Flow of Spirits: A Portrait of Dickens as He Struck His Contemporaries."

Thursday at 8 p.m. in 137 Akers he will present readings from Dickens.

Building priorities through 1976

Key: NC - new construction; MRA - major renovations and alternations; P - planning stages.

PROJECTS			Request Year 1971-72	1972-73	1973-74	1974-75	1975-76	TOTAL
1/NC	Life Science I Gifts and Grants Appropriated Request	\$6,620,000 \$3,600,000	\$400,000					\$10,620,000 -6,620,000 -3,600,000 \$ 400,000
2/MRA	Power Plant '65 -- Unit 3		\$650,000	\$3,000,000	\$3,000,000	\$3,000,000		\$9,650,000
3/MRA	Erickson Hall--Air Conditioning		\$575,000					\$575,000
4/NC	Life Science II Gifts and Grants Request	\$10,050,000	\$1,450,000	\$3,500,000	\$3,500,000			\$18,500,000 -10,050,000 \$ 8,450,000
5/NC	University Clinics--Teaching Hospital and Health Center Gifts and Grants Request	\$26,300,000	\$2,000,000	\$5,000,000	\$5,000,000	\$5,000,000		\$43,300,000 -26,300,000 \$17,000,000
6/MRA	Power Plant '65 -- Alterations		\$340,000					\$340,000
7/MRA	Shaw Lane Power Plant		\$600,000					\$600,000
8/P	Communication Arts		\$45,000	\$1,455,000	\$2,000,000	\$2,000,000		\$5,500,000
9/P	Performing Arts Center Theatre Music Hall Auditorium		\$110,000	\$1,890,000	\$3,000,000	\$4,000,000	\$4,000,000	\$13,000,000
10/P	Human Ecology--Renovation		\$14,000	\$586,000	\$700,000			\$1,300,000
11/P	Public Safety		\$10,000	\$940,000				\$950,000
12/MRA	North Campus Chilled Water System		\$450,000					\$450,000
13/P	Physics-Astronomy		\$120,000	\$1,530,000	\$3,000,000	\$4,000,000	\$4,000,000	\$12,650,000
14/MRA	Water Reservoir			\$700,000				\$700,000
15/P	Business		\$40,000	\$960,000	\$1,750,000	\$1,750,000		\$4,500,000
16/P	Science Library		\$40,000	\$760,000	\$1,700,000	\$1,700,000		\$4,200,000
17/P	Law School		\$25,000	\$525,000	\$1,100,000	\$1,100,000		\$2,750,000
18/P	Social Science		\$120,000	\$880,000	\$3,000,000	\$4,000,000	\$4,000,000	\$12,000,000
19/P	Arts and Letters			\$65,000	\$835,000	\$3,500,000	\$3,500,000	\$7,900,000
20/P	Child Development Center			\$20,000	\$530,000	\$800,000	\$800,000	\$2,150,000
21/P	Biophysics			\$45,000	\$255,000	\$2,000,000	\$2,000,000	\$4,300,000
22/P	Engineering and Computer Center			\$55,000	\$745,000	\$2,500,000	\$2,500,000	\$5,800,000
23/P	Greenhouse and Herbarium				\$35,000	\$765,000	\$2,200,000	\$3,000,000
24/P	Agricultural Science					\$40,000	\$3,760,000	\$3,800,000
25/P	Agronomy and Soil Science					\$40,000	\$3,760,000	\$3,800,000
26/NC	Bus Maintenance Garage					\$780,000		\$780,000
			\$6,989,000	\$21,911,000	\$30,150,000	\$36,975,000	\$30,520,000	\$126,545,000
SPECIAL	Michigan College of Osteopathy (Mortgage Obligation)		\$105,460	\$235,000	\$234,540			\$575,000
			\$7,094,460	\$22,146,000	\$30,384,540	\$36,975,000	\$30,520,000	\$127,120,000



# New 'package' widens minority support

Supportive services for minority students are being expanded and organized into a program headed by Lloyd M. Cofer, professor of administration and higher education and special assistant to the vice president for special projects.

The program is Special Services for Minority Students. Cofer said it will do many things — sometimes initiating programs and coordinating programs either in existence now or planned for the future.

Last spring, Cofer said, "many of us in the administration felt that with the University so large, and with departments interested in doing things for minority students on campus, that services were becoming fragmented. Everybody was doing his own little thing, and it became a duplication effort."

When Equal Opportunity Programs was transferred from the Center for Urban Affairs to the Office of the Vice President for University Relations, Cofer said, "it was time to set our house in order." EOP and CUA had been doing "supportive things that were not really their function," he added.

Cofer hopes that the new Special Services for Minority Services Students will be a model for the entire country and will enable people brought here to continue and graduate.

