

Flemming's Statement On Mosser Defeat

Editor's Note: The following is University President Arthur S. Flemming's statement to the State Board of Higher Education on the faculty's decision not to participate in the Legislature's Mosser plan to reward and encourage undergraduate teaching.

The faculty of the University of Oregon has given careful consideration to the opportunity that was presented to it, as a result of the action taken by the Joint Ways and Means Committee during the last session of the Legislature, to develop a merit award program for undergraduate teaching.

At the University of Oregon, the general university faculty is the only body which could respond to the invitation extended by the Ways and Means Committee to the faculties of all the institutions within the State System of Higher Education to develop a plan within the guidelines set forth in the Committee's report.

The Faculty Advisory Council, which is made up of seven members elected by the general faculty, developed, after consultation with a committee appointed by the president of the Associated Students of the University of Oregon, a proposed plan. This plan was considered at two lengthy meetings by the Faculty Senate which is made up of faculty members elected by the general faculty which is made up of faculty members elected by the general faculty of this body is to consider and make recommendations on matters to be considered by the general faculty. The Senate recommended that some changes be made in the plan developed by the Faculty Advisory Council.

The general faculty then considered the matter at three meetings. It concluded that the guidelines set forth in the report of the Ways and Means Committee were of such a nature as to make it impossible to develop a plan which would incorporate sound personnel policies. I respect this judgment on the part of men and women who are giving the best years of their lives to the field of education. I concur in the judgment on the basis of my own experiences in applying personnel policies both in government and education.

I regret that the faculty decided not to open these meetings to reporters. If reporters had been present, our students and the citizens of the State would have read accounts of thoughtful and carefully prepared statements by and exchanges between faculty members which, in my judgment, reflected a genuine concern for the function of teaching. They likewise reflected dissatisfaction with the status quo and a desire for the University to follow policies that will insure a constantly ascending curve as far as the level of teaching performance is concerned.

The University of Oregon does place major emphasis on the effectiveness of a faculty member in the classroom in determining whether he should be granted tenure, should be promoted, and should be given increases in salary.

Recommendations on tenure and promotion are initiated within the departments and then are transmitted to the office of the President, together with recommendations by the deans of the appropriate school and colleges. These recommendations are then transmitted to the Faculty Advisory Council. This body makes its own independent investigation and then transmits its recommendations to the President. I then make a review of the entire file. I also take into consideration annual ratings that are made on all faculty members by department heads and deans. At times I decide to ask the Dean of Faculties and the appropriate dean to obtain additional information. At other times I arrange for a meeting with the Advisory Council, the appropriate dean and the Dean of Faculties.

If a faculty member has not been recommended for promotion or tenure by the appropriate dean during a period of five years, the Faculty Advisory Council will initiate its own investigation and make appropriate recommendations to me. I will then in turn ask for comments on these recommendations from the appropriate department head and dean. Also the Faculty Advisory Council will initiate an investigation if a faculty member requests it to do so.

All of us who participate in this process arrive at our conclusions in the light of agreed-upon criteria. Included in this statement of criteria under the heading of "Teaching" are the following: effective conduct of classes; stimulation of student interest; contribution to intellectual activities outside the classroom; effectiveness in keeping updated and staying abreast of any new developments; effectiveness in requiring good standards of performance and in measuring performance, and development of experimentation with new teaching techniques.

I recommend a faculty member to the Board of Higher Education for promotion or tenure only when I am convinced that the weight of evidence points to the conclusion that the performance of the person concerned can be determined to be satisfactory when measured against these criteria. In addition the faculty member is judged against criteria included under the headings of professional growth and scholarly activities; creative and artistic achievement; and other services to the University and community.

The University is not satisfied with the quality of the evidence we obtain relative to the performance of a faculty member in the classroom. We recognize that far too often it could appropriately be classified as hearsay evidence. As such it does violate the concept of academic due process.

As a result, the Faculty Advisory Council has requested me to appoint an ad hoc committee made up of faculty members, administrators, and students to develop a plan under which students will be provided with the opportunity of helping to evaluate performance in the classroom. I intend to respond affirmatively to this request. The plan that is recommended to me by this ad hoc committee will be put into operation this year.

Other Editors Say

An Adult Revolution?

From the Utah Daily Chronicle

Discussion at the recent conference of the American Council on Education in Washington, D.C., drifted toward the idea of giving students a larger voice in shaping college policy and curriculum.

