American Plan benefits upped

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

The TIAA Retirement Benefits Division has announced these benefit improvements:
- **$10,000 annual salary under the plan was salary increase, provided they selected retirement under the plan received an across the board increase of $300 per month.**
- **Hospital in-patient medical coverage, from $600 to $6000.**
- **Diagnostic X-ray and laboratory benefits, from $100 to unlimited benefits.**
- **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 to $60 per day for 120 days to $6 per day for 365 days.**
- **Supplementary accident benefit from $300 to unlimited benefit.**
- **Overload pay policy.**

Gary J. Posner, staff benefits director said that the upgraded benefits have resulted from America's "favorable group experience" with Universities 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.

Ministry counseling: The war on racism

By BEVERLY TWITCHELL

Associate Editor, Faculty News

Inside the institution there is a fight against institutional racism. Institutional racism: "When the tests are hard, there is a tendency to say that the minority student did not prepare themselves," says Thomas Gunnings, assistant director of counseling for minority programs. "Students know the information, but really don't dig - understand - that's the jargon of the question being asked." Besides, he says, professors are also grading on a curve, punctuation, spelling, sentence structure, how the data are written, and professors don't "dig the emphasis" of the students. Particularly of the minority student, who has, according to new assistant to the ombudsman Don Enslow, his own form of communication.

So part of the new counseling program for minority students is Gunnings calls psychological preparation for tests. He says counselors deal with anxiety and stress, 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 with George Ponte, 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."" Gunnings explains:
- 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 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 build - 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.

Counseling Center's Thomas Gunnings (left) and Henry Braddock, a graduate student in psychology.

(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-month appointments 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.

Retirement plan

Increased benefits have gone into effect this month for 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.

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.

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He will also present a seminar today at 2:30 p.m. in 322 North Kedzie.
MSU Faculty News, Oct. 20, 1970

First PBK scholar here this week

Paul L. MacKendrick, professor of classics at the University of Wisconsin, will give a series of lectures and seminars sponsored by the Kappa chapter was chartered in 1968. The program was begun in 1965 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 Archæological 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 Roman city of Gades 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.

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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 put in on board action without the responsibility," he said. "Little by little the board is giving away its powers 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'm not going to be a representative of the public."

***

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 University 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.

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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 Aker Hall, he will discuss "Wonderful the Flow of Spirits: A Portrait of Dickens as He Stayed His Contemporaries." Thursday at 8 p.m. in 137 Aker Hall he will present readings from Dickens.

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Building priorities through 1976

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

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*Special Michigan College of Osteopathy (Morgage Obligation) | $52,000,000 | | | | | | | |
| $3,049,000 | $22,140,000 | $30,360,000 | $30,450,000 | $30,450,000 | $122,710,000 |

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MSU Faculty News

Editor: Gene Raftery
Associate Editor: Beverly Twitchell
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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 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 kids. 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.

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Cofer's first role at MSU was with the Detroit Project, which brought in Black students from Detroit whose 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."

### 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, Berkeley Hall.
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 American people, and the students of 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. University must pull themselves together.

The university should be an open forum where speakers of every point of view can be heard. Of course, the speech and debate code 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 the evidence as to what is speech and what is not. It is righting 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 seductive 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 voluntariness of university study.

We urge the university to 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 cannot serve 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 and outside our academic institutions - 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, for their members, a community 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.

It is, in fact, 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 the students who try to dismiss as mere housekeeping 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 in a manner consistent 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 comprehensions 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 the university. They should be encouraged to cope with campus crises and disorders. There are occasions, moreover, when more moral support is required - for example, standing "fire watch" when arson is threatened, or acting as observers or monitors during 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. Where 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 personal attacks, if not to attempts to destroy 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. The faculty are much better trained and more responsible than 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.

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FACULTY COMMITTEES... should be encouraged to act upon information gathered and to make recommendations to the governing body.

Improving higher education

Many university planners believe 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 university influence.

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 to the governing body.

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 junior faculty members. Better tenure practices can be developed, however, by creating tenured departments but still maintaining a community of scholars as one of its divisions. But the entrepreneurial professors 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 faculty members. 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 independence 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 faculty members 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.

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 that 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.

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