He said that "everything will zero in on the kid. We're here to make sure of the progress of minority students through the University. I think it's criminal to bring them in and drop them."

\* \* \*

SPECIAL SERVICES include recruiting, admissions, orientation,

financial aid, tutoring and counseling.

While the program is in an organizational stage, three of the areas have efforts going this year: Recruiting, tutoring and counseling.

A special orientation program for minority students this summer was run by Charles Thornton with the aid of the Black United Front.

Cofer said he hopes this will be expanded next summer.

Work in financial aids will include adding Blacks and Chicanos to the financial aids staff.

\* \* \*

Cofer's first role at MSU was with the Detroit Project, which brought in Black students from Detroit whose high school grade - point averages and college test

scores were not as high as normal MSU requirements.

Since 1967, six groups totaling about 370 students have been admitted to the University. The project was renamed the Developmental Program last year because of needs among minority students in other Michigan cities. This was accompanied by a new thrust to recruit minority students from across the state and to step up recruitment of Chicanos and American Indians.

The most recent group of 147 students was admitted this fall and includes for the first time a large number (47) of Chicanos, Cofer said.

Supportive services (counseling, advising and financial aid) for these students were always there, Cofer said — but mainly through his own one - man operation. Last year, "when things got so hectic, so large," the Center for Urban Affairs and Equal Opportunity Programs provided tutoring.

That service has now returned to the auspices of Cofer and the office of Special Services for Minority Students. The tutoring component, headed by Henry Johnson, includes five offices in residential complexes, staffed by EOP graduate fellows. Students can arrange for tutoring services at these offices, Cofer said, and "tutoring hopefully will be supplemented by departments."

## Minority counseling . . .

(Concluded from page 1)

approaching. "We may be riding herd on them," Gunnings says, "but I'm interested in the outcome."

Counselor - tutors also read papers before they're turned in "to make sure they're solid." And they encourage students not to cut classes.

Gunnings tells the students they're not going to change the racism here by not going back to class. "So we urge them to go, to read widely and to argue from a knowledge base, not from a rhetoric base."

\* \* \*

"OUR THING is involvement," Gunnings says, "but students name the terms."

That is, he says, students tell them counselors what they want done. If they come with a residence hall problem, "we talk to them, we don't teach them how to cope with it." If they complain that people look at them funny in stores, or that they're being hassled by the police department, the counselor will intervene, mediate, Gunnings says.

"And then we deal with the students."

A student sometimes doesn't have valid perceptions, he says, so the counselor checks into a situation before he deals with it. The procedure is the same for a student complaint about a professor: "We're not going to take on a professor unless we know damn well he's wrong."

\* \* \*

WORKING WITH professors involves an attempt to establish the concept of two-way accountability.

On one hand, Gunnings and his staff "are trying to make the professor see how he is perceived by those to whom he is trying to impart knowledge. We're not saying the professor is not competent, but the professor has to understand that in different cultures people learn in different ways."

On the other hand, the counselors encourage students to "analyze what's going on. If they don't like it, they should recommend to the professor ways of using reference material which speaks to his (the student's) Blackness."

\* \* \*

COUNSELING IS not all academic. There is financial counseling:

"We try to make sure students look at values realistically," Gunnings says, to cut back on spending habits, in terms of apartments or cars, and to take care of basic needs first; to shop for sales. And, since some send money home, "we try to make them understand that their responsibility to their parents is to get through college, not to send money home."

And racial counseling:

Counselors try to teach minority

students not to run from a confrontation, Gunnings says, but not to get caught up in violent confrontation, either. Students are encouraged to talk to someone about the confrontation, particularly someone who may be able to intervene.

Students are also taught to negotiate in groups and not alone. The group may be able to see if a problem does exist, and to act as a buffer if necessary, keeping the involved students calm.

## Hearings set for this week

Some faculty have indicated they plan to appear at the two campus hearings this week of the Presidential Commission on Admissions, and commission director Ira Polley says he hopes to hear from others interested in making presentations.

The special hearings for faculty and staff will be from 10 a.m. to 12 noon and from 1:30 to 4 p.m. on both Thursday and Friday in the Con Con Room of the International Center.

Those wishing to schedule presentations before the commission can contact Polley in Room 408, Hannah Administration Building (Phone: 353 - 5008).

And, Gunnings says, "we talk in groups of Blacks on how to handle priorities. Some things bother us more than others — but especially those which impede our getting a degree or impede our educational growth."

\* \* \*

THERE ARE MORE than 2,000 minority students on campus, Gunnings says. Last year minority counselors had contact with 800 students; this year they have already seen more than 400. Gunnings attributes this to the larger staff, the move into residence halls and academic buildings, and good word - of - mouth communication among the minority student community.