An editorial in "The Washington Post" this week described the discussion as "eminently sensible." We agree that it is about time educators start taking seriously college students. As the editorial said, "The way to beget responsibility in young people is to treat them as responsible."

"In colleges, students are of an age at which they may be called upon to bear arms in the defense of their country and most of them before completing a college education have already become voters. They are adults and will respond best to acceptance as such."

This view, coming from one of America's most respected newspapers, is refreshing. We hope it is an indication of a new Adult Revolution, a revolution in which the post-academic world begins to realize that self-government really is a valid system, even for American college students, who after all are tomorrow's leaders.

The "Post" editorial continues: "Moreover, as several educators sensibly pointed out, students are less likely to rebel against policies they have a share in shaping. Their recent uprisings, particularly last year at the Berkeley campus of the University of California, seem to rebel against policies they have a share in shaping, and resentment at their anonymity and their alienation from the faculty."

We are not, however, asking for recognition just so we won't riot. If given the opportunity, there is no reason that college students cannot solve their own problems.

Of course, the question always arises of whether students want to govern themselves. The

lack of interest in student body elections and a general apathy toward activities would seem to indicate that self government is nothing more than a mouth full of words, that students would be ineffective anyway.

We have seen in just the past year on this campus that students are gaining a greater voice in the affairs of the University. Last year's new student constitution, generally strengthening student government, was an encouraging step.

But it was only the beginning. As we approach a new era for college students, we only hope that students themselves will be equipped, and interested enough in their own society, to accept the challenge of self-government, the challenge of making students society's greatest asset.

Education's Spread

From the Vista, Central State College

For years there has been a slow, steady and massive spread of education across international frontiers. It has been largely spontaneous and unorganized. Ninety per cent of the 90,000 foreign students now in the United States, for example, are

here under private auspices.

How much could be done if countries and schools, governments, universities, and private institutions were to give these international programs greater facilities and a sense of direction?

At the 200th anniversary of the birth of the founder of the Smithsonian Institution, President Johnson announced a new adventure in education to go beyond American shores.

"We mean to show that this nation's dream of a great society does not stop at the water's edge," the President said. "It is not just an American dream. All are welcome to share it. All are invited to contribute to it."

A special task force has been appointed to find out just how much could be done if this project were pursued. It will report in January.

A coordinated effort to increase the number of international students who come to the United States will not only aid in developing other nations, but also help American institutions increase their "knowledge of the world and the people who inhabit it."

Can special international effort, carefully coordinated, open a new dimension in understanding? It could start here . . . or not. It remains to be seen. (ACP).

CLASSIFIED ADS

NOTICE

CLASSIFIED Deadline: 2:00 p.m. day preceding publication. Deadline for Monday, however, is 10 a.m. Friday. Classified Cost: 5c per word the first day, 3c per word every day thereafter.

FOR SALE

SMITH-CORONA portable typewriter. Recently serviced, new ribbon. Ten years old. Excellent condition. \$55. 344-0363 or 3495 Kincaid.

SCARPA Gartner Ski Boots. Never been used. Dolomite soles. Size 10. Steve Green, 344-7239 evenings.

REAL HAIR fashion wig. 100% human dark brown, long hair. \$45. 343-9501.

TWO SPEED, 5 inch reel. Columbia recorder. \$40. 343-0996.

PAIR of Northland Golden Jets skis with bindings. \$70. 345-4244.

CARS & CYCLES

1963 HONDA Scrambler. Good condition. Price: \$349. Call at 688-2357.

FOR RENT

AVAILABLE Jan. 10: Daylight basement apartment for 1 or 2 students. Prefer seniors or graduates. Close to campus, private entrance, private cooking and bath facilities. \$50 per month single, \$35 per month each for two. Call 344-1389 evenings.

1 ROOM for male student. Another to share with a male student. 2033 E. 19th. Call after 5. 345-4649.

SLEEPING room for male student. Private entry \$40 per month. 280 W. 26th. Phone 345-2709.

TWO BEDROOM house plus porch near campus, prefer male foreign students or couple. 344-9768.

1-BEDROOM furnished, wall-to-wall carpet, electric heat. \$110. 1 block campus. 343-0457.

1 BEDROOM furnished, private entrance, \$95. All utilities paid. 1 block campus. 343-0457.

1 BEDROOM furnished apartment \$110 and \$125, a sleeping room at \$45. Inquire 1819 Kincaid.

ROOM for man. 1376 Ferry. 345-3626.

ROOM for male student, \$30 a month, linen provided. 344-0558.

FOR RENT

COMBINATION sleeping and bedroom in nice home for male student. \$45 per month, bedding and linens furnished. Call 345-8874 between 7 and 9 p.m. 761 E. 38th Ave.

SERVICES

FRENCH LESSONS. 3780 Knob Hill

WANTED

MEN: Informal college singing group needs first tenors and baritones. Even a bass. Contact Wally Huffman at 344-5617.

GIRL wanted to share small house. 1424 1/2 E. 18th. Call 345-1319.

WANTED: Roommates to share apartment. 342-2991. 1844 Kincaid. Apartment 6.

FEMALE student to share apartment. 775 E. 15th, No. 11. 344-1824.

CO-ED roommate needed for apartment very close to campus. Your share \$50. 343-0477.

MALE to share large apartment near campus. 342-2534.

HELP WANTED

(HIGH SCHOOL AND COLLEGE STUDENTS)

SUMMER JOB OPPORTUNITIES. WOULD YOU LIKE TO WORK AND PLAY IN THE ROCKY MOUNTAINS THIS SUMMER ON YOUR VACATION? AT A MTN. RESORT, DUDE RANCH, HOTELS, ETC. FOR 150 EXCLUSIVE RESORT LISTINGS, SEND \$2.00 TO WESTERN RESORT REVIEW, P.O. BOX 9, COMMERCE CITY, COLO.

TEACHER needs babysitter weekdays 1:30-3:30, some housework. 343-9501.

LOST AND FOUND

FOUND: A girl's watch. Found Dec. 17. Call Clay, Ext. 1647.

PERSONAL

LONELY GENIUS is looking for an understanding friend. The curious may obtain a copy of "Are You My Friend?" for \$1 by writing to box 505, Portland, Ore. 97207.

FSC urges letters, telegrams to President Johnson in support of bombing cessation.

HAPPY BIRTHDAY, Brixie.

Apathy . . .

(Continued from page 6)

been bothering you to one of these senators and have it resolved. Don't let your apathy impede your growth as a student, citizen, and social creature at the University.

Monday—Rod Roth, 11 p.m.; Gene Sokolski, 2 p.m.; Bob Colman, 3 p.m.; and Henry Drummonds, 4 p.m.

Tuesday—Diana Lund, 9 a.m.; Jim Elliot, 10 a.m.; John Follawn, 11 a.m.; Chuck Pruitt, 12 noon; Gunnar Lundberg, 1 p.m.; Mike Monahue, 2 p.m.; Skip Clemens, 3 p.m.; Judy Fuller, 4:30 p.m.; and Larry Beathe, 5 p.m.

Wednesday—Tom Jernstedt, 1 p.m.; Karen Winn and Scott Farleigh, 2 p.m.; Steve O'Leary, 3 p.m.; Henry Drummonds, Fred Long, and Jim Beat, 4 p.m.

Thursday—Dick Beeson, 9 a.m.; Bill Dames, 10 a.m.; Ilma Maria Lynton, 11 a.m.; Joan Young and Lee Bollinger, 1 p.m.; Rich Jernstedt and Chris Lassen, 2 p.m.; and Tom Page, 3 p.m.

Friday—Scott Farleigh, 2 p.m., and Vic Kucera, 4 p.m.

human life, especially the life of a Northerner, above all else. And because she felt so deeply about this, she sacrificed her own life in an attempt to save the lives of her fellow man.

I can only hope that her sacrifice has not been in vain; that you will see what the federal government is doing to the American people; that you will act to stop this atrocity. Only you and your fellow citizens by rising up against that Man in Washington, can save this country!

Robert D. Mumby
Senior, Sociology

Letters to the Editor

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ing into a vat of paint thinner; to this question I could truthfully answer that she was always deathly afraid of fire.

But the most important thing is that you understand why she committed suicide in such a dramatic way: she was protesting federal involvement in the Southern race issue. She felt very strongly that this involvement was and will continue to be the cause of much bloodshed. She was greatly disillusioned by the part an F.B.I. informer played in the murder of a northern housewife. Since that event she has tried again and

again to acquaint the public with the misery that the federal government has caused in the South. She said it had corrupted the klan, caused riots and the bloodshed of Northerners, both black and white. She could not understand how the Federal government allowed outsiders to risk their lives for a local cause that was not their own. She felt that the South should be left to settle its own battles.

She once told me, "Let them kill and mutilate themselves, but don't let the feds drag Northerners in to escalate the conflict." You must understand that Kathleen Klokmyer valued