But he says more is still needed:

— About five more full - time staff personnel;

— More male counselors and students (female Black students outnumber male Blacks and "suffer tremendously," Gunnings says);

— More financial assistance; scholarships "from Day One to Graduation;"

— A need to eradicate from all minority student records any grade below a 2.0 for the first two years; any student should be allowed to take the class over, Gunnings says, but especially minority students, since the first two years is a time of adjustment.

## Abstract report now offered

The 1970 edition of the Michigan Statistical Abstract — containing information on the state's people, income, welfare, business and public utilities — is now available to interested researchers and librarians.

It contains 569 pages of information, in 15 chapters, with comparative data on the neighboring states of Ohio, Indiana, Illinois and Wisconsin.

Requests for copies should be made to the Division of Research, Graduate School of Business Administration, Berkey Hall.



— Photo by Dick Wesley



*The commission on unrest:*

# ‘They must pull themselves together’

(Editor’s Note: The recently released report of the President’s Commission on Campus Unrest addresses itself to the universities, students, law enforcement agencies, the government, the President and the American people. Its text contains more than 35,000 words. Here, in brief excerpts, are some of the commission’s findings that focus on university faculty.)

**MAJOR RECOMMENDATIONS: For the university**

Every university must improve its capability for responding effectively to disorder. Students, faculty and trustees must support these efforts. Universities must pull themselves together.

The university should be an open forum where speakers of every point of view can be heard. The area of permitted speech and conduct should be at least as broad as that protected by the First Amendment.

The university should promulgate a code making clear the limits of permissible conduct and announce in advance what measures it is willing to employ in response to impermissible conduct. It should strengthen its disciplinary process. It should assess the capabilities of its security force and determine what role, if any, that force should play in responding to disorder.

\* \* \*

FACULTY MEMBERS who engage in or lead disruptive conduct have no place in the university community. The university, and particularly the faculty, must recognize that the expansion of higher education and the emergence of the new youth culture have changed the makeup and concerns of today’s student population. The university should adapt itself to these new conditions.

We urge that the university make its teaching programs, degree structure, and transfer and leave policies more flexible and more varied to enhance the quality and voluntariness of university study.

We call upon all members of the university to reaffirm that the proper functions of the university are teaching and learning, research and scholarship. An academic community best serves itself, the country and every principle to which it is devoted by concentrating on these tasks.

Academic institutions must be free — free from outside interference, and free from internal intimidation. Far too many people who should know better — both within university communities and outside them — have forgotten this first principle of academic freedom. The pursuit of knowledge cannot continue without the free exchange of ideas.

\* \* \*

... UNIVERSITIES as institutions must remain politically neutral, except in those rare cases in which their own integrity, educational purpose or preservation are at stake.

One of the most valid criticisms of many universities is that their faculties have become so involved in outside research that their commitment to teaching seems compromised. We urge universities and faculty members to reduce their outside service commitments. We recognize that alternative sources of university funding will have to be developed to take the place of the money attached to these outside commitments. Realistically, this will mean more unrestricted government aid to higher education...

**RESPONSE TO DISORDERS: The faculty role**

The administration must accept primary responsibility for the management of the campus in times of crisis. But the best of administrators cannot operate without the support of the university’s other major constituencies — the students, faculty and trustees. This support often has not been forthcoming.

... The typical faculty ... is less a community than a collection of highly individualistic scholars and teachers. Few faculty members are well informed about most university - wide issues. Fewer still are concerned with the problems faced by administrators, whom they tend to dismiss as mere housekeepers or public relations men. Faculty turnover is high — and those faculty members who remain do not have to live with or answer for the immediate consequences of most university decisions.

Faculty concerns tend to be ideological in nature. Faculty members may sympathize with student concerns, or fear the politicization of the university, or feel strongly about a particular moral issue. A faculty meeting called to discuss a campus crisis is likely to be heavily attended (unlike most faculty meetings), emotionally charged, rhetorically intense and wholly unpredictable. Such meetings display both the best and the worst qualities of the old-fashioned town meeting: A high sense of concern and a low order of practicality. However, that sense of concern must be taken seriously, for no university can continue acting in a way that is not consonant with the widely shared opinions of its faculty ...

\* \* \*

STUDENTS AND faculty members ... should be informed about campus issues and should respond to them with the same civility and reasonableness that they are expected to bring to their scholarship. They need not refrain from criticizing what they believe to be bad institutional policies or actions, but their criticisms should reflect knowledge of the facts and comprehension of the complexities of the issues. Equally they should be willing to support and defend those decisions of which they approve.

Few students and faculty members recognize the importance of their moral support to an administration attempting to cope with campus crisis or disorder. There are occasions, moreover, when more than moral support is required — for example, standing “fire watch” when arson is threatened, or acting as observers or marshals at mass assemblies and demonstrations.

Students and faculty should not lend support to those few among them who, for whatever purposes, would subvert and destroy the central values of the university. Sometimes these persons, because they are vocal, assume leadership roles when in fact they speak for scarcely anyone but themselves ...

We must also note that administrators are sometimes subjected to intense political pressures which make it difficult, if not impossible, to execute their role responsibly ... A state institution whose administrators the legislature considered “soft” was the only college of its kind in the state last year not to receive an increased appropriation from the legislature. In another state, the legislature

singled out by name in an appropriations bill a “soft” dean as being ineligible to receive any salary. Administrators threatened with intervention of these kinds are scarcely in a position to act reasonably or responsibly.

\* \* \*

**UNIVERSITY REFORM: Its mission**

In emphasizing the centrality of teaching and research, we have omitted that commitment to “service” often included as a separate university function. “Service” has too often covered activities that are at odds with the central function of the university, and which the university is ill equipped to perform.

Teaching and research are themselves the major services higher education renders. More than any other institution in modern society, the university serves the community through its capacity to examine and analyze and to provide each generation with the best skills, understanding and knowledge available. The university at its best is and must be a “service organization,” not by attempting to be something other than a university, but rather by fulfilling its own basic mission as well as it can for its own place and time ...

\* \* \*

**Faculty service commitments**

Some professors have extensive outside service and consulting jobs. We believe that professors who are preoccupied with such outside work can have a damaging effect on teaching and scholarship. The conglomerate University may have service - oriented departments but still maintain a community of scholars as one of its divisions. But the entrepreneurial professor cannot so easily claim that his outside activities have no effect on his academic role.

Naturally, as with the institution, the question is one of degree: Not all outside activities detract from scholarship, and some enhance it.

But some scholars are so heavily engaged in outside research that they have become virtually inaccessible to students and colleagues. In students’ eyes, they are compromised by their dependence on nonacademic patronage and by their attachment to rewards more tangible than the discovery of truth. But most important, the existence of substantial outside commitments means that faculty members do not give to teaching and research a fair share of time, energy or care.

We recommend that universities establish general guidelines governing both the acceptance of outside commitments by the institution and the outside activities of individual faculty members. The guidelines should restrict outside service activities — whether for government, industry or the local community — that drain energies away from teaching and research. Such guidelines should be sensitive both to the individual rights of faculty members and to the differences between teachers in various disciplines. They should be developed and enforced by committees of faculty members and administrators.

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**Improving higher education**

... many students complain that the quality of the teaching they receive is poor. They generally blame excessive outside faculty commitments, university reward systems biased in favor of research and publication, and faculty indifference.

We believe that these charges often have a basis in fact. Many universities have developed no systematic way of assessing teaching performance through consultation with students. Students should be provided with regular means for evaluating courses and the teaching effectiveness of faculty members. Faculty committees should be empowered to act upon information gathered and to make recommendations for improvement.

As one means of improving the quality of teaching on higher education, we urge reconsideration of the practice of tenure. Tenure has strong justifications because of its role in protecting the academic freedom of senior faculty members. But it can also protect practices that detract from the institution’s primary functions, that are unjust to students, and that grant faculty members a freedom from accountability that would be unacceptable for any other profession.

At all levels of the university, excellence in teaching should be recognized, along with excellence in scholarly work, as a criterion for hiring, salary increases and promotion. In the case of nontenured faculty, clear evaluation procedures emphasizing both teaching and research should be developed, publicized and used.

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FOR THE SAME reasons, the role of graduate teaching assistants should be reconsidered. The present system of undergraduate education at many universities relies heavily upon graduate students to do much of the teaching. These teaching assistants are necessarily inexperienced, often distracted by the demands of their own degree program, not infrequently unprepared to give even minimally adequate instruction, and in some cases deeply disillusioned. They often have little choice over whether to be a teaching assistant, and are generally underpaid and overworked.

No college or university can do justice either to its undergraduates or to its graduate students as long as it continues the current system of graduate teaching assistantships. We would strongly recommend eliminating the “TA” were it not for the fact the universities cannot presently afford to do so. At a minimum, however, they can and should take steps to improve the teaching skills and working conditions of these assistants.

... We ... recommend that faculty members assume much greater responsibility for self - regulation and for the welfare of their university community in the following ways:

\* (Faculty) should inform themselves about the principles, mechanisms and constraints that are involved in decision - making, rather than simply demand dramatic changes without demonstrating how they can be achieved.

\* Faculty committees should be established to evaluate and guide the teaching performance of faculty members.

\* Limitations on the outside service commitments of faculty members should be made explicit and should be enforced by faculty committees.

\* Faculty members, if they engage in political activities, have an obligation to make it clear that they act as individuals, not as representatives of their institutions.

\* Faculty members should always insist that students and colleagues exhibit an awareness of the full complexities of controversial issues.